U315-301: Human Abilities and Learning

Course Format: Online

Course Facilitator: Gayle Reed, Ph.D.
Course Author/s: Gayle Reed, Ph.D.

Course credits: 3
Pre/Corequisites: None; Appropriate for second-year or higher college students.

Course Description: This course will provide you with a developmental framework and analysis of pertinent educational research on human abilities and learning along with opportunities to practice critical thinking and application based on case study examples and collegial discussions. The emphasis in this course is on understanding the developmental processes in learners and the psychological principles related to effective teaching and learning. In addition to the developmental framework for learning and teaching, this course offers thoughtful consideration of the impact of sociocultural differences among students, such as ethnic background, family environment, and socioeconomic status. Also, this course emphasizes positive and creative approaches to address learning differences and abilities. You will be learning, analyzing, and creating applications for many important aspects of educational psychology, including theories of social development, emotional development, parent and peer relationships, sociocultural differences, cognitive development, perspective taking, moral development, motivation, productive learning environments, intelligence, learning differences, classroom management, instruction planning, and assessment.

Required Course Materials

Course Learning Objectives
- Describe the varied contexts of human development and plan appropriate applications for a specific multicultural classroom setting.
- Explain and evaluate theories of human social, emotional, and moral development and construct effective application for specific classroom settings and/or cases.
- Describe and evaluate theories and research on learning and cognitive development and develop applications for an effective, encouraging, and creative classroom environment.
- Describe and contrast theories of classroom management and plan creative implementations for a specific classroom setting and/or case study.
- Describe learning differences and develop plans for an effective and encouraging learning environment for students with these differences.
- Contrast and compare different assessment strategies and plan effective assessments for specific purposes in the classroom.
Course Overview

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<th>UNIT #</th>
<th>UNIT TOPIC</th>
<th>EVALUATED ACTIVITIES</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Personal Development</td>
<td>Reflection Assignment 1 and Essay Assignment 1</td>
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<td>2</td>
<td>Personal Development, continued</td>
<td>Reflection Assignment 2 and Essay Assignment 2</td>
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<td>3</td>
<td>The Developing Learning</td>
<td>Reflection Assignment 3 and Essay Assignment 3</td>
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<td>4</td>
<td>Learning Theories</td>
<td>Reflection Assignment 4 and Essay Assignment 4</td>
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<td>5</td>
<td>Cognitive Processes</td>
<td>Reflection Assignment 5, Essay Assignment 5, and Midcourse Reflection Application Paper 1</td>
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<td>6</td>
<td>Motivation</td>
<td>Reflection Assignment 6 and Essay Assignment 6</td>
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<tr>
<td>7</td>
<td>Classroom Management and Instruction</td>
<td>Reflection Assignment 7 and Essay Assignment 7</td>
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<tr>
<td>8</td>
<td>Classroom Management and Instruction, cont.</td>
<td>Reflection Assignment 8 and Essay Assignment 8</td>
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<td>9</td>
<td>Learner Differences: Programming Models and Methods</td>
<td>Reflection Assignment 9 and Essay Assignment 9</td>
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<td>10</td>
<td>Learning Differences Continued</td>
<td>Reflection Assignment 10, Essay Assignment 10, and Midcourse Reflective Application Paper 2</td>
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<td>11</td>
<td>Classroom Assessment: Management and Communication</td>
<td>Reflection Assignment 11 and Essay Assignment 11</td>
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<tr>
<td>12</td>
<td>Standardized Testing: Teaching for Learning</td>
<td>Reflection Assignment 12, Essay Assignment 12, and Final Summary Reflective Application Paper</td>
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Evaluation Methods

Your final grade will be based on your performance on the following:
1) Reflection Assignments (6 graded) = 30 points.
2) Essay Assignments (31 total) = 124 points
3) Midcourse Reflection Application Papers (2 total) = 50 points
4) Summary Reflection Application Paper (1 total) = 50 points

Reflection Assignments (5 points each)
You will be asked to engage in discussions about topics from the readings (grounded in textbook content but derived primarily from the assigned Taking Sides readings) and then write a reflection. Discussion questions will be provided as well as general reflection guidelines. The discussions will be conversations between professional colleagues or community members but also “conversations” with the theorists and researchers from the course content. As this is an asynchronous course, you may need suggestions for a conversation partner for some units.

The reflection discussions and assignments will reflect your ability to contrast and compare ideas, think of pros and cons of applications of these ideas, and reflect on what you have learned and on what you contributed to the conversation. The reflection assignments can also help you prepare for the application papers, and ideas for the papers will be provided at the end of each reflection assignment.

