

**LEARNING HOW TO LEARN  
EDHD 201**

**Fall, 2019**

**Lecture  
MW 11:00-11:50  
ESJ 2204**

**Lab sections**

**0101: M 12:00-12:50; ASY 3211  
0102: W 12:00-12:50; ASY 3207  
0103: F 12:00-12:50; EDU 1107**

**0104: M 01:00-01:50; EDU 1121  
0105: W 01:00-01:50; ASY 3207  
0106: F 01:00-01:50; EDU 1107**

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**MATERIALS:**

*(All course materials, including primary texts, are posted on ELMS > Files)*

***Primary Texts***

The primary texts for this course will include several chapters from:

- (A) Bransford, J. D., Brown, A., & Cocking, R. (2000). *How people learn: Mind, brain, experience, and school* (2<sup>nd</sup> ed). Washington, DC: National Research Council. (Provided on ELMS)
- (B) Additional articles and chapters related to learning and academic performance will form the remaining texts for this course.

**COURSE DESCRIPTION:**

Within the discipline of educational psychology, learning has always been a pivotal area of inquiry. That is because learning is an inevitable and essential aspect of human existence and a primary goal of academic development. Within this course, students will be immersed in the theoretical and empirical study of learning by engaging in orchestrated experiences and activities drawn directly from the disciplinary research. Through this apprenticeship, students will gain insights into the processes and products of learning in general. They will also achieve deep understanding of their own learning, as well as the means of enhancing that learning in both school and out-of-school contexts.

**COURSE FORMAT:**

There are two components to this course—lectures and labs—both critical to your understanding of learning in general and in terms of your thinking and performance.

**Lecture Periods.** The lecture periods will occur twice weekly (MW) and are intended to provide the whole class with the same shared knowledge and Learning Experiences that are foundation to the course. All Learning Demonstrations, which are the main opportunities for students to show what they understand and can do with the shared knowledge and experiences they have received, will also be done during lecture time.

**Labs.** In contrast to the lectures, the labs are structured as more intimate opportunities for students to question or explore the knowledge or activities that have been undertaken during the lecture classes. There are also specific Learning Experiences, such as learning how to read and summarize the course readings that will take place specifically in the lab sessions. Labs will also provide time for students to delve more deeply into major course components, such as the final Learning Portfolio. Also, there will be a weekly check of student Learning Journals during lab periods.

## **COURSE OBJECTIVES:**

Students upon completion of EDHD 201 will be able to:

- *Select and critically evaluate research relevant to topic of learning.*  
For all Learning Experiences and Learning Demonstrations that frame this course, students will be expected to evidence critical analytic thinking and offer appropriate support and justification for the particular choices made and the responses given. The specific areas of inquiry have been chosen to represent what is known theoretically and empirically about the nature and process of learning, especially as it unfolds in academic contexts.
- *Apply relevant methods and procedures to the specified Learning Experiences.*  
The carefully selected Learning Experiences for this course entail various methods and represent differing theoretical frameworks toward learning. Through the completion and sharing of these experiences, students will acquire a practical and applicable understanding of these various learning methods and frameworks.
- *Critique, revise, and refine a project pertaining to the topic of learning how to learn.*  
The culminating project for the course, the Learning Portfolio, is intended to reflect a breadth and depth of students' knowledge and engagement in the focal domain—human learning. Students will have the opportunity to share particular aspects of their individual portfolios with class members during the project presentations. Prior to this final presentation, students will also share components of the portfolio with a peer evaluation group for critique, refinement, and feedback.
- *Collaborate in order to bring about a successful outcome.*  
Many of the Learning Experiences that frame this course must be accomplished in collaboration and cooperation with class members. That collaboration will take various forms including the completion of group learning experiences, such as a joint learning survey. In addition, students will occasionally work with peers for the purpose of providing group members with feedback on selected activities and will participate in the evaluation of the learning portfolio presentations.

## LEARNING EXPERIENCES

Core to this course are the various individual and group *Learning Experiences* that occur weekly—experiences that culminate in the Learning Portfolio that is key to this disciplinary immersion. Many of these Learning Experiences are drawn directly from the work of learning theorists and researchers. The intent of these weekly activities is to immerse students in meaningful and discipline-related experiences that not only put the theoretical ideas of the course into more personally relevant and realistic contexts, but also demonstrate how learning theorists and researchers have come to judgments about the nature and processes of learning. Even more importantly, students will be able to understand their own learning through these individual and group hands-on experiences by the successful accomplishment of the activities and through the written or oral interpretations and evaluations that are communicated to peers. In this way, the course truly becomes a practicum in human learning at a general and personal level. In addition, students will receive feedback from the instructor and their peers on the weekly activities as well as the culminating Learning Portfolio that are key components of the overall practicum experience.

