



Education 5300 (OL) **Foundations of Modern Educational Theory and Practice** **(Cognitive Psychology)**

Graduate Studies and Research in Education
September 9 – December 19, 2020 – Asynchronous, Online

Instructor: Dr. Leah Fowler **Email:** leah.fowler@uleth.ca
Office: Zoom; Moodle, Email; Text -> **Phone:**
Office hours: If you would like to chat about
the course anytime, please
email me directly to set up a
time to zoom or facetime.

Administrative Support: Margaret Beintema **Email:** margaret.beintema@uleth.ca
Office: TH323 **Phone:** (403) 329-2732

Calendar Description

“An interdisciplinary analysis of the evolution of modern educational theory and practice as it relates to a variety of educational settings”, as per University Calendar. In this course specifically oriented to this Cognitive Psychology cohort, we will look at teaching and learning from interdisciplinary perspectives as they relate to neuroscience, psychology, pedagogy, intervention studies, culture, and pragmatism. Generally speaking, cognitive psychology is the scientific study of how we think and learn, including memory, attention, reasoning, perception, decision-making, language processing, and concept formation.

Purpose of this Course: The purpose of this course is to understand theoretic foundations and philosophies at work in public schooling and contexts and curriculum to apply current knowledge about how human beings learn when we take into consideration major areas like cognitive psychology. Specifically, this course also provides opportunities to examine related areas of memory, neural plasticity, information processing, executive functioning and the theories, principles, and practice that seem to govern how we learn. The goal is always to think critically about improving educational experience, teaching, and learning for all students.

Course Objectives:

During this course, you will have the opportunity to:

- engage online to participate in sharing readings, research, and knowledge with each other, to further develop and deepen your own teaching knowledge and professional capabilities
- have (Zoom or phone) conversations with the professor about your goals, learning, & progress
- maintain a theory and practice course journal to be submitted to the professor once a month

By the end of this course you will:

- engage in relevant readings and course materials and complete successful assignments that demonstrate your increased understanding of a range of educational and cognitive learning theories and key principles by explaining how they can be applied or understood in a classroom setting. We will use assignments, presentations, and writing to help demonstrate this.
- create a professional development module/powerpoint/presentation for teachers—with classroom application—highlighting a key educational theory based on your focussed interest.
- compile course and topic materials to write a final theory review paper of your own learning for future use. You should comment on all course materials and several new resources that you collect during the course, that should serve you well in your work ahead. Use your theory/research/reading journal and course work to pull this final paper together.

Academic Accommodations for Students with Disabilities Policy

If you are a student requiring academic accommodations to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre for guidance and assistance.

Course Materials

Many readings are available on our Moodle site or on the links below. There will also of course be readings of your own choosing as you follow your topics of interest to your context.

Required Resource Materials:

Siebert, M. (2020). *Heads up: Changing minds on mental health*. Victoria, BC: OrcaBooks.

<https://www.orcabook.com/Heads-Up-P4680.aspx> (you can get the pdf or ebook \$9.99.)

New graphic text for people 12+ around mental health theories, stories, and practice

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (You will need this text for every grad course)

Quick on line short version of main things:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Recommended Possible Resources + Those You Find in the Course of Your Research

[Places to start your research browsing as you begin to identify interests and personal focus]

1. **Website:** <https://www.slrc.org.au> (Science of Learning Research Centre). Established in 2013, this Australian research centre is designed for teachers and researchers.
2. **Website:** <http://teachpsych.org>
3. **Website:** <http://scienceoflearning.jhu.edu> (John Hopkins University Science of Learning Institute). Launched in 2011 as an interdisciplinary cross-campus research center for the purpose of understanding better how humans learn and how this knowledge can increase teaching effectiveness.
4. **Free e-textbook:** <http://teachpsych.org/ebooks/asle2014/index.php>
Applying the Science of Learning in Education; Infusing Psychological Science into the Curriculum (2014). This free e-textbook is a helpful resource, depending on your interests.

5. **Two free research publications:** <http://ies.ed.gov/> from National Center for Educational Research (IES). Placed on Moodle under Resources:
 - (1) *Executive Function: Implications for Education* (2017)
 - (2) *Organizing Instruction and Study to Improve Student Learning* (2007)
6. **Free e-book** placed on Moodle under Resources:

McDaniel, M.A., Frey, R.F., Fitzpatrick, S.M. & Roediger III, H.L. (Eds.).(2014). *Integrating Cognitive Science with Innovative Teaching in STEM Disciplines*. St. Louis, MO: Washington University Libraries
7. **Free e-book** available at library: *Make It Stick* (2014): Brown, Roediger & McDaniel
8. **Many course readings on Moodle under each week's topics and resources**

Course Assignments and Evaluation – See assignment descriptions & details on Moodle

	<u>Value</u>	<u>Due date</u>
1. Theory article review – 3 one-page (3 @ 10%) [Your choice of Topic from the Theory List, 250-400 words]	30%	Sept 30, Oct. 31, Nov. 30
2. Professional Presentation (key topic) [5 minutes video or 20 slides with notes]	15%	Signup schedule
3. Final Theory discussion and summary paper [This is where you pull together your research, reading, and work for learning summary]	20%	Dec. 10
4. Theory Journal (3 submissions to Leah @ 10%) [Reflections/notes from your reading, research, thoughts, learning, relevant questions]	30%	Sept 20, Oct. 20, Nov. 20
5. Course Participation on Discussion Forums and Conversations with Leah via Zoom	5%	Ongoing through term

Written assignments must be submitted using the Moodle Assignment Dropbox before midnight (MST) on the due date. Documents should be saved using the following format: EDUC5300OL 2020.Assign#.LastName.docx. Welcome to submit a draft “as is” for formative feedback from me before submitting for summative evaluation.