Essay Assignments (4 points each)
In each unit of the course, you will be asked to answer approximately three essay questions for each textbook module. The number of textbook modules included in a unit will range from two to three. Each essay topic will typically take several paragraphs and one to two pages to answer. The essay question sets will guide you to
demonstrate your comprehension of a specific module topic, analyze and evaluate the theory or research on this topic, and describe a creative classroom application. You will be assessed on all thirty-one module essay topics.

Midcourse Reflection Application Papers (25 points each)
You will be asked to submit two midcourse papers that will be a compilation of the course content (including the case studies) and the ideas generated in the discussions and in your reflection assignments. You will be given guiding questions to help you write a design for an effective learning environment (elementary, middle school, high school, youth service, or environments of your choice) based on the topic clusters 1 through 4 for the first midcourse paper and topic clusters 5 through 7 for the second midcourse paper. You will be asked to explain some important aspects of a theory from each cluster topic that you will be implementing, describe a lesson design that takes into account these theories, explain your means of evaluating the effectiveness of your lesson design, and consider how you might change your lesson design based on this evaluation.

Summary Reflection Application Paper (50 points)
You will be asked to submit one final paper, which will be similar to the midcourse reflection application papers in every respect, except that it will be cumulative in that all the topic clusters will be included. You will be given guiding questions to help you choose carefully among all the topics that you would like to bring together for this final paper. There should be at least one topic from Clusters 1-4, one topic from Clusters 5-7, and one topic from Clusters 8-9. These can be topics that interest you particularly or topics that you have explored or applied in the past, or topics that you have had success with in the discussions and in your reflection journal entries. Again, you will be asked to explain some important aspects of a theory from each cluster topic that you will be implementing, describe a lesson design that takes into account these theories, explain your means of evaluating the effectiveness of your lesson design, and consider how you might change your lesson design based on this evaluation.

Grading Scale
The following grading scale is used to evaluate all course requirements and determine your final grade:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
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<tr>
<td>B</td>
<td>83–87.9</td>
</tr>
<tr>
<td>C</td>
<td>70–77.9</td>
</tr>
<tr>
<td>D</td>
<td>60–69.9</td>
</tr>
<tr>
<td>AB</td>
<td>88–92.9</td>
</tr>
<tr>
<td>BC</td>
<td>78–82.9</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Pass/Fail Option
Students who enroll in an Independent Learning (IL) course under the pass/fail option will receive a final grade of S in place of a final grade equivalent to an A, AB, B, BC, or C and a final grade of U in place of a final grade equivalent to a D or F.

Program Policies and Statements

Course Faculty Statement: The IL program enlists qualified UW faculty to develop and facilitate IL courses within their content area of expertise. There are two categories of IL faculty: Course Authors lead course development, and Course Facilitators support students enrolled in IL courses. Similar to course instructors, Course Facilitators evaluate and provide feedback on submitted coursework and respond to student inquiries regarding course content or evaluation.
Please note that, while typically occurring during summer months, Course Facilitator transitions can occur at any time even when students are in the process of completing an IL course. Students will be notified of any Course Facilitator changes via email and communication embedded in their online course. Our goal is to make Course Facilitator transitions as smooth as possible to avoid disrupting students in the process of completing a course.

**Evaluation of Student Work Statement:** Course Facilitators are committed to providing students with timely feedback of submitted work. Students should expect to receive feedback within 3 business days, exclusive of holidays. For example, if a student submits an assignment on Thursday, that student should expect to receive feedback on the assignment from a Course Facilitator by midnight on Tuesday of the following week. On occasion, a Course Facilitator may experience higher-than-usual volumes of submitted work from students enrolled in the course and may need additional time for evaluation. Course Facilitators will notify students of any anticipated delays via email and communication embedded in their online course. Students should reach out to our Student Services team at il@uwex.edu with any concerns regarding the timeliness of Course Facilitator feedback.

**Student Work Submission Policy:** Students are strongly encouraged to wait for Course Facilitator feedback on submitted work before proceeding in the course to ensure that their work aligns with expectations and to allow time for revisions, if needed. We therefore discourage students from submitting multiple items for feedback at once. Students who submit multiple items in the same day can expect to receive feedback on the first submission within 3 business days, exclusive of holidays. Remaining work will be evaluated in order of submission with an adjusted timeline. For example, if a student submits 3 written assignments on Tuesday, the student should expect to receive feedback on the first assignment on or before midnight on Friday, on the second assignment 3 business days after that, and on the third assignment 3 business days after that. Please note that opportunities for revision are at the discretion of the Course Facilitator.

