



## **EDUC 525: Challenges in Urban Education – Learning**

Units: 3

Spring 2018 Section: 26504

Thursdays, 7:10 PM - 9:50 PM

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### **Course Overview**

Learning is one of the four themes in the Rossier School of Education's Ed.D. program, along with Diversity, Accountability and Leadership. This course offers useful strategies for identifying learning challenges and opportunities and an approach to solving them by understanding the research and theory foundations for developing instructional solutions.

This course is based on the assumption that you, as "education doctors," need to be able to fairly and accurately diagnose educational performance problems and solve them with effective, research-based interventions. In addition to drawing on learning and motivation theories to achieve this goal, the course will provide you with much experience applying "gap analysis" – a system for diagnosing and solving learning and motivation problems. This model is derived from the area known as "human performance technology." The model is described in two texts required for the course, *Turning Research Into Results: A Guide to Selecting the Right Performance Solutions* (Clark & Estes, 2008) and *The 3 Dimensions of Improving Student Performance* (Rueda, 2011), and supported by a number of assigned activities. This model, used in the final case study, is one of the major tools that can be effectively used to apply learning and motivation theories and principles to educational problems.

It is assumed that doctoral students taking this course will be working in diverse educational settings including K-12 education, community colleges and universities, and in business and government settings. All students will be asked to develop a case study (fully described later in this syllabus) that reflects the goals, current progress, knowledge, motivation, and organizational gaps and ways to close those gaps in a fictional urban education setting. This major case study will serve as problem identification and solving practice to help you apply the knowledge gained in the course to settings that represent the context and intellectual focus of your personal and professional goals.

During the course you will be provided with valuable information related to major learning and motivation theories that affect human learning and development. While you may have had courses in psychology or learning theories previously, it is likely that you did not have the

opportunity to actually apply your knowledge to real work-based problems. Therefore, in this class, you will be asked to apply these theories to case studies, practice exercises, and collaborative in-class activities. You will also be asked to integrate what you have learned from the learning and motivation theories and apply this knowledge to a real life case study related to your professional field using the gap analysis model as a framework.

### **Course Outcomes**

By the end of this course, you will be able to:

1. Recognize, define, and apply key learning and motivation theories, concepts, processes, principles and procedures to diagnose causes of and plan instructional solutions to learning challenges for a variety of learners from different cultural backgrounds who are learning in diverse urban settings.
2. Analyze common learning problems, explain their causes, and suggest instructional solutions based on learning research and theory.
3. Analyze the role of evidence in decision-making, including developing solutions for educational and learning problems.
4. Create goals in educational settings, measure current progress towards those goals, and the gaps that must be closed to achieve the goals for a variety of learners from different cultural backgrounds.
5. Identify common learning, motivation, and organizational/cultural causes of gaps, and validate the causes in urban educational settings.
6. Identify instructional, motivational, and organizational/cultural solutions for closing gaps that are based on learning research and theory.
7. Create a gap analysis by developing a case study of an urban educational setting.
8. Apply strategies for group collaborative problem solving, speaking in front of others, active listening, and evaluating problems.
9. Apply the style and formatting conventions of American Psychological Association's (APA) in academic writing.

### **Course Connections**

**Links to the Rossier mission in urban education.** The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

An important aspect of this mission is improving academic achievement and development in schools and educational organizations that focus broadly on urban education issues. In a time

when education is failing to fully support *all* students' development, educational leaders must fully understand the complex and nuanced issues surrounding individuals' overall development in the context of their family, community, and wider social context. This course requires candidates to critically examine learning and teaching in urban settings.

**Link to the Rossier Guiding Principles.** This course is designed to meet the Candidates Proficiencies stated in the Rossier School of Education's Strategic Plan's Conceptual Framework and organized by its Guiding Principles:

**Accountability**

- Establish goals and strategies for their position that support improved learning in their organization.
- Apply goal-directed, technology-enabled, data-driven decision making to generate measurable outcomes that are responsive to established standards and the needs of students, community and society.

**Diversity**

- Identify practices, structures and policies that create barriers to learning (e.g., lack of culturally responsive pedagogy, "digital divide")
- Develop the skill and political savvy to negotiate, if not eliminate, those barriers for themselves and on behalf of others.
- Demonstrate a valuing of using individual and cultural differences to inform practice related to accountability, leadership, and instruction that result in equal opportunity and access for all learners.

