Syllabus

Course Overview

The course introduces you to the major principles of educational psychology, including learning theory, theories of motivation, and classroom practices necessary to teach or consult in a variety of educational settings. During the course, you examine individual differences that inform instructional practice. Special emphasis is on strategies designed to enhance instruction that is intended to facilitate mastery on a variety of desired learning outcomes.

Assignments

Week 2: Submit a 6–10-page paper examining factors that influence student learning.

Week 5: Submit an instructivist lesson plan.

Week 8: Submit a constructivist lesson plan.

Week 10: Submit a PowerPoint presentation with slide notes outlining strategies to present in a fictional teacher workshop.

Discussions

Week 1: Participate in two discussions examining your purpose for pursuing a degree in educational psychology and looking at factors that have an impact on student achievement.

Week 2: Examine domains of human development and look at trends that may impact the field of educational psychology.

Week 3: Look at how to use operant conditioning to work with a disruptive child and to develop instruction for teaching a specific skill.

Week 4: Describe how to use cognitive information processing theories to develop teaching strategies and learning objectives.

Week 5: Describe how you have observed social learning theory in action.

Week 6: Look at the application of humanism and positive psychology in your area of specialization. You will also compare competing views of cognitive development.

Week 7: Explore the social cognition concept of triadic reciprocity and examine how the digital revolution has contributed to the development of connectivism.

Week 8: Describe how you are using theory to help create your constructivist lesson plan. You will also discuss the socio-emotional learning in the constructivist classroom.

Week 9: Look at how factors revealed in Hattie's meta-analysis can be used to improve student achievement.

Week 10: Explore the concepts of either intelligence or motivation in learning.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Describe the theories, practices, and current issues that define the specialization of educational psychology.

2   Apply principles of learning to create appropriate instruction and instructional material consistent with learners and the learning context.

3   Evaluate meaningful instruction using best practices from educational psychology theories.

4   Analyze individual differences that influence instructional practice.

5   Analyze empirical research findings concerning factors impacting learner achievement.

6   Communicate in a manner that is scholarly, professional, and consistent with university expectations for graduate
     education, including discipline knowledge and current APA formatting standards.

Course Prerequisites

Prerequisite(s): PSY5002 (PSY-FP5002) or PSY5005 or PSY8002.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Woolfolk, A. (2019). *Educational psychology* (14th ed.). Boston, MA: Pearson. ISBN: 9780134774329.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Alesandrini, K., & Larson, L. (2002). Teachers bridge to constructivism. *Clearing House, 75*(3), 118–121.
- Alexander, P. A. (2018). Past as prologue: Educational psychology's legacy and progeny. *Journal of Educational Psychology, 110*, 147–162.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117–148.
- Ekinci, B. (2014). The relationship among Sternberg's triarchic abilities, Gardner's multiple intelligences, and academic achievement. *Social Behavior and Personality, 42*(4), 625–633.
- Hattie, J. A. C., & Donoghue, G. M. (2016). Learning strategies: A synthesis and conceptual model. *NPJ Science of Learning, 1*, 1–13.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice, 41*(4), 212–218.
- Lin-Siegler, X., Dweck, C., & Cohen, G. (2016). Instructional interventions that motivate classroom learning. *Journal of Educational Psychology, 108*(3), 295–299.
- Lopez. F., & Ramos, K. (2016). Predicting well-being in managers: Test of a positive psychology model. *The Journal of Positive Psychology, 11*(4), 378–387.
- Ritchie, S., & Tucker-Drob, E. (2018). How much does education improve intelligence? A meta-analysis. *Psychological Science, 29*(8), 1358–1369.
- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator, 36*(1), 12–39.
- Rosenshine, B. V. (1986). Synthesis of research on explicit teaching. *Educational Leadership, 43*(7), 60–69.
- Webster, A. (2014). A flourishing future: Positive psychology and its lessons for education. *Independent School*, 40–46.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Darling, K., Seok, D., Banghart, P., Nagle, K., Todd, M., & Orfali, N. (2019). Social and emotional learning for parents through Conscious Discipline. *Journal of Research in Innovative Teaching & Learning, 12*(1), 85–99. Retrieved from https://www.emerald.com/insight/content/doi/10.1108/JRIT-01-2019-0017/full/pdf.
- Downes, S. (2008). Places to go: Connectivism & connective knowledge. *Innovate, 5*(1). Retrieved from https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1037&context=innovate.
- Duke, B., Harper, G., & Johnston, M. (2013). Connectivism as a digital age learning theory [PDF]. *The International HETL Review. Special Issue 2013,* 4–13. Retrieved from https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf
- Frey, T. (2013). 33 dramatic predictions for 2030. Retrieved from https://futuristspeaker.com/business-trends/33-dramatic-predictions-for-2030/.
- Hauser, L. (2006). Behaviorism. *The Internet Encyclopedia of Philosophy*. Retrieved from http://www.utm.edu/research/iep/b/behavior.htm.
- Hiemstra, R., & Brockett, R. (1994). From behaviorism to humanism: Incorporating self-direction in learning concepts into the instructional design process. In H. B. Long & Associates, *New ideas about self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma. Retrieved from http://roghiemstra.com/sdlhuman.html.
- Huitt, W. (2018). The Brilliant Star framework. *Becoming a Brilliant Star: Twelve core ideas supporting holistic education* (pp. 5-23). La Vergne, TN: IngramSpark. Retrieved from http://www.edpsycinteractive.org/papers/2018-01-huitt-brilliant-star-framework.pdf.
- Huitt, W. (2018). Understanding reality: The importance of mental representations. In W. Huitt (Ed.), *Twelve core ideas supporting holistic education* (pp. 65–81). La Vergne, TN: IngramSpark. Retrieved from http://www.edpsycinteractive.org/papers/2018-04-huitt-brilliant-star-representations.pdf.
- Huitt, W. (2019). Classroom management in constructivistic classrooms [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/practice/classroom-management-constructivist.mp4.
- Huitt, W. (2019). Classroom management in instructivist classrooms [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/practice/classroom-management-constructivist.mp4.
- Huitt, W. (2019). Cognitive information processing: Part I [VIDEO]. | Transcript Retrieved from https://youtu.be/DJCzLn0if8E.
- Huitt, W. (2019). Cognitive information processing: Part II [VIDEO]. Retrieved from https://youtu.be/4eqhga-4VGk.
- Huitt, W. (2019). Connectivism theory [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/other/connectivism.mp4.
- Huitt, W. (2019). Creating a constructivist lesson [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/practice/constructivist-instruction.mp4.
- Huitt, W. (2019). Creating an instructivist lesson [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/practice/teacher-led-instruction.mp4.
- Huitt, W. (2019). Curriculum development [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/intro/03-curriculum-development.mp4.
- Huitt, W. (2019). Humanism & open education [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/other/humanism.mp4.
- Huitt, W. (2019). Improving student achievement [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/research/improving-achievement.mp4.
- Huitt, W. (2019). Individual differences: Intelligence [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/develop/intelligence.mp4.
- Huitt, W. (2019). Introduction to educational psychology: Frameworks and models [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/intro/02-frameworks-models.mp4.
- Huitt, W. (2019). Invitational education [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/other/invitational-ed.mp4.

- Huitt, W. (2019). Learning strategies [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/research/learning-strategies.mp4.
- Huitt, W. (2019). Motivation [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/develop/motivation.mp4.
- Huitt, W. (2019). Overview of operant conditioning: Part I [VIDEO]. | Transcript Retrieved from https://youtu.be/ctAb37tK7zg.
- Huitt, W. (2019). Overview of operant conditioning: Part II [VIDEO]. | Transcript Retrieved from https://youtu.be/lcPjLaCM_HI.
- Huitt, W. (2019). Piaget's theory of cognitive development [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/cognitive/piaget.mp4.
- Huitt, W. (2019). Positive psychology [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/other/positive-psychology.mp4.
- Huitt, W. (2019). Social cognitive theory [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/social/social-cognitive-theory.mp4.
- Huitt, W. (2019). Social learning theory [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/social/social-learning-theory.mp4.
- Huitt, W. (2019). Vygotsky's sociocultural theory [VIDEO]. | Transcript Retrieved from http://www.edpsycinteractive.org/videos/edpsyc/theory/cognitive/vygotsky.mp4.
- Huitt, W. (2019). Why study educational psychology? Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/topics/intro/whyedpsy.html.
- Huitt, W., & Monetti, D. (2008). Social learning perspective. In W. Darity, *International Encyclopedia of the Social Sciences* (2nd ed., pp. 602-603). Farmington Hills, MI: Macmillan Reference USA/Thompson Gale. Retrieved from http://www.edpsycinteractive.org/papers/soclrnpers.pdf.
- Huitt, W., & Monetti, D. (2017). Openness and the transformation of education and schooling. In R. Jhangiani & R. Biswas-Diener (Eds.), *Open: The philosophy and practices that are revolutionizing education and science* (pp. 43–65). London, UK: Ubiquity Press. Retrieved from https://doi.org/10.5334/bbc.d.
- Huitt, W., Huitt, M., Monetti, D., & Hummel, J. (2009). *A systems-based synthesis of research related to improving students' academic performance.* Paper presented at the 3rd International City Break Conference sponsored by the Athens Institute for Education and Research (ATINER), October 16–19, Athens, Greece. Retrieved from http://www.edpsycinteractive.org/papers/improving-school-achievement.pdf.
- Huitt, W., Monetti, D., & Hummel, J. (2009). Designing direct instruction. In C. Reigeluth and A. Carr-Chellman, *Instructional-design theories and models: Volume III, Building a common knowledgebase*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from http://www.edpsycinteractive.org/papers/designing-direct-instruction.pdf.
- Jones, S., Brush, K., Bailey, R., Brion-Miesels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Conscious discipline. In *Navigating SEL from the inside out: Looking inside and across 25 leading SEL programs: A practical resource for schools and OST providers* (pp. 221–230). Cambridge, MA: Harvard Graduate School of Education, Retrieved from http://www.wallacefoundation.org/knowledge-center/Pages/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.aspx.
- Nemko, M. (2017). 13 societal trends. Retrieved from https://www.psychologytoday.com/us/blog/how-do-life/201708/13-societal-trends.
- Purkey, W., & Novak, J. (2015). An introduction to invitational education. Nicholasville, KY: International Alliance for Invitational Education. Retrieved from https://www.invitationaleducation.org/wp-content/uploads/2019/04/art_intro_to_invitational_theory-1.pdf.
- Thompson, C. (2015). 21 technology tipping points we will reach by 2030. Retrieved from https://www.businessinsider.com/21-technology-tipping-points-we-will-reach-by-2030-2015-11.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 ≫ Applying Psychology to Teaching

Introduction

What do Educational Psychologists Do?

