COURSE SYLLABUS
EDP 1500
THINKING, KNOWING, AND LEARNING: FROM SELF-DETERMINATION TO THE COLLECTIVE GOOD

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<tr>
<th>Term:</th>
<th>Fall 2015</th>
<th>Semester Hours: 3 credit hours</th>
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<tr>
<td>Section: 001</td>
<td>Time: Online</td>
<td>Room: Online</td>
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<tr>
<td>Instructor: Dr. Vicki Dagostino-Kalniz</td>
<td>Office: GH 5400Q</td>
<td>E-mail: <a href="mailto:Vicki.Dagostino-Kalniz@utoledo.edu">Vicki.Dagostino-Kalniz@utoledo.edu</a></td>
</tr>
<tr>
<td>Phone: 419-530-4306</td>
<td>FAX:</td>
<td>Office Hours:</td>
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Course Description: Student will acquire knowledge, skills, and dispositions about their own learning and thinking and how to apply these competencies in their personal and professional lives in a global society. Module topics include: Epistemology, Brain Physiology, Learning Theories, Metacognition, Context & Culture, and Thinking Globally. Common themes among modules are diversity, motivation, nature & nurture, and critical thinking.

Common Core Requirements for the Social Sciences: This course meets the following common core requirements as set forth in the University Common Core requirements for the Social Sciences: a. Provide an introduction to social science theory and/or methodology, b. Reveal, describe, analyze and critically evaluate the connections between and among human beings and their place in the world, whether ethical, cultural, physical, or social, c. Demonstrate knowledge of the diversity of social, economic and political institutions and processes, and their interrelationship within the United States and/or world, d. Provide orientations toward collective behavior, e. Present cross-cultural orientations, f. Provide multivariable explanations of social issues, g. Provide macro (institutional/societal) and micro (individual and small group) approaches; and, h. Provide frameworks or settings for applied learning, knowledge or skills. (http://www.utoledo.edu/catalog/pdf/University_Core_2009_2010.pdf)

General Education Curriculum Requirements: Furthermore it meets the criteria for “a student who completes the General Education Curriculum in the social sciences,” which are: 1) To think critically about their own societies and the larger global community; 2) To view issues from a multiple holistic perspective, 3) To demonstrate knowledge of multiple methodologies, 4) To demonstrate knowledge of multiple theoretical approaches, 5) To synthesize and apply social science concepts, and; 6) To make informed, reasoned and ethical personal and public choices. (http://www.utoledo.edu/catalog/pdf/University_Core_2009_2010.pdf)

Course Audience: This course is an introductory course for college students in the social sciences, and is also a general education course for students across all degree programs. It is not designed specifically for education majors from a pedagogical and teaching perspective;
however, education majors are encouraged to take the course as it will advance their knowledge of thinking and learning.

**Course Structure:** The course is structured with seven (7) modules. Each module spans a two-week period and allows students to self-pace their learning. Each module contains a description, a theoretical framework, learning objectives (i.e., knowledge, skills, and dispositions), learning materials, and assessment tools.

**Course Layout:** Seven (7) Modules as described below:

**MODULE 1  Thinking, knowing, and learning: Tools for living**

**Descriptor:** Module 1 will explore the nature of knowledge and thinking. Students will contemplate knowledge, thinking and learning from a theoretical perspective and then attempt to understand the importance of thinking and knowing for their personal lives. They will ponder the importance of education for themselves and how knowledge enhances their lives. This foray into the nature of knowledge, thinking, and learning sets the stage for the semester, as it will be a continuous theme that will be integrated into the rest of the modules to strengthen the students overall perspective on what it means to be an educated person.

**Theoretical Framework:** A philosophical and psychological study of the nature of knowledge, thinking, and learning based on an Epistemological framework.

- Nature of knowledge and processes of knowing (beliefs, opinion, facts, arguments)
- Nature of learning
- Epistemic drive/ Motivation

**Objective 1:** Define, describe, and provide examples of the dimensions of beliefs about knowledge, knowing, and learning.

**Objective 2:** Understand the changing nature of knowledge construction in the age of the Internet and social media.

**Activity:** Write an essay answering the question: What is knowledge? Is knowledge truth? How do you know? Is knowledge unchanging? How does knowledge come about? (pre & post) – Another post after Module 7

**Assessment:** Write a one-page paper evaluating the trustworthiness and credibility of Internet sources compared to academic “textbooks.”