**Learning**

- Apply evidence-based theories and principles of learning, motivation, and cultural competence to optimize practice in educational settings locally, nationally, and globally.
- Demonstrate the belief that effective instruction is learner-centered, theoretically grounded, and contextually responsive to the individual differences of all learners.
- Integrates technology into a range of instructional tools to enhance learning and develop new media literacy.
- Demonstrates competency in academic writing.

**Leadership**

- Apply accountable leadership strategies to create the structural, human relations, political and symbolic/cultural dimensions critical for high performance learning organizations.
- Demonstrates initiative in creating instructional and technological innovations that provide solutions to educational barriers within their organization and community.
- Demonstrate an ability to create and sustain partnerships (i.e., groups, teams, organizations) that effectively improve learning.
- Demonstrate a valuing of integrating multiple perspectives by building a community of stakeholders who advocate for high academic achievement for all learners in any educational setting.

### **Instructional Methods and Goals**

We will use research-driven methods of teaching and learning, such as scaffolding, reciprocal questioning, collaborative problem solving, generating self-explanations and summaries, listening carefully to others, and practicing the application of concepts, processes, principles, and procedures to current problems taken from diverse, urban settings.

You will have the opportunity to develop speaking, listening and writing skills; focus on learning theories and their application; develop analytical skills; use APA style plus Microsoft Word, PowerPoint, and Google Docs for papers, projects and presentations; experience collaborative problem-solving (e.g., small group work in-class) and conduct and write a review of data-based research.

### **Assumptions About Learning**

This course rests on a clear set of assumptions about learning. A rich body of educational literature suggests that individuals learn best and enjoy the process of learning more when they:

- a. Have a clear statement of what they are expected to do.
- b. Are given clear criteria for success at the outset.
- c. Are evaluated against a standard—not against one another.
- d. Play an active role in the learning process.

### **Flipped Instruction**

In this course, we will use something called Time-shifted or Flipped Instruction. Basically, this is a format for removing some of the lecture-based lessons from class time and providing you the ability to learn that content in your own time at your own pace – using an iPhone, iPad, or any other computer with an internet connection. Video-based lectures will be posted using VoiceThread links, which will be explained in class. In addition, each week, the same PowerPoint files will be posted for the upcoming class. You should print these out and read them over ahead of time so that we can spend time on those aspects that you have questions on rather than spending time on what you already understand. The success (and power) of this approach requires an up-front investment of your time, but it allows much more effective use of class time.

### **Instructional Design Team**

The instructional design team for this course consists of Drs. Robert Rueda, Kimberly Hirabayashi, Kenneth Yates, Gale Sinatra, and Helena Seli at the Rossier School of Education.

### **Responsibility**

The instructional team for this course has developed a course that incorporates these important assumptions about instructor and learner responsibilities.

#### **It is my (the instructor's) responsibility to:**

- Help you to organize the learning activities,
- Provide scaffolding for your learning,
- Provide resources and experiences for your involvement, and
- Provide timely, fair, and honest feedback about the degree of learning you achieve.

**It is your (the student's) responsibility to:**

- Exert maximum effort (reading before class, during class in the form of participation, submitting assignments on time, etc.),
- Attempt to integrate your learning into your prior knowledge and your future career responsibilities and tasks, and
- Treat your colleagues with respect and integrity while sharing your own expertise.

**Cell Phones and Laptops**

Out of consideration for your classmates, please turn off (or set to silent mode) all cell phones during class. I realize that sometimes there are extenuating circumstances such as medical situations, family emergencies, etc. to which you must respond. Use your best judgment and please respect your peers. Also, laptop computers are a valuable learning tool but, like all tools, can be misused. If you use your laptop during class, please do not check email, unrelated websites, etc. It is disrespectful to your peers and can negatively influence both their and your learning.

**Class Attendance and Absences**

As collaborative learning is an important instructional strategy, as well as lecture and discussion, each student enrolled in this course is required to attend all class meetings, read all assignments by the date when they will be discussed in class, and participate in discussions and group exercises. Unexcused absences (as well as the degree of engagement exhibited during class) will be considered in the assessment of your participation.