A common question asked of an educational psychologist is, "Who is an educational psychologist, and what do they do?" Educational psychology is a specialized field of psychology where the focus is on how people learn and how best to teach to how people learn. Educational psychologists hold a

fascination with the learning process and the most efficient and effective ways to achieve learning. Educational psychology is involved in any setting that involves learning. Many educational psychologists work in educational settings, such as elementary, middle, and high schools, or in higher education, such as in technical schools, colleges, or universities. Others may work in corporations or other businesses, government training, training in the helping professions, training of athletes, and more. Anywhere there is learning, there are educational psychology principles operating behind the scenes.

Consider the goals that you have for your educational psychology degree. Later in the course, you will "meet" several educational psychologists serving in various roles.

The focus of educational psychology is the investigation of human development, learning, motivation, teaching, and assessment both in and out of schools (Woolfolk, 2019). According to Schunk (2012), "learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience" (p. 3). This week you will focus on describing the major topics of investigation in educational psychology, explaining the importance of educational psychology to the field of teaching, school counseling, and other educational related fields, and understanding an overview of the history of educational psychology with an emphasis on two of its pioneers: John Dewey and Edward Thorndike.

References

Woolfolk, A. (2019). *Educational psychology* (14th ed.). New York NY: Pearson.

Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Boston, MA: Pearson.

To-Do List:

- **Discussion:** Describe your reasons for pursuing a degree in educational psychology.
- **Discussion:** Discuss a factor that you think contributes to learning.
- **What You Need to Know:** Learn about the history of educational psychology.
- **Prepare:** Select a factor to analyze your first assignment and begin library research.

Learning Activities

u01s1 - Activity Overviews

Discussion Overview

This week you will participate in two discussions examining your purpose for pursuing a degree in educational psychology.

Discussion Overview

You will also post in a discussion looking at factors that have an impact on student achievement.

u01s2 - What You Need to Know

- Read the Learner Expectations for important information about your success in this course.
- Read the Professional Communications and Writing Guide. You are expected to adhere to these guidelines when writing a discussion post, peer response, or paper, as well as when using citations and references.

The following resources will help you to understand the history of educational psychology and its current role and value in the overall fields of psychology and education.

Read the following in your *Educational Psychology* textbook:

- Chapter 1, "*Learning, Teaching, and Educational Psychology*" on pages 2–29.

Use the Capella University Library to read:

- Alexander, P. A. (2018). Past as prologue: Educational psychology's legacy and progeny. *Journal of Educational Psychology, 110*, 147–162.

Watch the following presentations for foundational knowledge about the field:

- Introduction to Educational Psychology: History of Educational Psychology.
- Introduction to Educational Psychology: Frameworks and Models [VIDEO]. | Transcript

Capella Resources

To prepare for this unit's first discussion, read the following resources:

- Huitt, W. (2019). Why study educational psychology? Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/topics/intro/whyedpsy.html.
- What can I do with an MS in Psychology with a specialization in Educational Psychology?

u01d1 - Write Your Discussion Post

Why Become an Educational Psychologist?

Describe some of the reasons you chose educational psychology as your path to becoming a professional. Explain any experiences you may have had in the field already (for example if you have been teaching professionally), and describe your goals for your experiences during the first year of professional practice after you complete your program.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found, especially, interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01d2 - Write Your Discussion Post

Factors Related to Student Achievement

As discussed in the Woolfolk text, there are multiple factors that might influence whether an individual or group of learners is successful in meeting learning goals. Consider different factors of good teaching and social-contextual support and use the Capella library to identify a research or meta-analysis article that discusses one factor that you believe to be especially important to learning outcomes. Provide an overview of the article and discuss whether your initial thoughts were confirmed or if it raised questions for you that require further consideration.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.

- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01s3 - Prepare: Assignment Preparation

Next week you will submit the assignment Factors Influencing Learning. Please review the Factors Influencing Learning instructions and scoring guide in Week 2. To prepare for this assignment, select a factor that you think is an important predictor of student learning. Begin doing research in the Capella University Library to learn more about your selected factor.

If you need assistance using the Capella University Library, refer to the Library Program Guide in Tools and Resources on the left of your courseroom. The library guide for your program is the Education Master's Library Guide.

Unit 2 ❯❯ Domains within Educational Psychology

Introduction

How do Educational Psychologists Help?

Educational psychologists have the role of influencing the practice of teaching and learning. One role of educational psychologists is to examine how teaching practice can optimize learning. An educational psychologist may evaluate educational programs for effectiveness and recommend modifications, may develop training in businesses and industry, may design interactive educational media, may develop college courses, or may teach and do research.

This week, you consider the tasks addressed in curriculum development and the role of educational psychology in addressing those tasks and making decisions at various stages in the process. One of the most important steps is to consider the goals of learning. In today's fast-paced and changing environment, consider two categories of goals: (1) domains of human potential that are likely to remain stable over the next several years and decades and (2) desired competencies and capabilities that will be required for socio-economic success, such as how changes in technology impact learning and will likely change in the coming decades. Think about how as an educational psychologist, you can help to establish goals for both stable domains of human potential, and those that are likely to change.

To-Do List:

- **Discussion:** Describe a domain of human development important to learning in the population you wish to work with.
- **Discussion:** Describe how current and future socio-cultural trends may affect the field of education.
- **What You Need to Know:** Explore paradigms of learning theories and future trends that may affect education.
- **Assignment:** Write a 6–10-page paper examining factors that influence student learning.

Learning Activities

u02s1 - Activity Overviews

Discussion Overview

In your discussions this week you will examine domains of human development.

Discussion Overview

In your second discussion, you will look at trends that may impact the field of educational psychology.

Assignment Overview

This week you will submit a 6–10-page paper examining factors that influence student learning.

u02s2 - What You Need to Know

Paradigms of Learning Theories

The following readings will introduce you to domains of human development and paradigms used in educational psychology:

- Huitt, W. (2018). The Brilliant Star framework. *Becoming a Brilliant Star: Twelve core ideas supporting holistic education* (pp. 5–23). La Vergne, TN: IngramSpark. Retrieved from http://www.edpsycinteractive.org/papers/2018-01-huitt-brilliant-star-framework.pdf.
- Huitt, W. (2018). Understanding reality: The importance of mental representations. In W. Huitt (Ed.), *Twelve core ideas supporting holistic education* (pp. 65–81). La Vergne, TN: IngramSpark. Retrieved from http://www.edpsycinteractive.org/papers/2018-04-huitt-brilliant-star-representations.pdf.

Future Trends

Read one of the following articles to prepare for your second discussion this week:

- Frey, T. (2013). 33 dramatic predictions for 2030. Retrieved from https://futuristspeaker.com/business-trends/33-dramatic-predictions-for-2030/.
- Thompson, C. (2015). 21 technology tipping points we will reach by 2030. Retrieved from https://www.businessinsider.com/21-technology-tipping-points-we-will-reach-by-2030-2015-11.
- Nemko, M. (2017). 13 Societal Trends. Retrieved from https://www.psychologytoday.com/us/blog/how-do-life/201708/13-societal-trends.

Curriculum Development

Watch Curriculum Development [VIDEO]. | Transcript to learn about a common role for educational psychologists.

u02a1 - Factors Influencing Learning

Introduction

Identifying and verifying the wide range of factors that might predict student learning is a task dominating educational psychology from its beginning. Hundreds of potential variables have been identified and several models have been developed to help organize research findings.

As an example, imagine that you hypothesize that the student characteristic of learning style is a good predictor of how well students would score on measures of learning. You would then begin an inquiry on that topic using the Capella library's databases of refereed journals (peer-reviewed scholarly journals) and identify a number of different approaches to defining and measuring learning style. You might find that there are a wide variety of approaches to defining and measuring this variable (Coffield, Moseley, Hall, & Ecclestone, 2004). There are some positive reviews of the concept (Joy & Kolb, 2009; Kotecha, 2019) and some negative reviews (Pashler, McDaniel, Rohrer, & Bjork, 2009; Kirschner, 2017). You would summarize your findings and draw a conclusion regarding the validity of your hypothesis.

Instructions

Your task as a new educational psychology researcher is to identify a factor that you believe to be an important predictor of student learning and report the results of your inquiry. While you have a lot of experience as a learner in a variety of contexts, you are bringing an inquiring mind to the scientific study of teaching and learning and you want to begin to understand some of the variables that have been studied and the methods used in this process.