**Assessment:** Rewrite of pre-assessment essay regarding the question: “What is knowledge? Is knowledge “truth” and “Is ‘knowledge’ unchanging?” Write a 2-page essay, objective test (Multiple Choice, Matching, Fill-in).
MODULE 2: From firing neurons to theories of memory and human thought processes

Descriptor: Module 2 will examine theories regarding: 1) the physiology of the brain in order to develop a scientific understanding of the physical (neuronal) changes in the brain as knowledge and learning are formed, and; 2) the memory system (theories of how information is encoded, processed, retained, and retrieved).

Theoretical Framework: This module will be based on theoretical understandings of the brain during learning and knowledge construction. It will look at how neuronal connections are theorized to aid in knowledge development and usage. The Information Processing Memory Model will be employed as a theoretical model to explore how people store, maintain, and use information in thinking and learning.

- Basic structures and functions of the human brain will be presented.
- Information processing model.

Objective 1: Define, describe, and provide examples of the physiological elements and processes of the human brain.

Objective 2: Draw and label the Information Processing Theory Memory Model, explain its elements (sensory register, working-memory, and long-term memory) and processes (e.g. storing, encoding, retrieval).

Assessment 1: Compare different memory theories and how they would explain some learning experiences you have had.

Assessment 2: Objective test (Multiple Choice, Fill-in, True/False).

MODULE 3: Learning Theories

Descriptor: Module 3 examines human learning through the exploration of 5 major learning theories. Students will attempt to understand how learning has been conceptualized over the decades moving from learning as a response to the environment to learning coming from the internal drives of the individual.

Theoretical Framework: Various theoretical frameworks will be examined that aid students’ understanding of cognition and cognitive development, along with the role that others play in knowledge construction. The theoretical frameworks that will be employed include, though are not limited to:

- Behaviorist Theory (Pavlov and Skinner)
- Cognitive Development Theory (Piaget)
- Social Learning Theory (Bandura)
- Constructivist (Dewey, Vygotsky)
Motivational Theory (Maslow, Deci & Ryan, Weiner)

Objectives: 1a. Define, Describe, and provide examples of all three learning theories.

2b. Explain and provide examples of how these 3 learning theories link to the Information Processing Model.

Assessment 1: Create a multimedia product such as a video, audio, Instagram, powerpoint, prezi, of a concept within any of the 5 learning theories.

Assessment 2: Objective Test (Multiple Choice, Matching, Fill-in)

MODULE 4: Higher-order thinking, monitoring, and self-regulation

Descriptor: Module 4 asks students to think about thinking and knowing (metacognition); to explore “levels” of thinking (from remembering and understanding to evaluating and creating); and to examine thinking as a problem-solving and evaluative process. This module also looks at the importance of thinking and learning for self-regulation.

Theoretical Framework: This module will be based in various theoretical models that describe, explain, and lead to the development and improvement of higher order thinking, monitoring, and self-regulation. The theoretical frameworks to be employed include, but are not limited to:

- Bloom’s taxonomy
- Kuhn’s developmental model of critical thinking
- Evaluation cycle/ problem solving (Process)
- Relevance of domain and context

Objective 1: Define, describe, and provide examples for the different levels of Bloom’s Taxonomy.

Objective 2: Define, describe, and provide examples for the 4 stages of Kuhn’s developmental model of thinking and their relation to the use of critical thinking.

Objective 3: Draw and label a problem solving script, its elements and processes, and provide examples. (planning monitoring and evaluating, metacognition).

Objective 4: Synthesize and apply all three frameworks in an everyday situation.

Assessment 1: Generate a concept map on objective 4.

Assessment 2: Objective Test (Multiple Choice, Matching, Fill-in) on Objectives 1, 2 & 3.

MODULE 5: Context and Culture
Descriptor: Module 5 is the first of the final 3 modules that move the student to looking at thinking, learning and knowledge in a broader context of culture, society, and world. The final 3 culminating modules are meant to move from an individual assessment of thinking, knowing, and learning, to contemplating knowledge as it is affected by and affects the world around us, and helps us to recognize our place in a cultural, societal, and global context. Module 5 begins with an exploration of Uri Bronfenbrenner’s Bioecological Model that attaches importance to the variety of influences on the individual (from a micro – to a macro level). Bridging the gap from the individual to the larger social context. This module develops this theme even further by exploring Erikson’s Psychosocial Theory and Gloria Ladson-Billings’ focus on culturally relevant learning. Issues of the role of culture, diversity, and SES on learning and thinking are explored.

Theoretical Framework: The following theories help students to understand how context and culture impact one’s thinking, learning, and knowing. The frameworks from which this theme will be explored includes, but is not limited to:

- Bio-ecological model (From Uri Bronfenbrenner to Margaret Spencer)
- Culturally relevant learning (from Erik Erikson to Gloria Ladson-Billing)
- Poverty and learning
- Code switching (language, communication/ social media, context)

Objectives 1: Define, describe, and provide examples showing elements and processes of the Bronfenbrenner Bio-ecological Model.

