

Instructor/TA Info

Instructor Information


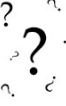
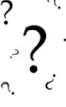
Name: Rebecca Peterson
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Office Hours: Only By Appointment
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Course Information

Description

Learning and cognitive development theories and their application to attitudinal and behavioral change.

Materials

Item	Price (new)	Price (used)
 <p><u>Visible Learning and the Science of How We Learn</u> - Required by Hattie, J</p>	59.95	45.00
 <p><u>Drive</u> - Required by Pink, D</p>	17.00	12.75
 <p><u>Hear My Voice</u> - Required by Dean, H</p>	26.00	19.50

Learning Outcomes

Intervention Plans Based on Theories

Participants will demonstrate skills in developing intervention plans for students and educational environments based on empirical learning theories.

Participant Learning Plan

Participants will demonstrate competencies in creating learning plans for themselves which will help them succeed in future coursework, tests, and professional exams.

Personal Learning Theory

Participants will develop a personal theory of learning which integrates several learning theories and explains how they view learning.

Evaluation and Creation of Learning Environments

Participants will demonstrate skills in evaluating learning environments and providing consultation that incorporates application of learning theories.

Evaluation and Creation of Learning Environments

Participants will demonstrate skills in creating and evaluating learning environments (classroom management, curriculum, and instruction).

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. No late written assignments will be accepted unless you have discussed the issue with the professor before the due date (discussion implies a two-way conversation).

Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 7th edition.

Submit your assignments electronically on Learning Suite, unless the professor directs you otherwise.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Attendance Policy

Professionalism points will be awarded for the following behaviors:

- Being engaged in class discussions (e.g., not answering or using your cell phone unless it is an emergency, using your computer only for class related purposes--no shopping or social media, using the Zoom chat for professional reasons).
- Constructively solving problems and communicating effectively with the professor and peers.
- Resolving differences with a professional, proactive style that focuses on taking responsibility for learning, listening with understanding of different points of view, and accepting outcomes that may not be preferred.
- Attending class each week and being prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade, which will be determined by the professor on a case-by-case basis. Students are expected to be in class (in-person on Mondays, remote on Wednesdays), ready to learn at 4:00 pm.

- Notifying the instructor in a timely manner when you are unable to attend class.
- Being on time to class and staying for the entire class period.

Classroom Procedures

Students and the instructor will be expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

I work as a psychometrician during the day and may not be available for student consultation between the hours of 7:30 to 6 PM. I am happy to schedule appointments to meet in-person after class on Mondays, or to meet virtually in the evening on Tuesdays - Fridays. Please reach out by email (rebeccaibpeter@gmail.com) with any questions or to set up a time to meet.

I welcome your constructive feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me. If aspects of the course are not making sense to you or are not meeting your needs please visit with me to problem solve rather than admire the problem behind the scene. This is a professional skill that should be demonstrated frequently as a graduate student.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be respected. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or point values.

Assignments

Assignment Descriptions

Reading Reflection-1

May 02 Due: Monday, May 02 at 3:59 pm

Reading Activities

See Schedule

At the beginning of most class periods, we may spend approximately 10 minutes reviewing the reading through a variety of activities.

Thoughtfully prepare one of the following types of documents that shows your thorough and deep understanding of the readings.

Regardless of the format that you choose for your reflection, you need to include two lingering questions that you have after completing the readings.

- A one page handout for parents or teachers that summarizes and applies the big ideas or guiding principles. Include a second page that describes the theoretical background that some one using this handout would need to know.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 open-ended quiz questions with answers.
- A two-page reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

Information Sheet Due

May 02 Due: Monday, May 02 at 3:59 pm

Student Information Sheet-Spring 2022.docx [Download \(plugins/Upload/fileDownload.php?fileId=31849d73-b9Nx-fKtk-OX09-nbff81902e60&pubhash=oZ6wuO-CRAofQI5XzKcC78rdYnPHp5StUajJr9polki7E-QkgIX8PKD3qq31SCCHIWuBKIOVPkjgLC0gg3EQMA==\)](#)

Abrahamic Religion Activity

May 02 Due: Monday, May 02 at 3:59 pm

Learning Experience Plan due

May 04 Due: Wednesday, May 04 at 3:59 pm

Identify something you want to learn (e.g., making bread, playing a Mozart sonata, learning and applying strategies for self-care). Describe your learning target in observable and measurable terms.