In your assignment, include the following:

- Provide an overview of prior research on the factors or variables that influence a specific measure of learning and analyze elements of the findings in relation to your topic.
- Identify a specific variable hypothesized to influence learning, and provide specific methods by which it can be investigated scientifically.
- Identify five research studies published in peer-reviewed journals that have investigated the variable you hypothesized to influence student learning and summarize each article.
- Integrate research findings from the five articles you selected, and draw a conclusion based on the empirical evidence from these studies.

Structure

Your assignment should include:

- A correctly-formatted APA title page.
- An abstract that provides an overview of the document.
- A body that includes an introduction and a summary/conclusions section and addresses all elements of the scoring guide.
- A references page.

To successfully complete this assignment, you must meet the following requirements:

- **Written communication:** Writing is free of errors that detract from the overall message and using correct grammar and punctuation.
- **Length:** 6–10 pages, not including the title or reference pages.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **References:** A paper of this length should include scholarly references. At the graduate level, you are responsible for determining the appropriate number of references. The majority of them should be original research articles published in peer-reviewed psychology journals (for example, those journals published by the APA). A few review or survey articles are also acceptable.
- **Font and font size:** Times New Roman, 12 point font.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 5: Analyze empirical research findings concerning factors impacting learner achievement.
  - Provide an overview of prior research on factors that influence learning.
  - Analyze elements of the findings in relation to a selected topic.
  - Identify a specific variable hypothesized to influence learning, including specific methods by which it can be investigated scientifically.
  - Summarize research studies from peer-reviewed journals that have investigated a variable hypothesized to influence learning.
  - Integrate findings from selected research articles, drawing a conclusion based on the empirical evidence from the studies.
- Competency 6: Communicate in a manner that is scholarly, professional, and consistent with university expectations for graduate education, including discipline knowledge and current APA formatting standards.
  - Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
  - Correctly format paper citations, and references using the current APA style.

References

Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). *Learning styles and pedagogy in post-16 learning: A systematic and critical review*. London, England: Learning and Skills Research Centre.

Joy, S., & Kolb, D. (2009). Are there cultural differences in learning style? *International Journal of Intercultural Relations, 33*, 69-85. doi:10.1016/j.ijintrel.2008.11.002

Kirschner, P. (2017). Stop propagating the learning style myth. *Computers & Education, 106*, 166–171.

Kotecha, A. (2019). Learning styles. *InnovAiT: Education and Inspiration for general practice, 12*(5), 276-280. doi:10.1177/1755738018814278.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9*(3), 105–119.

u02d1 - Write Your Discussion Post

Setting Goals: Important Domains of Human Development

Some goals of curriculum development focus on the attributes of human beings that are not likely to change over the next several years or even decades. Consider the learners with whom you are most likely to work during your first year as a professional educational psychologist. Describe important attributes of these learners and the context within which they live, study, or work. Identify one domain of human development that you believe to be most important for their successful development and describe some specific learning goals for that domain that you can include in your curriculum. Provide some literature support for why these are important.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u02d2 - Write Your Discussion Post

Setting Goals: Changing Sociocultural Context

Because changing sociocultural conditions result in changes in curriculum development goals, educational psychologists must be aware of changing conditions. Read one of the articles in this week's studies that reflect on important changes that might occur in the near future (Frey, 2013; Nemko, 2017; Thompson, 2015) or identify another article that proposes sociocultural change in this time period and reflect on how that might impact learners with whom you will most likely work as a professional educational psychologist. Provide an overview of the changes the author suggests are likely to occur and suggest a goal that you could include in your curriculum to address the change. Explain why that would be important for this particular group of learners.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 3 ▶▶ Behaviorism and Operant Conditioning

Introduction

<div style="border:1px solid black;padding:10px;">

Reinforcing Behavior

Imagine that you are a supervisor (or think back to your experiences as a supervisor). One employee, Pat, is doing a great job overall but needs to be encouraged to be more flexible when encountering new situations. Hansa, on the other hand, is always willing to take risks and sometimes takes on tasks beyond her capability. How can you reinforce each employee's positive work while decreasing their less desirable behaviors?

</div>

Behavioral principles are all around us. We are reinforced in our work through job reviews, raises, and promotions. Children are reinforced through praise from parents or teachers, rewards, such as free time, and grades. In relationships, we are reinforced by positive interactions with those close to us. As a learner in higher education, you may be reinforced through the interest of what you learn, positive feedback from instructors or mentors, and high grades, or the thought of moving forward in your career. On the other hand, there are times when your behaviors are punished such as when you receive a ticket for speeding or completing a task poorly. Think about the ways you are impacted by operant conditioning in your personal and professional life, and how you intentionally or unintentionally condition others.

Psychology historians have ranked B. F. Skinner as one of the most influential of contemporary psychologists (Korn, Davis, & Davis, 1991). This week you will summarize the basic ideas of operant conditioning and B. F. Skinner's approach to teaching and learning and will apply operant conditioning to examples of the classroom, workplace, or home.

References

Korn, J. H., Davis, R., & Davis, S. F. (1991). Historians' and chairpersons' judgments of eminence among psychologists. *American Psychologist, 46*(7), 789–792.

To-Do List:

- **Discussion:** Describe how you might use operant conditioning in the classroom.
- **Discussion:** Describe how you could use operant conditioning in instructional design.
- **What You Need to Know:** Learn about the concepts of behaviorism and operant conditioning.

Learning Activities

u03s1 - Activity Overviews

Discussion Overview

In this weeks' discussion, you will look at how to use operant conditioning to work with a disruptive child.

Discussion Overview

In the second discussion, you will examine how to use operant conditioning to develop instruction for teaching a specific skill.

u03s2 - What You Need to Know

The following readings will prepare you for this week's discussions.

Read the following in your *Educational Psychology* textbook:

- Chapter 7, "Behavioral Views of Learning," on pages 260–297.

Use the internet to read Section A Psychological Behaviorists of:

- Hauser, L. (2006). Behaviorism. *The Internet Encyclopedia of Philosophy*. Retrieved from http://www.utm.edu/research/iep/b/behavior.htm.

The following presentations will provide an overview of operant conditioning and examples demonstrating how it is used.

- <u>Overview of Operant Conditioning: Part I [VIDEO].</u> | <u>Transcript</u>
- <u>Overview of Operant Conditioning: Part II [VIDEO].</u> | <u>Transcript</u>

u03d1 - Write Your Discussion Post

Using Operant Conditioning

Imagine that you are a teacher with a child in your classroom who constantly disrupts the class. On her way to a classroom group activity, she will knock down chairs. While the class is doing quiet work, she will do things like sweep the other children's work onto the floor and laugh. When children are lined up to go outside, she will jump out of line and run back into the classroom.

For this discussion, design a strategy to reduce the undesired behavior and increase the desired behaviors using operant conditioning that you would use as the teacher of this student.

Describe what you would first do using the concept of positive reinforcement and then discuss what you could do if your initial attempts at using positive reinforcement do not result in a change in the learner's behavior (i.e., you identified a neutral stimulus rather than a positive stimulus). What would be your next steps? Use the language of behaviorism.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the <u>Writing Center</u> found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03d2 - Write Your Discussion Post

Instructional Design and Operant Conditioning

While operant conditioning is most often thought of as useful in addressing disruptive behavior, it is also used in instructional design.

For this discussion, think about a specific group of learners with whom you are likely to work when you complete your degree. Respond to the steps below to explore how you might use operant conditioning with this group.

1. Identify the desired target behavior.
2. As best as you can anticipate, identify component tasks the learners must be able to do to achieve the target behavior.
3. Choose one of those tasks and describe methods for teaching it to a mastery level.
4. Describe techniques you would use to reinforce correct responses and to extinguish incorrect responses.
5. Describe how you would connect this component task to the next component leading to the desired target behavior.

Example:

If you were a basketball coach, you might post the following:

1. I want to teach high school students how to successfully shoot free throws.
2. Component tasks could involve how to place the feet, how to bend the knees, how to aim at the basket, how to shoot the ball, and how to follow through.

3. To teach how to bend the knees, I might start using a laundry basket at a low height that does not require bending the knees with the player closer than the free throw line. Gradually raise the height of the basket requiring the use of the knees to get more height eventually reaching standard basket height.
4. For each successful basket, the player would be ranked up and go to the next basket height. For each unsuccessful basket, the player would go down in rank. After three unsuccessful attempts, the basket would be lowered to the previous level.
5. Once players reach the standard basket height, they would progressively move on to shoot from a greater distance.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Unit 4 ≫ Cognitive Information Processing

Introduction

Lesson Planning

Imagine that you are planning a lesson in your specialization. For example, you may be training a group of case managers at a mental health center on intake assessments, or a group of childcare workers in an after-school curriculum. You begin to think about exactly what you want learners to achieve at the end of the lesson. As you plan your lesson, you use educational psychology principles to guide you.

- You consider the components of information processing theories including attention, perception, encoding, storage, and retrieval of information and knowledge.
- You analyze how the major components of the three-store memory model—short-term sensory store, short-term (or working) memory, and long-term memory - will influence the cognitive information processing system of those who will be learning from you.
- You apply concepts and principles from four information processing theories—stage theory, levels-of-processing theory, parallel-distributed processing theory, and connectionist theory to guide your instructional design.
- Finally, you consider Bloom's Taxonomy of the Cognitive Domain as a way to think about how to apply various levels of processing theory for your audience.

According to Schunk (2012), information processing theorists challenged the central concept of behaviorists that "learning involves forming associations between stimuli and responses" (p. 165). This week we cover information processing from a human perspective based on the assumption that learners actively manipulate information. From this perspective learning is an internal process, not a reaction to a stimulus; it is the creation and use of mental representations.

Reference

Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Boston, MA: Allyn & Bacon (Pearson Education).