Objective 2: Define, Describe, and provide examples of how diversity and culture is influencing people’s learning and thinking.

Assessment 1: Write a 2-page autobiographical or biographical essay demonstrating how larger societal forces can or have impacted your learning and development.

Assessment 2: Objective Test (Multiple Choice, Matching, Fill-in)

MODULE 6: Turning literacies into a productive (professional) life.

Descriptor: Module 6 bridges the gap from literacy to livelihood to transformation of self and society. It addresses how knowledge, skills, and dispositions acquired through prek – 21 education prepares individuals to become members of the workforce and citizens in a democracy.

Theoretical Framework: This module will explore the various forms of literacy from functional, to conventional, to cultural, to critical, by employing the theories of E.D. Hirsch (cultural literacy) and Paulo Freire (critical literacy) and asks students to make connections between literacy and livelihood.
Objective 1: Define, describe, and provide examples of domain specific literacy forms and explain how they impact professional development and lifelong learning.

Assessment 1: Demonstrate all three literacy forms through a written paper, video production, or by creating a vine.

Assessment 2: Objective Test (Multiple Choice, Matching, Fill-in)

MODILE 7: Thinking Globally

Descriptor: Module 7 is the last of the 3 culminating modules to explore the broader meanings of thinking, learning, and knowledge construction. In this module, students will contemplate the role of thinking in a global society. This module will explore how the type of society in which one lives impacts thinking and learning, how connections with people from across the world changes the nature of knowledge, thinking, and learning, and how the ability to communicate globally allows individuals to learn from and teach each other how to become citizens of the world. It allows students to gain a sense of agency about their role in the transformation of their society and the world they inhabit.

Theoretical Framework: The final module will look at the importance of thinking, knowing, and learning from a macro perspective, i.e., from becoming a citizen in a democratic society, to becoming a global citizen or a citizen of the world. Students will explore the implications of being a learner and thinker in a worldwide context through the framework of Martha Nussbaum & Joshua Cohen (2002).

- Multi-perspective taking, critical thinking, cosmopolitanism
- Freedoms, rights, and responsibilities (human rights, common good, public sphere, US constitutions; globalism and globalization)
- Cross-cultural learning and social transformation through social media (Arab Spring)

Objective 1: Define, describe, and provide examples of the role of thinking, knowing, and learning in shaping democratic citizens.

Objective 2: Define, describe, and provide examples of how social transformation is aided by access to social media.

Assessment 1: Find a current news story or event that demonstrates how global learning through social media has had a transformational effect in the world in recent years, and prepared to share it with your classmates in a 5 minute mini-presentation.

Assignment 2: Write a culminating 2-page essay rethinking the question posed at the beginning of the semester: Is “truth” unchanging?

Assignment 3: Prepare a poster in which you accomplish the following elements: Describe two goals that you would like to reach within the next 5 years in your live. One goal should revolve
around your professional and career development, the second goal speak towards your
development as a citizen and/or your personal live. Describe each goal and the process how you
want to accomplish them. What knowledge, skills, and dispositions do you already have? What
knowledge, skills, and dispositions do you need to acquire and how? Do both goals and their
processes influence each other? Explain how.

**Required Readings**

Readings will come from several locations: 1) Excerpts from Educational Psychology and
Psychology textbooks; 2) Primary Source Readings from books and academic journals; 3) Multimedi
materials; and 4) Internet sources, such as Web pages from various theorists, Wikipedia, and websites that are prepared and maintained by groups or organizations that honor
the various theoretical perspectives being studied. Below is a preliminary list of readings.

New York: W.W. Norton & Company.


American Youth: Context, Self, Action, and Outcomes in School. *JSTOR in collaboration
with Blackwell Publishing and Society for Research in Child Development.*


Swanson, D.P., Spencer, M.B., Harpalani, V., Dupree, D., Noll, E. Ginzburg, S., & Seaton, G.
(2003). Psychosocial Development in racially and ethnically diverse youth: Conceptual and
methodological challenges in the 21st century. *Development and Psychopathology, 15,* 743-
771.

Tozer, Steven & Senese, Guy. (2013). School and society: Historical and contemporary
Course Requirements and Student Assessment

1) Attendance (10% of grade)
A fundamental component of this course is student involvement and debate. To this end, students must come to class! This course is structured in both lecture and discussion format, with an emphasis on discussion. Active engagement and analysis of course content relies on your regular attendance.

Attendance will be taken and will be recorded on a sign-in sheet that will be passed around at the beginning of each class. It is your responsibility to sign the sheet. If you come late and do not remember to sign the sheet, you will be marked absent for that class period. **If you don’t sign the attendance register, you are absent.** If you know you will be absent for any reason, it will be your responsibility to inform me about absence via e-mail, before class.

I will not withdraw or drop students for excessive absences. If you do not attend class, the instructor will not attempt to track you down. If you are missing classes and do not drop, you will receive an F. If you need to withdraw, you will have to fill out the appropriate forms in the registrar’s office.

If you do find it necessary to miss a class, you must provide me with the appropriate documentation for it to be excused. You must acquire any missing notes or information regarding the class you missed from another student in the class.

Points will be deducted from your attendance grade for each class missed unless the absence is excused. For detailed information on University policy regarding excused/unexcused absences please visit the following website: (http://www.utoledo.edu/campus-info/faculty-senate/). Please keep in mind that you are responsible for material covered in class, regardless of whether you are absent or present.

Punctuality is equally important in terms of your attendance grade. Frequent unexcused lateness or early departure will result in a point deduction. Texting and other technological interruptions will also be grounds for a point deduction in the attendance grade as well. If you are texting and using technology inappropriately, you are really not present!! If student is engaging in extraneous behavior that is unrelated to the class, the instructor will ask to meet with said student, and this may result in a lower course grade.

**Attendance is graded as follows:**
Attendance = # of classes attended out of total number of classes.

2) Participation (10%)
In addition to regular attendance, the student’s success in this class will be dependent on preparedness and participation in class discussion. In order to formulate an understanding
of the course readings and concepts, as well as to engage in class and group discussions, it is
essential for everyone to be prepared for each class session. As such, participation will be
assessed, in part, as a measure of your coming to class prepared and taking part in class
discussion. Your participation grade will be adversely affected by being unprepared, failing
to engage in group and class discussions, and being absent.

Participation requires not only reading for class, but having taken notes for yourself and
being able to demonstrate, through class discussion, that you have reflected deeply upon the
subject matter and have attempted to critically analyze what you have read and how it is
relevant to teaching. This grade is based on my observations and assessment. CELL
PHONES ARE NOT ALLOWED IN CLASS. If you text during class, the instructor
reserves the right to deduct participation points. Texting inhibits your ability to effectively
participate. Sleeping, surfing the web, talking to your neighbor during lecture, listening to
your ipod, being unprepared to answer questions when called upon, etc.) will all result in a
poor participation grade as well. If you have to use your phone (i.e., you are expecting an
important call or message) inform the instructor before class and step out to the hallway to
use the phone. You may use laptops or tables to take notes during class, however, if you are
using it to surf the web, you will not get participation points. If you surf the web during
class, the instructor reserve the right to ask you to stop bringing your computer. It is not
only impossible to learn while surfing, but it is disruptive to classmates. You are here to
learn, so be fully present and engaged.

Your participation or lack thereof, is in your hands. Do not use the excuse that you are shy
or worried about what others would think. You need to participate. Dialogue is key to
understanding and learning of new concepts.

Participation will be graded as follows:
Participation = 25 points
25 = Excellent Contributor: Contributions reflect outstanding thought and thorough
preparation. Substantive ideas offered and frequent references made to assigned. Also
exhibits appropriate behavior (no texting, talking, sleeping, or other inappropriate behavior).
23 - 24 = Good Contributor: Contributions reflect meaningful thought processes and
preparation. Usually provides substantive ideas with occasional references made to
assigned readings to support points of view. Offers good direction for the class.
20 – 22 = Fair Contributor: Contributions reflect adequate thought and preparation. Some
references made to assigned readings, but these are generally vague and random. Offers
adequate direction for the class.
16 – 19 = Non-contributor: Contributions to the class are non-existent.
15 and below = Unsatisfactory Contributor: Contributions reflect inadequate preparation.
Ideas are not substantive and usually off topic. Offers no direction for the class.

PARTICIPATION POINTS WILL ALSO REFLECT BEHAVIOR THROUGHOUT
THE SEMESTER. TEXTING, TALKING AT INAPPROPRIATE TIMES,
SLEEPING, SURFING THE INTERNET, ETC. ARE CONSIDERED
INAPPROPRIATE BEHAVIOR AND WILL NEGATIVELY IMPACT YOUR
GRADE.
3) Activities, Projects, Presentations (50%) - The point system will be developed alignment with the given weighting (%) of the assignments, see below.

4) Examinations (30%) - The point system will be developed alignment with the given weighting (%) of the assignments, see below.

