

**THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF EDUCATION**

**EDUCATION 5623  
COUNSELLING PSYCHOLOGY: COGNITIVE BASES OF  
BEHAVIOUR – LEARNING PROCESSES  
Fall, 2019**

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**Instructor:** Thelma Gunn, PhD (Educational Psychology)  
**Office:** TH 319  
**Phone:** 329-2458  
**Secretary:** Margaret Beintema (329-2732)  
**Email:** [thelma.gunn@uleth.ca](mailto:thelma.gunn@uleth.ca)  
**Office hours:** Meetings may be scheduled by appointment

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**Course Description**

**In-depth study of the major theories of learning as well as current research in the area of learning psychology. The practical implications of learning theory in educational and Counselling Psychology settings are explored.**

**Course Objectives**

As a result of this review of the major theories of learning, students will develop the knowledge, skills, and attitudes necessary to evaluate critical learning theories and determine the appropriate contexts in which such research can be applied.

Specifically, by the end of the course, the student will:

1. demonstrate a comprehensive knowledge of the major theories of learning;
2. demonstrate an ability to identify the appropriate learning principals to particular learning/counselling contexts;
3. develop a set of criteria against which to critically assess the quality of research in the area of learning.

## **Topic Outline**

- I. Introduction to Human Learning
  1. Definitions and Perspectives of Learning.
  
- II. Behaviourist Views on Learning
  1. Overview of Behaviourism
  2. Classical Conditioning
  3. Operant Conditioning
  
- III. Social Learning Theory
  1. Overview of Social Learning Theory
  2. Applications of Social Learning Theory
  3. Cultural constructs
  
- IV. Cognitive Views of Learning
  1. Antecedents and Assumptions of Cognitivism
  2. Basic Components of Memory
  3. Intelligence theories
  4. Information Processing Models
  
- V. Complex Learning and Cognition
  1. Metacognition and Self-Regulation
  2. Memory and Verbal Reporting
  3. Peer Interaction and Modelling
  4. Situated Cognition and Knowledge Transfer
  5. Questioning
  6. Gender
  7. Implicit/Explicit Learning
  8. 21<sup>st</sup> century learning
  
- VI. Motivation
  1. Self-Efficacy
  2. Attribution Theory
  3. Learning Goals/Orientations

## **COURSE ASSIGNMENTS:**

### **Seminar Presentation: 40%**

From the following list of topics, you and a partner are to select **one** that interests you. As you will note, there are several articles under each category. Those with an asterisk are vital to understanding the concept. Your presentation should be approximately 2 to 2.5 hours in length (allowing time for questions and clarifications). The seminar should be focused on an issue or theme (i.e., a set of related issues). The week prior to your presentation, distribute to the class the article(s) you would like us to read.

In general, you should develop a theme or conclusion for your presentation that goes beyond the target article(s). Typically, this involves your area of interest (i.e., counselling psychology or classroom instruction).

A good seminar presentation will have the following characteristics: a) it is focused on an issue, and presents arguments aimed at resolving that issue, b) it makes a point about the issue under discussion, c) it shows thoughtful analysis and integration of the issues, d) it is organized and easy to follow, and e) it is informative (i.e., we will learn something from the presentation that was not in the target reading(s)). Please make use of power point, class discussions, activities, and the like. Finally, provide a 10 to 20 page academic paper to supplement your seminar. Also include practical suggestions/considerations for the purposes of counselling/teaching practice.

#### Scoring Schema:

1. Theoretically well-developed (15 marks) \_\_\_\_\_
  - theoretically sound
  - accurately depicts the theories of the papers/books
  
2. Analytical and integrative (10 marks) \_\_\_\_\_
  - analytical of the selected papers/books
  - integrates the theory/ideas of the papers/books
  
3. Applicable (10 marks) \_\_\_\_\_
  - practical value
  - teaching and counselling
  
4. Well-presented (5 marks) \_\_\_\_\_
  - make use of technical supports, discussion, etc.
  - interesting and informative
  - good presentation skills

### **Self-Reflection Paper: 40%**

Length: approximately 20 pages  
Due: TBA

### *General Objectives:*

1. Document insights and/or ideas pertaining to topics discussed in class.
2. Discuss how these insights/ideas apply to counselling/teaching.
3. Develop an action plan for personal professional development.