To-Do List:

- **Discussion:** Describe how to use cognitive information processing theories to develop teaching strategies.
- **Discussion:** Describe how to create cognitive learning objectives.

- **What You Need to Know:** Learn about cognitive information processing and social learning theory.
- **Prepare:** Select a foundational concept or skill that you will build a lesson plan around.

Course Resources

Week 4 hook image

Learning Activities

u04s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will describe how to use cognitive information processing theories to develop teaching strategies.

Discussion Overview

In your second discussion, you will describe how to create cognitive domain objectives.

u04s2 - What You Need to Know

Cognitive Information Processing

These resources will introduce you to the theories and uses of cognitive information processing.

Use your textbook, *Educational Psychology*, to read:

- Chapter 8, "Cognitive Views of Learning," on pages 298–337.
- In Chapter 9, "Complex Cognitive Processes," read "Approaches to Instruction," on pages 338–379.
- In Chapter 14, "Teaching Every & Student," read "The First Step: Planning," on pages 555–561.

Use the Capella University Library to read:

- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice, 41*(4), 212–218.

View the following presentations:

- Cognitive Information Processing: Part I [VIDEO]. | Transcript
- Cognitive Information Processing: Part II [VIDEO].

Social Learning Theory

Use your textbook, *Educational Psychology*, to read:

- In Chapter 11, "Social Cognitive Views of Learning and Motivation," read "Modeling: Learning by Observing Others," on pages 429–433.

Use the internet to read:

- Huitt, W., & Monetti, D. (2008). Social learning perspective. In W. Darity, *International Encyclopedia of the Social Sciences* (2nd ed., pp. 602-603). Farmington Hills, MI: Macmillan Reference USA/Thompson Gale. Retrieved from http://www.edpsycinteractive.org/papers/soclrnpers.pdf

u04d1 - Write Your Discussion Post

Using Cognitive Information Processing Theories

There are a variety of teaching and learning strategies that can be derived from a study of the four major cognitive information processing theories—stage, levels-of-processing, parallel-distributed processing, and connectionist.

For this discussion, select three strategies discussed in the Woolfolk text or in the media presentations. Describe how these might be used for instructing a specific group of learners while working on a specific content topic.

For each of the three strategies, provide a definition, the theory or theories from which it was derived, and when and how it would be used in a lesson. Provide enough detail so that someone reading your post could be a substitute teacher if you could not give the lesson.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

---

u04d2 - Write Your Discussion Post

Creating Cognitive Domain Objectives

The complex cognitive processes of meta-cognition, creative and critical thinking, and problem-solving are very important for success in the digital, information age as discussed in Week 2. Using the Capella University Library, identify an article that discusses a specific process at a specific level of schooling, including higher education and adult education. For example, you might investigate teaching critical thinking to elementary learners or meta-cognition when teaching adults.

Create a post that provides an overview of the article and why that particular process would be important to develop at that age level.

Then use the Krathwohl 2002 article, A Revision of Bloom's Taxonomy: An Overview, to create a learning objective at the analyze, evaluate, or create levels of the cognitive taxonomy for a lesson you might want to teach related to the topic you investigated.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u04s3 - Prepare: Assignment Preparation

Your next assignment will be Create an Instructivist Lesson Plan, due at the end of Week 5. Please review the Create an Instructivist Lesson Plan instructions and scoring guide in Week 5. To prepare for this assignment, choose a specific concept or skill that is foundational in your field. You will build your lesson plan around this concept or skill.

Unit 5 ❯❯ Implications of Structural/Functional Paradigms

Introduction

What does the Research Say?

Imagine that you are working at a job in your area of specialization. You have been tasked with developing a lesson for a group of people who will be learning from you and you wonder what research says is the best way to go about designing the lesson. You are thinking about how to design the lesson based on instructivist (teacher-led instruction) learning principles and want to use research to help you determine an effective approach.

Bandura (1965, 1977) developed the social learning (or observational learning) theory as he worked to integrate the operant conditioning and cognitive information processing theories investigated in the last two units. The instructivist (teacher-led) approach to classroom practice is largely based on concepts and principles identified in these three theories of learning. This week you have the opportunity to examine the components of the social learning (observational) theory of learning, and analyze the impact of operant conditioning, cognitive information processing, and social learning theory as you create and form a plan for implementation of a classroom management plan in a teacher-centered classroom. As part of the process, you will apply concepts and principles derived from operant conditioning, cognitive information processing, and social learning theories to the design of the teacher-centered lesson plan. You will also apply empirical evidence from research in the design of the lesson plan.

References

Bandura, A. (1965) Influence of models' reinforcement contingencies on the acquisition of imitative response. *Journal of Personality and Social Psychology, 1*, 589-595.

Bandura, A. (1977). *Social learning theory*. New York, NY: General Learning.

To-Do List:

- **Discussion:** Describe how you have seen social learning in action.
- **Assignment:** Create an instructivist lesson plan.
- **What You Need to Know:** Read about foundational concepts in cognitive psychology.

Learning Activities

u05s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will describe how you have observed social learning theory in action.

Assignment Overview

This week you will submit an instructivist (teacher-led) lesson plan.

u05s2 - What You Need to Know

The following resources will help you prepare for this week's assignment.

Read the following in your *Educational Psychology* textbook:

- In Chapter 7, "Behavioral Views of Learning," review "Challenges and Criticisms," on pages 289–290.
- Chapter 13, "Managing Learning Environments," pages 506–549.
- In Chapter 14, "Teaching Every & Student," review "The First Step: Planning," on pages 555–561.
- Continue in Chapter 14, "Teaching Every Student," by reading "Teaching Approaches," on pages 563–575.

Use the Capella University Library and the internet to read the following:

- Huitt, W., Monetti, D., & Hummel, J. (2009). Designing direct instruction. In C. Reigeluth and A. Carr-Chellman, *Instructional-design theories and models: Volume III, Building a common knowledgebase*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from http://www.edpsycinteractive.org/papers/designing-direct-instruction.pdf
- Rosenshine, B. V. (1986). Synthesis of research on explicit teaching. *Educational Leadership, 43*(7), 60–69.
- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator, 36*(1), 12–39.

Watch the following presentations:

- Social Learning Theory [VIDEO]. | Transcript
- Creating an Instructivist Lesson [VIDEO]. | Transcript
- Classroom Management in Instructivist Classrooms [VIDEO]. | Transcript

u05d1 - Write Your Discussion Post

Social Learning Theory

Social learning theory describes how human beings demonstrate what they learned from observing models and then how the application of consequences can change the frequency of that overt behavior. It also describes how people change their behavior when watching others having consequences applied to their behavior (called vicarious learning).

Create a vignette based on your own experience of how you or someone else demonstrated what they had learned from a model and then how that behavior was modified after the application of consequences.

Then create a second vignette describing how you or someone you know learned through vicarious learning. For each vignette, be sure and specify each of the steps described in the social learning model.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u05a1 - Create an Instructivist Lesson Plan

Introduction

As an educational psychologist, you will be required to develop and consult on classroom practices based on theory as well as empirical findings. The three major categories of teacher classroom behaviors are planning, management, and instruction. When engaging in these activities, teachers adopt one of two primary orientations: instructivist or constructivist.

So far in the course, you have considered the theories of operant conditioning, cognitive information processing, and social learning theories. These are the primary theories (with the addition of Vygotsky's sociohistorical theory that will be discussed later) that provide support for an instructivist approach to classroom practice.

Instructions

Your task in this assignment is to create a lesson that uses the principles and methods of direct or explicit or teacher-led instruction. Then you will provide a rationale for each element of the lesson based on principles of learning.

The Lesson

You will create a lesson that focuses on knowledge and skills that are considered foundational in your field. For example, while any lesson in a traditional early childhood, kindergarten, elementary, middle grades, or high school level is certainly acceptable, other areas such as physical education, drivers' education, or the arts, as well as lessons in particular topics in adult education, are also acceptable.

This lesson will be submitted as an appendix in your assignment.

First, create an objective for your lesson in any of the three domains of learning; cognitive, affective, or psychomotor. If you choose the cognitive domain, the level must be at least application or applying; if the affective domain, the level must be at least valuing, and if the psychomotor domain, the level must be at least perceptual abilities.

Next, you will create a lesson that addresses this objective and includes specific events in the categories of:

- Presentation.
- Practice.
- Assessment and Evaluation.
- Monitoring and Feedback (done throughout the lesson).

Overview and Rationale

The body of the assignment will provide an overview of direct or explicit instruction and rationales for the organization of the lesson using concepts, principles, and methods derived from the learning theories of operant conditioning, cognitive information processing, and social learning. For each theory you should briefly describe the theory and its view of the learner, basic concepts and principles of that theory, and an explicit analysis of how each is used in a specific part of the lesson.

Cover the following in your work:

- Create a lesson demonstrating principles and methods of direct instruction. In the lesson, include one or more well-written objectives at the appropriate level in either the cognitive, affective, or psychomotor domains with coherence across the parts of the lesson.
- In the lesson, demonstrate principles and methods of direct instruction that include events in all of the following categories: presentation, practice, assessment and evaluation, and monitoring feedback.
- Provide an overview of direct or explicit instruction. As part of the overview, provide an analysis of its elements.
- Provide an overview of operant conditioning and analyze how it is used in the lesson. Include an explanation of how it is applied in specific sections in the lesson.
- Provide an overview of cognitive information processing and analyze how it is used in the lesson. Include an explanation of how it is applied in specific sections in the lesson.
- Provide an overview of the social learning theory and analyze how it is used in the lesson. Include an explanation of how it is applied in specific sections in the lesson.

