COURSE DESCRIPTION & LEARNING GOALS

SEMINAR

The course is intended as an overview of a selection of key areas of research and theory of human learning and memory. The focus of the course is on how knowledge from basic memory research can be applied to educational practice to improve learning outcomes. Students will learn about different study techniques, their effectiveness, and the theories currently being developed and tested. Evaluation of theories and interpretation of data will be achieved through reading and discussing original research articles. In-class discussion, as well as presentations and written assignments, will help students develop critical and analytical skills to understand and interpret data.

COLLABORATIVE RESEARCH

Students will design and complete a collaborative empirical research project on the topics discussed in the seminar component of the course. Students will be assigned to small groups and will conduct original empirical work addressing the effectiveness of different learning techniques in a college setting. Each research team will meet with the instructor on a weekly basis to develop and conduct the empirical project. Students’ competence in research and communication will be assessed, following the guidelines of the American Psychological Association, through written assignments and oral presentations, both collaborative and individual.

COURSE LEARNING GOALS

In the course, you will further develop:
1. Your knowledge of empirical and theoretical issues in the field of memory and the potential applications of this research
2. Your skills in reading, evaluating, and understanding primary research
3. Your knowledge of the communication conventions of the field
4. Your ability to communicate memory research to different audiences in a variety of formats (e.g., presentations, discussions, written media)
5. The skills necessary to conduct independent research in a collaborative setting

Course Format

The seminar portion of the course includes lectures, discussions, presentations, and workshops. In the Collaborative Research Lab of the course, you and one or more peers will be responsible for identifying a new and interesting research question, developing and conducting a project and presenting your findings to the class and at the Colby Liberal Arts Symposium. Each group will meet with the instructor weekly to focus on the collaborative research component.
Course Materials

All course readings will be posted on the course Moodle page.
You should already have:
- *Publication Manual of the American Psychological Association, 6th edition*

Rubrics and detailed descriptions of all assignments will be posted on the course Moodle page.

ASSIGNMENTS AND GRADED COMPONENTS

SEMINAR (4 credits)
- Writing journal – 10%
- Participation – 10%
- Data Blitz – 10%
- APA style Quiz – 5%
- Written Proposal – 20%
- Written Report – 25%
- Dissemination of course knowledge – 20%

COLLABORATIVE RESEARCH (1 credit)
- Research Design – 25%
- IRB proposal – 12.5%
- Proposal Presentation – 17.5%
- Final Presentation/Poster – 20%
- SPSS Quiz – 5%
- Collaborator Evaluation – 10%
- Dissemination of course knowledge – 15%

GENERAL EXPECTATIONS

Readings: This is a reading-intensive course. All students are expected to have read all assigned readings prior to class to be able to contribute to a meaningful discussion.

Attendance: Attendance at all classes and group meetings is required. If you need to miss a class or a meeting, please let me and the other member/s of your team know as soon as possible. Repeated and/or unexcused absences will result in a substantial reduction of your grade.

Assignments: All assignments must be completed on time. As a rule, extensions will not be allowed, unless in exceptional circumstances. Notify the instructor as soon as you become aware of a potential conflict.

Peer Review: Periodically, students will review each others’ work (written and oral presentations).Courtesy and respect are required; positive and constructive criticism is desired.

ASSIGNMENT OVERVIEW

Writing Journal – each student will maintain a journal that will include all written material (e.g., response papers, drafts of proposal and report, peer reviews). Learning Goals: 1, 2, and 4.

Participation – all students are expected to be actively engaged in class discussion and to ask questions during presentations. To assess performance through the semester, a log will be maintained. Learning Goals: 1, 2, and 4.

Data Blitz – each student will give a brief presentation on a paper of their choice once during the semester. Learning Goals: 1 and 4.

APA Quiz – a take-home quiz on APA style. Learning Goal: 3

Written Proposal – each student will submit an APA-style research proposal (title page, introduction, method, references). Drafts will be due in advance of the due date. Learning Goals: 1, 2, and 3.

Written Report – each student or team will submit a final, complete report of the study in APA style. The report will include all the sections in the Proposal as well as the Abstract, Results, Discussion, Tables and/or Figures. Drafts will be due prior to the due date. Learning Goals: 1, 2, and 3

Dissemination of Course Knowledge – each student will select a method for sharing what we have learned about effective study strategies and techniques with the Colby community. Different formats and media are available. Learning Goals: 1 and 4.

Research Design – the collaborative research project will be evaluated in terms of validity and overall quality. Learning Goals: 1, 2, and 5

IRB Proposal – each team will submit a proposal to the IRB before data collection can begin. Learning Goal: 5

Proposal Presentation – each team will present their proposed research to the rest of the class. Learning Goals: 3 and 4

Final Presentation/Poster – each team will present their findings to the class or during CLAS. Learning Goals: 3 and 4

SPSS Quiz – each team will complete a quiz to review SPSS (open-book, open-note). Learning Goal: 5

