

Instructor/TA Info

Instructor Information

Name: Rebecca Peterson

Office Phone: 435-830-9110

Office Hours: Only By Appointment

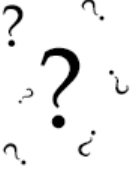
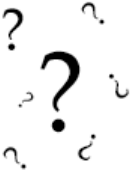
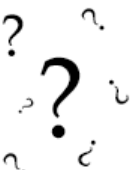
Email: rebeccaibpeterson@gmail.com

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 - Required</u> by Hattie, J</p>	59.95	45.00
 <p><u>Drive - Required</u> by Pink, D</p>	17.00	12.75
 <p><u>Antiracism and Universal Design for Learning - Required</u> by Andratesha Fitzgerald</p>		

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 AM 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 (rebeccajbpeterson@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

Information Sheet Due

May
08

Due: Monday, May 08 at 3:59 pm

Student Information Sheet-Spring 2023.docx [Download \(plugins/Upload/fileDownload.php?fileId=407e8b04-N8q7-vbEb-cGfX-lubf5a54e02b&pubhash=z-V8EgEjbd9tsuGZMuzi0OVNL3BFfmPiGUR5ZBwfX_mfDZpkvUObmXNymImhERz!_SWqZrRqZz7mZqMlcPU](#)

Reading Reflection-1

May
08

Due: Monday, May 08 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.

The document should address the following 4 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?
- 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. Add your lingering questions at the end of the theoretical background page.
 - 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. Add your lingering questions at the end of the slides.
 - About 5-7 open-ended quiz questions with answers. Add your lingering questions following the quiz.
 - A two-page reflection paper that answers the questions listed above.

Abrahamic Religion Activity

May
08

Due: Monday, May 08 at 3:59 pm

1. Complete Worksheet 1 of the Abrahamic Religion Activity. After completing worksheet 1, review worksheet 2 (Home tab--> Assignments)
 - <http://breakingprejudice.org/group-activities/activities-in-english/abrahamic-religions-similarities-activity/> (<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.

Reading Reflection-2

May
15

Due: Monday, May 15 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.

The document should address the following 4 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?

- 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. Add your lingering questions at the end of the theoretical background page.
- 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. Add your lingering questions at the end of the slides.
- About 5-7 open-ended quiz questions with answers. Add your lingering questions following the quiz.
- A two-page reflection paper that answers the questions listed above.

Learning Experience Plan due

May
15

Due: Monday, May 15 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 19th. This weekly plan needs to include specific actions you will take each week.

Implicit Bias 1-pager Due

May
15

Due: Monday, May 15 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 *Antiracism and Universal Design for Learning*, 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?

Educational Data

May
15

Due: Monday, May 15 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 *Antiracism and Universal Design for Learning*?
- 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**17**

Due: Wednesday, May 17 at 3:59 pm

See information about this assignment on the Content--> Learning 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: [Neuroplasticity Google Slides \(https://docs.google.com/presentation/d/1Hu2brU_8olsb2YD-TDKUUt3_u5S5nL5YhzQvNCu0Zjc/edit?usp=sharing\)](https://docs.google.com/presentation/d/1Hu2brU_8olsb2YD-TDKUUt3_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 Learning Activities content page.

Reading Reflection-3

May**22**

Due: Monday, May 22 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.

The document should address the following 4 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?

- 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. Add your lingering questions at the end of the theoretical background page.
- 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. Add your lingering questions at the end of the slides.
- About 5-7 open-ended quiz questions with answers. Add your lingering questions following the quiz.
- A two-page reflection paper that answers the questions listed above.

Anita Archer Explicit Instruction Discussion

May
22

Due: Monday, May 22 at 3:59 pm

1. Watch the following webinar: Anita Archer "Making it Stick" (1 hour and 7 minutes)

- <https://www.youtube.com/watch?v=fR8GXADmwLI> (<https://www.youtube.com/watch?v=fR8GXADmwLI>)
- Use the "Making It Stick" webinar handout to take notes, record thoughts, and highlight ideas you want to be sure to remember.
 - Making it Stick Webinar Notes Handout.pdf [Download](#) (<https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=f0426b96-kUPh-IFpe-sWZf-1Y6661931c23&pubhash=FCzYygfixqtiJR78C0FM6XeESyYLSbFSISyVui1PI7IkGglod26z3zY8ZUmrhh1NncalzVtTban1ujBV6ug==>)

2. Think of a question that you have after watching the webinar. Go to the Anita Archer digital dialogue assignment and your question and then post an answer to someone else's question (5 minutes).

Exam - Case Study #1 Cognitivism

May
23

Due: Tuesday, May 23 at 11:59 pm

Reading Reflection-4

May
31

Due: Wednesday, May 31 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.