Assignment Requirements

Your assignment should include:

- A correctly-formatted title page.
- An abstract that provides an overview of the document.
- A body that includes an introduction and a summary/conclusions section and addresses all elements of the scoring guide.
- A list of references used in your paper.
- An appendix that includes the lesson that you have created.

- Proper spelling, grammar, and mechanics.
- APA formatting of the document, including APA format of citing and referencing sources.
- The lesson that you create as an appendix with your assignment.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Describe the theories, practices, and current issues that define the specialization of educational psychology.
  ◦ Provide an overview of direct or explicit instruction.

- Competency 2: Apply principles of learning to create appropriate instruction and instructional material consistent with learners and the learning context.
  ◦ Provide an overview of operant conditioning.
  ◦ Provide an overview of cognitive information processing.
  ◦ Provide an overview of the social learning theory.

- Competency 3: Evaluate meaningful instruction using best practices from educational psychology theories.
  ◦ Create a well-written objective at the appropriate level in either the cognitive, affective, or psychomotor domains.
  ◦ Create a lesson demonstrating principles and methods of direct instruction that includes events in the categories of presentation, practice, assessment and evaluation and monitoring feedback.

- Competency 6: Communicate in a manner that is scholarly, professional, and consistent with university expectations for graduate education, including discipline knowledge and current APA formatting standards.
  ◦ Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
  ◦ Correctly format paper citations, and references using the current APA style and format.

Unit 6 ≫ Humanism, Positive Psychology, and Cognitive Development

 Introduction

Meet Diane: Educational Software Designer

Diane works for a company that creates, publishes, and sells educational tools, such as textbooks, educational software, and interactive training media. Diane uses her expertise in human development, human motivation, instructional design, and educational psychology to work with software engineers to develop effective interactive educational tools for all levels of education. For example, she has contributed to the design of interactive games that teach fourth and fifth-grade-level math, a simulation for emergency medical technicians arriving on the scene of an accident, and a simulation of a mock therapy session for master's level mental health counselors – just to name a few! She also researches the use of the tools to get empirical information on their effectiveness. This allows for modifications and redesigns when needed in order to improve on the products and maximize learning. Diane has a fondness for the phenomenological approach as well as the theories of Piaget and Vygotsky. She keeps the principles from these theories in mind in the development of her educational tools.

Three sets of theories have added to the structural or functional paradigms of behaviorism and cognitive information processing for educators when designing classroom practice. The first set includes the phenomenological approach of humanism and the more research-oriented approach of positive psychology. The second set includes the cognitive development theories of Piaget and Vygotsky using a more organismic or systems paradigm. The third set includes Bandura's social cognitive theory and Downes theory of connectivism. This week you will be analyzing the fundamental concepts of humanism and positive psychology and examining their similarities and differences. You will also analyze the fundamental concepts of Piaget's and Vygotsky's theories of cognitive development and looking at their similarities and differences. Next week you will investigate social cognition and connectivism.

To-Do List:

- **Discussion:** Look at the application of humanism and positive psychology in education.
- **Discussion:** Compare competing views of cognitive development.
- **What You Need to Know:** Examine humanist and positive psychology views on cognitive development.
- **Interactive Learning Module:** Learn about the work of significant theorists in educational psychology.

Learning Activities

u06s1 - Activity Overviews

Discussion Overview

In this week's discussions, you will look at the application of humanism and positive psychology in your area of specialization.

Discussion Overview

In the second discussion, you will compare competing views of cognitive development.

u06s2 - What You Need to Know

Use your *Educational Psychology* textbook, read the following chapter that describes the work of Piaget and Vygotsky along with concepts of cognitive and social constructivism:

- Chapter 2, "Cognitive Development," on pages 30–71.

Use the Capella University Library and the internet to read the following:

- Purkey, W., & Novak, J. (2015). An introduction to invitational education. Nicholasville, KY: International Alliance for Invitational Education. Retrieved from https://www.invitationaleducation.org/wp-content/uploads/2019/04/art_intro_to_invitational_theory-1.pdf
- Webster, A. (2014). A flourishing future: Positive psychology and its lessons for education. *Independent School*, 40–46.
- Lopez. F., & Ramos, K. (2016). Predicting well-being in managers: Test of a positive psychology model. *The Journal of Positive Psychology, 11*(4), 378–387.
- Hiemstra, R., & Brockett, R. (1994). From behaviorism to humanism: Incorporating self-direction in learning concepts into the instructional design process. In H. B. Long & Associates, *New ideas about self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma. Retrieved from http://roghiemstra.com/sdlhuman.html
- Huitt, W., & Monetti, D. (2017). Openness and the transformation of education and schooling. In R. Jhangiani & R. Biswas-Diener (Eds.), *Open: The philosophy and practices that are revolutionizing education and science* (pp. 43–65). London, UK: Ubiquity Press. Retrieved from https://doi.org/10.5334/bbc.d

View the following presentations:

- Humanism & Open Education [VIDEO]. | Transcript
- Invitational Education [VIDEO]. | Transcript
- Positive Psychology [VIDEO]. | Transcript
- Piaget's Theory of Cognitive Development [VIDEO]. | Transcript
- Vygotsky's Sociocultural Theory [VIDEO]. | Transcript

u06v1 - Interactive Learning Module: Educational Psychology Theorists

This interactive presentation provides biographical information about significant theorists in the field of educational psychology and about their work.

u06d1 - Write Your Discussion Post

Humanism and Positive Psychology

Humanism was a significant influence in education during the 1960s and 1970s in elementary and secondary schooling and still provides considerable influence in adult education. The Invitational Education program (Purkey & Novak, 2015) continues the humanistic tradition and the field of positive psychology provides another approach for dealing with flourishing and well-being in schools and adult education today (Lopez & Ramos, 2016).

If you work or intend to work in the elementary, middle grades, or high school levels, create a post for the following prompt:

- Analyze the Invitational Education program and the positive psychology PERMA model and describe similarities and differences. Describe which approach you believe your colleagues would more likely implement in their classrooms and why.

If you work or intend to work with adults in higher education or other settings, create a post for the following prompt:

- Humanism and positive psychology share an interest in the development of the individual, but positive psychology researchers faulted earlier humanist authors such as Abraham Maslow and Carl Rogers for a lack of scientific rigor. Lopez and Ramos (2016) represent the positive psychology approach to adult functioning. Provide a critique of this article, including a description of the article, the methods used, and the results of the research. Based on your work with adults, do you believe this type of research would be considered as important for adult learners?

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u06d2 - Write Your Discussion Post

Cognitive Development

Piaget and Vygotsky are two of the most influential theorists in the development of a constructivist approach to teaching and learning. Piaget proposed a biological foundation for learning while Vygotsky promoted a sociocultural foundation. Compare and contrast these two approaches and describe how you might use both in an integrated manner when designing and teaching a lesson for a specific age group. Provide examples.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

 Introduction

Meet Marisol – Consultant for Corporate Training

Marisol works in a small group of educational consultants. One of her partners specializes in elementary education and works with charter schools in their state to assist in setting up and measuring an effective curriculum. Marisol specializes in corporate training. She works with businesses across the state to help design and evaluate orientations and training for specific job roles. She also writes training materials for specific jobs. Because the companies she works with are large, they train high volumes of individuals and need to ensure that their training maximizes efficiency within the training and on the job. Marisol at times also works in conjunction with industrial and organizational psychologists to ensure job safety, work motivation, and job environment is included in the planning.

This week you will examine the components of social cognitive theory, including triadic reciprocal interactions and the role of self-efficacy and self-regulation in learning. Part of your focus is on the relationship between self-efficacy and self-regulation. You will evaluate social cognitive theory, analyzing its strengths and weaknesses, work on an approach for teaching self-efficacy to students who display low self-efficacy beliefs or work on facilitating the development of self-regulation. Another focus is the basic principles supporting the connectivism learning theory and the role of the teacher or instructor using this perspective.

To-Do List:

- **Discussion:** Discuss the impacts of triadic reciprocity and learning.
- **Discussion:** Discuss how the digital revolution has contributed to the development of connectivism.
- **What You Need to Know:** Learn about the Social Cognitive Theory and Connectivism Theory.
- **Prepare:** Select a foundational skill or concept to build a constructivist lesson on.

Learning Activities

u07s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will explore the concept of triadic reciprocity.

Discussion Overview

In the second discussion, you will examine how the digital revolution has contributed to the development of connectivism.

u07s2 - What You Need to Know

In your *Educational Psychology* textbook:

- Review Chapter 11, "Social Cognitive Views of Learning and Motivation," on pages 424–459.
- Pay special attention to the following sections:
    - Overview & Social Cognitive Theory on pages 424–428.
    - Agency and Self-Efficacy on pages 434–438.

Use the Capella University Library and the internet to read the following:

- Bandura, A. (1993). <u>Perceived self-efficacy in cognitive development and functioning.</u> *Educational Psychologist, 28*(2), 117–148.
- Downes, S. (2008). <u>Places to go: Connectivism & connective knowledge.</u> *Innovate, 5*(1). Retrieved from https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1037&context=innovate
- Duke, B., Harper, G., & Johnston, M. (2013). <u>Connectivism as a digital age learning theory [PDF].</u> *The International HETL Review. Special Issue 2013,* 4–13. Retrieved from https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf

View the following presentations:

- <u>Social Cognitive Theory [VIDEO].</u> | <u>Transcript</u>
- <u>Connectivism Theory [VIDEO].</u> | <u>Transcript</u>

u07d1 - Write Your Discussion Post

Triadic Reciprocity

Bandura's (1986, 1989) social cognition theory hypothesized a two-way interactive influence among personal characteristics, the environment, and overt behavior. Previous theories discussed in this course, such as operant conditioning and information processing, hypothesized a one-way influence (the environment and overt behavior for operant conditioning; cognition and overt behavior for information processing). Two critical concepts explored from this perspective are self-efficacy and self-regulation.