Specifically, through their involvement in the specific weekly Learning Experiences detailed in the syllabus, students will demonstrate that:

1. Conditions within the educational system and the broader society have both contributed to and constrained their approaches to learning;
2. Their own personal neurophysiological, sociocultural, motivational, and cognitive characteristics are reflected in the processes and products of learning they demonstrate;
3. There are many reasons that individuals succeed or fail at the process of learning;
4. Much can be done to enhance the utility of what is learned through active and adaptive transfer;
5. Memory, which is essential to learning, is an individual characteristic that can be enhanced through specific procedures and techniques;
6. Beliefs about knowledge and knowing are directly linked to the processes and products of learning;
7. Problems have discernible characteristics that are mirrored in the nature of reasoning and problem-solving in which they manifest;
8. Individuals' cognitive and metacognitive (self-regulatory) actions can be key to more efficient and effective learning;
9. Achieving expertise is a long-term process that requires the orchestration of cognitive, motivational, strategic, and sociocultural factors; and
10. Understanding their personal academic goals and motivational characteristics can transform the learning process for the better.

## LEARNING JOURNALS

All course Learning Experiences, including summaries of articles and chapters read, will be recorded in a *Learning Journal*. These journals should be approximately 5×8.5” and be **non-spiral bound**. It is recommended that *all writing in the journal be done in pencil unless otherwise indicated* for the activity. These journals will be used when the Learning Demonstrations are conducted and will be the bases for evidence used in building the final Learning Portfolio.

## LEARNING DEMONSTRATIONS

Given that this course deals with learning *about* learning, students will be expected to demonstrate what they have come to learn through non-traditional assessments termed *Learning Demonstrations*. Specifically, these assessments will be developed to require students to not only convey their conceptual grasp of the ideas that have been read about and discussed in class, but also apply that understanding to a broad and complex question. For these Learning Demonstrations, which will take the form of an extended essay question framed around a pertinent and encompassing question reflecting prior readings, activities, and discussions, students will be permitted to refer to the content of the Learning Journals.

## LEARNING PORTFOLIO

It is expected that all the weekly readings, discussions, Learning Experiences, and Learning Demonstrations will become the bases by which students engage in an extensive and intensive examination of their own learning. While this extensive and intensive evaluation of learning will transpire over the entire semester and be aided by the guidance and periodic feedback from the instructor and peers enrolled in the course, its primary purpose is to focus students' apprenticeship in *learning about learning* around a series of core questions. Potential guiding questions will be shared with students at the onset of the course and then be regularly revisited *vis-à-vis* the readings, discussions, Learning Experiences, and Learning Demonstrations. While the specific questions to be addressed could change given the continual input and feedback from participants, they are expected to include such personal examinations as:

- How do I define learning?
- What are the criteria by which I judge the quality and quantity of my learning?
- What have I come to understand about my approach to learning in the past?
- What neurophysiological, sociocultural, motivational, and cognitive characteristics have particularly shaped my learning profile?
- What are my particular strengths and particular weaknesses as a learner?
- What are my learning goals for the future?
- What can I specifically do to enhance my learning in the years to come?

While the *Learning Portfolio* will be turned in at the end of the semester, the instructor will devote time throughout the semester to revisit its purpose and to check on students' progress in gathering the necessary work products and written descriptions upon which it should be based. Students will also have opportunities to receive comments and recommendations from peer evaluators on particular components of the portfolio throughout the semester.

## INSTRUCTOR RESPONSIBILITIES:

Those participating in this course can be assured that the instructors will:

- Overview the readings and clarify any key concepts and procedures addressed in those readings;
- Respect the views and ideas of students;
- Maintain a positive and stimulating learning environment;
- Return all assignments and tests in a timely manner;
- Provide clear and informative feedback on all assignments and demonstrations.

## **STUDENT RESPONSIBILITIES:**

It is expected that all students enrolled in EDHD 201 will:

- Read all specified chapters and assigned readings by the date specified;
- Attend all class lectures;
- Participate in class activities;
- Complete all designated in-class or out-of-class assignments/activities by the date designated.

**NOTE:** No activities or assignments will be accepted late unless prior instructor approval has been received. All assignments must be submitted in hard copy unless otherwise specified by the instructors.

## **CLASS POLICIES\*\***

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.studentconduct.umd.edu/>. The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at <https://www.counseling.umd.edu/ads/start/eligibility/> as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

**Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the

note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

**Major scheduled grading events:** Major Scheduled Grading Events (MGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

**Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

\*\*Information on class policies can be found at: <http://www.ugst.umd.edu/courserelatedpolicies.html>.

### **COURSE EVALUATION COMPONENTS:**

Your grade for this course will be determined in the following manner:

LEARNING JOURNALS	30%
LEARNING DEMONSTRATIONS	30%
LEARNING PORTFOLIO	30%
LAB PARTICIPATION	10%
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TOTAL	100%

**Note:** Specific scoring criteria and scoring rubrics will accompany each of the learning experiences and the learning portfolio development and its presentation. These criteria and rubrics will be provided to you when each activity is introduced to aid you in the self-regulation and self-evaluation of your progress toward completion of each course component.