If you find it absolutely necessary to be absent from class because of illness or an emergency, you are responsible to master all information presented during your absence. Do not ask the instructor to repeat important information—identify a classmate who will help you. All absences must be due to illness or an serious emergency. I understand that everyone enrolled in the course is working full time, and has a demanding professional position, with multiple responsibilities – that is the case for *all* of us. However, you are responsible for monitoring and budgeting your time and responsibilities in order to devote sufficient time to your coursework. If you foresee a continuing time conflict with the class that would prevent you from arriving on time, causing you to leave early, or to miss several classes, you should consider not enrolling.

**Late Assignments**

Late assignments are not accepted except in the case of serious personal emergencies and with the prior approval of your instructor. You should therefore work on assignments well before the due date so that unforeseen last minute issues will not have as big of an impact on your work.

**Discussion Agreement**

By participating in this graduate-level seminar class, you are agreeing to abide by ground rules for discussion:

- Promote an environment conducive to learning. If something did not make sense, ask about it because it is likely that others feel the same.
- Respect differences of culture, nationality, values, opinion and style
- Welcome disagreement and explanations because they provide opportunities to learn.

- Seek to understand first before trying to be understood.
- Encourage participation. Everyone has something to contribute.
- Promote clear communication:
  - Be specific
  - Give examples
  - Ask questions
- Speak for yourself. Let others speak for themselves.
- Help achieve today's class goals in the time available:
  - Add to what has already been said
  - Be conscious of time and do not monopolize discussions
  - Provide brief written reports of group activities as required.
  - You may be asked to be a recorder or presenter in a group activity. Please be accurate and concise when recording and conveying information.

Note that the same high expectations that we hold for you are the same that we assume you hold for those whom you supervise as educational leaders – and that we hold for ourselves.

### **Incompletes**

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete:* If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

*Time limit for removal of an incomplete:* One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

### **Early Warning System**

In an effort to maximize the opportunity for success in the doctoral program and to provide sufficient academic support to all students, the USC Ed.D. Program employs an early warning system. Based on early performance on assignments and/or classroom work in the first or second semester courses, all core Ed.D. instructors are required to submit mid-semester the names of students who might benefit from additional assistance and monitoring.

Students who fall in this category will be contacted by the Ed.D. Program Office in order to help develop a plan for addressing areas that require attention. *It should be understood that this is not a punitive measure, but rather is a step in meeting our commitment to seeing that all students have sufficient support and are able to graduate.* However, *success in the program is not guaranteed*, and depends upon satisfactory performance and progress in the program in the following 3 areas:

1. **Alignment of goals and program focus**  
Match of career goals to program focus; likelihood that student will benefit from and be able to use the program to further career goals.
2. **Student engagement**  
Shows ability to: do academic work at doctoral level, read and comprehend professional ideas at doctoral level, apply ideas to practice and solve problems, demonstrate strength of understanding across topics. Also, student comes to class on time and prepared; student submits assignments in a timely manner.
3. **Writing ability and achievement**  
Writing mechanics at doctoral level, quality of ideas in written expression, shows understanding of substance of courses, able to express ideas with clarity and accuracy, and appears to be able to complete dissertation given current level of writing proficiency.

Note that you may feel the need for additional assistance in one or more of these areas, and can also nominate yourself for additional assistance. If your instructor nominates you, this information will be provided to you soon thereafter so you can seek assistance from the Doctoral Support Center or other appropriate resources, as well as continue to work with instructors to improve their current levels of performance. It is important that students identified in the Early Warning System clearly understand the improvement needed in order for them to be successful and continue on in the program. *Keep in mind that this process is not meant to be punitive, but rather to be proactive in identifying problems and seeking help as soon as possible.*

### **Academic Accommodations**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday

through Friday. The phone number for DSP is [\(213\) 740-0776](tel:2137400776). The email address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Candidates will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

### **Standards of Appropriate Online Behavior**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material or spam to the class, or use offensive language or online flaming. For more information, please visit:

<http://www.usc.edu/student-affairs/SJACS/http://www.usc.edu/student-affairs/SJACS/>

Students can get help with network connectivity and software by contacting their academic units IT support group or contacting the consultants at the ITS Customer Support Center by emailing [consult@usc.edu](mailto:consult@usc.edu) or calling 213-740-5555. Walk-in support is available in Leavey Library's Information Commons, on the lower level. Visit the [Customer Support Center](#) page at: <http://www.usc.edu/its/csc/>.

