Technical Standards
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CE Online Orientation document in the Getting Started widget on the course homepage.

In addition, students must have access to Microsoft Word 2003 or later. All assignments submitted must be in this format, as the instructor will use the comment and proofing features in Word to provide feedback within the reviews themselves. A student version of Microsoft Office can be purchased, at a very reasonable rate, via Microsoft’s website: http://www.microsoft.com/student/discounts/theultimatesteal-us/default.aspx

Rationale
Educators make critical decisions based on their understanding of the physical, socio-emotional, and cognitive development of their students and clients. In order to make valid decisions that further learning and growth, they need to understand how the learning process occurs. Further, professionals in human services positions should understand how students and clients construct personal and individual knowledge, which serves as a base for further learning. Understanding the manner in which this knowledge is constructed and the forces that have an impact on its creation are critical to being effective in human services fields. Without sound theory, decisions can become entirely based on the professional’s interpretation of personal experience, which may or may not be valid. A sound theory base allows educators to more accurately assess learning situations and make decisions that enhance the learning of all their clientele.

Course Description
The overall purpose of Advanced Educational Psychology is to familiarize the student with the process of learning. Although earlier theories of educational psychology will be briefly addressed, the focus of this course is on a cognitive approach to learning, with the assumption that this dynamic current perspective gives most insight into understanding how the mind works. The course is aimed at those who are interested in understanding the principles of cognitive psychology and applying them to learning situations.

The course has four components: (1) Information Processing, which presents the modal memory model and describes the latest research and theory on memory; (2) Beliefs and Cognition, which examines how students’ beliefs about themselves and the nature of knowledge influences their learning; (3) Fostering Cognitive Growth, which describes the development of high level cognitive processing; and (4) Cognition in the Classroom, which applies these principles to learning in specific disciplines. Each will be addressed through selected text and articles compiled by the instructor that further investigate these areas.
Required Text and Materials

TEXT:

Course Objectives

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Assessment</th>
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<tr>
<td>By the end of this course students will be able to:</td>
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<tr>
<td>1) Describe current cognitive approaches to learning.</td>
<td>Essay 1</td>
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<td>2) Describe the impact of individual beliefs about self and the nature of knowledge on each learning task.</td>
<td>Essay 2</td>
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<td>3) Compare and contrast various modes of fostering student and client problem solving, critical thinking, and reflection.</td>
<td>Essay 2, Essay 3</td>
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<td>4) Articulate how to create an ecology in a classroom, school, or counseling setting that is conducive to growth and motivation.</td>
<td>Essay 2, Essay 3</td>
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<td>5) Describe how to apply learning theories to classroom and counseling decision-making.</td>
<td>Essay 3, Final Essay</td>
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<td>6) Articulate a personally synthesized view of cognition.</td>
<td>Final Essay</td>
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Course Expectations and Requirements

There will be no tests for this class. Instead, you will write an essay that captures your learning for each of the first three course units, including additional online resources. The content you select for unit 4 will be included in your final synthesis essay. All products should be submitted electronically as attachments to me through the D2L system and with the assignment clearly labeled in the subject line.

In addition, you and your assigned discussion group members will conduct online discussions about course content as directed. You are expected to participate thoroughly and thoughtfully to enhance your learning. Non-participation will result in a lower grade.

Due dates and expected discussion times are outlined in the Course Schedule available on D2L.

Specific course requirements that will be assessed include (see rubrics for each assessment provided in content section of D2L). Grades/Feedback will be posted one week after assignment is submitted (note that late assignments will receive deductions of 25% per day). Check grades section in D2L to keep track of your progress:

**Reflective Essays**, one for each of the first three course units.
1000 word minimum, up to 1500 acceptable (3 essays - 15 points each) | 45 points

**Final Synthesis Essay**, 1500-2000 words | 25 points

**Discussion**: Participation in assigned Group Discussions (Introduction Chat: 2pts, Chat 1: 4 pts, Chat 2: 8 pts, Chat 3: 8 pts, Chat 4: 8 pts.) | 30 points

TOTAL 100 points

Grading Scale: 94%=A, 85%=B, 75%=C

Submission of Work: All Essays must be submitted in the designated drop boxes in D2L on the assigned due dates (see course schedule).

Assessment of Chats: You are required to complete a total of five assigned chats. See course schedule for due dates. Refer to the Discussion Chat Participation Rubric before you begin. In order to give you an opportunity to learn how to engage in such activities I have kept the point value for your first unit chat to 5 points and subsequent ones to 8 points each. Students are encouraged to meet regularly above and beyond the three assigned chats to discuss course material.
Class Policies

- Students are expected to thoughtfully and thoroughly read all assigned chapters and articles and to consult D2L and other resources, found on their own, for the course.

- For information about USD's technical, academic and student support services, as well as how to take advantage of these services, please refer to the CE Online Student Orientation (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

- Students may contact me with questions via D2L email. Although I typically respond to students fairly quickly, please plan ahead and only expect a response within 48 hours - only on days in which class is in session (Monday through Friday, except for holidays).

- Feedback on written assignments can be expected within 1 week of the assignment due date, depending on my schedule and other commitments.

- Although it is often used for personal or informal messages, email is also a professional means of communication (e.g., communication with instructors). What you say in an email and how you say it reflects on you professionally. All emails to the instructor are considered public information. The instructor will only respond to emails: (1) That seek assistance for which other sources are not available (e.g., textbook, Web, other students), (2) That are written respectfully and professionally (including grammar and capitalization). The instructor will not respond to emails that are: (1) Informal or too familiar, (2) Imperative. Please utilize USD e-mail for all communications regarding this course. All see D2L for Netiquette policy.

