

Learning Framework

<u>YEAR COURSE OFFERED:</u>	Every
<u>SEMESTER COURSE OFFERED:</u>	Every Fall and Spring
<u>DEPARTMENT:</u>	Psychology (Cross listed with EDUC 1100)
<u>COURSE NUMBER:</u>	1100
<u>NAME OF COURSE:</u>	Learning Framework
<u>NAME OF INSTRUCTOR:</u>	Varies

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Description

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners.

Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

Learning Objectives

Upon successful completion of this course, students will:

1. Integrate and apply research and the theories of learning, cognition, and motivation,
2. Understand the factors that impact learning, and
3. Apply learning strategies.
4. Demonstrate knowledge of strategies leading to personal responsibility
5. Demonstrate understanding of self-motivation through the knowledge of goal setting and life planning
6. Identify strategies for becoming an effective lifelong learner

Major Assignments/Exams

Presentations, Short Written Papers, Learning Inventory, Team Project

Learning Outcomes	CO	Assessment Methods	Criteria/Targets
1. Integrate and apply research and the theories of learning, cognition, and motivation	CT, COM, EQS,	Presentations	70% of students will earn a score of acceptable or better on grading rubric
2. Understand the factors that impact learning	CT, COM	Learning Inventory	100% of students will complete learning inventory
3. Apply learning strategies	CT, COM, SR	Short Written Papers	70% of students will earn a score of acceptable or better on grading rubric
4. Demonstrate knowledge of strategies leading to personal responsibility	CT, PR	Presentations	70% of students will earn a score of acceptable or better on grading rubric
5. Demonstrate understanding of self-motivation through the knowledge of goal setting and life planning	CT, EQS	Short Written Papers	70% of students will earn a score of acceptable or better on grading rubric
6. Identify strategies for becoming an effective lifelong learner	CT, TW	Team Project	70% of students will earn a score of acceptable or better on grading rubric

Required Reading

On Course: Strategies for Creating Success in College and in Life; Seventh Edition Author: Skip Downing

Recommended Reading

None

List of discussion/lecture topics

1: Presentation Techniques, Professionalism, and Leadership

2: Cognition

3: Factors that impact learning

4: Application of learning strategies

5: Lifelong Learning

6: Accepting Personal Responsibility

7: Discovering Self-Motivation