### **Emergency Preparedness and Course Continuity**

In case of emergency and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. For additional information about maintaining classes in an emergency please access

<http://cst.usc.edu/services/emergencyprep.html>.

### **Statement on Academic Conduct and Support Systems**

#### **Academic Conduct**

Plagiarism—presenting someone else's ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *Scampus* in Section 11, Behavior Violating University Standards

(<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in



SCampus and university policies on scientific misconduct,  
<http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu>) or to the Department of Public Safety (<http://capsnet.usc.edu/department/departement-public-safety/online-forms/contact-us>). This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### **Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs ([http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)) provides certification for students with disabilities and helps arrange the relevant accommodations.

Accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## **Course Requirements**

### **Course Readings**

Students enrolled in this course are required to read all current assignments and complete all other exercises and projects required for each unit BEFORE each class meeting where the lesson will be discussed.

### **Textbooks**

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works*. San Francisco: Jossey-Bass.

Clark, R. E. & Estes, F. (2008). *Turning research into results: A guide to selecting the right performance solutions*. Charlotte, NC: Information Age Publishing, Inc.

Mayer, R. E. (2011). *Applying the science of learning*. Boston, MA: Pearson Education.

Rueda, R. (2011). *The 3 dimensions of improving student performance*. New York: Teachers College Press.

## Reference Book

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

In addition to the textbooks and readings required for the course, selected websites and PDF files will be loaded onto USC Blackboard website: <https://blackboard.usc.edu> for the course that are required readings. You will find these under the “Course Documents” section of Blackboard. During the course, you will also be required to find academic journals that specifically address issues related to your gap analysis case study assignment.

## Course Assignments

### Gap Analysis Paper

The major paper for this course is a gap analysis case study, broken into smaller parts (see below), in which you will be given the opportunity to apply learning and motivation theories and principles to diagnose and solve an authentic problem in your professional work. A template describing the required sections of the paper will be posted on Blackboard and on Google Docs. ***All assignments related to the Gap Analysis Paper will be completed using the Google Doc template and NOT as separate assignments submitted to Blackboard.***

In order to help make this assignment more manageable and to provide you with feedback on the paper prior to the final draft, several smaller assignments that serve as scaffolds for the final gap analysis are required.

**You will use a Google Doc template with guidelines for this assignment.** You may use the work you started in the Framing class or begin with a new problem based on your professional work.

Brief descriptions of these assignments are described below (additional information will be provided in class):

### Organizational Problem Statement Paragraph

This assignment is a one-paragraph description of an organizational problem of a specific work site you propose to address in your gap analysis project. You may choose to base your organizational problem statement on the educational, generalized problem addressed in the Framing class or choose a new problem. In either case, your instructor must approve the problem prior to completing the full Statement of the Problem assignment.

### Gap Analysis Statement of the Problem Paper

Starting with the one-paragraph Organizational Problem Statement that your instructor will approve, you will expand on this work and write the Statement of the Problem section of their gap analysis project that includes:

- Organizational mission

- Organizational problem
- Organizational goal
- Context of the problem
- Importance of the Problem
- Related Literature and Background of the Problem (2-3 pages, revised from the Framing paper if you are using the same problem)
- Purpose of the project

**Gap Analysis Goals and Critical Behaviors Table** – You will complete a goals table that states the proposed goals that will guide your gap analysis paper.

**Gap Analysis Assumed Knowledge, Motivation, and Organization Causes Tables** -- You will describe the framework that you are using and cite the class readings. You will complete a table of Assumed Causes for your stakeholder of focus's critical behaviors required to achieve their stakeholder goal. You will NOT collect data for this project. You will state how you would collect the data and assume that the cause is validated so you can generate research-based recommendations using learning, motivation, and organization principles that address your cause.

**Gap Analysis Implementation and Evaluation Plan** – You will describe the Kirkpatrick framework and complete implementation and evaluation tables that propose how you will integrate your solutions as a package and monitor them for achievement of the stakeholder and organizational goal.