Course Requirements and Grading
Grades will be assigned according to the percentage points earned on the various course requirements. Each test/assignment will be worth a specific number of points (to be determined) and will be given the appropriate weight, and these points will be converted into a percentage to determine your overall grade.

Grading scale for tests/papers, and final grades
100% = A+; 92-99% = A; 90-91% = A-;
88-89% = B+; 82-87% = B; 80-81% = B-;
78-79% = C+; 72-77% = C; 70-71% = C-;
68-69% = D+; 62-67% = D; 60-61% = D-;
Below 59% = F.

Final grade accumulation across different course requirements and assignments
| Attendance | 10% (?? points) (dependent on total number of classes) |
| Participation | 10% (25 points) |
| Activities, Projects, Presentations, etc. | 50% |
| Examinations | 30% |
| **Total** | **100%** |

GENERAL COURSE INFORMATION
Use of computers/cell phones
Use of cell phones is prohibited in class. It is at the discretion of the instructor to deduct participation points for inappropriate cell phone/computer usage. Participation and learning are not possible if a student is distracted. If the instructor determines that the student is using computers for searching the web or other inappropriate activities, he or she reserves the right to ask the student to stop bringing the computer to class.

Expectations for student behavior
Students must conduct themselves in a manner that is conducive to learning for everyone. When teaching students or working with them, we expect them to listen to us. When we ask questions or engage in class discussion, we expect others to listen to us and engage in the discussion with us. Others expect the same. Disruptive behaviors are not acceptable and may affect a final grade, or, in severe cases, result in a student being removed from class. Laughing at or mocking other students who are engaging in class discussion is not tolerated. Be respectful. Students are expected to demonstrate maturity and an attitude of interest and respect in class at all times.
**Academic Integrity**
Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please see the pdf of Student Handbook at UT Home Page: Administrative Offices: Dean of Students (under Division of Student Services): http://www.student-services.utoledo.edu/deanofstudents.

**Readings/Discussion**
Students are responsible for all assigned readings prior to the date the material is discussed in class. Course discussions, activities, and assessments will be based on the assumption that you have prepared for class by reading the assigned materials. Students are responsible for all assigned readings and all materials discussed in class, even in the case of absences. The instructor reserves the right to include additional assignments or assessments if it appears that students are not completing the required readings.

**Amount of Work Expected of Students:**
The Ohio Board of Regents (OBOR) specifies that students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the classroom hour for credit purposes.

This means that students should expect to spend *six* hours of reading/studying/preparing assignments outside of class each week for a three-credit course. If this were applied to a distance learning course which does not meet consistently on campus, the students should expect to spend *nine* hours a week in course activities (reading, studying, preparing assignments, participating on the website, etc.). Of course, the hours expected for out-of-class study for a graduate course are proportionately greater.

**Absence Policy:**
The University supports basic protections and reasonable accommodations for students who miss class with excused absences. Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absences from class: (1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Policy on Family and Medical Leave], or death in the family; (2) religious observances that prevent the student from attending class; (3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, R.O.T.C. functions, academic field trips, and special events connected with coursework; (4) government-required activities, such as military assignments, jury duty, or court appearances; and (5) any other absence that the professor approves. Students are responsible for all material covered in classes they miss, even when their absences are excused as defined above. Students must make arrangements with instructors to complete missed assignments, labs,
examinations or other course requirements. In turn, instructors are not to penalize students with excused absences.

It is the responsibility of each instructor to decide what weight (if any) shall be placed on missed classes in the computation of final course grades. Present your policies on missed classes and related issues, including unexcused absences, make-up examinations, and makeup of work missed during students’ excused absences. Identify the methods (written, e-mail, and/or voice mail) by which any unexpected student absences should be communicated. Each instructor should provide students with at least two of the aforementioned methods as options to communicate any absences.

Instructors’ missed class policies must be consistent with the University policy. In the event of an emergency or an unavoidably short notice of absence, the student must present the instructor with an approved written excuse upon the student’s return to class. Approved written excuses will be at the instructor’s discretion, including, but not limited to, doctor’s notice, funeral programs, etc.

**Syllabus Changes**
The instructor reserves the right to make any additions or changes to the course syllabus at any time during the semester. If changes need to be made, students will be notified ASAP.

**Academic Accommodations/Accessibility:**
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or if you believe you have a disability and want to find out about requesting academic accommodations/adjustments in this course please contact the Office of Academic Access.

Rocket Hall 1820  
V: 419.530.4981  
VP: 419.386.2189

**Course Calendar:**

Will be based on the 7-module structure noted above. Each module will cover a 2-week period, various assessments and activities and grading rubrics within each module.