The general purpose of this assignment is to require you to spend more time thinking about the concepts and practices encountered in this class as well as to speculate as to how and why these concepts and practices apply to your own professional settings.

### *Description:*

The Self-Reflection Paper has 2 components: regular journal entries and a personalized learning plan.

#### Journal:

1. Recordings from every day of class: insights, key concepts and ideas related to counselling/teaching. Not a list of discussion points, but critical understandings.
2. Applications: Describing how you could apply the insights, key concepts and ideas.
3. Synthesis: Indicating how you have integrated the concepts or ideas into your thinking or practice.
4. Reflections: Summarize the overall impact the insight, concept or idea has had, and what other thoughts or issues it has raised for you (i.e., your own personal biases and how they have been challenged).
5. Provide a summary of changes in attitude, perspective, or competence related to your counselling/teaching.
6. Conclude your journal entries with a synopsis of 3 or 4 major themes that you feel guided the presentations. Describe what those themes are, what they are comprised of, and how they will guide your future practice and your life.

#### Personalized Learning Plan:

It should be a brief summary (2 or 3 pages maximum) of your self-assessment of competence in counselling/teaching, your specific goals for professional development, and the process that you will use to attain those goals.

#### Grading:

Breadth of entries provided	= 15 marks
Depth of descriptions	= 15 marks
Personalized Learning Plan	= 10 marks

#### **In class participation: 20%**

You must come to class each week prepared to discuss the assigned reading(s). That is, you should have read and studied the suggested seminar paper. You also must have something to say and contribute to the class about what you have read. Every week, you will be evaluated on your in-class contributions. These evaluations will be

based on the quality, as opposed to quantity of your comments. This does not include participating in the activities required by weekly presenters.

## **Seminar Topics and Readings**

### **1. Peer interaction and modelling**

- Bonner, B.L., Bauman, M.R., Lehn, A.K., Pierce, D.M., & Wheeler, E. C. (2006). Modeling collective choice: Decision-making on complex intellectual tasks. *European Journal of Social Psychology*, 36, 617-633.
- \*- Damon, W., & Phelps, E. (1989). Critical distinctions among three approaches to peer education. *International Journal of Educational Research*, 13, 9-19.
- Minson, J. & Mueller, J. (2012) The cost of collaboration: Why joint decision making exacerbates rejection of outside information. *Psychological Science* <http://pss.sagepub.com/content/early/2012/02/17/0956797611429132>
- Ray, D.G., Neugebauer, J., & Sassenberg, K. (2017). Learners' habitual social comparisons can hinder effective learning partner choice. *Learning and Individual Differences*, 58, 83-89.
- \*- Salomon, G., & Globerson, T. (1989). When teams do not function the way they ought to. *International Journal of Educational Research*, 13, 89-99.
- Springer, L., Stanne, M.E., & Donovan, S.S. (1999). Effects of small-group learning on undergraduates in science, mathematics, engineering, and technology: A meta-analysis. *Review of Educational Research*, 69, 21-51.
- Stokes, P. (2003). Exploring the relationship between mentoring and counselling. *British Journal of Guidance and Counselling*, 31(1), 25-38.
- \*- Topping, K., & Ehly, S. (Eds.). (1998). *Peer-assisted learning*. Mahway, NJ: Lawrence Erlbaum Associates, Inc.
- \*- Webb, N.M. (1989). Peer interaction and learning in small groups. *International Journal of Educational Research*, 13, 21-39.
- \*- Webb, N.M. (1992). Testing a theoretical model of student interaction and learning in small groups. In R. Hertz-Lazarowitz & N. Miller (Eds.), *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 102-119). New York, NY: Cambridge University Press.