The document should address the following 4 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?

- 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. Add your lingering questions at the end of the theoretical background page.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are

- 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. Add your lingering questions at the end of the slides.
- About 5-7 open-ended quiz questions with answers. Add your lingering questions following the quiz.
- A two-page reflection paper that answers the questions listed above.

Learning Experience Update due

May
31

Due: Wednesday, May 31 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

Jun
01

Due: Thursday, Jun 01 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.

Reading Reflection-5

Jun
05

Due: Monday, Jun 05 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.

The document should address the following 4 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?

- 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. Add your lingering questions at the end of the theoretical background page.
- 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. Add your lingering questions at the end of the slides.

end of the slides.

- About 5-7 open-ended quiz questions with answers. Add your lingering questions following the quiz.
- A two-page reflection paper that answers the questions listed above.

The Good Behavior Game

Jun
05

Due: Monday, Jun 05 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

Jun
06

Due: Tuesday, Jun 06 at 11:59 pm

Reading Reflection-6

Jun
12

Due: Monday, Jun 12 at 3:59 pm

Reading Activities

See Schedule

Thoughtfully prepare a product (of your choice - i.e., art project, photography, puzzle, game, model, video recording, role play, cartoon, lesson plan ideas, TikTok video, crossword puzzle, etc.) that demonstrates the following:

- 3 big ideas from the reading and ways you can apply the big ideas in your field/profession.

Constructivism and Behaviorism

Jun
12

Due: Monday, Jun 12 at 3:59 pm

<https://www.youtube.com/watch?v=XVMYHt5ULUA> (~10 minutes) and <https://ed.ted.com/on/lfo2LZ69> (~5 minutes)

- Behaviorism and constructivism seem to be at odds. Behaviorism is focused on direct instruction where teachers explicitly model the skill that is being learned. Constructivism focuses on students learning in a fairly independent way. There appears to be robust research that supports both theories, yet they seem to be incompatible.
- How are the approaches 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? Give 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.

Constructivist teaching checklist due

Jun
14

Due: Wednesday, Jun 14 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.

[Constructivist Teaching - Class Slide Deck \(https://docs.google.com/presentation/d/1aOewel4JauK2Gs7gJAUeSSu8Udf17a6slnXDfIEiDk/edit?usp=sharing\)](https://docs.google.com/presentation/d/1aOewel4JauK2Gs7gJAUeSSu8Udf17a6slnXDfIEiDk/edit?usp=sharing)

Exam - Case Study #3 Constructivism

Jun
16

Due: Friday, Jun 16 at 11:59 pm

Course evaluations

Jun
20

Due: Tuesday, Jun 20 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. Your name will not be connected with your evaluation.

Personal Learning Theory

Jun
22

Due: Thursday, Jun 22 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.

Learning Experience Summary

Jun

22

Due: Thursday, Jun 22 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?

Professionalism

Jun**22**

Due: Thursday, Jun 22 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 4:00 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.

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>).

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.

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.

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	Class Agenda	Class Mate
Week 1		
T May 02 Tuesday	Start of Classes (1st day)	

W May 03 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 Int
Week 2		
M May 08 Monday	In-person learning - 331 MCKB Inspirational Thought: Savanna Wagner - https://tinyurl.com/InspirationCPSE2023 <ul style="list-style-type: none">• Educational Equity, Bias, and Learning• Social Justice in Education	Equity Bias 2023.pptx

W May 10 Wednesday

Online learning - Synchronous - Zoom meeting:

- Join URL: <https://byu.zoom.us/j/99110452045?pwd=YjVWUytaTGVDtjIjGRIZjNkVHThVwUT09>
 - Password (if needed) CPSE622

- Inspirational Thought: Kaiya Dawson
 - <https://tinyurl.com/InspirationCPSE2023>

- DEI and Learning in PK-12 education - guest speaker Marquis Harris, DEI Coordinator

Remote asynchronous - Project: 60 min

1. Watch Ted Talk (link in Learning Activities)
2. Create an Implicit Bias one-pager (see assignment description under Content tab--> Learning Activities)


Equity Bias
2023.pptx

Culture & E
Pres.pptx

Week 3

M May 15 Monday	<p>In-person - 331 MCKB</p> <p>Inspirational Thought: Molly Michaels</p> <p>https://tinyurl.com/InspirationCPSE2023</p> <ul style="list-style-type: none"> • Cognitivism 	Cognitivism
W May 17 Wednesday	<p>Online learning - Synchronous - Zoom meeting:</p> <ul style="list-style-type: none"> • Join URL: https://byu.zoom.us/j/94864089288?pwd=RHVkNXhUVDJlZEcXZDc0RmNwVFp0QVdtUT09 • Inspirational Thought: Gail Surio https://tinyurl.com/InspirationCPSE2023 • 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=fR8GXADmwLI) • Post a question and then answer someone else's question in Digital Dialog 	<p>Cognitivism</p>  <p>May 17 20.</p>
Week 4		

