

Cover Sheet: Request 11161

EDF4XXX Cognition in Education

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Manley, Anne Corinne amanley@coe.ufl.edu
Created	9/29/2016 9:09:22 AM
Updated	10/28/2016 6:14:46 PM
Description of request	This course examines cognitive science that explains learning in educational contexts. Specifically, the course reviews memory, attention, thinking, and problem solving. Special attention is paid to the connections between research and everyday phenomena; designed to help students apply course material to enhance their personal and professional lives.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Human Development and Organizational Studies in Education 011807000	Miller, David		9/29/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Submitter: Waldron,Nancy L waldron@coe.ufl.edu

Created: 10/28/2016 5:57:53 PM

Form version: 5

Responses

Recommended PrefixEDF

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleCognition in Education

Transcript TitleCognition in Ed

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course examines cognitive science that explains learning in educational contexts. Specifically, the course reviews memory, attention, thinking, and problem solving (all in classroom or applied settings). Special attention is paid to the connections between research and everyday phenomena; designed to help students apply course material to enhance their lives.

Prerequisites EDF 3210

Co-requisites None

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Psychology & Research specialization.

Course Objectives Students will:

Acquire a working knowledge of theories and principles of cognitive science as well as they are used in educational contexts

Understand the ways in which research on cognition in education is produced, evaluated,

and applied by researchers and practitioners

Course Textbook(s) and/or Other Assigned ReadingTitle: Cognitive Psychology In and Out of the Laboratory (4th edition.). Los Angeles: Sage

Authors: Galotti, Kathleen M.

Publication Date: 2014

Readings: Primary readings will come from the chapters within 10 selections from the book: Cognitive Psychology's Paradigms, The Brain, Attention, Working Memory, Memory, Knowledge Representation, Visual Imagery, Language, Thinking and Problem Solving, and Cognition in a Cross-Cultural Perspective.

Weekly Schedule of Topics Week 1: Introduction to Cognition in Education (course introduction, syllabus review, a brief history of the discipline)

Week 2: The Brain (reviews structure, imaging, classic neurocognitive case studies, and the developing student's brain)

Week 3: Focus (explores components of attention, research on divided attention, models of attention as they related to classroom learning)

Week 4: Focus Continued (explores real world examples of attention research [e.g., ADHD in the classroom, texting while driving, and expertise in sports])

Week 5: Working Memory (explores sensory memory, short term memory, models of memory, [context will emphasize how students would process a college lecture in preparation for an exam] group-formation day for research presentation)

Week 6: Long Term Memory (explores capacity, duration, types of memory, amnesia, and research on effective study methods in education, First Exam)

Week 7: Knowledge Representation (explores connectionism, categorization, schemata, and technological attempts to create thinking devices)

Week 8: Visual Imagery (explores dual coding hypothesis, mental maps and rotation, embodied cognition in educational contexts)

Week 9: Language (explores, phonology, syntax, semantics, acquisition, speech and reading comprehension)

Week 10: Thinking and Problem Solving (explores means-end analyses, problem space, and expertise)

Week 11: Thinking and Problem Solving Continued (explores problem solving in medicine and engineering, critical thinking, creativity, Second Exam)

Week 12: Reasoning and Decision Making (explores logic, heuristics, algorithms, and human errors in decision making in educational contexts)

Week 13: Cognition in Cross-Cultural Perspective (explores perception and illusions, stereotype threat, implicit bias, culture and language use in education)

Week 14: Student Research Presentations

Week 15: Student Research Presentations

Week 16: Course wrap-up (with emphasis on how course content can be employed to

students' lives). Third Exam).

Links and Policies

1. Class attendance, make-up exams and other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

2. Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

3. Online course evaluation process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

4. UF Honor Code:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

5. UF Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Grading Scheme Three Exams (75% of final grade): Students are required to complete 3 in-class tests. Each test may consist of multiple choice, short answer, and essay questions drawn from the textbook, class discussions/presentations, and class activities.

Research Presentation (20% of final grade): Each student will evaluate an educational practice (pedagogy) or product (software or device) from the perspective of a cognitive scientist. Does the practice or product enhance learning? If so, how? If not, why not? Using the concepts and research presented in the textbook and class discussion students will make a short oral presentation to the entire class on their assessment of the practice or product.

Attendance and Participation (5% of final grade): Active engagement in class is required, including the following: (a) attending class regularly, (b) participating respectfully during discussions and group activities and listening attentively during lectures and when fellow students are contributing to class discussion and, (c) coming to class prepared. Students are expected to complete all assigned readings and activities prior to each class. Class participation and discussions are a major component of this course and require adequate preparation outside of the classroom.

Final Grading Scale:

93% - 100% = A

90% - 92.99% = A-

87% - 89.99% = B+

83% - 86.99% = B

80% - 82.99% = B-

77% - 79.99% = C+

73% - 76.99% = C

70% - 72.99% = C-

67% - 69.99% = D+

63% - 66.99% = D

60% - 62.99% = D-

59.99% or Below = E

Instructor(s) Dr. David J. Therriault