Answer **one** of the following discussion prompts. Be sure and create a title for the post that indicates the option that you chose:

1. Interpret the triadic reciprocity model of causality as it applies to learning. Provide an example showing how triadic reciprocity might predict how reciprocal interaction would work in various learning situations (that is, how thinking processes might influence behavior and behavior might influence thinking process). Do this for each pair of the three elements in the triadic model of causality. For example, the application or removal of consequences or the use of modeling are both examples of how the environment might impact overt behavior. But can you think of how behavior might impact the selection of consequences or the selection of different models?
2. Bandura (1997, 2001) stated that a person's belief about his or her ability to perform a specific task is one of the most powerful predictors of actually performing well on that task. In fact, Hattie (as cited in Huitt, Huitt, Monetti, & Hummel, 2009) found that a student's self-report of grades (one way to measure self-efficacy) was more than twice as powerful a predictor of student achievement as actual past performance (d=1.44; d=.67, respectively). Assess two classroom or professional practice situations that illustrate the concepts of self-efficacy and indicate what strategies might be used to enhance a weakness or capitalize on a strength.
3. Self-regulation is a critical skill for success in the digital, information age in which humanity is now living. Provide an example of how you as an educator can facilitate the development of self-regulation for a specific group of learners with whom you expect to work in the future.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the <u>Writing Center</u> found on the Tools and Resources page.

References

Bandura, A. (1986). *Social foundations of thought & action: A social cognitive theory*. Upper Saddle River, NJ: Prentice-Hall.

Bandura, A. (1989). Social cognitive theory. *Annuals of child development, 6*, 1-60.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1–26.

Huitt, W., Huitt, M., Monetti, D., & Hummel, J. (2009). *A systems-based synthesis of research related to improving students' academic performance*. Paper presented at the 3rd International City Break Conference sponsored by the Athens Institute for Education and Research (AITNER), Athens, Greece, October 16-19. Retrieved from http://www.edpsycinteractive.org/papers/improving-schoolachievement.pdf

u07d2 - Write Your Discussion Post

Connectivism

The digital, information revolution has meaningfully impacted the daily lives of parents, educators, learners, and the general public. Educators using learning theories developed before this disruptive influence have attempted to modify them so that they are more connected to the daily lives of learners. However, the proponents of connectivism learning theory advocate making a cooperative inquiry using digital networks central to the learning process.

Describe how digital devices and access to digital databases have impacted you as a learner and in teaching others. Describe how you could use this theory to design a lesson for a specific content objective for a specific group of learners in your area of specialization. Include how learners could cooperatively access information and create a product that could be shared digitally.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07s3 - Prepare: Assignment Preparation

Your next assignment will be to Create a Constructivist Lesson Plan, due at the end of Week 8. Please review the Create a Constructivist Lesson Plan instructions and scoring guide in Week 8. To prepare for this assignment, choose a specific concept or skill that is foundational in your field. You will build your lesson plan around this concept or skill.

Unit 8 ❯❯ Implications of Phenomenological, Systems/Organismic, and Network Paradigms

Introduction

Meet Robert - College Instructor and Subject Matter Expert

Robert works for a university that offers face-to-face, online, and hybrid courses. He teaches both online and hybrid psychology courses. He also works with instructional designers as a psychology subject-matter expert to create courses that are structurally sound, currently relevant, and assist learners in reaching the determined competencies for the course and program. Part of his role is to

identify and revise outdated or otherwise irrelevant information, ensuring that learners receive an education that is currently relevant to their developing careers. Robert understands the importance of maintaining positive relationships with his students and strives to provide feedback that is clear, constructive, and encouraging.

This week, we examine constructivism, its relationship to affective, cognitive, and social development and its application to classroom practice. You will be evaluating key features of humanism and invitational education, Vygotsky's and Piaget's theories of cognitive development, social cognitive theory, and connectivism theory with respect to classroom practice. You will apply constructivist principles to a learning environment to support socio-emotional learning.

To-Do List:

- **Discussion:** Discuss how you are using constructivist concepts to create a lesson plan.
- **Discussion:** Discuss Conscious Discipline and socio-emotional learning.
- **Assignment:** Create a constructivist lesson plan.
- **What You Need to Know:** Learn about applying Constructivism in the classroom.

Learning Activities

u08s1 - Activity Overviews

Discussion Overview

In this week's first discussion you will describe how you are using theory to help create your constructivist lesson plan.

Discussion Overview

In your discussion, you will describe how you are using theory to help create your constructivist lesson plan.

Assignment Overview

This week you will submit a constructivist lesson plan.

u08s2 - What You Need to Know

Constructivism

Use your *Educational Psychology* textbook to read:

- Chapter 10, "Constructivism and Designing Learning Environments," on pages 380–423.

Use the internet to reading the following:

- Jones, S., Brush, K., Bailey, R., Brion-Miesels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Conscious discipline. In *Navigating SEL from the inside out: Looking inside and across 25 leading SEL programs: A practical resource for schools and OST providers* (pp. 221–230). Cambridge, MA: Harvard Graduate School of Education, Retrieved from http://www.wallacefoundation.org/knowledge-center/Pages/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.aspx
- Darling, K., Seok, D., Banghart, P., Nagle, K., Todd, M., & Orfali, N. (2019). Social and emotional learning for parents through Conscious Discipline. *Journal of Research in Innovative Teaching & Learning, 12*(1), 85–99. Retrieved from https://www.emerald.com/insight/content/doi/10.1108/JRIT-01-2019-0017/full/pdf

Planning, Instruction, and Management

Use your *Educational Psychology* textbook to read the following section:

- In Chapter 14, "Teaching Every Student: Planning from a Constructivist Perspective," on pages 561–563.

Use the Capella University Library to read:

- Alesandrini, K., & Larson, L. (2002). Teachers bridge to constructivism. *Clearing House, 75*(3), 118–121.

Watch the following presentations:

- Creating a Constructivist Lesson [VIDEO]. | Transcript
- Classroom Management in Constructivistic Classrooms [VIDEO]. | Transcript

u08d1 - Write Your Discussion Post

Constructivist Instruction

There are a wide variety of ways to incorporate a constructivist approach to instruction. Review the different methods of idetifying events of instruction as described in the Unit 8 assignment and select a theory from among humanistic, Piagetian or Vygotskian cognitive development, social cognitive theory, or connectivism that you are using in your Week 8 assignment.

Describe how you are using concepts or principles from that theory to create a lesson for a specific content objective for a specific group of learners. Be sure and provide enough description of the context so that readers can imagine the teaching-learning situation. Your instructor will provide feedback to ensure you are on the right track toward your Week 8 assignment on Creating a Constructivist Lesson Plan.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u08d2 - Write Your Discussion Post

Socio-emotional Learning and the Constructivist Classroom

While the classroom management and discipline approaches used in instructivist classrooms focus on teaching rules and applying consequences, the approaches used in more learner-focused classrooms tend to focus more on socio-emotional learning (SEL) (Jones, Brush, Bailey, Brion-Miesels, McIntyre, Kahn, Nelson, & Stickle, 2017). SEL focuses on emotional skills of awareness of self and others, expression of emotions, emotional regulation, and empathy as well as social skills of social understanding, prosocial behavior, and conflict resolution. Jones et al. (2017) described one program, Conscious Discipline, that met a majority of the fundamental concepts and principles of successful SEL programs (Durlak, Weissberg, Dumnicki, Taylor, & Schellinger, 2011). In their description of the conscious discipline program they found it focused mainly on emotional processes, interpersonal skills, and cognitive regulation (Jones et al., 2017, pp. 221–230).

The program has been extended to parental education (Darling, Seok, Banghart, Nagle, Todd, & Orfali, 2019). The Darling et al. (2019) article is especially relevant for majors in educational psychology as this is an example of research that graduates of this program will be qualified to create.

For this discussion, answer **one** of the following prompts:

1. Discuss how the Conscious Discipline program addresses emotional and social skills and why this focus would likely impact classroom management and discipline. Differentiate this approach from the more traditional rules-and consequences-based approach used in an instructivist classroom.

2. The Conscious Discipline program has been extended to a parent education program. Describe the three features of this program that you believe would be most beneficial for parents and what you believe might be the likely outcome of a child discipline program that focuses on changing the parent-child interactions in the home.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

References

Darling, K., Seok, D., Banghart, P., Nagle, K., Todd, M., & Orfali, N. (2019). Social and emotional learning for parents through Conscious Discipline. *Journal of Research in Innovative Teaching & Learning, 12*(1), 85–99. Retrieved from https://www.emerald.com/insight/content/doi/10.1108/JRIT-01-2019-0017/full/pdf

Durlak, J., Weissberg, R., Dumnicki, A., Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Jones, S., Brush, K., Bailey, R., Brion-Miesels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). *Navigating SEL from the inside out: Looking inside and across 25 leading SEL programs: A practical resource for schools and OST providers*. Cambridge, MA: Harvard Graduate School of Education, Retrieved from http://www.wallacefoundation.org/knowledge-center/Pages/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.aspx

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

---

u08a1 - Create a Constructivist Lesson Plan

As mentioned in the Unit 5 assignment, as an educational psychologist, you will be required to develop and consult on classroom practices based on theory as well as empirical findings. Again, the three major categories of teacher classroom behaviors are planning, management, and instruction. When engaging in these activities, teachers adopt one of two primary orientations: instructivist or constructivist. In the Unit 5 assignment, you prepared a lesson plan using the theories of operant conditioning, cognitive information processing, and social learning theories.