### **Online Quizzes**

Retrieval practice is one of the most powerful methods of learning. For most units, you will complete an online multiple-choice quiz of the unit content. Quizzes are open-book, open-note, and untimed. All quizzes are worth 10 points (one point per question) and are **due by 11:59PM PST the day prior to class**. The lowest quiz score will be dropped at the end of the semester. **The quizzes are completed individually, without collaboration with others.**

### **Class participation**

You are expected to actively participate in class discussions and other activities in class or online, such as discussion board posts, class feedback forms, etc. To receive full credit for the class participation component of the final grade, you must participate in all in-class activities, including the required discussion board application scenarios.

## Grading

The final course grade will be based on the following assignments:

Assignment	Percentage of Final Grade	Points Possible	Grading	Unit(s) Due
Online quizzes (8 quizzes total, lowest dropped)	20%	70	Score	3, 4, 6, 7, 9, 10, 11, 12
Gap Analysis Problem Paragraph and Tables (10 total – Problem Paragraph, Goals Table, Knowledge Table, Motivation Table, Organization Table, Implementation and Evaluation Tables (5))	15%	20	CR/NC	Per class schedule
Statement of the Problem Paper	20%	24	Score	7
Final Gap Analysis Paper	35%	100	Score	Per class schedule
Class Participation	10%	10	Score	Every class session

### Final Course Grades

Final course grades will be assigned as follows: A (95-100%), A- (90-94%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), Fail (59% and below)

## EDUC 525 Spring 2018 Course Schedule

Unit and Date	Topic(s)	Assigned Readings  <i>(It is recommended that you read in the order listed for each unit.)</i>	Assignments Due
<b>Week 1</b> Jan 8	Unit 1: Introduction to the course	Required: <ul style="list-style-type: none"> <li>● <b>EDUC 525 Syllabus</b></li> <li>● Ambrose et al. (2010) – Foreword (p. xiii-xvi) &amp; Introduction (p. 1-9)</li> <li>● Rueda (2011) – Ch. 1 &amp; 2</li> <li>● Mayer (2011) – Preface &amp; Introduction</li> <li>● Kirschner &amp; van Merriënboer (2013)</li> <li>● Pashler et al. (2008)</li> <li>● Halpern (2004)</li> <li>● Carpenter (2012)</li> </ul> Recommended:	<b>Due by 11:59PM PST the day prior to class:</b> ➤ <b>Complete Student Introduction</b> <a href="#">Google Form</a>

		<ul style="list-style-type: none"> <li>Shuell (Education.com) – Theories of Learning</li> </ul>	
<b>Week 2</b> Jan 15	Unit 2: Introduction to the Gap Analysis Framework	Required: <ul style="list-style-type: none"> <li>Clark &amp; Estes (2008) – Introduction and Chapters 1 – 3</li> <li>Rueda (2011) – Ch. 6</li> <li>Clark Gap Analysis Video</li> <li>Yates Gap Analysis Videos</li> <li>View Yates video: How to write the Gap Analysis Problem Paragraph</li> </ul>	<b>Due by 11:59PM PST the day <u>prior</u> to class:</b> <ul style="list-style-type: none"> <li>➤ <b>Gap Analysis Problem Paragraph</b></li> <li>➤ See template on Google docs for instructions</li> </ul>
<b>Week 3</b> Jan 22	Unit 3: Behavioral Theories of Learning	Required: <ul style="list-style-type: none"> <li>Daly (Education.com) - Behaviorism</li> <li>Tuckman (Education.com) - Operant Conditioning</li> <li>Ambrose (2010) – selected pages in Ch. 5 (p. 137-152)</li> </ul> Recommended: <ul style="list-style-type: none"> <li>Batsell &amp; Grossman (Education.com) - Classical Conditioning</li> <li>Weiss (2008)</li> </ul>	<b>Due by 11:59PM PST the day <u>prior</u> to class:</b> <ul style="list-style-type: none"> <li>➤ <b>Unit 3 Quiz on Bb</b></li> </ul>
<b>Week 4</b> Jan 29	Unit 4: Social Cognitive Theory and Self-Regulation	Required: <ul style="list-style-type: none"> <li>Denler, Wolters, &amp; Benzon (Education.com) – Social Cognitive Theory</li> <li>Ambrose et al. (2010) – selected pages in Ch. 5 (p. 121-136) and Ch. 7</li> <li>Smith (2002)</li> <li>Dembo &amp; Eaton (2000)</li> </ul> Recommended: <ul style="list-style-type: none"> <li>Finn, Pannozzo &amp; Achilles (2003)</li> <li>Zimmerman (2008)</li> </ul>	<b>Due by 11:59PM PST the day <u>prior</u> to class:</b> <ul style="list-style-type: none"> <li>➤ <b>Unit 4 Quiz on Bb</b></li> </ul>
<b>Week 5</b> Feb 5	Unit 5: Gap Analysis Goals Workshop	Required: <ul style="list-style-type: none"> <li>Yates video: How to write organizational goals and critical behaviors</li> <li>Yates video: How to write the Statement of the Problem</li> </ul>	<b>Due 48 hours <i>after</i> class:</b> <ul style="list-style-type: none"> <li>➤ <b>Revised Gap Analysis Goals and Critical Behaviors table on Google Docs</b></li> </ul>
<b>Week 6</b> Feb 12	Unit 6: Cognitive Theories of Learning 1	Required: <ul style="list-style-type: none"> <li>Schraw &amp; McCrudden (Education.com) – Information Processing</li> <li>Mayer (2011) – How Learning Works (p. 13-37 &amp; 44-49)</li> </ul>	<b>Due by 11:59PM PST the day <u>prior</u> to class:</b> <ul style="list-style-type: none"> <li>➤ <b>Unit 6 Quiz on Bb</b></li> </ul>