See **Detailed Assignment Descriptions** on Moodle for Rubric or specific list of grading criteria. This online course is asynchronous so work on the course when you wish, except for scheduled check-in conversations with the professor (phone or Zoom). Mandatory completion for all assignments is required to pass the course. In exceptional circumstances, if unable to complete by the deadline, please notify the instructor **in advance**.

Professional writing expectations:

It is expected that your writing meets expectations of graduate level programs, including abiding by the APA Publication Manual 7th edition. Writing must demonstrate appropriate

standards of graduate level written communication. Grammatical errors, lack of clarity, poor structure or organization, or lack of accurate references are not acceptable.

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
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

Note: Any course with a grade of less than **B-** cannot be considered for credit in a Faculty of Education **master's** level program.

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. We encourage a respectful and professional level of conversation and engagement, individually and on line via Moodle forums or emails exchanges.

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the Standard of Professional Conduct as stipulated in the program specific section of the University Calendar, as well as 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

<https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

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. If you have difficulty with completion of any assignment please contact the professor for assistance and/or contact the Writing Support at the Library Commons.

Privacy and Confidentiality

- Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information of schools or colleagues or students in our dialogue.
- The personal information that your classmates and instructor 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.
- 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 complete guarantee of confidentiality.
- Please do not place any class pictures or slides or presentations on social media without each person's (including the instructor's) specific knowledge and permission to do so.
- I have not shared your colleague's email addresses with you. If you choose to share your email with your colleagues please feel free to do so. At no time will I give out email addresses or contact information to you without your colleague's permission to do so.
- 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.

[Withdrawal from an Online Course (if applicable)]

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff in Grad Studies in Education immediately to complete required paperwork.]

Success in the course is planned for by relevance, pace, and supports in place. As your experienced professor, I set up Moodle 5300 for you to have easy access to all the resources and guidelines to help you support issues of deep interest related to theory connecting cognitive psychology and education theory and practice. I assume you are a professional education colleague and I am really looking forward to working with you and supporting your research, reading, thinking, writing and talking with you. The course is asynchronous so there are no set class times, but there will be ongoing paced work and discussion forums for you to participate in alongside your private study of the course materials. I will contact you the first week for a time to have a Zoom meeting so we can get acquainted a bit on a one to one basis and I can get a sense of your context, interests and goals for the course. Usually, I do not work Sundays but you are invited to text from 9 am to 4 pm weekdays or email anytime – I respond in a timely manner. I plan Saturdays open for Zoom or phone visits, if you have questions. I looking forward to work with each of you!

Course Schedule for Educ 5300OL

Week 1 - September 9-13 - Course Welcome; **Terms of Engagement in Theory and Practice**; Expectations; Course Outline; Moodle site exploration; Introductions; Student Survey

Week 2 – September 14-20 – **Axiology: Toward a Theory of Mattering**

Related Study & Work: Sept 20: Explore readings; **Journal 1** pages due; zoom

Week 3 – September 21 – 27 **Epistemology and Neuroscience for Education**

Related Study & Work: Identify presentation topic; online engagement

Week 4 – September 28 - October 4 – **Ontology: Theories of Being and Becoming**

Related Study & Work: Reading; **#1 Article review due**; sign up for presentation

Week 5 – October 5 – October 11 – **Teachers’ Professional Knowledge**

Related Study & Work: Reading and online engagement

Week 6 – October 13 – **Theories of Learning (Modern History, Concepts, and Purposes)**

Monday, Oct. 12 is Thanksgiving; Related Study and Work: Reading and online engagement

Week 7 – October 20 - **Student and Teacher Well Being: Brains, Bioecology, & Beyond Survival**

Related Study and Work: Reading; **Journal 2** pages due;

Week 8 – October 27 - **Capabilities Approach**

Related Study and Work: Reading; **#2 Article Review due Oct. 31**;

Week 9 – November 2 - **Curriculum Theory One**

Related Study and Work: Midterm Zoom Discussion with Leah

Week 10 – November 9 – **Fall Reading Break**

Related Study and Work:

Week 11— November 16 **Curriculum Theory Two**

Related Study and Work: Proposed Final Paper outline to Leah;

Week 12 – November 23 – **Relational Education**

Related Study and Work: **Journal 3** pages due at latest Nov. 23

Week 13 – November 30 - **Restorative Education Theory: Social Justice, Indigenous, and Ecological Theory**

Related Study and Work: **#3 Article Review Due**

Week 14 – December 7 - **A Theory of Mattering and the Path Ahead** (final week and finishing)

Related Study and Work: **Final Paper Due Dec 10 at latest**; end zoom with Leah.

Resources and Guidelines are also posted on Moodle:

Theory and Practice Terms, Concepts, Related Vocabulary: We will build a useful “dictionary”.

Readings, Viewing, and Resources: Materials all posted on Moodle except for required texts, Heads Up and the 7th edition of APA style manual which you need for all courses and capstone.

Assignments and Guidelines – Details are on the Moodle website for Educ5300OL