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2020 Summer Institute
Special Programs for Global Engagement, Office of International Initiatives
Georgia State University

EPY 2040: The Science of Learning
July 6-31, 2020

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Instructor: **Nannette Commander, Ph.D.**
Department: **Learning Sciences/Rm. 339 Dahlberg Hall**
Email: ncommander@gsu.edu
Course Time: TBD
Classroom: TBD

1. **COURSE DESCRIPTION:** This course explores how applications of learning theories/research can help students develop the learning and study strategies necessary for academic and life-long learning success. Topics include, but are not limited to, strategies for improvement of attention, memory, comprehension, critical thinking, and the test readiness skills needed to excel in colleges. Learning strategies addressed in this course can be used in any discipline to improve performance. In particular, EPY 2040 will focus on:

   ☐ Learning Theory: The best way to understand learning is by examining research. Consistent research findings explain why certain learning techniques are more effective. You will learn the fundamental principles of successful learning.

   ☐ Application of Theory to Real World Settings: What are the conditions under which successful learning is likely to occur? How can we facilitate learning for ourselves and others? You will learn how to design environments that maximize learning success.

   ☐ Opportunities to Practice Learning Techniques: Learn how you learn best. Learn how to refine your individual approach to academic challenges. You will learn how to practice the techniques from class and make them your own.

LEARNING OBJECTIVES:

Upon completing this course, you should be able to demonstrate:

   A.   knowledge of theories and research findings on cognitive and self-regulation processes.
   B.   an understanding of the role of certain individual difference variables on cognitive and self-regulation processes.
   C.   knowledge of how learning theories and research findings translate into practice in educational contexts.

These objectives and learning outcomes will be assessed through discussion, written assignments, and case study analysis.

2. REQUIRED MATERIALS:

- Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning, 4th Edition, by Myron H. Dembo and Helena Seli, (2013), Routledge
- Additional reading materials will be provided throughout the semester.

3. COURSE GRADING:

Breakdown of total points	
Case Studies	200 points
Participation	200 points
Learning Challenge/Solution	100 points
Total possible	500

GRADING SCALE BASED ON POINTS					
A	450-500	B	400-449	C	350-399
D	300-349	F	<300		

ASSIGNMENTS

I. Case Studies (200 pts.)
There will be a minimum of four case studies presented throughout the semester in which you will evaluate a situation and apply what you learned to come up with a solution.
These case studies will require prior readings to engage in substantial discussion. Case studies presented in class will be followed by a response paper reflecting on the case. Specific instructions will be presented in weekly folders. Discussions are to represent engaged, informed perspectives, and each case study is worth 50 points. The purpose of these assignments is three-fold:

> (1) To reflect on previous readings, pertinent research, and assignments,
> (2) To communicate with classmates and the instructor in order to create a class community.
> (3) To provide a point of assessment for your effort and your understanding of covered material. In cases when feedback is provided, reading and thinking about the feedback most likely will benefit your performance on future assignments.

II. Participation (200 Points)
Throughout the semester there will be various weekly assignments and exercises in the classroom. Assignments and exercises may be posted in advance on iCollege in the weekly folders. Participation is crucial to success in this course. These assignments together will be worth 200 points.

III. Learning Challenge/Solution Project (100 Points)
This project requires identification of an area of learning that may be of interest or particularly challenging for you. The possible areas you might select include: concentration/attention, motivation, procrastination, time management, notetaking, etc.

- ☐ Concentration/Attention
- ☐ Motivation
- ☐ Procrastination/Time Management
- ☐ Retention of Material
- ☐ Comprehension of Material

- ☐ Notetaking (Lectures and Texts)
- ☐ Test Anxiety
- ☐ Metacognitive Skills
- ☐ Test Preparation
- ☐ Writing

Part I (75 Points):

First, define your selected learning challenge and then research possible solutions (use our text, other texts, research articles, interviews, internet, etc.). You must document your research solutions with a **minimum of three credible references in addition to the text**. Second, write a description of the solutions and address how you applied at least three of the solutions to a personal situation. Your project documentation should be 3-4 pages and include how you selected this particular challenge and why it is important or of interest to you.

Your explanation and illustration of the solutions should describe:

- ☐ how you investigated this challenge and the sources you used
- ☐ the advantages and disadvantages of your identified solutions
- ☐ what you learned from this exercise
- ☐ your recommendations for others

Part II (25 Points):
Upload your project to the discussion board. Respond to one of your classmates by reading their project and addressing:
- ☐ any additional resources or techniques that address the learning challenge
- ☐ what you have learned from their project
- ☐ how the information may be helpful

4. ATTENDANCE
Attendance is essential for success. The Office of International Initiatives will be notified of any absences. Please talk with the instructor if you are not able to attend class.

5. ACADEMIC HONESTY & PLAGARIASM
You must submit your own work and conduct yourself in an honest manner. One aspect of academic honesty is plagiarism. Plagiarism can include one or more of the following situations:
   a. Copying information from another student's work or from other materials, and submitting that work as your own.

b. Using other people's ideas, words, or data without properly documenting or acknowledging the source.
c. Overusing sources without incorporating your own ideas.

6. **TECHNOLOGY:**

All students enrolled at GSU use email for official correspondence. Students enrolled in this course may use iCollege to engage in critical dialogue and to access supplemental materials, such as the lecture notes, instructional videos or additional readings.

7. **COURSE CONTENT:**

You may be asked to check iCollege for (1) details for the week's assignments, (2) any additional (beyond the textbook) required reading/viewing, (3) a link to the case studies/discussions (if applicable), and (4) links to any other assignments/exams due.

At the beginning of each module, students will be provided with a list of requirements with detailed instructions and specifications about which assignments will be completed in class and which will be completed as homework/out of class time.

8. **CORRESPONDENCE FOR CLASS**:

Check your email daily for news and updates. Communication about the course and information about assignments will be posted via email. It is your responsibility to check your email daily for critical information. I will respond to email typically within 24 hours during the week.

Course Calendar

Please Note: Start up dates for new topics are approximate. The course calendar provides a general plan for the course; deviations may be necessary

Dates	Topics	Activities/Assignments
7/6	Introductions and Expectations	Syllabus review Learning Inventory – part 1
7/7	Self-Regulated Learning	Learning Inventory – part 2 Locus of Control – self test
7/8	Motivation	Motivation reflection Ralph Case study
7/9	Goals & Time Management	SMART goals Goal Setting Schedule
7/10	Self-Regulation of Emotions	Self-Regulation Reflection
7/13	Learning, Attention & Memory	Memory activity Recitation exercise
7/14	Self-Regulation of External Resources	Library scavenger hunt Study group practice
7/15	Research and Resources	GSU Writing studio Writing Day
7/16	Note-Taking	Cornell note practice Laura Case Study
7/17	Academic Reading	MARSI packet Reading strategy reflection
7/20	Academic Writing	Peer editing practice Felicia Case Study
7/21	Test Prep & test taking	Test practice activity Stress management
7/22	Critical Thinking	National Geographic activity Goal-setting reflection
7/23	Cognition and Metacognition	Metacognition self-practice
7/24	Problem Solving	Mark Case Study
7/27–7/31	Individual and group work (peer reviews on Learning Challenge Project (Presentations: 7/30-3`)	