	(IPS, Cognitive Load Theory, Cognitive Learning Strategies)	<ul style="list-style-type: none"> <li>• Kirschner, Kirschner, &amp; Paas (Education.com) – Cognitive Load Theory</li> <li>• Ambrose et al. (2010) – Chs. 1 &amp; 2</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Miller (2011)</li> </ul>	
<b>Week 7</b> Feb 19	Unit 7: Cognitive Theories of Learning 2 (Knowledge Types, Metacognition)	<p>Required:</p> <ul style="list-style-type: none"> <li>• Ambrose et al. (2010) – Ch. 4</li> <li>• Baker (Education.com) – Metacognition</li> <li>• Mayer (2011) – p. 42-43 &amp; How Instruction Works (p. 51-90)</li> <li>• Krathwohl (2002)</li> </ul>	<p><b>Due by 11:59PM PST the day <u>prior</u> to class:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Unit 7 Quiz on Bb</b></li> <li>➤ <b>Gap Analysis Statement of the Problem</b></li> </ul>
<b>Week 8</b> Feb 26	Unit 8: Cognitive Theories of Learning 3 (Application to Gap Analysis)	<p>Required:</p> <ul style="list-style-type: none"> <li>• Clark &amp; Estes (2008) – Ch. 4</li> <li>• Rueda (2011) – Ch. 3</li> <li>• Yates video: How to complete the Knowledge table</li> </ul>	<p><b>Due 48 hours <i>after</i> class:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Revised Gap Analysis Table - Assumed Knowledge Causes and Solutions on Google Docs</b></li> </ul>
<b>Week 9</b> Mar 5	Unit 9: Motivation 1 (Task value, Expectancy Outcomes, Self-efficacy)	<p>Required:</p> <ul style="list-style-type: none"> <li>• Clark &amp; Estes (2008) – Ch. 5</li> <li>• Rueda (2011) – Ch. 4</li> <li>• Mayer (2011) – p. 38-41</li> <li>• Pajares (Education.com) – Self-Efficacy Theory</li> <li>• Pintrich (2003)</li> <li>• Ambrose et al. (2010) – Ch. 3</li> <li>• Eccles (Education.com) – EVT</li> </ul>	<p><b>Due by 11:59PM PST the day <u>prior</u> to class:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Unit 9 Quiz on Bb</b></li> </ul>
<b>March 11 -- 18</b>	<b>No Class</b>	<b>USC Spring Recess</b>	
<b>Week 10</b> Mar 19	Unit 10: Motivation 2 (Attributions, Goal Orientation, Goal Content)	<p>Required:</p> <ul style="list-style-type: none"> <li>• Anderman &amp; Anderman (Education.com) – Attributions</li> <li>• Yough &amp; Anderman (Education.com) – Goal Orientation</li> <li>• Yates video: How to complete the Motivation Table</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Wigfield &amp; Cambria (2010)</li> </ul>	<p><b>Due by 11:59PM PST the day <u>prior</u> to class:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Unit 10 Quiz on Bb</b></li> </ul>