Create a weekly plan for personal learning target to be completed by June 12. This weekly plan needs to include specific actions you will take each week.

Implicit Bias 1-pager Due

May 09 Due: Monday, May 09 at 3:59 pm

Create a one-page infographic or handout that you or your classmates could use to influence others to consider change or to take an action related to implicit bias. Be sure to name the document with your first and last name. **Also, don't forget to include citations for the information on your infographic!**

Upload product as a .PDF document that others could download and use to our group Google Drive folder: https://bit.ly/CPSE622_Implicit_Bias.

Note - if you have problems uploading your document, please email it to me and I'll put it into the folder.

Some ideas you might consider as you create your document are:

- What connections do you see between the TED talk, information in *Hear My Voice*, and discussions and learnings from class?
- What new ideas/thoughts are meaningful to you?
- How do biases relate to learning environments? Creating intervention plans? Consulting with teachers and educators to solve problems?

Reading Reflection-2

May 09 Due: Monday, May 09 at 3:59 pm

Reading Activities

See Schedule

At the beginning of most class periods, we may spend approximately 10 minutes reviewing the reading through a variety of activities.

Thoughtfully prepare one of the following types of documents that shows your thorough and deep understanding of the readings.

Regardless of the format that you choose for your reflection, you need to include two lingering questions that you have after completing the readings.

- A one page handout for parents or teachers that summarizes and applies the big ideas or guiding principles. Include a second page that describes the theoretical background that some one using this handout would need to know.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 open-ended quiz questions with answers.

- A two-page reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

Educational Data

May 09 Due: Monday, May 09 at 3:59 pm

- Describe what data you examined on one of these data sites: <https://nces.ed.gov/FastFacts/#> or <https://datagateway.schools.utah.gov/>
- What do you think contributes to the trends you observed?
- What can be done to make meaningful change to the trends?
- What connections might you make based on your experience with the implicit bias testing and data activity to the experiences and information outlined in *Hear My Voice*?
- How could you use this information and experience to help teachers and students?
- Post your answers to the discussion questions, and respond to the answers of at least 2 of your classmates.

Neuroplasticity Slide due

May 11 Due: Wednesday, May 11 at 3:59 pm

See information about this assignment on the Content--> Asynchronous Activities page.

Capture an image (by taking a picture) that you think illustrates an important idea related to Dr. Boyd's talk about neuroplasticity. Add a single slide to our Google Slides deck: [https://docs.google.com/presentation/d/1Hu2brU_8olsb2YD-TDKUUI3_u5S5nL5YhzQvNCu0Zjc/edit?usp=sharing_\(https://docs.google.com/presentation/d/1Hu2brU_8olsb2YD-TDKUUI3_u5S5nL5YhzQvNCu0Zjc/edit?usp=sharing\)](https://docs.google.com/presentation/d/1Hu2brU_8olsb2YD-TDKUUI3_u5S5nL5YhzQvNCu0Zjc/edit?usp=sharing_(https://docs.google.com/presentation/d/1Hu2brU_8olsb2YD-TDKUUI3_u5S5nL5YhzQvNCu0Zjc/edit?usp=sharing)) that uses the image and contains a brief 2-3 sentence explanation/justification for how the image relates to the information from Dr. Boyd's presentation. Be sure to include your name on your slide. See additional information on the Asynchronous Activity content page.

Reading Reflection-3

May 16 Due: Monday, May 16 at 3:59 pm

Reading Activities
See Schedule

At the beginning of most class periods, we may spend approximately 10 minutes reviewing the reading through a variety of activities. Regardless of the format that you choose for your reflection, you need to include two lingering questions that you have after completing the readings. Thoughtfully prepare one of the following types of documents that shows your thorough and deep understanding of the readings.

- A one page handout for parents or teachers that summarizes and applies the big ideas or guiding principles. Include a second page that describes the theoretical background that someone using this handout would need to know.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 open-ended quiz questions with answers.
- A two-page reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

Anita Archer Explicit Instruction Discussion

May 16 Due: Monday, May 16 at 3:59 pm

Post a question that you had after watching the Anita Archer presentation and then post an answer to someone else's question.

