I. **Course Title:** Advanced Psychology of Learning  
   **Course Number:** PSY 712  
   **Credits:** 3  
   **Date of Revision:** May 2005

II. **Course Prerequisite(s):** None

III. **Catalogue Description:**  
    This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention being given to the educational implications of learning theory.

IV. **Course Objectives:**

   **Competencies Addressed:**

   **Intervention** – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

   The student will:

   A. demonstrate a working knowledge of the concepts and principles that compose historically influential theories and schools of thought concerning human learning.

   B. describe the assumptions, methodology, concepts, principles and laws of contemporary learning theories.

   C. analyze various theories and models concerning the interaction of motivation and learning.

   D. discuss and analyze instructional/educational applications of contemporary theories of learning.

   E. explore the ethical implications in the use learning concepts both in the school and in everyday life.

   F. critically evaluate the extent to various theories of learning are susceptible to empirical verification.

   G. review examples of empirical data supportive of these theories.

   H. discuss multicultural issues with respect to learning, motivation, achievement, language and learning styles.
V. Course Outline:

A. Historical Context
   1. Experimental Approaches to Learning
   2. Early Behaviorism
   3. Classical Conditioning

B. Operant Conditioning
   1. Experimental Analysis of Behavior
   2. Behavior Management
   3. Ethical Implications in Design of Programs

C. Social-Cognitive Theory
   1. Principles
   2. Educational Applications

D. The Information Processing Model
   1. Principles
   2. Educational Applications

E. Meaningful Reception Learning
   1. Principles
   2. Educational Applications

F. Metacognition and Study Strategies
   1. Principles
   2. Effective Learning Strategies

G. Motivation and Learning
   1. Sources of Motivation
   2. Attribution Theory
   3. Importance of Cultural Differences

VI. Teaching Methodology:

Lecture, discussion, and small-group problem-solving are focused on material in the assigned text.

VII. Evaluation of the Student:

A. In class examinations

B. Position paper - one theory is selected from among those studied and defended as the most useful to educators.

C. Periodic quizzes (at the instructor’s discretion)

D. Journal article critiques (at the instructor’s discretion)
VIII. Bibliography:


