Theories & Research in Human Learning
Spring 2012
Wednesdays 4:30-7:00
JRP 146

Instructor: Meagan Patterson, PhD
Office Hours: Wednesdays 1-3 and by appointment, JRP 632
Phone: 785-864-9763
Email: mmpatter@ku.edu

Course Objectives:
Students will become familiar with the major theories of human learning and demonstrate an understanding of the major tenets of the theories covered.
Students will become familiar with current research on human learning.
Students will understand the development of cognition, learning, and memory processes across the life course.
Students will become familiar with current research on environmental, individual, and interpersonal factors influencing human cognition and learning.
Students will understand the interactions among cognition, affect, and motivation and how each influences learning and problem solving.
Students will be able to apply learning theories to educational situations and discuss teaching and learning practices in the context of these theories.
Students will develop a research proposal based on current theoretical and empirical research on human learning.

Course Policies:

Attendance: Students are expected to attend and participate in class. Excused absences may be permitted in the case of illness, illness of an immediate family member for whom the student must care, death of a family member, religious observance, or other extenuating circumstances beyond the student’s control. It is the student’s responsibility to obtain any class information missed due to absence. In the event of illness or emergency, please contact the instructor by phone as soon as possible.

Academic Honesty: It is the philosophy of the University of Kansas that academic dishonesty and misconduct will not be tolerated. Academic misconduct includes disruption of classes, threatening an instructor or fellow student, giving or receiving of unauthorized aid on assignments, knowingly misrepresenting the source of any academic work, plagiarizing of another's work, or otherwise acting dishonestly in research. Any individual engaging in academic dishonesty or misconduct will be disciplined in accordance with University regulations and procedures. Further information about KU academic misconduct policies can be found at http://www2.ku.edu/~unigov/usrr.html#art2sect6.

Students with Disabilities/English Proficiency: Please speak with the instructor if you require accommodations due to a disability or limited English proficiency.
**Course Assignments:**

**Article Presentations** (50 points each, 20%): Each student will complete two oral article presentations over the course of the semester. Article presentations should summarize the main points of the article (including rationale, participants, methods, key findings, and conclusions), situate the article in the context of theories and research discussed in class, and present at least two discussion questions related to the article. Article presentations should be concise (approximately 10-15 minutes). Presentations should include a handout for the class summarizing the main points of the article presented.

**Discussion Participation** (100 points, 20%): For each course meeting, students will turn in 2-3 written discussion questions relating to that week’s readings. Discussion questions brought to class and turned in at the end of each class meeting. Grades for discussion participation will be based on the quality of discussion questions submitted and participation in class discussion.

**Book Report** (100 points, 20%): Each student will select a book from the book report reading list and write a brief (4-6 pages) paper evaluating the book in light of theories and research discussed in class.

**Final Paper** (200 points, 40%): Each student will complete a research proposal based on current theoretical and empirical research on human learning. The paper will summarize relevant existing literature on a topic relevant to the course and will propose a research study based on the literature.

*A note on attribution: For all written assignments, students should write about the topic in their own words. Direct quotations should be used sparingly. Any passage taken directly from a source should be attributed to the author and placed within quotation marks. Quoting from a source without attribution is considered plagiarism and is a violation of the University’s policies on academic honesty.*

**Grading Scale:**

A = 93 – 100, A- = 90 – 92, B+ = 87 – 89, B = 83 – 86, B- = 80 - 82, C+ = 77 – 79, C = 70-76

**School of Education Mission:**

Within the University, the School of Education serves Kansas, the nation and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges. To accomplish this mission, the School of Education (1) offers an extensive curriculum leading to academic degrees and professional licensure, (2) requires faculty and students to engage in scholarship, and (3) provides a wide range of professional services to schools, other institutions, and individuals.
Reading List


Lee, K., & Homer, B. (1999). Children as folk psychologists: The developing understanding of the mind. In A. Slater & D. Muir (Eds.), *The Blackwell Reader in Developmental Psychology* (pp. 228-252)


Slater, A., Carrick, R., Bell, C., & Roberts, E. (1999). Can measures of infant information processing predict later intellectual ability? In A. Slater & D. Muir (Eds.), *The Blackwell Reader in Developmental Psychology* (pp. 55-64).