Exam - Case Study #1 Cognitivism

May 17 Due: Tuesday, May 17 at 11:59 pm

Reading Reflection-4

May 23 Due: Monday, May 23 at 3:59 pm

Reading Activities
See Schedule

At the beginning of most class periods, we may spend approximately 10 minutes reviewing the reading through a variety of activities. Regardless of the format that you choose for your reflection, you need to include two lingering questions that you have after completing the readings. Thoughtfully prepare one of the following types of documents that shows your thorough and deep understanding of the readings.

- A one page handout for parents or teachers that summarizes and applies the big ideas or guiding principles. Include a second page that describes the theoretical background that someone using this handout would need to know.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 open-ended quiz questions with answers.
- A two-page reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

Learning Experience Update due**May
23**

Due: Monday, May 23 at 3:59 pm

Describe your progress towards your learning target.

Reflect on why you are making progress, or not progressing yet and integrate the learning theories that we are reading and discussing.

Describe how you are applying the learning theories to meet your learning target.

Hint: Integrating and applying the ideas and principles we are learning in class is the key focus of this paper.

Iris Modules**May
23**

Due: Monday, May 23 at 3:59 pm

After you have completed all five components of one module (e.g., begin with the challenge and finish with the assessment) create a 30 to 60 second video in Digital Dialogue (see Iris Modules) summarizing two ideas you learned from the module. Post two questions in response to other students' video.

The Good Behavior Game**May
26**

Due: Thursday, May 26 at 11:59 pm

Create a post on Digital Dialogue that addresses one of these questions:

1. What surprised you about the Good Behavior Game?
2. What cautions would you have for using this game? Why?
3. Why do you think this powerful strategy is used infrequently in schools?
4. What other questions do you have about The Good Behavior Game?

Respond to one other post on Digital Dialogue

Exam - Case Study #2 Behaviorism**May
27**

Due: Friday, May 27 at 11:59 pm

Shaping Student Behavior Padlet**May
27**

Due: Friday, May 27 at 11:59 pm

See information in Content > Asynchronous > Shaping Student Behavior

Reading Reflection-5**Jun
01**

Due: Wednesday, Jun 01 at 3:59 pm

Reading Activities

See Schedule

At the beginning of most class periods, we may spend approximately 10 minutes reviewing the reading through a variety of activities.

Thoughtfully prepare one of the following types of documents that shows your thorough and deep understanding of the readings.

Regardless of the format that you choose for your reflection, you need to include two lingering questions that you have after completing the readings.

- A one page handout for parents or teachers that summarizes and applies the big ideas or guiding principles. Include a second page that describes the theoretical background that someone using this handout would need to know.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 open-ended quiz questions with answers.
- A two-page reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

Reading Reflection-6**Jun
06**

Due: Monday, Jun 06 at 3:59 pm

Reading Activities

See Schedule

At the beginning of most class periods, we may spend approximately 10 minutes reviewing the reading through a variety of activities.

Thoughtfully prepare one of the following types of documents that shows your thorough and deep understanding of the readings.

Regardless of the format that you choose for your reflection, you need to include two lingering questions that you have after completing the readings.

- A one page handout for parents or teachers that summarizes and applies the big ideas or guiding principles. Include a second page that describes the theoretical background that someone using this handout would need to know.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 open-ended quiz questions with answers.
- A two-page reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

Constructivism and Behaviorism**Jun
06**

Due: Monday, Jun 06 at 3:59 pm

How are the approaches (behaviorism and constructivism) mutually exclusive? How are they the same? How could they be integrated in a powerful way? Is one approach more appropriate for some school-based learning? How would you guide a teacher to choose one of the theories or to integrate the theories? Given an example of how the theories (behaviorism and constructivism) could be integrated?

Make a post on Digital Dialogue answering at least two of the above questions. Comment on another post.

Constructivism teaching checklist due

Jun 08 Due: Wednesday, Jun 08 at 3:59 pm

You have been asked to provide a professional development training to the teachers in your school about effective constructivist teaching methods. Based on what you learn in the article below, what are the key components of constructivist teaching methods that teachers should attend to?

1. Read article: <https://files.eric.ed.gov/fulltext/EJ833907.pdf> (<https://files.eric.ed.gov/fulltext/EJ833907.pdf>)

2. Choose one of the following activities and create a google slide (link below) that includes the following information:

HINT: Be sure to include your name and choose only one of the following:

1. Create a checklist of items that teachers could refer to as they plan their activities

2. Give an example of a learning objective that might align well with a constructivist approach and one that might align well with a direct instruction approach. Justify your reasoning. You may want to consider the role of the teacher and learner, and the degree of novelty and creativity in the task in your answer.

https://bit.ly/CPSE622_TeachingChecklist

Exam - Case Study #3 Constructivism

Jun 10 Due: Friday, Jun 10 at 11:59 pm

Course evaluations

Jun 13 Due: Monday, Jun 13 at 11:59 pm

Three points will be awarded for completing course evaluations. When you complete the evaluations, please release your name so that your points can be recorded.

