

Instructor/TA Info

Instructor Information

Name: Ellie Young

Office Location: 340-L MCKB

Office Phone: 801-422-1593

Office Hours: Tue 3:00pm-4:00pm

Or By Appointment




Email: ellie_young@byu.edu

Course Information

Description

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

Materials

Item	Price (new)	Price (used)
 <u>Visible Learning and the Science of How We Learn - Required</u> by Hattie, J	59.95	45.00
 <u>Unequal City - Required</u> by Shedd, C	35.00	26.25
 <u>Drive - Required</u> by Pink, D	17.00	12.75

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.

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, ready to learn at 12:00 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

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.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. I intend to work from home several days each week and may not be available for student consultation beyond office hours or at previously scheduled appointments.

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

Apr
29

Due: Thursday, Apr 29 at 11:59 pm

Student Information Sheet-Spring 2021.docx [Download \(plugins/Upload/fileDownload.php?fileId=965de3ad-UW7b-WaWj-waZc-8Kb9694be233&pubhash=X_1AIBK159WZO9h0qbz6eaZJkyEk_rmfNUgtW0bBhzcYPRbYMGmbE9NA-9iercRMmj_wDQK8CDqq0LxEqsgnpw==\)](#)

Implicit Bias 1-pager

Apr
30

Due: Friday, Apr 30 at 12:00 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.

Upload product as a .PDF document that others could download and use.

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

- What connections do you see between the TED talk and the information presented by Casey Dupart in class today?
- 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-1

May

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?

Educational Data

May
07

Due: Friday, May 07 at 12:00 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 Unequal City?
- 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.

Learning Experience Plan

May
07

Due: Friday, May 07 at 12:00 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.

Neuroplasticity Slide

May
07

Due: Friday, May 07 at 12:00 pm

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 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-2

May
10

Due: Monday, May 10 at 11:59 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?

Anita Archer Explicit Instruction Discussion

May
17

Due: Monday, May 17 at 10:59 pm

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

Reading Reflection-3

May
17

Due: Monday, May 17 at 11:59 pm

Reading Activities

See Schedule

At the beginning of most class periods, we may spend approximately 10 minutes reviewing the reading

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?

Case Study #1 Cognitivism

May
18

Due: Tuesday, May 18 at 12:00 pm

Learning Experience Update

May
20

Due: Thursday, May 20 at 11:59 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
21

Due: Friday, May 21 at 12:00 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-4

May
24

Due: Monday, May 24 at 11:59 pm

Reading Activities

See Schedule

At the beginning of most class periods we may spend approximately 10 minutes reviewing the reading

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?

The Good Behavior Game

May
28

Due: Friday, May 28 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

Reading Reflection-5

May
31

Due: Monday, May 31 at 11:59 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?

4. What questions do I still have?

Case Study #2 Behaviorism

Jun
02

Due: Wednesday, Jun 02 at 5:00 pm

Constructivism and Behaviorism

Jun
02

Due: Wednesday, Jun 02 at 11:59 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.

Reading Reflection-6

Jun
07

Due: Monday, Jun 07 at 11:59 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 teaching checklist

Jun

Due: Thursday, Jun 10 at 10:59 am

conducting constructivist methods of teaching. Create an example learning objective.

Personal Learning Theory

Jun
14

Due: Monday, Jun 14 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 how you would integrate your ideas to develop a personal learning theory that you can use to guide your work as a school psychologist or educator.

Case Study #3 Constructivism

Jun
14

Due: Monday, Jun 14 at 11:59 pm

Learning Experience Summary

Jun
14

Due: Monday, Jun 14 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
14

Due: Monday, 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.

Course evaluations

Jun
14

Due: Monday, Jun 14 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.

University Policies

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- **All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);**
- **We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12–27);**
- **Our interactions create and support an environment of belonging (Ephesians 2:19); and**
- **The full realization of each student’s divine potential is our central focus (BYU Mission Statement).**

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

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

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	Topics and Readings	Power Points and Resources	Assignment:
Week 1			
T Apr 27 Tuesday	Course Introduction and review of assignments	Course Intro-April 27.pptx Download	
Th Apr 29 Thursday	<p>Readings to be completed before Thursday:</p> <p>Intervention Central Stages of Learning: https://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in</p> <p>Understanding Implicit Bias: What Educators Should Know (see LS content page)</p> <p>Unequal City by Shedd--Read through Chapter 2 before class starts on April 29.</p>	Equity Issues in Education.pptx Download	Information Sheet