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<th>Date</th>
<th>Topic</th>
<th>Whole-Class Readings</th>
<th>Presentation Readings</th>
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<tr>
<td>1/18</td>
<td>Introduction</td>
<td>None</td>
<td>None</td>
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<td>1/25</td>
<td>Overview of Theories &amp; Concepts</td>
<td>Bandura, 1993</td>
<td>None</td>
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<td>Bjorklund, 1997</td>
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<td>Halford, 2002</td>
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<td>Kuhn, 1999</td>
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<td>Smith &amp; Thelan, 2003</td>
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<td>2/1</td>
<td>Theories &amp; Development of Memory</td>
<td>Ceci &amp; Huffman, 1997</td>
<td>Bender et al., 1996</td>
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<td>Ornstein &amp; Haden, 2001</td>
<td>Brainerd &amp; Reyna, 2007</td>
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<td>Schneider, 2002</td>
<td>Hamond &amp; Fivush, 1991</td>
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<td>Schneider &amp; Bjorklund, 1992</td>
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<td>Shing &amp; Lindenberger, 2011</td>
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<td>2/8</td>
<td>Socio-Emotional Influences on Memory</td>
<td>Bishop et al., 2004</td>
<td>Herz, 2004</td>
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<td>Conway &amp; Pleydell-Pearce, 2000</td>
<td>Wang &amp; Brockmeier, 2002</td>
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<td>Levine et al., 2008</td>
<td>Williams &amp; Dritschel, 1988</td>
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<td>May et al., 2005</td>
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<td>Rajaram &amp; Pereira-Pasarín, 2010</td>
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<td>2/15</td>
<td>Piaget &amp; Infant Cognitive Development</td>
<td>Beilin, 1992</td>
<td>Baillargeon et al., 1985</td>
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<td>Gopnik, 1996</td>
<td>Peterson &amp; Rideout, 1998</td>
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<td>Nelson, 2000</td>
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<td>Piaget, 1924</td>
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<td>Rovee-Collier, 1999</td>
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| 2/22  | Cognitive Development in Childhood & Adolescence | Byrnes, 2003  
Eccles & Midgley, 1989  
McLoyd, 1998  
Steinberg, 2009 | Banerjee et al., 2007  
Marini & Case, 1994 |
| 2/29  | Cognitive Development in Adulthood    | Hertzog et al., 2008  
King & Kitchener, 2005  
Lemaire, 2010  
Myerson et al., 2003 | Blanchard-Fields, 2007  
Lyons et al., 2009 |
| 3/7   | Problem Solving                      | Anderson, 1993  
Bonawitz et al., 2010  
Isen et al, 1987  
Ram & Ross, 2001 |
| 3/14  | Scientific Reasoning                | Gropen et al., 2011  
Inagaki & Hatano, 2006  
Newcombe et al., 2009  
Tullos & Woolley, 2009 | Crowley et al., 2001  
Springer & Keil, 1989 |
| 3/21  | No Class—Spring Break               |                                             |                        |
| 3/28  | Intelligence                         | Johnson et al., 2008  
Joseph & Newman, 2010  
Kuncel & Hezlett, 2010  
Neisser et al., 1996  
Sternberg et al., 1995 | Colom et al., 2009  
Furnham, 2001  
Gauvin & Monroe, 2009 |
<p>|       | Final Paper Topic Due                |                                             |                        |</p>
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<tr>
<td>4/4</td>
<td>Language</td>
<td>Baldwin et al., 1996</td>
<td>Bradley &amp; Bryant, 1983</td>
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<td>Flavell et al., 2001</td>
<td>Smith et al., 2002</td>
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<td>Rayner et al., 2001</td>
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<td>Werker &amp; Desjardins, 1995</td>
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<td>4/11</td>
<td>Social Cognition</td>
<td>Lee &amp; Homer, 1999</td>
<td>Liszkowski et al., 2009</td>
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<td>Onishi &amp; Baillargeon, 2005</td>
<td>Shwe &amp; Markman, 1997</td>
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<td>Symons, 2004</td>
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<td>Talwar &amp; Lee, 2008</td>
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<td>4/18</td>
<td>Motivation I</td>
<td>Elliot &amp; Thrash, 2004</td>
<td>Jacobs et al., 2002</td>
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<td>Henderlong &amp; Lepper, 2002</td>
<td>Schwarzer et al., 2007</td>
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<td>Wigfield &amp; Eccles, 2000</td>
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<td>Zimmerman et al., 1992</td>
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<td>4/25</td>
<td>Motivation II</td>
<td>Grant &amp; Dweck, 2003</td>
<td>Mangels et al., 2006</td>
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<td>Miele et al., 2011</td>
<td>Ng et al., 2007</td>
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<td>Mueller &amp; Dweck, 1998</td>
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<td>Murdock &amp; Anderman, 2005</td>
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<td>Schmader et al., 2001</td>
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<td>5/2</td>
<td>Conclusions &amp; Future Directions</td>
<td>Ambady &amp; Bharucha, 2009</td>
<td>None</td>
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<td>McDevitt &amp; Ormrod, 2008</td>
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<td>Rozin, 2009</td>
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<td>Walton &amp; Dweck, 2009</td>
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<td>5/9</td>
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