Professionalism

Jun 14 Due: Tuesday, Jun 14 at 11:59 pm

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss *more than one* class period may have their grade lowered one full letter grade. This will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn at 12:00 pm.

Students' participation and attendance will also be reflected in their professionalism points. Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Responding to cell phones or using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade.

Learning Experience Summary

Jun 15 Due: Wednesday, Jun 15 at 11:59 pm

As you answer the following questions, integrate ideas, concepts, and principles that we have read about and discussed in class. This paper is an opportunity to demonstrate that you can effectively *apply* the course content in a meaningful way.

Describe or provide data that demonstrates if you met your goal.

Reflect and then describe the reasons why you met or didn't quite meet your goal.

What would you do differently in the future to enhance your learning?

How will you use this experience to facilitate your learning in the future?

How will use this experience to facilitate students' learning in the future?

Personal Learning Theory

Jun 15 Due: Wednesday, Jun 15 at 11:59 pm

This paper (approximately 5-7 pages) provides evidence that you have studied and learned three major learning theories. This paper is summary of your personal learning theory (i.e., important components of how learning occurs that you want to incorporate into your work). Your personal learning theory should be a document that you can use to guide your work as a school psychologist, educator, or professional in an education-related field.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics and Readings	Power Points and Resources	Assignments
Week 1			
W Apr 27 Wednesday	In-person learning - 331 MCKB <ul style="list-style-type: none"> • Course Introduction and review of assignments and schedule. • Learning doesn't happen in a vacuum. 	Course Intro-April 27.pptx Download	<p>Upcoming - Due by 3:59 PM Monday, May 2nd</p> <ol style="list-style-type: none"> 1. Complete Worksheet 1 of the Abrahamic Religion Activity. After completing worksheet 1, review worksheet 2 <ul style="list-style-type: none"> • http://breakingprejudice.org/group-activities/activities-in-english/abrahamic-religions-similarities-activity/ 2. On the discussion board, record a reflection about your experience with the Abrahamic Religion Activity and respond to 2 other posts. 3. Information sheet 4. Read: <ul style="list-style-type: none"> • Understanding Implicit Bias: What Educators Should Know (see LS content page) • 3 additional chapters (your choice) in <i>Hear My Voice</i> 5. Reading Reflection 1 (see description in reading assignment) <p>Abrahamic Religion Activity Opens</p>
Week 2			
M May 02 Monday	In-person learning - 331 MCKB <p>Inspirational Thought: Paige Mesui - https://bit.ly/CPSE622_inspirational_thought</p> <ul style="list-style-type: none"> • What is learning? • Learning does not happen in a vacuum • Educational Equity and learning 	Equity Issues in Education_May2.pptx Download	<p>Reading Reflection-1 Information Sheet Due</p> <p>Abrahamic Religion Activity Closes</p> <p>Upcoming - Due by 3:59 PM, Wednesday, May 4th</p> <ol style="list-style-type: none"> 1. Learning Experience Plan (see assignment for details) 2. Read article - Demystifying social justice: https://www.nasponline.org/publications/periodicals/communique/issues/volume-48-issue-1/demystifying-social-justice-for-school-psychology-practice