### **2. Self-efficacy approaches**

- Costanzo, C., & Walker, S. N. (2008). Incorporating self-efficacy and interpersonal support in an intervention to increase physical activity in older women. *Women and Health*, 47, 91-108.
- Hyre, A.D., Benight, C.C., Tynes, L. L., Rice, J., DeSalvo, K. B., & Munter, P. (2008). Psychometric properties of the hurricane coping self-efficacy measure following Hurricane Katrina. *Journal of Nervous and Mental Disease*, 196, 562-567.
- Luke, M., & Goodrich, K.M. (2017). Assessing an LGBTQ responsive training intervention for school counsellor trainees. *Journal of Child and Adolescent Counselling*, 3, 103-119.
- Reese, R., Usher, E., Bowman, D., Norworthy, K. Halstead, J., Rowlands, S.,

- Chisholm, R. (2009). Using client feedback in psychotherapy training: An analysis of its influence on supervision and counsellor self-efficacy. *Training and Education in Professional Psychology, 3*, 157-168.
- \*- Schunk, D. (1980). Self-efficacy and achievement behaviours. *Educational Psychology Review, 1*, 173-207.
  - \*- Schunk, D.H. (1994). Self-regulation of self-efficacy and attributions in academic settings. In D.H. Schunk & B.J. Zimmerman (Eds.), *Self-regulation of learning and performance* (pp. 75-99). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
  - Tang, M., Addison, K.D., LaSure-Bryant, D., Norman, R., O'Connell, W., & Stewart-Sicking, J.A. (2005). Factors that influence self-efficacy of counselling students: An exploratory study. *Counselor Education & Supervision, 44*, 70-80.
  - \*- Zimmerman, B.J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 202-231). New York, NY: Cambridge University Press.
  - \*- Zimmerman, B.J. (2001). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology, 25*, 82-91.
  - \*- Zimmerman, B.J., Bandura, A., and Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal, 29*, 663-676.

### **3. Attributional approaches to learning and behaviour**

- Abrami, P.C., Chambers, B., D'Apollonia, S., Farrell, M., et al (1992). Group outcome: The relationship between group learning outcome, attributional style, academic achievement, and self-concept. *Contemporary Educational Psychology, 17*, 201-210.
- \*- Borkowski, J.G., Carr, M., Rellinger, E., & Pressley, M. (1990). Self-regulated cognition: Interdependence of metacognition, attributions, and self-esteem. In B.F. Jones, L. Idol, et al. (Eds.), *Dimensions of thinking and cognitive instruction* (pp. 53-92). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- \*- Graham, S. (1991). A review of attribution theory in achievement contexts. *Educational Psychology Review, 3*, 5-39.
- Lee, D Y., Kim, S. Y., Park, S. H., & Uhlemann, M. R. (2002). Clients' attributions of recalled important or helpful events in a counselling interview. *Psychological Reports, 91*, 10-16.
- Malle, B. (2006). The actor-observer asymmetry in attribution: A (surprising) meta-analysis. *Psychological Bulletin, 132*(6), 895-919.
- Notestine, L.E., Murray, C.E., Borders, L.D., & Ackerman, T.A. (2017). Counselors' attributions of blame toward female survivors of battering. *Journal of Mental Health Counseling, 39*, 56-70.
- Stepleman, L. M., Darcy, M. U., & Tracey, T. J. (2005). Helping and coping attributions: Development of the attribution of problem cause and solution scale. *Educational and Psychological Measurement, 65*, 525-542.
- Voyles, M., & Williams, A. (2004). Gender differences in attributions and behavior in a technology classroom. *Journal of Computers in Mathematics & Science Teaching, 23*, 233-256.

- \*- Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York, NY: Springer-Verlag.
- Wright, M.F. (2017) Adolescents' emotional distress and attributions for face-to-face and cyber victimization: Longitudinal linkages to later aggress. *Journal of Applied Developmental Psychology, 48*, 1-13.

