

[cogteach] Understand Teaching and Learning through the Lens of Cognitive Psychology Syllabus

Dr. Yizhen (Eejain) Huang

2021-10-16

Course Information ¹

- **Semester:** Winter 2021/2022
- **Time:** 10:00 – 12:00 or 12:00 – 14:00, Mondays (2021-10-25 – 2022-02-14)
- **Location:** Weekly synchronous lecture and discussion in Zoom
- **Course Site:** Search **cogteach** on Moodle (password also **cogteach**)
- **Zoom Meeting ID:** 290-517-5295 or use this link <https://uni-kiel.zoom.us/j/2905175295?pwd=ckpaaFZzS2pWbTBLcjFpUkJTTkoxQT09> (password: 580958)

Instructor Information

- **Instructor:** Dr. Yizhen (Eejain) Huang
- **Office:** Campus Golm, Haus 24, Room 2.81
- **Office Hours:** 14:00 – 16:00, Tuesday or by appointment
- **Contacts:** yihuang@uni-potsdam.de (Please use English for communication and put [cogteach] in the subject line, I will respond within 2 business days)

Course Objectives

This seminar will help you understand how students' minds work and how to apply this knowledge to become a better teacher. In the framework of teaching and learning, various subjects related to human cognition, such as sensation, perception, memory, and motivation, will be discussed. It will supplement your

¹Disclaimer: The instructor reserves the right to modify the course syllabus if necessary and will make formal announcements of these changes in class and provide written notice of changes via email. Students are responsible for noting those changes.

teaching experiences and knowledge by introducing research findings from the field of cognitive psychology.

Competence Goal and Evaluation

I hope by the end of this seminar, you would be able to: a) have a comprehensive understanding of key features of human cognition; and b) be able to apply this understanding in the context of teaching.

The evaluation of such goals will be based on your performance in weekly reflections and reading reports. There will be no quizzes or tests. Please see below for a detailed description of each assignment and a grade breakdown.

| Class Component | Points | Percentage of Total Points |
|-------------------|--------|----------------------------|
| Weekly Reflection | 40 | 40% |
| Reading Report | 60 | 60% |
| Total | 100 | 100% |

| Percentage of Total Points | Final Grade |
|----------------------------|-------------|
| 95%–100% | 1.0 |
| 90%–94.5% | 1.3 |
| 85%–89.5% | 1.7 |
| 80%–84.5% | 2.0 |
| 75%–79.5% | 2.3 |
| 70%–74.5% | 2.7 |
| 65%–69.5% | 3.0 |
| 60%–64.5% | 3.3 |
| 55%–59.5% | 3.7 |
| 50%–54.5% | 4.0 |
| 0%–49.5% | 5.0 |

- **Weekly Reflection (40 points)**
 - Everyone will submit a short response in Zoom chat at the end of each meeting.
 - In the response, please write down in bullet points: what you have learned; what you don't quite understand; what you would like to learn more about regarding the particular topic of the week?
 - I will keep the Zoom room open until everyone finish writing.
- **Reading Report (60 points)**
 - A relevant reading material will be provided for each topic (roughly every two weeks)
 - Please use the provided reading report template to guide your reading.

- The reading report should be submitted on our Moodle site until the end of the semester.

Class Policies

It will be important to follow a few general guidelines to ensure that our lessons run smoothly and are enjoyable for everyone.

- Class will officially starts 10 minutes after the meeting time, please test out your camera and audio during this preparation time.
- There will be no class break so we can end class earlier.
- There's no requirement for you to turn on the camera, but I would really appreciate seeing/hearing your response during our seminar.
- This course is provided in English since I can't speak German (yet). I also encourage you using English within group activities so that I can better facilitate your learning process. But don't struggle with language if you feel more comfortable using German to communicate with your peers.
- When engaging in discussions please be respectful and relevant. Being respectful includes addressing ideas offered by classmates in a constructive manner. Being relevant requires that comments made in class relate to the material in a way that enriches our learning. Everyone should and will have the chance to contribute to discussions.
- Last but not least, let's be present together even at an online meeting :)

Course Resource

- Recommended reading: Willingham, D. T. (2009). Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom. John Wiley & Sons.

Class Schedule ²

| Dates | Topic |
|------------|---|
| 2021-10-25 | W01: Introduction |
| 2021-11-01 | W02: Sensation and Perception |
| 2021-11-08 | W03: Memory Pt. 1 |
| 2021-11-15 | W04: Memory Pt. 2 |
| 2021-11-22 | W05: Behaviorism and Conditioning Pt. 1 |
| 2021-11-29 | W06: Behaviorism and Conditioning Pt. 2 |
| 2021-12-06 | W07: Motivation Pt. 1 |
| 2021-12-13 | W08: Motivation Pt. 2 |
| 2022-01-03 | W09: Social Learning Pt. 1 |

²Days without Instruction: 2021-12-20 to 2021-12-31 (Christmas break)

| Dates | Topic |
|------------|------------------------------------|
| 2022-01-10 | W10: Social Learning Pt. 2 |
| 2022-01-17 | W11: Cognitive Development Pt. 1 |
| 2022-01-24 | W12: Cognitive Development Pt. 2 |
| 2022-01-31 | W13: Intelligence |
| 2022-02-07 | W14: Creativity and Meta-cognition |
| 2022-02-14 | W15: Final Q&A |