W May 04 Wednesday	<p>Online learning - Synchronous - Zoom meeting:</p> <ul style="list-style-type: none"> Join URL: https://byu.zoom.us/j/94864089288?pwd=RHVknXhUVDJecXdCSFNwVFpqOVdtUT09 Inspirational Thought: Kelsey Johnson - https://bit.ly/CPSE622_inspirational_thought Learning and Implicit Biases <p>Remote asynchronous - Project: 60 - 90 min</p> <ol style="list-style-type: none"> Implicit Biases associations - Go to: https://implicit.harvard.edu/implicit/takeatest.html and take at least two implicit bias tests (you can select any two categories) Explore the implicit bias test data here: https://pj-liz.shinyapps.io/explore-iat/. Note trends that you find interesting and questions these trends may raise for you. Watch Ted Talk (link in Asynchronous Activities) Create an Implicit Bias one-pager (see assignment description under Content-->Asynchronous Activities) 	Implicit Bias_May4.pptx Download	<p>Learning Experience Plan due</p> <p>Upcoming - Due by 3:59 PM on Monday, May 9th</p> <ul style="list-style-type: none"> Asynchronous learning <ol style="list-style-type: none"> Implicit Biases associations Explore Implicit bias test data Watch : Link: https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them Implicit Bias one-pager: Upload to shared Google Drive folder: https://bit.ly/CPSE622_Implicit_Bias <ul style="list-style-type: none"> Assignments <ol style="list-style-type: none"> Education Data Exploration assignment (See Educational Data assignment description and Digital Dialog) Read: <ul style="list-style-type: none"> Hattie Ch. 1, 13-14 science daily articles <ul style="list-style-type: none"> How the brain builds on prior knowledge Novelty speeds up learning thanks to dopamine Snails show that variety is the key to success if you want to remember more Reading Reflection 2 (see assignment for details) <p>Educational Data Opens</p>
Week 3			
M May 09 Monday	<p>In-person - 331 MCKB</p> <p>Inspirational Thought: Emily Warburton - https://bit.ly/CPSE622_inspirational_thought</p> <ul style="list-style-type: none"> Cognitivism 	Cognitivism_May_9_2022.pptx Download	<p>Implicit Bias 1-pager Due Educational Data Closes</p> <p>Upcoming - Due by Wednesday, May 11th at 3:59 PM</p> <ol style="list-style-type: none"> Neuroplasticity Google Slides project. See description under Content-->Asynchronous Activities. Read: <ul style="list-style-type: none"> Best Practices in Delivering Intensive Academic Interventions with a Skill-by-Treatment Interaction (Learning Suite/Content tab/Readings) Hattie, chapters 15 - 18 <p>Reading Reflection-2</p>
W May 11 Wednesday	<p>Online learning - Synchronous - Zoom meeting:</p> <ul style="list-style-type: none"> Join URL: https://byu.zoom.us/j/94864089288?pwd=RHVknXhUVDJecXdCSFNwVFpqOVdtUT09 Inspirational Thought: Miiko Masse & Amy Hawks - https://bit.ly/CPSE622_inspirational_thought Discussion: Cognitivism--How we acquire and store information <p>Remote asynchronous - Project: 60 - 90 min</p> <ul style="list-style-type: none"> Anita Archer - Explicit Instruction - Making it Stick (https://www.youtube.com/watch?v=fR8GXADmwLl) Post a question and then answer someone else's question in Digital Dialog 	Cognitivism 5.11_finalcopy.pptx Download	<p>Upcoming - Due by 3:59 PM on Monday, May 16th</p> <ul style="list-style-type: none"> Asynchronous learning <ol style="list-style-type: none"> Watch Anita Archer: Explicit Instruction video https://www.youtube.com/watch?v=fR8GXADmwLl Post a question on digital dialog and answer someone else's question in the Anita Archer Explicit Instruction Discussion on digital dialog. <ul style="list-style-type: none"> Assignments <ol style="list-style-type: none"> Read: Hattie - chapters 19 - 21 Reading reflection 3 (see description in assignment) <ul style="list-style-type: none"> Reminder - cognitivism exam coming up on Monday <p>Neuroplasticity Slide due Anita Archer Explicit Instruction Discussion Opens</p>
Week 4			