<b>TENTATIVE COURSE SCHEDULE</b>				
<b>WEEK</b>	<b>DATES</b>	<b>TOPICS</b>	<b>READINGS</b>	<b>LEARNING EXPERIENCES</b>
Week 1	Aug. 26	What is Learning Anyway?	Course Overview Alexander, Schallert, & Reynolds (p. 176-180) (B)	<i>Article Summary</i> <i>Learning Questionnaire</i>
	Aug. 28	Challenges of Learning in the 21 <sup>st</sup> Century	Alexander & DRLRL 2012 (B)	<i>Taking the IM/KB Survey</i> <i>Article Summary</i>
<b>Lab Activity: A Day in My Life Project Overviewed*</b> <i>Discuss Principles of Learning</i>				
Week 2	Sep. 2	<b>NO CLASS - LABOR DAY</b>		
	Sep. 4	Personal Barriers to Optimal Performance	IM vs KB (B)	<i>Article Summary</i> <i>Results of IM/KB Survey</i>
<b>Lab Activity: Compare/Contrast Readings</b> <i>Compile A Day in My Life Data</i>				
Week 3	Sep. 9	Analyzing Results of <i>A Day in My Life Data</i>	How College Students Spend Their Time (B)	<i>Compare your A Day in My Life data</i> <i>Article Summary</i>
	Sep. 11	What are SMART Goals	Harvard Group (B)	<i>Article Summary</i>
<b>Lab Activity: Setting SMART Goals based on A Day in My Life Data</b>				
Week 4	Sep. 16	Expertise Development	Alexander 1997 (B)	<i>Article Summary</i> <i>Plotting my Academic Development</i>
	Sep. 18	Traditional Views of Expertise	Ch. 2 (A)	<i>Chapter Summary</i> <i>Comparing Chapter &amp; Article</i>
<b>Lab Activity: Creating Knowledge Maps</b> <b>Journal Check I</b>				
Week 5	Sep. 23	Revisiting Learning, Achievement, and Expertise		<i>Generating Summaries in Groups</i>
	Sep. 25	<b>LEARNING DEMONSTRATION 1*</b>		
<b>Lab Activity: Portfolio Overview</b>				
Week 6	Sep. 30	Profiling Problem Solving		<i>Problem Solving Assessment</i>
	Oct. 02	Transfer: Knowledge at Work	Ch. 3 (A)	<i>Chapter Summary</i> <i>Documenting Instances of Transfer</i>
<b>Lab Activity: Sharing Problem-Solving Profiles</b>				
Week 7	Oct. 07	Mindset	Dweck (B)	<i>Article Summary</i>
	Oct. 09	Administering the TORR*		<i>Exploring Fluid Intelligence</i>
<b>Lab Activity: Sharing Instances of Transfer</b>				
Week 8	Oct. 14	Intelligence and Academic Success	Alexander et al. 2016 (B)	<i>Article Summary</i> <i>Comparing Dweck &amp; Alexander</i>
<b>Lab Activity: TORR Debrief &amp; Expanding Knowledge Maps</b> <b>Journal Check II</b>				



Week 9	Oct. 21	Test Review		<i>Generating Summaries in Groups</i>
	Oct. 23	<b>LEARNING DEMONSTRATION 2*</b>		
<b>Lab Activity: Memory Activities</b>				
Week 10	Oct. 28	Improving Memory		<i>Follow-up Memory Activities</i>
	Oct. 30	IGens and Learning	Bavelier et al. (B)	<i>Article Summary</i>
<b>Lab Activity: Overview MSU Project</b>				
Week 11	Nov. 04	Launch MSU Project		<i>Summaries for MSU Project</i>
	Nov. 06	Compose Argumentative Essay*		<i>Argumentative Essay</i>
<b>Lab Activity: Motivation Measures</b>				
Week 12	Nov. 11	Knowledge, Information, and Truth	List, Grossnickle, & Alexander (B)	<i>Article Summary</i>
	Nov. 13	Achievement Motivation	Turner et al. 2009 (B)	<i>Article Summary</i>
<b>Lab Activity: Quality Discussions</b>				
Week 13	Nov. 18	Self-Beliefs and Learning	Harter et al. 1998 (B)	<i>Article Summary What Makes Me Unique?</i>
	Nov. 20	Views of Individual Differences	Bjork 2000 (B)	<i>Article Summary</i>
<b>Lab Activity: Final Knowledge Mapping</b>				
Week 14	Nov. 25	Individual Differences	Alexander 2019 (B)	<i>Article Summary Comparing Alexander &amp; Bjork Views</i>
	Nov. 27 – Dec. 01	<b>THANKSGIVING BREAK</b>		
<b>No Lab</b>				
Week 15	Dec. 02	Retrospective on Learning	Alexander, Schallert, & Reynolds (p. 180-190) (B)	<i>Comparing Initial to Current Views Learning Questionnaire Article Summary</i>
	Dec. 04	<b>LEARNING DEMONSTRATION 3*</b>		
<b>Lab Activity: Final Peer Editing and Documented Feedback Journal Check III</b>				
Week 16	Dec. 09	Putting it All Together		<i>Creating and Discussing “Gestalt” Questions</i>
	Dec. 13	<b>LEARNING PORTFOLIOS COMPLETED AND SUBMITTED*</b> 8-10 am (ESJ 2204)		

\*Major Scheduled Grading Event (MSGE)