M May 22 Monday	<p>In-person - 331 MCKB</p> <p>Inspirational Thought: Lauren Astle</p> <p>https://tinyurl.com/InspirationCPSE2023</p> <ul style="list-style-type: none"> • Discussion: Cognitivism--How we acquire and store information <p>Exam - Case Study #1- Cognitivism (due by Tuesday, May 23rd at 11:59 PM)</p>	Cognitivism
T May 23 Tuesday	Case Study #1 - Cognitivism due by 11:59 PM. Submit through Learning Suite.	
W May 24 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: Merna Raines <ul style="list-style-type: none"> ◦ https://tinyurl.com/InspirationCPSE2023 • 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 H 2023.pptx</p>  <p>May 24th z</p>
Week 5		
M May 29 Monday	<p>Memorial Day</p> <p>No Class Today! Enjoy your holiday!</p>	

W May 31 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: Peyton Johnstone<ul style="list-style-type: none">◦ https://tinyurl.com/InspirationCPSE2023• Discussion: Behaviorism <p>Asynchronous -</p> <ul style="list-style-type: none">• Good Behavior Game (see Content tab--> Learning Activities and assignment for details)	Conditionir 2023.pptx  Zoom reco
Th Jun 01 Thursday		
Week 6		

M Jun 05 Monday	<p>In-person - 331 MCKB</p> <p>Inspirational Thought: Ana Pacheco</p> <p>https://tinyurl.com/InspirationCPSE2023</p> <ul style="list-style-type: none"> • Discussion: Behaviorism & Social Learning Theory • 1. Shaping Student Behavior PPT and activity: Content tab--> Learning Activities--> Shaping Student Behavior <p>exam opens - Case Study #2 (due Tuesday by 11:59 PM)</p>	Social Learning student behavior 2023.pptx
T Jun 06 Tuesday	Case Study Exam (Behaviorism) Due by 11:59 PM	
W Jun 07 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: Angela Palmer <ul style="list-style-type: none"> ◦ https://tinyurl.com/InspirationCPSE2023 • Discussion: Constructivism <p>Remote asynchronous - Project: 60 - 90 min</p> <ul style="list-style-type: none"> • Constructivism and Behaviorism (see assignment for detail - Content tab--> Assignments) 	Constructivism 2023.pptx
Week 7		

M Jun 12 Monday	<p>In-person, 331 MCKB</p> <p>Inspirational Thought: Katie Clark</p> <p>https://tinyurl.com/InspirationCPSE2023</p> <p>Discussion: Constructivist Learning</p>	<p>Data Track .docx Down</p> <p>Data Track .pdf Down</p> <p>Constructiv 2023.pptx</p>
W Jun 14 Wednesday	<p>Online learning - Synchronous - Zoom meeting:</p> <ul style="list-style-type: none"> • Join URL: https://byu.zoom.us/j/94864089288?pwd=RHVkNXhUVDJlZCtCSFNwVFpqOVdtUT09 • Inspirational Thought: Daniel Dearden <ul style="list-style-type: none"> ◦ https://tinyurl.com/InspirationCPSE2023 • Discussion: Constructivist Learning <p>Remote asynchronous project: 60-90 min</p> <ul style="list-style-type: none"> • Constructivist teaching checklist (Content tab--> Learning Activities) <p>Case Study Exam #3 - Constructivism Opens. Due by Friday, June 16th at 11:59 PM</p>	Constructiv
F Jun 16 Friday	Case Study Exam #3 - Constructivism - Due by 11:59 PM	
Week 8		
M Jun 19 Monday	<p>Juneteenth</p> <p>No Class on Juneteenth. Class on Tuesday.</p>	
T Jun 20 Tuesday	<p>Last Day of Class</p> <p>Monday Instruction</p> <p>*MONDAY CLASSES ON TUESDAY*</p> <p>In-person - 331 MCKB</p> <p>Inspirational Thought: Angela Findlay</p> <p>https://tinyurl.com/InspirationCPSE2023</p> <p>Last day of class--Summary of Learning</p>	June 20 20
W Jun 21 Wednesday	Exam Preparation Day	

Th Jun 22 Thursday	Final Exam Day Final Exam: <u>Final Projects Due BY 11:59 PM</u> <ol style="list-style-type: none">1. Personal Learning Theory2. Learning Experience Summary	
F Jun 23 Friday		