

EDUCATION 420-4 COGNITIVE STRATEGIES IN LEARNING

Current theory and research on cognitive strategies; applied research about teaching cognitive strategies. Objectives are:

- To learn about major, research-based cognitive and metacognitive strategies.
- To study individual differences (such as motivation, cognition, and metacognition) and instructional methods (such as direct explanation and scaffolded instruction) that influence whether and how well students use strategies.
- To develop simple means for assessing when and how well students use strategies, and for evaluating programs that claim to offer effective instruction in strategies.

PREREQUISITE: EDUC 220 and 320.

REQUIRED TEXT: None.

COURSE REQUIREMENTS:

Course Journal - three submissions - 30%.

- A "notebook" in which, by working on several kinds of exercises assigned each week, you develop and express your understanding of information presented in the course. It includes: a) study questions that involve remembering and using information presented in or built from information presented in the course b) thought questions that involve integrating information across readings and, typically, developing and justifying an opinion about a critical issue in the field of cognitive and metacognitive strategies, and c) application exercises that provide opportunities to try out strategies and adapt them to your studying in this and, perhaps, other courses you are taking.

Plan for a Unit of Strategy Instruction - 45%.

- In this project, you synthesize and apply information learned in this course to design a unit of process-oriented curriculum that instructs learners about cognitive strategies.

Final Exam - 25%.

10/28/94

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.