Your task in this assignment is to create a lesson that uses the principles and methods of constructivistic instruction and to provide a rationale for each element of the lesson based on principles of learning identified in humanism, cognitive development, social cognition, or connectionism.

Structure

The Lesson

You should first create an objective for your lesson in the cognitive domain of learning (Wilson, 2019). As project-based learning is the standard method for a constructivist approach to learning, the objective should reflect the creation and evaluation of a project related to a specific topic of interest. Next, you will select an approach that best fits your objective. The most general set of instructional events was developed by Dunn and Larson (as cited in Huitt, 2009). The process begins with conceptualizing and clarifying the focus of inquiry, organizing the knowledge required to produce a product, initially creating a project and then refining through a process of evaluating and modification, and, finally, celebrating the completed product by presenting it to an audience:

- Investigation.
- Invention and Initial Implementation.
- Further Implementation and Evaluation.
- Celebration.

Another widely-accepted set of events used in a constructivistic approach was developed to assist learners to meet the National Science Education Standards (Duran & Duran, 2004). The emphasis is to engage learners in the scientific process and develop the skills of thinking like a scientist. The five categories of instructional events in this variation of constructivism include:

- Engage.
- Explore.
- Explain.
- Elaborate.
- Evaluate.

A third approach was developed with a focus on the arts, titled Artful Learning. In this approach, the first step is to conceptualize the focus of inquiry and then identify a masterwork (which can be a picture, painting, figure, music, sculpture, dance, innovation, literature, etc.) that serves to concretely address the concept. The learners then begin an inquiry, engage in project-based learning, and reflect on their experiences.

- Conceptualize.
  - Create a significant question.
  - Identify masterwork.
- Experience.
- Inquire.
- Create.
- Reflect.

Your task is to create a lesson that will introduce a project-based unit for the objective you have created. This lesson will be provided in the appendix of your assignment.

Overview and Rationale

The body of the assignment will provide an overview of a constructivistic approach instruction and rationales for the organization of the lesson using concepts, principles, and methods derived from the learning theories of humanism, the cognitive development theories of Piaget and Vygotsky, and social cognition. For each theory you should briefly describe the theory and its view of the learner, basic concepts and principles of that theory, and an explicit analysis of how each is used in a specific part of the lesson.

Cover the following in your work:

- An overview of a constructivist approach to instruction and analysis of its elements in relation to your topic.
- A lesson created by you that demonstrates principles and methods of a constructivist approach to instruction that includes well-written objectives and demonstrates coherence among the parts of the lesson.
- An overview of humanism and an analysis of how it is applied in specific sections in the lesson.
- An overview of Piaget's and Vygotsky's views of cognitive development and an analysis of how each is applied in specific sections in the lesson.
- An overview of social cognitive theory and an analysis of how it is applied in specific sections in the lesson.
- Consider how individual differences may be taken into account in the development of your plan. Discuss how you might accommodate individual differences in your lesson.

The lesson should focus on knowledge and skills that are considered foundational in your field. For example, while any lesson in a traditional early childhood, kindergarten, elementary, middle grades, or high school level is certainly acceptable, other areas such as physical education, drivers' education, or the arts as well as lessons in particular topics in adult education are also acceptable.

Assignment Requirements

Your assignment should include:

- A correctly-formatted title page.
- An abstract that provides an overview of the document.
- A body that includes an introduction and a summary/conclusions section and addresses all elements of the scoring guide.
- A list of references used in your paper.
- An appendix that includes the lesson you have created.
- Proper spelling, grammar, and mechanics.
- APA formatting of the document, including APA format of citing and referencing sources.
- The lesson that you create as an appendix with your assignment.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 2: Apply principles of learning to create appropriate instruction and instructional material consistent with learners and the learning context.

- Provide an overview of a constructivist approach to instruction.
- Provide an overview of humanism and how it is used in the lesson.
- Provide an overview of Piaget's and Vygotsky's views on cognitive development and how they are used the lesson.
- Provide an overview of social cognitive theory and how it is used in the lesson.

- Competency 3: Evaluate meaningful instruction using best practices from educational psychology theories.
  - Create a lesson demonstrating principles and methods of a constructivist approach to instruction with well-written objectives.

- Competency 4: Analyze individual differences that influence instructional practice.
  - Discuss how individual differences can be taken into account in a lesson.

- Competency 6: Communicate in a manner that is scholarly, professional, and consistent with university expectations for graduate education, including discipline knowledge and current APA formatting standards.
  - Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
  - Correctly format paper citations, and references using the current APA style and format.

References

Duran, L., & Duran, E. (2004). The 5E instructional model: A learning cycle approach for inquiry-based science teaching. *The Science Education Review, 3*(2), 49–58. Retrieved from https://files.eric.ed.gov/fulltext/EJ1058007.pdf

Huitt, W. (2009). Constructivism. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/topics/cognition/construct.html

Leonard Bernstein Office. (2019). *Artful learning: Overview and how it works*. New York, NY: Author. Retrieved from https://leonardbernstein.com/artful-learning

Unit 9 ❯❯ Improving Achievement

Introduction

What does the Data Say?

You have completed your first-year teaching at Blooming Heights Elementary School. You feel like things have gone really well. Your students have made great progress, and seem to be happy and confident. Even though you feel successful, you think there must be a way to actually show how effective your methods and strategies have been. If you had data to review, you might even be able to identify ways to improve your methods so that you would be even more successful next year.

While paradigms and theoretical frameworks are important for educational psychology, they must be balanced with empirical research about what actually works to improve learning in a variety of educational contexts. Since the 1960s, most research in educational psychology has been guided by a framework that includes input, process, output within the context factors (McIlrath & Huitt, 1995). Using that framework to organize research findings, Hattie (2009) completed a meta-analysis of 800 meta-analyses of factors related to student achievement. Hattie and Donoghue (2016) then completed a meta-analysis of learning strategies and created a conceptual model for how these strategies are related to theories and topics studied in educational psychology. This week you will be looking at an overview of the Hattie (2009) meta-analysis and applying five factors that would be most important when teaching a particular age group and subject and a specific content area.

References

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, England & New York, NY: Routledge.

Hattie, J., & Donoghue, G. (2016). Learning strategies: A synthesis and conceptual model. *NPJ Science of Learning*, 16013. Retrieved from https://www.nature.com/articles/npjscilearn201613

McIlrath, D., & Huitt, W. (1995, December). The teaching-learning process: A discussion of models. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/papers/modeltch.html

To-Do List:

- **Discussion:** Discuss factors that can improve student achievement.
- **What You Need to Know:** Read about Hattie's meta-analysis and strategies to improve student achievement.

- **Prepare:** Choose five learning strategies for your final assignment.

Learning Activities

u09s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will look at how factors revealed in Hattie's meta-analysis can be used to improve student achievement.

u09s2 - What You Need to Know

Improving Learner Achievement

The following articles will provide information on using data-based strategies to improve learner performance:

- Hattie, J. A. C., & Donoghue, G. M. (2016). Learning strategies: A synthesis and conceptual model. *NPJ Science of Learning, 1*, 1–13.
- Huitt, W., Huitt, M., Monetti, D., & Hummel, J. (2009). A systems-based synthesis of research related to improving students' academic performance. Paper presented at the 3rd International City Break Conference sponsored by the Athens Institute for Education and Research (ATINER), October 16–19, Athens, Greece. Retrieved from http://www.edpsycinteractive.org/papers/improving-school-achievement.pdf

Watch the following presentations:

- Improving Student Achievement [VIDEO]. | Transcript
- Learning Strategies [VIDEO]. | Transcript

Research Design

Watch the following presentations to better understand research design so that you can be a better consumer of research:

- Quantitative Versus Qualitative Research
- Quantitative Research Decision Tree

u09s3 - Prepare: Assignment Preparation

Your last assignment is the Improving Learning Strategies assignment due at the end of Week 10. Please review the Improving Learning Strategies Consultation instructions and scoring guide in Week 10.

To prepare for this assignment, read the scenario in the assignment and begin to identify five strategies to highlight during the workshop. Then identify resources to support the strategies you have chosen. You may have to search for additional resources in the Capella University Library.

You will write about these strategies in this week's discussion. You can use feedback you get from the discussion to help develop your assignment.

u09d1 - Write Your Discussion Post

Meta-analysis: Improving Student Achievement

A meta-analysis summarizes many studies and allows researchers to summarize research findings completed in a variety of contexts (Borenstein, Hedges, Higgins, & Rothstein, 2009). This is an especially valuable tool when considering factors that influence student achievement and hundreds of

meta-analyses have been completed over the past several decades. Hattie (as cited in Huitt, Huitt, Monetti, & Hummel, 2009) completed a meta-analysis of over 800 meta-analyses and identified 128 factors or variables in the categories of home and school contexts, teacher and student characteristics, teaching strategies, teacher classroom behavior, student classroom behavior, and classroom processes.

For this discussion, select five factors from at least two of these categories that you believe are important for learning for a particular group of learners when studying in a specific content area. Describe why you selected these and relate each to a learning theory we have discussed in this course that might explain why that factor is important. Provide enough detail so that the reader can imagine the context within which you are working.

Note: You may use the same five factors, and the feedback you receive in this discussion as the basis of your final assignment in week 10.

Response Guidelines

Respond to the posts of one of your peers. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

References

Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). Why perform a meta-analysis? In *Introduction to meta-analysis* (pp. 9-14). New York, NY: Wiley. https://doi.org/10.1002/9780470743386.ch2.

Huitt, W., Huitt, M., Monetti, D., & Hummel, J. (2009). A systems-based synthesis of research related to improving students' academic performance. Paper presented at the 3rd International City Break Conference sponsored by the Athens Institute for Education and Research (ATINER), October 16-19, Athens, Greece. Retrieved from http://www.edpsycinteractive.org/papers/improving-school-achievement.pdf .