F Apr 30 Friday			
Week 2			
M May 03 Monday	<p>Reading for the Week:</p> <p>Finish Unequal City (Chapters 3-6) Hattie Chapters 1, 13-14</p>		Reading Reflection-
T May 04 Tuesday	Discussion: Unequal City and equity issues in education	Unequal City-May 4.pptx Download	
W May 05 Wednesday			
Th May 06 Thursday	Discussion: Basic Principles of Learning Hattie: Chapter 1, 13-14	Cognitivism--May 6.pptx Download	
F May 07 Friday			Learning Experience
Week 3			
M May 10 Monday	<p>Reading for the week:</p> <p>Hattie--Chapters 15-21</p> <p>Best Practices in Delivering Intensive Academic Interventions with a Skill-by-Treatment Interaction (Learning Suite/Content tab/Readings)</p>		Reading Reflection-;
T May 11 Tuesday	Discussion: Cognitivism--How we acquire and store information	<p>Cognitivism May 11.pptx Download</p> <p>Cognitive Load Group Activity.docx Download</p>	
Th May 13 Thursday	Discussion: Cognitivism--How we acquire and store information	Cognitivism May 13.pptx Download	Case Study Cognitivism Opens
F May 14 Friday			
Week 4			

M May 17 Monday	<p>Readings for the week:</p> <ol style="list-style-type: none"> 1. 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 2. Learned Helplessness Summary - Read Learned Helplessness.Swanson (LS Content Tab/Readings/Behaviorist Readings) 3. Hattie - chapters 6-9 4. Best Practices in Can-Do, Won't-Do Assessments (LS Content Tab/Readings) 		Reading Reflection-
T May 18 Tuesday	Discussion: Behaviorism	Learned Helplessness May 18.pptx Download	Case Study Cognitivism Closes
Th May 20 Thursday	Discussion: Behaviorism	Conditioning and Learning May 20.pptx Download	Learning Experience Update
F May 21 Friday			
Week 5			

M May 24 Monday	<p>Readings for the week:</p> <p>1. 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)</p> <ul style="list-style-type: none"> • Available here: http://www.asecib.ase.ro/mps/Bandura_SocialLearningTheory.pdf <p>2. Chapter 3 - Messages That Motivate - How Praise Molds Students' Beliefs, Motivation, and Performance (in Surprising Ways) - Dweck</p> <ul style="list-style-type: none"> • (see LS Content Tab/Behaviorist Readings) <p>3. Chapter 4 - The Paradox of Achievement: The Harder You Push, the Worse it Gets - Deci & Ryan</p> <ul style="list-style-type: none"> • (see LS Content Tab/Behaviorist Readings) 		Reading Reflection
T May 25 Tuesday	Discussion: Behaviorism	Social Learning Theory.pptx Download	
Th May 27 Thursday	Discussion: Behaviorism	<p>Tough Kid 2nd Edition Chapter 2.pdf Download</p> <p>Shaping student behavior -May 27.pptx Download</p>	Case Study Behaviorism Opens

F May 28 Friday	Instructor Ratings Open Spring	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.	
Week 6			
M May 31 Monday	Memorial Day Readings for the Week: Drive: Introduction and Chapters 1-3 Cognitive Development of Children-Piaget (see LS content--Constructivist Readings)		Reading Reflection-
T Jun 01 Tuesday	Discussion: Constructivist Learning	Constructivism June 1.pptx Download	
W Jun 02 Wednesday			Case Study Behaviorism Closes
Th Jun 03 Thursday	Discussion: Constructivist Learning Guest Presenter: Teri Marx, PhD, American Institutes for Research	June 4.pptx Download	
Week 7			
M Jun 07 Monday	Readings for the Week: 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)		Reading Reflection-
T Jun 08 Tuesday	Discussion: Constructivist Learning	June 8.pptx Download	

Th Jun 10 Thursday	Last day of class--Summary of Learning	June 10-for students.pptx Download	Case Study Constructiv Opens
Sa Jun 12 Saturday			
Week 8			
M Jun 14 Monday			Case Study Constructiv Closes Course evaluations Learning Experience Summary Personal Learning Theory Professiona
T Jun 15 Tuesday	Spring Exam Preparation (06/15/2021 - 06/15/2021)		