<p>M May 16 Monday</p>	<p>In-person - 331 MCKB Inspirational Thought: Megan Coalwell - https://bit.ly/CPSE622_inspirational_thought</p> <ul style="list-style-type: none"> Discussion: Cognitivism--How we acquire and store information <p>Exam - Cognitivism (due by Tuesday, May 17th at 11:59 PM)</p>	<p>Cognitivism May 16th 2022.pptx Download</p>	<p>Reading Reflection-3</p> <p><u>Due by 11:59 PM on Tuesday, May 17th</u></p> <ul style="list-style-type: none"> Exam - cognitivism case study <p><u>Upcoming - Complete by 3:59 PM on Wednesday, May 18th</u></p> <p>Read:</p> <ul style="list-style-type: none"> The Technology of Teaching - B.F. Skinner. Carefully read approximately 5 pages of text of this 20 page article: http://olms.cte.jhu.edu/olms2/data/resource/99656/Skinner%20(1965).pdf Learned Helplessness Summary - Read Learned Helplessness.Swanson (LS Content Tab/Readings/Behaviorist Readings) <p>Anita Archer Explicit Instruction Discussion Closes Exam - Case Study #1 Cognitivism Opens</p> <p>Exam - Case Study #1 Cognitivism Closes</p>
<p>T May 17 Tuesday</p>			<p>Exam - Case Study #1 Cognitivism Closes</p>
<p>W May 18 Wednesday</p>	<p>Online learning - Synchronous - Zoom meeting:</p> <ul style="list-style-type: none"> Join URL: https://byu.zoom.us/j/94864089288?pwd=RHVknXhUVDJcXkdCSFNwVFpqOVdUT09 Inspirational Thought: Chloe Cooksey - https://bit.ly/CPSE622_inspirational_thought Discussion: Behavioral Learning Theory - Learned Helplessness <p>Remote asynchronous - Project: 60 - 90 min</p> <ul style="list-style-type: none"> https://iris.peabody.vanderbilt.edu/module/sr/ 	<p>Learned Helplessness May 18 2022.pptx Download</p>	<p><u>Upcoming - Due by 3:59 PM on Monday, May, 23rd</u></p> <ul style="list-style-type: none"> Asynchronous learning <ol style="list-style-type: none"> Complete the Iris Module : https://iris.peabody.vanderbilt.edu/module/sr/ Iris Modules assignment (see assignment description under content--> asynchronous activities for details) <ul style="list-style-type: none"> Assignments <ol style="list-style-type: none"> Learning Experience Update (see assignment for details) Read: <ul style="list-style-type: none"> Hattie - chapters 6-9 Best Practices in Can-Do, Won't-Do Assessments (LS Content Tab/Readings) Reading Reflection 4 <p>Iris Modules Opens</p>
<p>Week 5</p>			
<p>M May 23 Monday</p>	<p>In-person - 331 MCKB Inspirational Thought: Jana Featherstone - https://bit.ly/CPSE622_inspirational_thought</p> <ul style="list-style-type: none"> Discussion: Behaviorism Good Behavior Game (see Content--> Asynchronous Activities and assignment for details) 	<p>Conditioning and Learning May 23 2022.pptx Download</p> <p>The recording of today's class is here: recording of today's class</p>	<p><u>Upcoming - Due by Wednesday, May 25th at 3:59 PM:</u></p> <ol style="list-style-type: none"> Good Behavior Game (see Content--> Asynchronous Activities and assignment for details) Read: <ul style="list-style-type: none"> Social Learning Theory (Vol. 1) - A. Bandura, & R.H. Walters (Choose a section or two and carefully read approximately 5 pages of this 40+ page article) Available here: http://www.asecib.ase.ro/mps/Bandura_SocialLearningTheory.pdf Chapter 3 - Messages That Motivate - How Praise Molds Students' Beliefs, Motivation, and Performance (in Surprising Ways) - Dweck (see LS Content Tab/Behaviorist Readings) Chapter 4 - The Paradox of Achievement: The Harder You Push, the Worse it Gets - Deci & Ryan (see LS Content Tab/Behaviorist Readings) <p>Reminder - Behaviorism Case Study exam opens on Wednesday and must be completed by 11:59 PM on Friday, May 27th</p> <p>Iris Modules Closes Learning Experience Update due Reading Reflection-4 The Good Behavior Game Opens</p>