**Grade Appeals Policy:** Students who wish to appeal an assignment, quiz, exam, or any other grade should follow the IL grade appeals policy:

1. Email a written statement, outlining your appeal and addressed to your Course Facilitator who assigned the grade, to our Student Services team at il@uwex.edu. If a disputed grade is the result of a clerical or computational error, the Program Manager of IL at UW-Extension may adjust the grade under appeal after consultation with the Academic Coordinator of the department responsible for facilitating your course. If the appeal falls outside of clerical or computational error, your Course Facilitator will respond to your appeal in writing (attached to an email) within 3 business days, exclusive of holidays.

2. If you are not satisfied with your Course Facilitator’s response to your appeal, you may email a written statement of appeal to the Program Manager of IL at UW-Extension at il@uwex.edu. The Program Manager will refer the matter to a hearing committee, appointed by UW-Extension’s Dean of Continuing Education, Outreach and E-Learning, as well as the academic dean of the UW institution having major responsibility for the IL course in question.

3. The hearing committee will request relevant information from the Course Facilitator in response to your appeal, including the grading criteria used. The hearing committee will then forward its decision, which will be final, to UW-Extension’s Dean of Continuing Education, Outreach and E-Learning (or designee), who will share the decision with the Program Manager of IL and the Academic Coordinator of the department responsible for facilitation of your course. The Program Manager of IL will notify you of the final decision.
Course Pacing Statement: All IL courses offered by UW-Extension follow an asynchronous, self-paced model that affords students flexibility to enroll in courses at any time outside of traditional academic calendars and set their own learning schedule upon enrollment. Students have 12 months* from their course registration processing date to complete their course, with an option to extend in 3-month intervals up to a total of 18 months with approval and associated fees.

*Concurrently enrolled high school students who are taking an IL course to both meet a high school requirement and gain college credit or who are enrolled through Wisconsin’s Youth Options program have a set deadline for course completion (typically 3 months).

Course Pacing Recommendations: This course includes a pacing guide to support course completion within 3 months. Similar to a traditional on-campus course, each credit hour of an IL course correlates with class hours. Students are expected to put in 2 to 3 hours of work on the course per week for every class hour. For example, a 3-credit IL course would correspond to 9 to 12 hours per week over a 3-month period (3 hours of class time plus 6 to 9 hours of additional study time per week). Similarly, a 4-credit IL course would correspond to 12 to 16 hours per week over a 3-month period (4 hours of class time plus 8 to 12 hours of additional study time per week). Students aiming to complete this course at a slower pace can adjust the pacing guide accordingly (e.g., adjusting the weekly effort from 9 hours per week to 6 hours per week). Students aiming to complete this course at a quicker pace than the minimum course pace listed below must seek prior approval by submitting a written request to our Student Services team at il@uwex.edu. The Student Services team will collaborate with your Course Facilitator and respond to you within 3 business days with an approval or denial of your request, including next steps for you to follow.

- Minimum Course Pace: 3 months
- Maximum Course Pace: 18 months (includes two approved extensions and associated fees)

Course Sequence Policy: The Course Author(s) strategically designed this course to maximize student learning in alignment with course objectives. As such, students are strongly encouraged to proceed through the course and complete all requirements following the sequence in which they are presented. Course Facilitators will evaluate only those course requirements completed and submitted by the student.

Any skipped course requirement will earn a point value of 0 unless the student secures pre-approval from the Course Facilitator to complete the course requirement out of sequence.

For example, if a student skips a required course assignment from Module 4 and moves on to submit the next required course assignment from Module 5, the student earns a grade on the Module 5 assignment and earns a 0 on the Module 4 assignment.

Exam Policy: This course does not have any required exams.

Final Grade Policy: Students may request and, upon approval, pay for extensions in 3-month intervals up to a total of 18 months from their original date of registration to secure additional time to complete outstanding course requirements. When an extension is granted, Course Facilitators will calculate final grades for these students upon expiration of the 15- or 18-month window or upon completion of the course, whichever happens first.
Accessibility Statement: Students with documented disabilities have the right to request information and necessary accommodations from the University as stipulated in Section 504 of the Rehabilitation Act and in the Americans with Disabilities Act. Students interested in requesting academic accommodations must contact our Student Services team at il@uwex.edu or 1-877-UW-LEARN (895-3276) to begin the application process. Please be advised that the eligibility determination process and, upon approval, implementation of accommodations could take several weeks. It is important for students to be proactive and initiate the process early in order to ensure that accommodations are in place by the time they will be needed.

Academic Integrity Statement: Academic integrity is critical to the mission of the UW-Extension and the IL program. Students are expected to be independently familiar with University of Wisconsin System’s Student Academic Disciplinary Procedures and to recognize that their work in the course is to be their own original work that truthfully represents the time and effort applied. Violations are most serious and will be handled in a manner that fully represents the extent of the law and that suits the seriousness of its violation.