#### **4. Learning goals, orientations, and motivation**

- \*- Ames, C.A. (1992) Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*, 261-271.
- \*- Ames, C.A., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology, 80*, 260-267.
- Chen, H.C., ten Cate, O., O'Sullivan, P., Boscardin, C., Eldson-Ton, W.S., Basaviah, P., Woehrle, T., & Teherani, A. (2016). Students' goal orientations, perceptions of early clinical experiences and learning outcomes. *Medical Education, 50*, 203-213.
- Cox, W. M., & Klinger, E. (Eds.) (2004). *Handbook of motivational counselling: Concepts, approaches, and assessment*. New York, NY: Wiley & Sons, Ltd.
- Grant, H., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. *Journal of Personality & Social Psychology, 85*, 541-553.
- Klinger, E. (2006). Conceptual framework and issues for goals-oriented treatment perspective: A commentary on "Where do we go from here? The goal perspective in psychotherapy". *Clinical Psychology: Science and Practice, 13*, 371-375.
- Liem, A.D., Lau, S., & Nie, Y. (2008). The role of self-efficacy, task value, and achievement goals in predicting learning strategies, task disengagement, peer relationship, and achievement outcome. *Contemporary Educational Psychology, 33*, 486-512.
- Papaioannou, A G., & Siskos, B. N. (2008). Changes in achievement goals and self-concept in the early months of junior high school. *Psychological Reports, 103*, 745-763.
- Regner, I., Escribe, C., & Dupeyrat, C. (2007). Evidence of social comparison in mastery goals in natural academic settings. *Journal of Educational Psychology, 99*(3), 575-583.
- Sommet, N., & Elliot, A.J. (2017). Achievement goals, reasons for goal pursuit, and achievement goal complexes as predictors of beneficial outcomes: Is the influence of goals reducible to reasons? *Journal of Educational Psychology, 109*, 1141-1162.

#### **5. Knowledge: situated cognition, and the access to, and transfer of knowledge**

- Brand, S., & Opwis, K. (2007). Effects of mood and problem-solving in dyads on transfer. *Swiss Journal of Psychology, 66*(1), 51-65.
- \*- Brown, J.S., Collins, A., & Duguid, P. (1991). Situated cognition and the culture of learning. In Yazdani, J. & Lawler, R.W. (Eds.). *Artificial intelligence and education* (Vol 2). Stanford, CT: Ablex Publishing Corp.
- \*- de Jong, T., & Ferguson-Hessler, M.G.M. (1996). Types and qualities of knowledge.

- Educational Psychologist*, 31, 105-113.
- Englert, C., & Bertrams, A. (2017). Ego depletion negatively affects knowledge retrieval in secondary school students. *Educational Psychology*, 37, 1057-1066.
  - \*- Halpern, D.F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53, 449-455.
  - Haskell, R.E. (2001). *Transfer of learning: Cognition, instruction, and reasoning*. San Diego, CA: Academic Press.
  - Hendricks, C.C. (2001). Teaching causal reasoning through cognitive apprenticeship: What are results from situated learning? *Journal of Educational Research*, 94, 302-311.
  - \*- Hirschfeld, L. A., & Gelman, S.A. (Eds.). (1994). *Mapping the mind: Domain specificity in cognition and culture*. New York, NY: Cambridge University Press.
  - \*- Prawat, R.S. (1989). Promoting access to knowledge, strategy, and disposition in students: A research synthesis. *Review of Educational Research*, 59, 1-41.
  - Schaeffe, S., Smaby, M. H., Maddux, C.D., & Cates, J. (2005). Counseling skills attainment, retention, and transfer as measured by the Skilled Counseling Scale. *Counselor Education and Supervision*, 44, 280-292.
  - Smith, E.R., & Semin, G.R. (2004). Socially situated cognition: Cognition in its social context. In M.P. Zanna (Ed.) *Advances in experimental social psychology*, Vol. 36, (pp. 53-117). San Diego, CA: Elsevier Academic Press.
  - van den Eertwegh, V., van Dulmen, S., van Dalen, J., Scherpbier, A., van der Vleuten, C. (2013). Learning in context: Identifying gaps in research on the transfer of medical communication skills to the clinical workplace. *Patient Education and Counseling*, 90, 184-192.

