

## Psychology of Learning

PSY 407

This course explores the perspectives, theories, and concepts related to how individuals

- 1 Define learning and explain when it occurs.
- A-2 Compare and contrast human and non-human learning.
- A-3 Differentiate between principles of learning and theories of learning.
- A-4 Describe how theories of learning have evolved over time.

Students will demonstrate an understanding of the role the brain plays in learning.

: Students will be able to:

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- B-5 Deconstruct the myth of “right brain” and “left brain” thinking.
- B-6 Compare and contrast brain development in infancy/childhood to middle

childhood/adolescence/adulthood.

- B-7 Describe the critical period and apply the critical period to language learning.
- B-8 Examine the implications of brain research to the education setting.

Students will demonstrate an understanding of behaviorism.

: Students will be able to:

- C-1 Describe assumptions behind behaviorism and argue against one of them.
- C-2 Explain classical conditioning.
- C-3 Apply classical conditioning to real world situations.
- C-4 Discuss phenomena related to classical conditioning (e.g., associative bias, extinction, generalization, discrimination, etc.).
- C-5 Explain operant conditioning.
- C-6 Apply operant conditioning to real world learning situations.
- C-7 Differentiate between a reinforcer and a punishment.
- C-8 Distinguish between a positive and a negative reinforcer.
- C-9 Contrast classical conditioning and operant conditioning.
- C-10 Discuss phenomena related to operant conditioning (e.g. shaping, extinction, schedules of reinforcement).
- C-11 Use operant conditioning to explain learning in real life settings.

Students will demonstrate an understanding of social learning theory.

: Students will be able to:

- D-1 Explain social learning theory and the principles that underlie it.
- D-2 Compare the definition of learning in social learning theory to the definition of learning in behaviorism.
- D-3 Examine reciprocal causation and modeling.
- D-4 Explain self-efficacy and self-regulation and the role they play in learning.
- D-5 Apply social learning theory to real world learning.
- D-6 Analyze research done on social learning.

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Students will demonstrate an understanding of cognitive views of learning.

: Students will be able to:

- E-1 Define Cognitivism and the assumptions that underlie it.
- E-2 Compare Cognitive Psychology to Behaviorism.
- E-3 Explain Information Processing Theory and the basic components of memory.
- E-4 Describe the implications of Information Processing Theory to human learning and memory.
- E-5 Explain how information is encoded in, stored in, and retrieved from long-term memory.
- E-6 Apply the concepts of encoding, retrieval, and forgetting to real world contexts.
- E-7 Explain the Cognitive-Developmental perspective.
- E-8 Apply the Cognitive-Developmental perspective to how children learn.

Students will apply their knowledge of contextual views of learning.

: Students will be able to:

- F-1 Explain sociocultural theory.
- F-2 Discuss the key components of Vygotsky's theory.
- F-3 Apply Vygotsky's theory to real world learning.
- F-4 Differentiate between Piaget's theory and Vygotsky's theory.

Students will demonstrate an understanding of complex learning.

Students will be able to:

- G-1 Describe metacognition and self-regulated learning.
- G-2 Identify effective learning strategies.
- G-3 Explain why particular learning strategies are effective.
- G-4 Devise a plan for using effective learning strategies.
- G-5 Explain transfer and the factors that influence it.

- G-6 Discuss problem solving, the different perspectives of problem solving, and problem solving strategies.
- G-7 Explain critical thinking and ways to promote it.

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Students will demonstrate an understanding of motivation.

Students will be able to:

- H-1 Explain motivation and the effects it has on learning.
- H-2 Discuss the needs perspective and how it relates to motivation.
- H-3 Explain the concepts of self-worth, self-efficacy, self-handicapping, and self-determination and the role they play in motivation.
- H-4 Discuss individual differences in motivation.
- H-5 Analyze the role affect plays in learning and motivation.
- H-6 Analyze the cognitive factors (interest, goals, value, expectancies) and provide examples of how they influence learning.
- H-7 Create an explanation of his/her motivation using motivational theories, concepts, and perspectives.

Students will demonstrate appropriate written and oral communication skills.

: Students will be able to:

- I-1 Analyze the learning theories in writing.
- I-2 Analyze the design of this course.
- I-3 Evaluate the design of this course.
- I-4 Offer recommendations to improve this course based on learning theories and concepts.
- I-5 Communicate information orally in a logical and grammatically correct manner.
- I-6 Present written information in a grammatically correct manner.
- I-7 Present written information in correct APA style.
- I-8 Support written information with appropriate evidence.