

EDUC 605 - Cognition and Learning

Department: Peru State College School of Education

Course Number: Education 605

Course Title: Cognition and Learning

Credit Hours: Three (3)

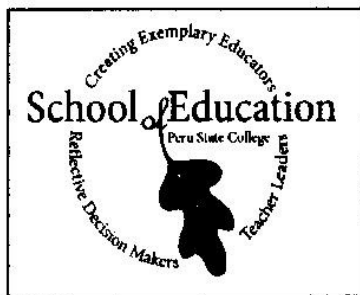
Instructor:

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Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Peru State College School of Education Graduate Conceptual Framework

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education and Graduate Studies believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Master degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

COURSE DESCRIPTION:

The starting point for any understanding of learning in the classroom is what we scientifically know about how the brain learns. This course will study brain organization as it applies to classroom learning. The focus in this course will be on the latest research on the executive functions of the brain. From recent brain research, principles of learning will be established and applied to classroom practice. The principles of learning will be developed around three fundamentals: climate for learning, instruction and student processing.

PREREQUISITES: Graduate standing or permission of the Division Dean

TEXT: Caine, R. et al. (2009) *12 Brain/mind learning principles in action: Developing executive functions of the human brain 2nd Ed.*. New York: Corwin Press. ISBN: 9781412961073

OBJECTIVES:

1. The learner will understand developmental differences and be able to create appropriate learning strategies and environments based on current brain research. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
2. The learner will examine individual differences in brain structure and development and be able to apply these principles into practice. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
3. The learner will share effective instructional practices. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
4. The learner will become a reflective decision maker and be able to demonstrate such decision making through appropriate questioning and instructional strategies. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
5. The learner will develop an appreciation for affective development and its place in the curriculum, including enhancement of self-esteem and social/emotional development. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
6. The learner will be sensitive to the impact of culture on community issues and be able to plan effectively in culturally diverse school settings. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
7. The learner will become committed to motivate students to achieve success. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
8. The learner will examine strategies for student assessment and evaluation. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)

INSTRUCTION METHOD/MODE OF DELIVERY

Instructor facilitation of learning activities
Selected reading assignments
Exploration of educational web pages and links
Completion of assignments
Written response to activity questions

Discussion board
Group sharing and collaboration

COURSE REQUIREMENTS & ASSESSMENT METHODS:

Class members are expected to complete all requirements of this course with a high level of research, reflection, and internalization. The class requirements and percentage associated with earning a grade are listed below. All assignments are to be completed by the indicated date.

1. Cognition and Learning Research Paper:

Each student will pick one of the principles of learning and write a research paper with at least eight professional references and approximately ten pages in length using APA style. The purpose of the paper is to demonstrate that the student understands the learning principle and can apply it to a distinct developmental level in the classroom. After communication with the instructor and agreement on the principle of learning and developmental level to be researched, the student will complete the ten-page research paper to be placed on Livetext.. The student will also make a short ten-slide summary of the research and place it on the discussion board of blackboard for classmates to read and react to the PP. The research paper will be scored using the livetext rubric and transposed for placement on the blackboard gradebook. The due date for this presentation is indicated on the assignment feature of blackboard. (Due on assigned class date; each research paper and PP has a value of 40% of grade)

2. Topic Reflections:

Each student will write a one-page reflection on each of the twelve principles of learning demonstrating their mastery of the principle and ability to apply it in their teaching. Send your reflections to your instructor using the Assignment feature of Blackboard on the assigned week. (Each reflection has a value of 2% of the grade - total of 24% of grade)

3. Discussion Board Participation:

Read the textbook according the schedule presented on the Assignment Schedule. Each week class members will reflect on topics covered in this course and related educational topics, participate in instructor facilitated activities, and reflect on current educational happenings they read or hear about. Read the textbook, research presentation power points, and journal articles related to the course objectives. Class members will electronically communicate with each other and their instructor by means of the Discussion Board feature of Blackboard under the heading of Discussion Board. (24% of grade)

4. Personal Goal:

Each student will formulate a personal goal that is related to one or more of the 12 principles of learning. Using research findings (at least three good professional references), your educational situation, knowledge and information gained from this course, each student will develop their goal. List and explain which variables influence choosing this goal. Based upon your selected goal, form an action plan, time-line for goal achievement, and assessment strategy/data collection method to measure the accomplishment of the goal. Prepare a Power Point report detailing your goal, action plan, time line, and assessment strategy. This multimedia presentation will be a minimum of 5 slides and a maximum of 10 slides. Students will present that goal and action plan to the entire class via Blackboard (12% of grade).

All written assignments must be keyboarded, double spaced, and grammatically correct. Cite sources using APA guidelines. Class members are expected to complete work on the assigned schedule as listed on the Assignment area of blackboard.

Correlation to Live Text Professional Portfolio:

All students entering the Masters program are required to purchase a membership in Live Text, participate in an orientation and training session in the use of Live Text, and develop an electronic portfolio. The portfolio contains artifacts and reflections as required in their specific courses. The artifacts represent mastery of specific standards. The graduate student in this class is advised to insert the research paper they developed into their Live Text Professional Portfolio, but the portfolio will not be assessed in this course

Checkpoints are used to evaluate student progress in the electronic portfolio. Students are ultimately responsible for the completion of all aspects of their portfolio.

Homepage: One of the first things you will need in our course is to create your Blackboard homepage. The homepage is a place for you to put information about yourself. This allows us, the participants in the course, to get to know you. To begin, go to Tools, and click on Homepage. Type an introductory message and some personal information (where you work where you went to college, where you are at in getting your masters degree, information about your family, information about your hobbies and interest). If possible, upload a current picture. This is to be completed by the end of the first week of class.

GRADING POLICY:

A = 94-100
B+= 88-93
B = 83-87
C+= 78-82
C = 72-77

ATTENDANCE POLICY:

Students are expected to open Blackboard regularly to view announcements, and to complete all assigned work on time. Participation is a privilege and a responsibility represented by not only the student's investment, but also by a significant investment by the State of Nebraska.

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do

their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA

may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

DESIRED OUTCOMES

An examination of the core requirements for graduate program options shows a connection to our three areas of emphasis. The following are our desired outcomes for each area. Ideally, these outcomes overlap and intersect and are not fragmented.

Enhancement of Student Learning

- 1.1.1 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research, and implications for best educational practices, as well as issues of diversity.
- 1.1.2 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students' learning styles, backgrounds, and special needs.
- 1.1.3 Candidates research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in

relation to their own beliefs and values as well as students' learning styles, backgrounds, and special needs.

- 1.1.4 Candidates demonstrate advanced technology skills and their application for enhancing student learning.

Collaborative Reflection

- 2.1.1 Candidates learn the collaborative process of curriculum development within a school system.
- 2.1.2 Candidates discuss ideas, concepts, and research with faculty and peers.
- 2.1.3 Candidates enhance their professional skills and collegial competencies through reflection and collaboration.

Professional Growth

- 3.1.1 Candidates research, analyze, and discuss literature in their areas of interest, diversity issues, curriculum development, and curriculum planning.
- 3.1.2 Candidates write a thesis, action research project, or comprehensive examination.
- 3.1.3 Candidates analyze and discuss their backgrounds, beliefs, and values in relation to their teaching environment, historical and current issues, students, and community. This process enhances communication skills.

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