



EDCI 652.31E Research on the Learner Course Outline and Assignments: Spring 2014

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According to State of Texas HB 2504, this course syllabus must be submitted in advance of the date when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- *Jossey-Bass reader on the Brain and Learning.* (2008). San Francisco: Jossey-Bass.
- Schunk, D., Meece, J., & Pintrich, P. (2014) *Motivation in Education: Theory, research and applications* (4th Edition). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133017526
- APA. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Other readings as assigned

Course Catalog Description: A study of significant research in the cognitive and meta cognitive learning process of young children and implications for instructional strategies. Prerequisites: Doctoral level standing or consent of instructor.

Student Learning Outcomes:

1. Students will develop a historical perspective on knowledge about the learner and an in-depth knowledge of factors that impact the learner.
2. Students will identify and analyze critical aspects of theories of learning and their impact on learning.
3. Students will be able to effectively apply research-based knowledge about the learner to instruction.
4. Students will be aware of current knowledge about brain research and its impact on learning and instruction.

COURSE REQUIREMENTS

(Assignments/activities are subject to change in order to meet emerging student needs)

1. Participate, Preparation & Professionalism (20%): Attend all classes and be prepared to actively discuss, question, analyze and debate the topics of the day. Demonstrate knowledge and behavior appropriate for doctoral studies.
2. Topic facilitation (20%): Facilitate learning on assigned topics. This should actively engage the class in activities & discussion that leads to understanding of the important concepts, controversy and educational application of the topic. Meet with the instructor to brainstorm prior to planning and provide an outline of your plan to the instructor at least 4 days prior to your scheduled date. Due dates to be determined.
3. Weekly class reflections (15%): Prepare a brief summary of your personal learning construction leading up to and culminating in each week's class. Include thoughts on preparation, interaction and outcome. Submit via email within 2 days after each class.
4. Individual project (30%): Prepare and present a project that integrates your research interests with course content. Provide an overview of your proposed project with a rationale and timeline by the second class meeting. Periodically share project progress with class. Due dates to be determined.
5. Self assessment (15%): Prepare a critical self-assessment that addresses your learning in the class, addresses each assignment and suggests a final grade.

Grading:

All assignments will be assessed using the following scale and will be held to standards appropriate for doctoral level studies. Additional grading information will be available on rubrics developed in class.

A = excellent/outstanding B = good/commendable C = developing F = unsatisfactory

TENTATIVE COURSE OUTLINE / CALENDAR

Meeting 1	Introductions, course overview & expectations. Focus questions: How would you describe yourself as a learner? What aspects of "the learner" impact learning?
Meeting 2	Focus questions: What motivates you as a learner? What motivates students to learn?
Meeting 3	Focus question: What does brain research have to do with the learner?
Meeting 4	Focus question: How does prior knowledge impact the learning experience?
Meeting 5	Focus question: How do attitudes about knowledge/learning impact the learner?
Meeting 6	Focus question: How does ability/disability impact the learner?
Meeting 7	Focus question: How can what we know about the learner impact learning?
Meeting 8	Focus question: What did you learn and accomplish this semester?

Potentially useful resources:

<http://www.cmu.edu/teaching/principles/learning.html> Theory and Research-based Principles of Learning

<http://www.crlt.umich.edu/tstrategies/teachings.php> Center for Research on Learning and Teaching

<http://www.vark-learn.com/english/index.asp> A learning styles inventory

<http://www.learning-theories.com/> Index of Learning Theories and Models

<http://tip.psychology.org/> Explorations in Learning & Instruction: The Theory Into Practice Database

http://www.nap.edu/catalog.php?record_id=6488 Improving Student Learning: A Strategic Plan for Education Research and Its Utilization

http://www.nap.edu/catalog.php?record_id=9853 How People Learn: Brain, Mind, Experience, and School: Expanded Edition

http://www.nap.edu/catalog.php?record_id=10126 How Students Learn: History, Mathematics, and Science in the Classroom

<http://www.edutopia.org/neuroscience-brain-based-learning-myth-busting> Neuro Myths: Separating Fact and Fiction in Brain-Based Learning

http://serc.carleton.edu/sp/search.html?q1=sercvocabs_72%3A3 Research on Learning Bibliography

Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., & Norman, M. (2010). *How learning works: 7 research-based principles for smart teaching*. San Francisco: Jossey-Bass.

Bigge, M. & Shermis, S. (2004). *Learning theories for teachers*. Pearson

Olson, M. & Hergenhahn, B.R. (2009). *An introduction to theories of learning*, (8th edition). Upper Saddle River, NJ: Pearson.

Martinez, M. (2010). *Learning and cognition: The design of the mind*. Upper Saddle River, NJ: Merrill

McNeil, F. (2009). *Learning with the brain in mind*. Los Angeles: Sage.

Jensen, E. (2008). *Brain-based learning (2nd edition)*. Thousand Oaks, CA: Corwin Press

Schunk, D. (2012). *Learning Theories: An Educational Perspective*. Boston: Pearson.

Ormrod, J. (2012). *Human Learning*. (6th ed.). Upper Saddle River, NJ: Pearson.

ACCESS AND NAVIGATION

This course is face to face and will use E-College mainly for document sharing & discussions based on class activities.

Interaction with Instructor Statement:

The instructor is available before and after class. If contacting between classes, the preferred method of communication is via university email: gilbert.naizer@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Class will meet on Tuesdays as indicated in the Tentative Schedule above from 4:30 – 10:00 starting on January 24th. Students are responsible for their own learning and are expected to be in class and actively involved in all class activities.

University Specific Procedures:

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).