		<ul style="list-style-type: none"> <li>Hudley et al. (2007)</li> </ul>	
<b>Week 11</b> Mar 26	Motivation Theories: Application to Gap Analysis Writing Workshop	Required: <ul style="list-style-type: none"> <li>Draft of motivation table on Google Docs</li> </ul>	<b>Due 48 hours <i>after</i> class:</b> <ul style="list-style-type: none"> <li>➤ <b>Revised Gap Analysis Tables – Assumed Motivation Causes and Solutions on Google Docs</b></li> </ul>
<b>Week 12</b> Apr 2	Unit 11: Sociocultural Theory, Culture, and Organizations	Required: <ul style="list-style-type: none"> <li>Clark &amp; Estes (2008) – Ch. 6</li> <li>Scott &amp; Palinscar (Education.com) – Sociocultural Theory</li> <li>Rueda (2011) – Ch. 5 &amp; 7</li> <li>Gallimore &amp; Goldenberg (2001)</li> <li>Schein (2004)</li> <li>Ambrose et al. (2010) – Ch. 6</li> </ul>	<b>Due by 11:59PM PST the day <u>prior</u> to class:</b> <ul style="list-style-type: none"> <li>➤ <b>Unit 11 Quiz on Bb</b></li> </ul> <b>Due 48 hours <i>after</i> class:</b> <ul style="list-style-type: none"> <li>➤ <b>Gap Analysis Table - Assumed Organization Causes on Google Docs</b></li> </ul>
<b>Week 13</b> Apr 9	Unit 12: Implementation and Evaluation	Required: <ul style="list-style-type: none"> <li>Clark &amp; Estes (2008) – Ch. 7</li> <li>Mayer (2011) – How Assessment Works (p. 91-125)</li> <li>Kirkpatrick (2006)</li> <li>Kirkpatrick (2008)</li> <li>Kirkpatrick and Kirkpatrick (2015)</li> <li>Champion (2002)</li> <li>Yates video: How to write the Implementation and Evaluation plan.</li> </ul>	<b>Due by 11:59PM PST the day <u>prior</u> to class:</b> <ul style="list-style-type: none"> <li>➤ <b>Unit 12 Quiz</b></li> </ul> <b>Due 48 hours <i>after</i> class:</b> <ul style="list-style-type: none"> <li>➤ <b>Gap Analysis Tables – Implementation and Evaluation Plan on Google Docs</b></li> </ul>
<b>Week 14</b> Apr 16	Review, Feedback, and Application to Gap Analysis Writing Workshop	<ul style="list-style-type: none"> <li>Writing workshop for Units 11 and 12</li> <li>Review and Feedback</li> </ul>	
<b>Week 15</b> Apr 23	Review, Feedback, and Application to Gap Analysis Writing Workshop	<ul style="list-style-type: none"> <li>Writing Workshop for full Gap Analysis Paper</li> <li>Review and Feedback</li> </ul>	<b>Due by 11:59PM PST on Saturday, April 28:</b> <b>Final Gap Analysis Paper on Google Docs</b>

<b>FINAL</b> Apr 30	Final Summative Reflection	In accordance with University policy, all standard fall and spring sessions require a final summative experience during the University scheduled final exam day and time.	<b>Due in the final exam period (May 2 – 9):</b> <ul style="list-style-type: none"> <li>Summative reflection due to BB Discussion Board (prompt will be released in finals period).</li> </ul>
<b>May 15</b>			<b>Grades due 96 hours (4 days) after finals end.</b>

### EDUC 525 Reading List

#### Books (Required)

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works*. San Francisco: Jossey-Bass.

Clark, R. E. & Estes, F. (2008). *Turning research into results: A guide to selecting the right performance solutions*. Charlotte, NC: Information Age Publishing, Inc.

Mayer, R. E. (2011). *Applying the science of learning*. Boston, MA: Pearson Education.

Rueda, R. (2011). *The 3 dimensions of improving student performance*. New York: Teachers College Press.