## **6. Self-regulation, metacognition, and their effects on learning**

- \*- Borkowski, J.G., & Muthukrishna, N. (1992). Moving metacognition in to the classroom: "Working Models" and effective strategy teaching. In M. Pressley, K.R. Harris, & J.T. Guthrie (Eds.), *Promoting academic competence and literacy in schools* (pp. 477-501). Toronto, ONT: Academic Press, Inc.
- \*- Borkowski, J.G., & Thorpe, P.K. (1994). Self-regulation and motivation: A life-span perspective on underachievement. In D.H. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 45-73). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Burnett, P. C., & Meacham, D. (2002). Learning journals as a counselling strategy. *Journal of Counseling and Development*, 80, 410-415.
- Byers-Winston, A. M., & Fouad, N. A. (2006). Metacognition and multicultural competence: Expanding the culturally appropriate career counselling model. *The Career Development Quarterly*, 54, 187-201.
- \*- Campione, J.C., Brown, A.L., & Connell, M.L. (1989). Metacognition: On the importance of understanding what you are doing. In R.I. Charles & E.A. Silver (Eds.), *The teaching and assessing of mathematical problem-solving: Vol. 3* (pp. 93-114). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Dinsmore, D.L. (2017). Examining the ontological and epistemic assumptions of research on metacognition, self-regulation and self-regulated learning.

- Educational Psychology*, 37, 1125-1153.
- \*- *Educational Psychologist* (1995). Volume 30(4).
  - \* - *Learning and Instruction* (2005). Volume 15(2).
  - Necks, E., & Orzechowski, J. (2005). Higher-order cognition and intelligence. In R. J. Sternberg & J.E. Pretz (Eds.), *Cognition and intelligence: Identifying the mechanisms of the mind* (pp. 122-141). New York, NY: Cambridge University Press.
  - \*- Paris, S. G., & Winograd, P. (1990). How metacognition can promote academic learning and instruction. In B.F. Jones & L. Idol (Eds.), *Dimensions of thinking and cognitive instruction* (pp. 15-51). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
  - \*- Schunk, D.H., & Zimmerman, B.J. (1998). Social origins of self regulatory competence. *Educational Psychologist*, 32, 195-208.
  - \*- Zimmerman, B.J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329-339.
  - \*- Zimmerman, B.J. (1998). Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models. In D.H. Schunk and B.J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice* (pp. 1-19). New York, NY: Guilford Publications, Inc.
  - \*- Zimmerman, B.J., & Schunk, D.H. (Eds.) (2001). *Self-regulated learning and academic achievement: Theoretical perspectives* (2<sup>nd</sup> ed.). Mahwah, NJ: Erlbaum.

## **7. Questioning strategies for learning and assessment**

- Carey, T.A., & Mullan, R. J. (2004). What is Socratic questioning? *Psychotherapy: Theory, Research, Practice, Training*, 42, 217-226.
- de Jesus, H. P., Almeida, P., Watts, M. (2004). Questioning styles and students' learning: Four case studies. *Educational Psychology*, 24, 531-548.
- Duron, J.F., & Cheung, M. (2016). Impact of repeated questioning on interviewers: Learning from a forensic interview training project. *Journal of Child Sexual Abuse*, 25, 347-362.
- Horowitz, S. W. (2009). Direct mixed and open questions in child interviewing: An analog study. *Legal and Criminological Psychology*, 14, 135-147.
- \*- King, A. (1990). Enhancing peer interaction and learning the classroom through reciprocal questioning. *American Educational Research Journal*, 27, 664-687.
- \*- King, A. (1992). Facilitating elaborative learning through guided student-generated questioning. *Educational Psychologist*, 27, 111-126.
- Kinnersley, P. Edwards, A., Hood, K., Rayan, R., Prout, H., Cadbury, N., MacBeth, F., Butow, P., & Butler, C. (2008). Interventions before consultations to help patients address their information needs by encouraging question asking: Systematic review. *BMJ: British Medical Journal*, 337.
- \*- Pressley, M., Wood, E., Woloshyn, V.E., Martin, V., King, A., & Menke, D. (1992). Encouraging mindful use of prior knowledge: Attempting to construct explanatory answers facilitates learning. *Educational Psychologist*, 27, 91-109.
- \*- Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate

- questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.
- Vargas, S., Weng, F., & Pon-Barry, H. (2009). Interactive question answering and constraint relaxation in spoken dialogue systems. *Natural Language Engineering*, 15, 9-30.
  - Waterman, A.H., Blades, M., & Spencer, C. (2004). Indicating when you do not know the answer: The effect of question format and interviewer knowledge on children's "don't know" responses. *British Journal of Developmental Psychology*, 22, 335-348.
  - Qatipi, S. (2011). Questioning and its true values in the process of learning and teaching to promote critical thinking. *Problems of Education in the 21<sup>st</sup> Century*, 38, 71-81.

### **8. Memory, false memory, and verbal reporting**

- Bernstein, D. M., Nourkova, V., & Loftus, E.F. (2008). From individual memories to oral history. In A. Columbus (Ed.), *Advances in Psychology Research*, Vol. 54., pp. 157-188. Hauppauge, NY: Nova Science Publishers.
- Brainerd, C. J. (2013). Developmental reversals in false memory: A new look at the reliability of children's evidence. *Current Directions in Psychological Science*, <http://cdp.sagepub.com/content/22/5/335.full.pdf+html>
- \*- A. Howe, R.B. K. (1991). Introspection: A reassessment. *New Ideas in Psychology*, 9, 25-44.
- \*- B. Ericsson, K.A., & Crutcher, R.J. (1991). Introspection and verbal reports on cognitive processes - Two approaches to the study of thinking: A response to Howe. *New Ideas in Psychology*, 9, 57-71.
- \*- Ericsson, K.A., & Simon, H.A. (1980). Verbal reports as data. *Psychological Review*, 87, 215-251.
- \*- Ericsson, K.A., & Simon, H.A. (1998). How to study thinking in everyday life: Contrasting think-aloud protocols with descriptions and explanations of thinking. *Mind, Culture, and Activity*, 5, 178-186.
- \*- Ericsson, K.A., & Simon, H.A. (1993). *Protocol analysis: Verbal reports as data* (Rev. ed.). Cambridge, MA: The MIT Press.
- Fazendeiro, T., Winkielman, P., Luo, C., & Lorah, C. (2005). False recognition across meaning, language, and stimulus format: Conceptual relatedness and the feeling of familiarity. *Memory & Cognition*, 33, 249-260.
- Loftus, E. F., (2008). Creating false memories. In S.O. Lilienfeld, J. Ruscio, and S.J. Lynn (Eds.). *Navigating the Mindfield: A user's guide to distinguishing science from pseudoscience in mental health*, pp. 273-282. Amherst, NY: Prometheus Books.
- Reyna, V.F., Corbin J.C., Weldon, R.B., & Brainerd, C.J. (2016). How fuzzy-trace theory predicts true and false memories for words, sentences, and narratives. *Journal of Applied Research in Memory and Cognition*, 5, 1-9.
- Wade, K. A., Sharman, S. J., Garry, M., Memon, A., Mazzoni, G., Merckelbach, H., & Loftus, E. F. (2007). False claims about false memory research. *Consciousness and Cognition: An International Journal*, 16, 18-28.