- Students are required to electronically save all copies of completed coursework that are submitted.

- All assignments are submitted via Desire2Learn in their respective drop boxes.

- Late materials (assessments turned in after the due date and time) will be docked 25% for each day beyond the deadline. Late Discussion posts will receive a zero.

- If an extreme emergency arises, contact the instructor immediately. Excuses such as computer/internet problems will not be accepted. It is advised that students save their work on a pen drive as well as hard drive, locate alternate computing resources in the event of a problem, and arrange to finish assignments/test prior to the deadline.

- **Netiquette. Students are expected** to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following sites, http://www.dicc.edu/cs/rfc1855.html or http://www.albion.com/netiquette/corerules.html. You should treat all communications in this class as you would in the business world. In other words, I expect communication to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf).
University Policies

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
 a. Given a zero for that assignment.
 b. Allowed to rewrite and resubmit the assignment for credit.
 c. Assigned a reduced grade for the course.
 d. Dropped from the course.
 e. Failed in the course.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.
Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.
**Brief Unit Overviews**

**Unit 1: Information Processing Theories**

This unit includes Chapters 1-5 of the text and online resources for this unit. Please check all the resources in Course Content under Unit 1 to support your learning.

**Summary:** This unit is an explanation of the Cognitive Learning Theory. The content may be new content for you, and if that is the case, you will find that there is a good deal of vocabulary to learn in each of these chapters. You should make a point of connecting the ideas. Web Resources will help you—I’ve included Reading Guides to help you focus on the important content. Complete these as thoroughly as you can. The more complete you are, the deeper your learning will be. Other resources are also uploaded for your use. Make use of them.

**Unit Assignment:** Your first journal will address Chapters 1-5. I am interested in understanding what you understand. Keep in mind that since I do not give tests in this class, the journals are my best assessment tool to reflect your learning. I have included samples of previous student work in the Web materials so you can get an idea of what other have done to fulfill this requirement. You will also discuss this content with your group.

There are, of course, many ways to complete these journals. If you have a system that works for you and will accommodate my assessment needs, go ahead and follow that. If you are not familiar with assessments of this type, you might address some of the following questions/topics:

- What did I learn? New insights? [I need lots here].
- What components seemed particularly important to me? Or Why/how do I question its importance?
- How might I use this information in my profession?
- Where else does this information apply?
- What concerns do I have?
- What questions do I have?
- What do I still need to find out in order to fully understand?
- Where do I expect this content to lead?

**Unit 2: Beliefs and Cognition**

This unit includes Chapters 6 & 7 of the Text, and extensive online resources articles as follows:

- Zimmerman, “Self Efficacy”
- Ryan & Deci: “Intrinsic and Extrinsic Motivations. . .”
- Covington & Mueller, “. . . Approach/Avoidance Reformulation”
- Ames: “Classrooms: Goals, Structures. . . .”
- Kamins & Dweck, “Person vs. Process Praise”

Please check all the resources in the Online Resources under Unit 2 to support your learning.

**Summary:** This unit is specifically about Motivation. Given the unit titles, you will recognize that the position taken is that the beliefs learners bring to the learning situation—specifically beliefs about themselves and beliefs about knowledge and learning processes—determine whether they are likely to be motivated in a particular learning setting. As you can see, there are only two text chapters, but there are extensive article readings. Use these materials.

**Unit Assignment:** The content of this second journal should include the two text chapters and the online resources as well. See information above. You will also discuss this content with your group.
Unit 3: Fostering Cognitive Growth

This unit includes Chapter 8, 9, and 10 in the Text, additional online resources including the following articles:

- Sternberg: “Investing in Creativity. . .”
- Reisetter, LaPointe, & Korcuska: “Altered Realities. . . “

Please check all the resources in the Content under Unit 3 to support your learning.

Summary: Consider this unit as an integration of the concepts of Unit 1, Cognition, and Unit 2, Motivation. The information included in the text and the Web resources for unit three demonstrate how cognitive processes and positive motivational orientations can contribute to growth. It also helps you consider how integration of higher order processes enhances both learning and motivation. You will discuss this unit online with your discussion group.

Unit 3 Assignment: The content of this second journal should include the three text chapters and the online resources as well. See information above. You will also discuss this content with your group.

Unit 4: Cognition in the Classroom

This unit includes Chapter 11-15 in the text. You will SELECT two of the five chapters included in this unit that are most relevant to your needs and interests.

Summary: This unit applies the concepts of the first three units to learning processes in particular disciplines. Be sure that you can articulate the connections. Although it would be good for you to read all of these chapters, you are required in this course to select two of them that are most relevant to your interests and needs.

Unit 4 Assignment: There is no stand alone assignment for this unit. You will incorporate the content from your selected chapters in your final synthesis essay described below.

Final

Final Assignment, Theory Synthesis: BEFORE you write your final essay, read two other D2L articles and incorporate them where they fit. These are designed to provide another perspective that is implied but not directly addressed in the other units. Incorporate relevant components in your final essay. These articles are:

- Covington: “Caring about Learning”,
- Wentzel: Student Motivation. . . Role of Caring”
- AND participate in Chat 4. [Note that chat 4 is not a graded chat but rather a forum designed to give you a chance to discuss your integration of ideas before you write your essay. ]