#### Books (Reference)

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

#### Articles and Other Readings (Required) on Blackboard

Anderman, E. & Anderman, L. (2006). Attributions. Retrieved from <http://www.education.com/reference/article/attribution-theory/>



- Baker, L. (2006). Metacognition. Retrieved from <http://www.education.com/reference/article/metacognition/>
- Carpenter, S. K. (2012). Testing enhances the transfer of learning. *Current Directions in Psychological Science*, 21(5), 279-283.
- Champion, R. (2002). Taking measure: Choose the right data for the job. *Journal of Staff Development*, 23(3).
- Daly, E. (2006) Behaviorism. Retrieved from <http://www.education.com/reference/article/behaviorism/>
- Dembo, M., & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. *The Elementary School Journal*, 100(5), 473-490.
- Denler, H., Wolters, C., & Benzon, M. (2006). Social cognitive theory. Retrieved from <http://www.education.com/reference/article/social-cognitive-theory/>
- Eccles, J. (2006). Expectancy value motivational theory. Retrieved from <http://www.education.com/reference/article/expectancy-value-motivational-theory/>
- Gallimore, R., & Goldenberg, C. (2001). Analyzing cultural models and settings to connect minority achievement and school improvement research. *Educational Psychologist*, 36(1), 45-56.
- Halpern, D. (2004). President's column: I dare you to try this at home. *APA Online*, 35(2).
- Kirkpatrick, D. L. (2006). Seven keys to unlock the four levels of evaluation. *Performance Improvement*, 45(7) 5-8.

- Kirkpatrick J. (2008). The new world level 1 reaction sheets. Retrieved from <http://www.kirkpatrickpartners.com/Portals/0/Storage/The%20new%20world%20level%201%20reaction%20sheets.pdf>
- Kirkpatrick, J., & Kirkpatrick, W. (2015). An Introduction to the New World Kirkpatrick Model.
- Kirschner, P. A., & van Merriënboer, J. G. (2013). Do learners really know what's best? Urban legends in education. *Educational Psychologist*, 48(3), 169-183.
- Kirschner, P., Kirschner, F., & Paas, F. (2006). Cognitive load theory. Retrieved from <http://www.education.com/reference/article/cognitive-load-theory/>
- Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218.
- Pajares, F. (2006). Self-efficacy theory. Retrieved from <http://www.education.com/reference/article/self-efficacy-theory/>
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 106-119.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-686.
- Schein, E. H. (2004). The concept of organizational culture: Why bother? In E. H. Schein, (Ed.), *Organizational culture and leadership* (3<sup>rd</sup> ed.). (pp. 3-24). San Francisco, CA: Jossey Bass.
- Schraw, G., & McCrudden, M. (2006). Information processing theory. Retrieved from <http://www.education.com/reference/article/information-processing-theory/>
- Scott, S. & Palinscar, A. (2006). Sociocultural theory. Retrieved from <http://www.education.com/reference/article/sociocultural-theory/>

- Smith, D. (2002). The theory heard around the world. *Monitor on Psychology*, 33(9), 30.
- Tuckman, B. (2006). Operant conditioning. Retrieved from <http://www.education.com/reference/article/operant-conditioning/>
- Yough, M., & Anderman, E. (2006). Goal orientation theory. Retrieved from <http://www.education.com/reference/article/goal-orientation-theory/>

### **Articles and Other Readings (Recommended)**

- Batsell, W., & Grossman, R. (2006). Classical conditioning. Retrieved from <http://www.education.com/reference/article/classical-conditioning/>
- Eberly Center for Teaching Excellence (n.d.). The educational value of course-level learning objectives/outcomes. Retrieved from <http://www.cmu.edu/teaching>
- Finn, J. D., Pannozzo, G. M., & Achilles, C. M. (2003). The "Why's" of class size: Student behavior in small classes. *Review of Educational Research*, 73(3), 321-368.
- Hudley, C., Graham, S., & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist*, 42(4), 251-260
- Miller, M. D. (2011). What college teachers should know about memory: A perspective from cognitive psychology. *College Teaching*, 59(3), 117-122.
- Shuell, T. (2006). Theories of learning. Retrieved from <http://www.education.com/reference/article/theories-of-learning/>
- Weiss, K. R. (2008). Sharing the catch is good for fishermen -- and fish -- study shows. *Los Angeles Times*, Sep. 19.

Wigfield, A., & Cambria, J. (2010). Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes. *Developmental Review, 30*, 1–35.

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal 45*(1), 166 –183.