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

---

Unit 10 ≫ Individual Differences

Introduction

> ## One Plan for All?
>
> You are beginning your second year of teaching at Blooming Heights Elementary. You have been applying some different strategies after analyzing your results from last year, and are really pleased with how well your students are doing. Except for Robin. Robin always seems to have trouble catching on to new concepts even though he seems smart enough to understand them. Robin can also be unfocused in class – staring out the window or doodling in his notebook – and sometimes he gets downright surly. It is hard to tell if the low motivation is decreasing his ability to learn or if frustration with learning is causing him to lose motivation. You wonder why the other learners are so successful but not Robin.

All of the theories and classroom practices we have discussed so far seem to be applicable to apply to learners in a generic way. However, we are not all the same in the way we learn. There are a number of individual differences that are important when designing teaching and learning activities such as age, personality, or disabilities. However, the ones that are most often cited as impacting student achievement are intelligence and motivation. This week, we explore the constructs of intelligence and motivation; topics that are inextricably tied to learning. Specifically, we examine theories of intelligence and how these theories could impact the design of learning activities as well as theories of motivation and how motivation could impact the design of learning activities.

To-Do List:

- **Discussion:** Write about how individual differences in either intelligence or motivation can affect student learning outcomes.
- **Assignment:** Submit a PowerPoint presentation with notes describing how specific learning strategies can be used to improve student achievement.
- **What You Need to Know:** Learn about the effects of individual differences on learning.

Learning Activities

u10s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will explore the concepts of either intelligence or motivation in learning.

Assignment Overview

This week you will submit a PowerPoint presentation with slide notes outlining strategies to present in a fictional teacher workshop.

u10s2 - What You Need to Know

Read the following in your *Educational Psychology* textbook:

- In Chapter 4, Learner Differences read:
  - Intelligence on pages 122–133.
  - Students with Learning Challenges on pages 145–165.

- Read Chapter 12, "Motivation in Learning and Teaching," on pages 460–504.
- Review Chapter 11, "Social Cognitive Views of Learning and Motivation," on pages 424–459.

Use the Capella University Library to read the following:

- Ritchie, S., & Tucker-Drob, E. (2018). How much does education improve intelligence? A meta-analysis. *Psychological Science, 29*(8), 1358–1369.
- Ekinci, B. (2014). The relationship among Sternberg's triarchic abilities, Gardner's multiple intelligences, and academic achievement. *Social Behavior and Personality, 42*(4), 625–633.
- Lin-Siegler, X., Dweck, C., & Cohen, G. (2016). Instructional interventions that motivate classroom learning. *Journal of Educational Psychology, 108*(3), 295–299.

Watch the following presentations:

- Individual Differences: Intelligence [VIDEO]. | Transcript
- Motivation [VIDEO]. | Transcript

u10v1 - Interactive Learning Module: Goal Orientation Scenarios

In this interactive media you will learn to differentiate learning and performance goal orientation statements that highlight motivation for different individuals.

u10s3 - Prepare: Assignment Preparation

You will be creating a PowerPoint presentation for this week's assignment. Watch Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design for tips on designing an engaging presentation.

If you need technical help in using PowerPoint, refer to the resources available in Tools and Resources. on the left side of the courseroom.

u10a1 - Improving Learning Strategies

Scenario

Faculty at Essex County Middle School have the option of requesting professional development activities that meet their needs. Two teams; each consisting of a Language Arts, Mathematics, Science, and Social Studies teacher, have requested your assistance in helping them to implement Hattie and Donoghue's (2016) meta-analysis on learning strategies.

You have noticed two ideas about the results of the meta-analysis that you want to emphasize. First, there is a range of impacts of the strategies. For example, the strategy of looking for similarities and differences among the facts and concepts to be learned has an effect size of 1.32 while the learning strategy of note-taking only has an effect size of 0.45. [Note: a higher effect size score is more powerful in predicting increases in student achievement.] Because you want the educators to see the impact of learning strategies as quickly as possible, you decide to focus first on those learning strategies that have an effect size greater than 0.50.

Second, you notice that the learning strategies can be connected to learning theories. As you want the educators to understand why a particular strategy might be impactful, you want to explain to them the learning theory that supports the learning strategies that will be the focus of the workshop. For example, when you discuss the strategy of integrating new knowledge to prior knowledge (effect size = 0.93) you want them to know why that will be effective from the perspective of information processing theory. And when you discuss the importance of a high level of self-efficacy (effect size -= 0.90), you want to discuss how that is an important factor in social cognitive theory.

You know you will only have time to discuss five of the strategies during the workshop. You want the workshop to be so successful that you will be asked back to work with the faculty on implementing other learning strategies.

Instructions

Your task is to develop a PowerPoint presentation that you will use in your 90-minute workshop. Begin by choosing five learning strategies to focus the presentation on.

Your PowerPoint Presentation should have:

- A title slide.
- A slide that provides an overview of the workshop, including learning goals.
- An introduction to the first learning strategy to be discussed (maybe more than 1 slide).
- An overview of the learning theory that supports the learning strategy (maybe more than 1 slide).
- Comparable slides for the remaining four learning strategies. Be sure to thoroughly explain each of the four remaining strategies and link a supporting theory to each of the strategies.
- A slide containing a minimum of three strategies that educators could use to assess whether learners are actually using the learning strategy.
- A slide that addresses how individual differences can be addressed through the learning strategy. Take into account individual differences in learning that may occur with the target population.
- A summary and conclusion slide
- A references slide that provides the sources of the material you have presented (maybe more than one slide)
- Use APA style to format the references.
- An image links slide that provides the links to any images you use in your presentation (maybe more than one slide).

Support your work with information from scholarly research that is clearly linked to the strategies and theories, and that is well-developed.

You should plan on spending about 15 minutes of the presentation on each learning strategy. This should include about five minutes of your presenting the ideas and about ten minutes for discussion among the participants as to how they might implement this specific learning strategy.

You should keep the words on each slide to a minimum. It is best to use figures and pictures as much as possible. You should not have complete sentences on your slide.

In the notes section of each slide, you are to provide some detail about what you would say for each slide. This does not need to be a verbatim transcript, but it should provide enough detail so that someone who had access to the slides could understand what was said at the workshop.
For examples of how you might structure your slides and use slide notes, see:

- [PowerPoint with Slide Notes Example 1](#)
- [PowerPoint with Slide Notes Example 2](#)

Assignment Requirements

To successfully complete this assignment, you must meet the following requirements:

- **Written communication**: Writing is free of errors that detract from the overall message.
- **APA formatting**: Resources and citations are formatted according to current APA style and formatting.
- **References**: A paper of this length should include scholarly references. At the graduate level, you are responsible for determining the appropriate number of references. The majority of them should be original research articles published in peer-reviewed psychology journals (for example, those journals published by the APA). A few review or survey articles are also acceptable.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Describe the theories, practices, and current issues that define the specialization of educational psychology.
  - Explain the learning strategies identified by Hattie and Donoghue.

- Competency 2: Apply principles of learning to create appropriate instruction and instructional material consistent with learners and the learning context.
  - Provide an overview of a planned workshop with clearly stated goals.
  - Applies learning theory to support learning strategies.

- Competency 3: Evaluate meaningful instruction using best practices from educational psychology theories.
  - Create strategies for assessing the implementation of learning strategies.

- Competency 4: Analyze individual differences that influence instructional
  - Describe how individual differences can be addressed through one or more learning strategies.

- Competency 5: Analyze empirical research findings concerning factors impacting learner achievement
  - Applies scholarly research to support learning strategies.

- Competency 6: Communicate in a manner that is scholarly, professional, and consistent with university expectations for graduate education, including discipline knowledge and current APA formatting standards.
  - Address assignment purpose in a well-organized text, incorporating appropriate evidence and tone in grammatically sound sentences.
  - Correctly format paper citations, and references using the current APA style.

Reference

Hattie, J., & Donoghue, G. (2016). Learning strategies: A synthesis and conceptual model. *NPJ Science of Learning*, 16013. Retrieved from https://www.nature.com/articles/npjscilearn201613

u10d1 - Write Your Discussion Post

Individual Differences in Learning

Write a post to address one of the areas below, intelligence or motivation.

Intelligence

Traditional psychometric measures of intelligence (IQ scores) are known to be correlated to academic achievement. However, Sternberg and Gardner developed theories that suggest ways to think about intelligence that may not as readily predict academic learning but are nevertheless important because they identify inherent human potentials. Compare the traditional view with those of Sternberg and Gardner and describe which of these theories would be most useful in teaching a specific group of learners in a specific content area. For this theory, do you believe that the Ritchie and Tucker-Drob (2018) finding that education influences measures of intelligence are applicable? Explain why or why not.

Motivation

Woolfolk (2019) connected thoughts on motivation to learning theories while Lin-Siegler, Dweck, and Cohen (2016) (in your readings this week) identified research-based strategies to improve classroom motivation. Select one of these two approaches that you believe offers a better set of strategies for your particular teaching-learning situation.

Describe the learner characteristics and the context of learning with enough detail that the reader can imagine the situation and then justify a particular strategy that you believe will be appropriate for this particular group of learners.

Be sure and create a heading for your post that indicates which alternative you have selected.

Response Guidelines

Respond to the posts of one of your peers who addressed the area you did not post about. In your responses, do one of the following:

- Reflect on what you found especially interesting about the post.
- Ask a probing question and offer your own answer to that question.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Offer a suggestion as to another strategy that might be used.

Be sure to support your responses with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own. For more information about APA style, visit the Writing Center found on the Tools and Resources page.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions