Instructor: Jung-In Kim, Ph.D.
Email: jung-in.kim@ucdenver.edu (best way to reach me)
Cell phone: 512-573-4767 (second best way to reach me)
Office: Lawrence Street Center Building 1123 (11th floor)
Office hours: Thursday 1 hour after class and by appointment.
Office phone: 303-315-4965
* Important information regarding classes will be communicated via Canvas.

COURSE DESCRIPTION
The purpose of the course is to introduce learning theories and research and to engage us in a collective and individual inquiry regarding learning. We will read about major theories and research findings in the field, engage in conversations within the community, and explore practices that have been/would be used in a larger social and cultural context (e.g., schools and various educational settings).

The format for the class will be a seminar with open and guided discussions around assigned readings. High levels of participation and preparedness on the part of all us are expected. Classes will proceed on the assumption that we are familiar with the readings, so it is important to complete the assigned reading before class. Class discussions will focus on, but are not limited to, major issues such as theoretical, empirical, developmental, pedagogical, and sociocultural.

INSTRUCTIONAL MATERIALS
Students will be expected to read peer-reviewed research articles or chapters, which are available on Canvas (http://www.cuonline.edu).


COURSE OBJECTIVES
In this course, we will:
1. Discuss the assumptions and implications of behavioral, constructivist, and sociocultural views of learning, while understanding their strengths and limitations.
2. Attend to the ongoing conversations in this field.
3. Construct our own perspectives of learning as educators, and its implications for practices.
4. Research an area of learning that is of particular interest or importance to you/us.

COURSE REQUIREMENTS
The course requirements are designed to allow students to encourage active participation and learning and to demonstrate their thinking about various topics covered in the course.

1. Participation (90 points):
   A. Participation in 10 in-class discussions (5 points each; 50 points total)
   We will meet mostly in class, and active participation in discussions and activities will be very important. The discussion will allow students to demonstrate understanding of important concepts from the readings, engage in theoretical analysis/synthesis, apply course concepts to practical problems, and develop their own models of learning.
learning. In general, your participation grade will be based upon attendance, class preparation, and discussion (& Exit cards). The following criteria provide a guide to characteristics of high quality participation:

- Demonstrating your understanding of class readings by using concepts, theories and/or research to help explain or justify comments
- Asking thoughtful questions and responding to other students’ comments in a responsible and constructive manner
- Relating concepts from class to your own reading, research interests and experiences

B. Annotation activity (2 points each; 20 points total):
As stated before, it is important that you read the readings each week so that you can contribute to our discussions. When reading the chapters I want you to think about what you might do with it, whether or not you agree with it, and if it reminds you of anything else you have studied previously. I want you to occasionally write comments and questions in the margin of the chapters (annotations) that you could share with the class during discussions. In addition, for upcoming face-to-face classes, I will ask you to post 1 discussion question on Canvas by Tuesday 5pm. (Student discussion facilitators might select a few discussion questions for our following in-class discussion.)

C. Participation in 3 online discussions (5 points/5 points/10 points; 20 points total)
We will primarily meet in class, but occasionally also meet online and conduct class via asynchronous discussion on Canvas (exact times and procedures will be discussed in class). Through the use of interconnected personal computers via the Internet, we will engage with each other in a series of asynchronous discussions about course topics and readings. These discussions will take the form of instructor-facilitated and student-facilitated discussions.

Your contributions to these discussions will be graded on the quality of the responses. The determinants of a thoughtful online discussion posting include (but are not limited to) the following:

- The post summarizes previous posts in a useful way that furthers subsequent discussion.
- The post relates two or more posts making connections within or across discussions.
- The post provides a prompt that expands discussion in a new course-relevant direction.

Course grading rubrics for participation in online discussions

| Did not participate (i.e., failed to post a contribution) | Late participation (i.e., failed to post a contribution during the specified time period) | Below average participation - posting 1-2 contributions on 1 day or over 2 days - contributing a post that isn’t clearly related to the theoretical, empirical, or educational significance of the discussion | Good participation - posting at least 3 contributions over 2-3 days - contributing at least one post that clearly adds to the theoretical, empirical, or educational significance of the discussion | Exemplary participation - posting at least 3 contributions over 2-3 days - contributing 2-3 posts that clearly add to the theoretical, empirical, or educational significance of the discussion - at least 1 posting within 24-48 hours of the start of the discussion (i.e., Monday night?) |

**Attendance policy:** This course is designed to help you develop your understanding of human learning while working with your peers and participating in classroom discussions. These opportunities to learn cannot be replicated by reading a classmate’s notes, working independently, or having a conference with me. In addition,
throughout the course you will be treated as a professional educator (that is, a life-long, committed learner) who is always expected to be in her/his class except for medical/emergency issues. For these reasons, you are expected to attend all classes and arrive on time.