W May 25 Wednesday	<p>Flipped Schedule today:</p> <p>Asynchronous -</p> <ul style="list-style-type: none"> Shaping Student Behavior PPT and Padlet Activity. <p>Important note: Complete this before taking the case study exam.</p> <p>Synchronous - Multi-disciplinary Zoom Activity 6 - 7 PM. More info to come from Terisa Gabrielson (including Zoom link for that meeting).</p> <p>exam opens - Case Study #2 (due Friday)</p>	<p>Shaping Student Behavior PPT and activity - Go to Content > Asynchronous > Shaping Student Behavior May 25th</p> <p>Tough Kid Toolbox Chapter 2: Download</p>	<p>Complete before taking Behaviorism Exam:</p> <p>Asynchronous assignment for May 25th: Shaping Student Behavior PPT and activity: Content> Asynchronous> Shaping Student Behavior</p> <p>Exam - Behaviorism Case Study - Due by 11:59 PM on Friday, May 27th</p> <p>Upcoming - Due by 3:59 PM Wednesday, June 1st</p> <ul style="list-style-type: none"> Assignments <p>1. Read:</p> <ul style="list-style-type: none"> Drive: Introduction and Chapters 1-3 Cognitive Development of Children-Piaget (see LS content--Constructivist Readings) <p>2. Reading reflection 5</p> <p>Ratings open. Complete by the 13th of June:</p> <ul style="list-style-type: none"> Please complete the ratings and leave your name. I can't connect your ratings to your name. If you forget to leave your name, just email me. Your perspectives on what worked in the class are much appreciated, and ideas about what to do differently next time are needed. <p>Exam - Case Study #2 Behaviorism Opens</p>
Th May 26 Thursday			The Good Behavior Game Closes
F May 27 Friday			Exam - Case Study #2 Behaviorism Closes Shaping Student Behavior Padlet
Week 6			
M May 30 Monday	Memorial Day No Class today		
W Jun 01 Wednesday	<p>Online learning - Synchronous - Zoom meeting:</p> <ul style="list-style-type: none"> Join URL: https://byu.zoom.us/j/94864089288?pwd=RHVknXhUVDJECxXcSFNwVFpqOVdtUT09 Inspirational Thought: Haley Hand - https://bit.ly/CPSE622_inspirational_thought Discussion: Constructivism <p>Remote asynchronous - Project: 60 - 90 min</p> <ul style="list-style-type: none"> Constructivism and Behaviorism (see assignment for detail) 	<p>Constructivism June 1 2022.pptx Download</p>	<p>Reading Reflection-5</p> <p>Upcoming - Due by 3:59 PM Monday, June 6th</p> <p>1. Read:</p> <ul style="list-style-type: none"> Drive: Chapters 4-6 and Type 1 for Parents and Educators (see p. 185) Montessori--the-absorbent-mind-montessori.pdf (see LS content--Constructivist Readings) <p>2. Constructivism and Behaviorism Assignment</p> <p>3. Reading reflection 6</p> <p>Constructivism and Behaviorism Opens</p>
Week 7			
M Jun 06 Monday	<p>In-person, 331 MCKB</p> <p>Inspirational Thought: Kate Hancey - https://bit.ly/CPSE622_inspirational_thought</p> <p>Discussion: Constructivist Learning</p>	<p>Constructivism June 6th.pptx Download</p> <p>Data Tracking sheet - Evolution lab.docx Download</p>	<p>Constructivism and Behaviorism Closes</p> <p>Upcoming - Due by Wednesday, June 8th</p> <p>1. Constructivism Checklist (see description in asynchronous assignments)</p> <p>Reading Reflection-6</p>
W Jun 08 Wednesday	<p>Online learning - Synchronous - Zoom meeting:</p> <ul style="list-style-type: none"> Join URL: https://byu.zoom.us/j/94864089288?pwd=RHVknXhUVDJECxXcSFNwVFpqOVdtUT09 Inspirational Thought: Rebecca Brown & Melia Garrett - https://bit.ly/CPSE622_inspirational_thought Discussion: Constructivist Learning <p>Remote asynchronous project: 60-90 min</p> <ul style="list-style-type: none"> Constructivism teaching checklist 	<p>Constructivism June 8th.pptx Download</p>	<p>Exam - Case Study #3 - Constructivism - due by Friday, June 10th</p> <p>Upcoming - Due by Monday, June 13th</p> <p>1. Course evaluations (see assignment description from May 25th)</p> <p>Constructivism teaching checklist due</p> <p>Exam - Case Study #3 Constructivism Opens</p>
F Jun 10 Friday			Exam - Case Study #3 Constructivism Closes
Week 8			
M Jun 13 Monday	<p>In-person - 331 MCKB</p> <p>Inspirational Thought: Lacey Harmon - https://bit.ly/CPSE622_inspirational_thought</p> <p>Last day of class--Summary of Learning</p>	<p>June 13 2022.pptx Download</p>	<p>Bringing it all together potluck- bring something to share for the last class of the term!</p> <p>Final Projects Due by Wednesday, June 15th</p> <p>1. Personal Learning Theory</p> <p>2. Learning Experience Summary</p> <p>Course evaluations</p> <p>Professionalism</p>
T Jun 14 Tuesday	Spring Exam Preparation (06/14/2022 - 06/14/2022)		Professionalism