## 9. Consciousness and Cognition (Implicit/Explicit Learning)

- Atas, A., Faivre, N., Timmermans, B., Cleremans, A., & Kouider, S. (2013). Nonconscious learning from crowded sequences. *Psychological Science*, <http://pss.sagepub.com/content/early/2013/11/01/0956797613499591.full.pdf+html>
- Barch, D.M., Carter, C.S., Gold, J.M., Johnson, S.L., Kring, A.M., MacDonald, A.W., Pizzagalli, D.A., Ragland, J.D., Silverstein, S.M., & Strauss, M.E. (2017). Explicit and implicit reinforcement learning across the psychosis spectrum. *Journal of Abnormal Psychology*, 126, 694-711.
- Coward, L.A., & Sun, R. (2002). Explaining consciousness at multiple levels. In S. P. Shahov (Ed.), *Advances in Psychology Research*, Vol. 16, pp. 27-60. Happaage, NY: Nova Science Publishers.
- Dawes, K., & Walker, W-L (2008). From the explicit to the tacit: Does hypnosis facilitate this knowledge exchange? *Australian Journal of Clinical & Experimental Hypnosis*, 36, 149-162.
- Kurzban, R. (2008). The evolution of implicit and explicit decision making. In C. Engel and W. Singer (Eds.). *Better than conscious? Decision making, the human mind and implication for institutions*, pp. 155-172. Cambridge, MA: MIT Press.
- Lin, Z., & Murray, S. (2013). Unconscious processing of an abstract concept *Psychological Science*, 24(12), 1-3.
- Pally, R. (2007). The predicting brain: Unconscious repetition, conscious reflection and therapeutic change. *The International Journal of Psychoanalysis*, 88, 861-881.
- \*- Zelazo, P. D., Moscovitch, M., Thompson, E. (Eds.) (2007). *The Cambridge Handbook of Consciousness*. New York, NY: Cambridge University Press.
- Ziegler, E., Edelsbrunner, P.A., & Stern, E. (2017). The relative merits of explicit and implicit learning of contrasted algebra. *Educational Psychology Review*.

## 10. Gender, culture, and learning

- \*- Chen, J-Q., Moran, S., & Gardner, H. (Eds.). (2009). *Multiple intelligences around the world*. San Francisco, CA: Jossey-Bass.
- Corbett, K. (2016). Gender, identity, and culture in learning physics. *Cultural Studies of Science Education*, 11, 371-378.
- Fagot, B.I., Rodgers, C.S., & Leinbach, M.D. (2000). Theories of gender socialization. In T. Eckes & H.M. Trautner (Eds.) *The developmental social psychology of gender* (pp. 65-89). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- \*- Gallahan, L.B. (2000). Research and conceptual approaches to the understanding of gender. In M. Biaggio & M. Hersen (Eds.), *Issues in the psychology of women* (pp. 33-52). New York, NY: Kluwer Academic/Plenum Publishers.
- Goetz, T., Bieg, M. Ludtke, O. Pekrun, R., & Hall, N. (2013). Do girls really experience more anxiety in mathematics? *Psychological Science*, <http://pss.sagepub.com/content/early/2013/08/27/0956797613486989.full.pdf+html>
- \*- Joy, S., & Kolb, D. A. (2009). Are there cultural differences in learning style? *International Journal of Intercultural Relations*, 33, 69-85.
- Leaper, C., & Smith, T. (2004). A meta-analytic review of gender variations in

- children's language use: Talkativeness, affiliative speech, and assertive speech. *Developmental Psychology*, 40(6), 993-1027.
- Lee, C. D. (2008). The centrality of culture to the scientific study of learning and development: How an ecological framework in education research facilitates civic responsibility. *Educational Researcher*, 37, 267- 280.
  - \*Maccoby, E.E. (1990) Gender and relationships: A developmental account. *American Psychologist*, 45 (4), 513-520.
  - Paechter, C. (2003). Masculinities and femininities as communities of practice. *Women's Studies International Forum*, 26, 69-77.
  - Swenson, L., & Strough, J. (2008). Adolescents' collaboration in the classroom: Do peer relationships or gender matter? *Psychology in the Schools*, 45, 715-728.

### GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

## **Student Conduct**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)).

There is a late policy. Late assignments will lose 3% per calendar day, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor).

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

### *ATA Code of Professional Conduct*

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

### *Standards of Professional Conduct for Master of Education Students:*

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

### *College of Alberta Psychologists Standards of Practice:*

<http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

### *Canadian Code of Ethics for Psychologists:*

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

### *Canadian Counselling and Psychotherapy Association Code of Ethics:*

<http://www.ccpa-accp.ca>

## **Academic Honesty**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

## **Privacy and Confidentiality**

- The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.
- Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.