I do understand, however, that events in life may force you to make difficult decisions. If you choose to miss class, I know that it will be for a good reason. In the event of an emergency, I require students to please notify me in advance (email is the best). For up to 2 absences, optional make-up opportunities will be provided. When you miss a class, you will be given an option to write a 3-4-page reflection paper to earn credit (i.e., 5 points) for the missing class. Students will be expected to turn in the paper within 2 weeks of the absence. Beyond the first two absences, any further absences will be deducted from your participation and engagement points without opportunities to make them up, and more importantly, they will limit your ability to build understanding.

2. Student Discussion Facilitation (30 points):
Each student will work as a group to facilitate in-class discussion. You will be asked to choose a topic from a list (see pp. 7-10 of syllabus) early in the semester.

- **Creation** (15 points -- 10 points for quality of questions, 5 points for use of resources)
  - As a group, you will be asked to choose 1-2 article(s) and email me a first draft of your plan for the discussion facilitation along with about 4 major discussion questions or activities (at least by TUESDAY night 😊). We will work together to get a final version of discussion questions. These discussion questions should be in a number of different formats or combination of formats:
    - debate on current issues,
    - discussion based on a case from your school,
    - discussion based on cartoons/pictures/videos (e.g., videos from YouTube or PBS),
    - discussion of a pertinent issue based on short news articles,
    - discussion along with a “short” PowerPoint presentation,
    - discussion based on our textbook, etc.

- **Facilitation** (15 points)
  - During discussion, you (& I 😊) will be responsible for facilitating the discussion. You will participate in the discussion by being facilitators – encouraging participation and moving the discussion along by asking questions and making connections when needed.

3. End of the Semester Paper & Presentation (paper 40 points; presentation 20 points):
Students will have a chance to pursue understanding their own area of interest and to write a research paper, based on their reading of the recent literature in one area related to human learning. This paper should summarize current thinking and research relevant to a narrowly defined topic and the implications of that research for application to practice.

Students are encouraged to work together on brainstorming the topic or discussing the structure of paper (e.g., by discussing issues, sharing resources, etc.); however, students must write their own papers. The paper needs to be around 10 pages in length (excluding references) with about 10 references and written in APA format (double-spaced, Times New Roman, 12-point font, 1-inch margins).

** Paper DRAFT is due to Canvas by 4/23/2016. (Feedback would be provided.)
** Using a format of poster presentation, student will have some time to share their findings in our final in-class meeting (5/5/2016).
** Final paper is due to Canvas by 5/12/2016.

* During a class session (2/4/2016), students will be asked to meet with me individually to brainstorm the topic or to discuss the structure of paper.
For the research paper, it would be highly recommended to employ the following outline.

1. Problem Statement: What is the "problem" (i.e., what educational question, issue or challenge does your paper address)? Why is it a "problem" (i.e., why should people care, what is the practical or scientific importance of the problem)?

2. Review of Literature: What do you know from existing theory and empirical research about the problem? (Describe the major theoretical approaches that have been used to explain the "problem" and any empirical research that supports or contradicts those theories).

3. Discussion: Briefly summarize the major findings of your research and then discuss their educational implications and limitations. What does the theory and research suggest that teachers (or schools more generally) should do? What more needs to be learned or understood about the problem?

4. Conclusion: Recap the problem, purpose, findings and implications of your research.

Course Grading Rubrics for Research Paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Problematic (7)</th>
<th>Progressing (8)</th>
<th>Good (9)</th>
<th>Exceptional (10)</th>
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<tbody>
<tr>
<td>Structural Organization</td>
<td>Paper lacks logical progression of ideas</td>
<td>Paper includes brief skeleton but lacks transitions</td>
<td>Paper includes logical progression of ideas aided by clear transitions</td>
<td>Paper is very well organized (introduction, research questions, body 1, body 2, ..., conclusion) and ideas fully developed</td>
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<tr>
<td>Focus and Clarity</td>
<td>Topic is not clear; focus is lost by inclusion of irrelevant ideas</td>
<td>Paper is focused on a topic but one or more ideas seem loosely related</td>
<td>Paper is focused on a topic and includes relevant ideas</td>
<td>Paper is focused and purposeful. Paper reflects clear insight, critical thinking, and ideas.</td>
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<td>Understanding of Theories, Principles, &amp; Concepts</td>
<td>Absence or apparent misunderstanding of relevant theories, principles, and/or concepts</td>
<td>Limited use and/or understanding of learning material displayed by vague, unclear language</td>
<td>Sufficient use and proficient understanding of learning material is demonstrated</td>
<td>High level of use and understanding of learning material; clear, concrete, and appropriate use of theoretical principles &amp; concepts</td>
</tr>
<tr>
<td>Claims Supported with Evidence</td>
<td>Little to no solid supporting evidence for claims made</td>
<td>Some support but it is loosely developed and lacks specificity</td>
<td>Support for claims or ideas is clear and specific</td>
<td>Specific, well-developed support drawn from multiple &amp; professional sources</td>
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GRADING
I do not grade “on a curve”! All requirements will be assigned a letter grade, which converts to percentage points as outlined below. Each student’s final course grade will represent the accumulation of these points over the semester. Because Incomplete (I) grades interfere with your work and mine in the following semesters, Incomplete grades will not be given except under extraordinary circumstances. Please plan ahead to complete all requirements on time!

Assignment                                                                 | Points
Class participation:                                                     | 90
Discussion facilitation                                                   | 30
Research paper & Presentation                                             | 60
Total                                                                      | 180

Grades are based on the percentage of points earned:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100% - 95%</td>
<td>A</td>
<td>extremely dedicated effort, superior results, progress, full participation</td>
</tr>
<tr>
<td>94% - 90%</td>
<td>A-</td>
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<tr>
<td>89% - 87%</td>
<td>B+</td>
<td></td>
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<tr>
<td>86% - 84%</td>
<td>B</td>
<td>dedicated effort, creditable results, progress, some participation</td>
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POLICY ON LATE ASSIGNMENTS: Detailed information about required assignments is provided with this syllabus. In addition, some class time will be made available to discuss the requirements and students’ questions, before the due date for each assignment. Even though I encourage you to meet the due date for each assignment as a general rule, if you believe that your circumstances are exceptional and you wish to negotiate for extra time to complete an assignment, please discuss this with me before the due date!

POLICY ON CHEATING AND PLAGIARISM: Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. You are responsible for being attentive to or observant of campus policies about academic honesty as stated in the University’s Student Conduct Code. (http://thunder1.cudenver.edu/studentlife/studentlife/discipline.html)

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT INCOMPLETE POLICY: Incomplete grades (I) are not given to replace low grades. To be eligible for an incomplete grade, students must (1) successfully completed at least 75% of the course requirements, (2) have special circumstances (verification required) that preclude the student from attending classes and/or completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor before more than one year has elapsed since the end of the semester in which the course was taken.

SEHD Incomplete Process
1. Students must be in close communication with the instructor PRIOR to the end of the semester regarding special circumstances precluding them from successfully completing the remainder of the course. Faculty may assign students an incomplete grade of “I” to signify that special circumstances beyond the student’s control prevented the student from completing a small portion of the course (no more than 25%) and that a final grade cannot yet be assigned.

2. IT IS THE STUDENT’S RESPONSIBILITY TO COLLABORATE WITH THE INSTRUCTOR TO COMPLETE AN INCOMPLETE AGREEMENT FORM (found at www.ucdenver.edu/education under Current Students/Current Student Resources) prior to the end of the semester for which the incomplete is given. A copy of the form, signed by both the student and the instructor should be submitted to the SEHD Student Services Center (LSC 701). Both the student and instructor should also keep a copy. The instructor sets the conditions under which the course work can be completed and the time limit for completion. The student is expected to complete the requirements within the established deadline. If the missing assignments are not completed within the allotted time, the “I” converts to an F on the student’s transcript. Students making up an incomplete should not re-register for the course.

3. Upon completion of the missing course work, a Change of Record Form is completed by the original instructor to change the “I” to a letter grade. Faculty should work with the Faculty Services Center to complete the Change of Record Form.

STUDENTS WITH DISABILITIES: The University of Colorado at Denver is committed to providing reasonable accommodation and access to programs and services to students with disabilities. UCD strives to comply with the portions of the Americans for Disabilities Act (ADA) dealing with students. The Disability Resources and Services Office (DRSO) serve the needs of the diverse community of students with disabilities attending UCD. For information, please visit http://www.ucdenver.edu/student-services/resources/disability-resources-services/about-office/Pages/about-the-office.aspx.

UCD HONOR CODE: As members of the CU Denver community, students are expected to uphold University standards, which include abiding by state, civil, and criminal laws and all University policies and standards of conduct. These standards assist in promoting a safe and welcoming community. The full UCD Student Code of Conduct can be found at: http://www.ucdenver.edu/life/services/standards/Documents/Code%20of%20Conduct%202011-2012%20100111.pdf.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| Unit 1 1/21 | **Introduction to Human Learning**  
Instructor/Student/Course introduction  
*Facilitator: Jung-In Kim |
| Unit 2 1/28 | **The Neurological Basis of Learning**  
Learning and brain  
Neuroscience for educators | Please post 1-2 discussion questions by 5pm on Tuesday  
-Ch2_The developing brain  
-Ch3_Words and numbers in early childhood  
-Ch12_Harnessing the learning powers of the brain  
Resources:  
*Facilitator: Jung-In Kim |
| Unit 3 2/4 | **Learning as an Affect-Laden Activity**  
Classical conditioning  
Affect (Emotion)  
Introduction to Research Paper & Poster Presentation | Please post 1-2 discussion questions by 5pm on Tuesday  
Ch. 3 Ormrod (Note: a few pages will be assigned)  
*Student Facilitators:  
  1.  
  2.  
Resources:  
| Unit 4 2/11 | Learning as Operant Conditioning | Please post 1-2 discussion questions by 5pm on Tuesday  
Ch. 5 Ormrod (Note: a few pages will be assigned) |
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<td>*Student Facilitators:</td>
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<td>2.</td>
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| Unit 5 2/18 | Learning as a Motivated Activity | Choose 2 from the following:  
| Online Discussion-1 | The motivation to learn | *Facilitator: Jung-In Kim |
| Schallert & Martin (2003, pp. 36-39): the section on “The learner as active, intentional, and strategic constructor of meaning” | |
| Unit 6 2/25 | A Constructivist View of Learning | Please post 1-2 discussion questions by 5pm on Tuesday  
Ch. 7-9 Ormrod (Note: a few pages will be assigned)  
| Meaningful learning | | |
### Unit 7
- **3/3**

#### A Constructivist View of Learning

- **The nature of knowledge**
- **Conceptual change**
- **Assessment/Testing**

**Please post 1-2 discussion questions by 5pm on Tuesday**

**Ch. 10-11 Ormrod** (Note: a few pages will be assigned)


**Resources:**

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### Unit 8
- **3/10**

#### A Constructivist View of Learning: Strategic Learning & Characteristics of Learners

- **Metacognition**
- **Self-Regulation**
- **Learning Styles**

**Please post 1-2 discussion questions by 5pm on Tuesday**


**Resources:**
- NCTQ_Learning_About_Learning_1-16


*Student Facilitators:
1. 
2. 

| Schallert & Martin (2003, pp. 39-41): the section on “The importance of language and culture in learning” |
| --- | --- | --- |
| **Unit9**  
**3/17**  
**Online Discussion-2** | **Sociocultural Perspectives on Learning**  
**Collaborative learning** | **Cole, M., & Wertsch, J.V. (1997). Beyond the individual-social antimony in discussions of Piaget and Vygotsky. Human Development, 39(5), 250-256.**  
**Volet, S., Summers, M., & Thurman, J. (2009). High-level co-regulation in collaborative learning: How does it emerge and how is it sustained? Learning and Instruction, 19(2), 128-143.**  
**Resources:**  
*Facilitator: Jung-In Kim* |
| **3/24** | **Spring Break** |
| **Unit10**  
**3/31** | **Situated Views on Learning: Designing Learning Environments**  
**Resources:**  
*Student Facilitators:*
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<table>
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<tr>
<th>Unit 11 4/7</th>
<th>AERA Week</th>
<th>Week of Writing</th>
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<tbody>
<tr>
<td><strong>Please turn in paper draft on Canvas by 4/23 for feedback.</strong></td>
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<tr>
<th>Unit 12 4/14</th>
<th>Sociocultural Perspectives- Race, Culture, SES</th>
<th>Please post 1-2 discussion questions by 5pm on Tuesday</th>
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<td><strong>Resources:</strong></td>
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<td><em>Student Facilitators:</em></td>
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<th>Unit 13 4/21</th>
<th>Sociocultural Perspectives- Race, Culture, SES</th>
<th>Please post 1-2 discussion questions by 5pm on Tuesday</th>
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<th>Unit 14 4/28</th>
<th>Online Culminating Assessment Statement</th>
<th>Writing and Sharing Your Statement through Canvas!</th>
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<tr>
<td><strong>Resources:</strong></td>
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| Unit 15 5/5 | Research Paper Sharing: Poster Presentation | **Final paper is due by 5/12.** |