Collaborator Evaluation – each member of each team will evaluate his or her peers on their contribution to the group project. Learning Goal: 5
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Collaborative Research</th>
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</thead>
<tbody>
<tr>
<td>Feb. 5</td>
<td>Introductions and course overview</td>
<td>Roediger &amp; Gallo (2001)</td>
<td>Response Paper; Assignment 1; reflection on prior writing</td>
<td>by Sunday, 2/15: Article selection (2+/team member); email one paper to instructor by 7 pm</td>
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<tr>
<td>Feb. 10</td>
<td>Effective Study Strategies</td>
<td>Dunlosky et al. (2013)</td>
<td>Response Paper; Assignment 2; collaboration worksheet</td>
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<td>Feb. 12</td>
<td>Effective Study Strategies</td>
<td>Dunlosky et al. (2013)</td>
<td>Response Paper</td>
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<td>Feb. 17</td>
<td>APA review day/Paraphrasing &amp; Synthesis</td>
<td>Slides on Paraphrasing &amp; Synthesis (see Moodle)</td>
<td>APA Quiz (bring manual)</td>
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<td>Feb. 19</td>
<td>Content day/Presentations</td>
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<td>Response Paper</td>
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<td>Feb. 24</td>
<td>Content day/Data Blitz 1</td>
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<td>Response Paper</td>
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<td>Feb. 26</td>
<td>Method – bring laptops</td>
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<td>Mar. 3</td>
<td>Content day/Data Blitz 2</td>
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<td>Response Paper</td>
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<td>Mar. 5</td>
<td>Peer Review (IRB) - bring laptops</td>
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<td>IRB due (Fri. Mar. 6)</td>
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<td>Mar. 10</td>
<td>Proposal Presentations</td>
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<td>Mar. 12</td>
<td>Writing an Introduction</td>
<td>Slides on Writing an Introduction</td>
<td>Draft of Proposal (Fri., Mar. 13)</td>
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<td>Mar. 17</td>
<td>Content day/Data Blitz 3</td>
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<td>Response Paper</td>
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<td>Mar. 19</td>
<td>NO CLASS - Use the time wisely!</td>
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<td>Mar. 24-26</td>
<td>SPRING RECESS - NO CLASS</td>
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<td>Mar. 31</td>
<td>Content day/Data Blitz 4</td>
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<td>Response Paper</td>
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<td>Apr. 2</td>
<td>Peer Review – bring laptops</td>
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<td>Draft of Method</td>
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<td>Apr. 7</td>
<td>Content day/Data Blitz 5</td>
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<td>Response Paper</td>
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<td>Apr. 9</td>
<td>Data Analysis/SPSS review – bring laptops</td>
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<td>Proposal Due (Fri., Apr. 10; Intro &amp; Method; with reflection)</td>
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<td>Apr. 14</td>
<td>Content day/Data Blitz 6</td>
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<td>Response Paper</td>
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<td>Apr. 16</td>
<td>Content day/Data Blitz 7</td>
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<td>Response Paper</td>
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<td>Apr. 21</td>
<td>Content day/Data Blitz 8</td>
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<td>Response Paper</td>
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<td>Apr. 23</td>
<td>Poster – bring laptops</td>
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<td>Revised Proposal (with reflection)</td>
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<td>Apr. 27 (Mon)</td>
<td>Peer Review – bring laptops</td>
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<td>Apr. 28</td>
<td>Peer Review – bring laptops</td>
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<td>Draft of Results</td>
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<td>Apr. 30</td>
<td>CLAS</td>
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<td>Article selection (1/team member)</td>
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<td>May 1 (Friday)</td>
<td>Content day/Data Blitz 9</td>
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<td>Response Paper; Draft of Results &amp; Discussion</td>
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<td>May. 5</td>
<td>Content day/Data Blitz 10</td>
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<td>Response Paper</td>
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<td>May. 7</td>
<td>Final Presentations</td>
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<td>Fri., May 15 9 a.m.</td>
<td>Final</td>
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<td>Final Report Due (with reflection) &amp; Journals Due</td>
<td>Collaborator Evaluation</td>
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COURSE POLICIES & RECOMMENDATIONS

Group and Individual Work
Throughout the course of the semester, you will be working as a team. Some assignments will be collaborative (proposal and findings presentations, IRB, materials, data analysis, poster, etc.) but others (response papers, proposal, slide blitzes, etc.) will be individual efforts. It is very important that you be able to work productively with your team member/s and that you can address any and all problems proactively and constructively. Should any difficulties arise, please come talk to me immediately. At the end of the semester, each student will be asked to evaluate his/her collaborator/s. This will be incorporated into each student’s final grade.

For the proposal and final reports, all work must be your own and original (unless your team opts for the collaborative writing, in which case it must be produced in collaboration). This means you cannot use materials prepared as a group (e.g., figures for the poster).

You are encouraged to meet with your team members or other members of the class to discuss the readings and other course content. Any questions about policies, however, should be directed to the instructor.

Classroom Behavior
Participation in class discussions is conducive to your own learning and can facilitate your peers’ learning as well. You are also encouraged to take notes (by hand, preferably; Mueller & Oppenheimer, 2014). If you miss a class, you are encouraged to obtain notes from a peer. Except on specific days (listed on the course calendar), use of laptops is discouraged. In general, please refrain from bringing electronic devices (e.g., tablets, smart phones) to class. It is distracting for those around you, for the instructor, and in the age of Wi-Fi, can be distracting for you. Please see the instructor if you have concerns about this as a support for your learning needs.

Accommodations
Any student needing accommodations to support their learning should contact the instructor the first week of class.

Academic Honesty
The department abides by the following college policy as stated in the Colby College Catalogue: Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. For the first offense, the instructor may dismiss the offender from the course with a mark of F and will also report the case to the department chair and the dean of students, who may impose other or additional penalties, including suspension or expulsion… A second offense automatically leads to suspension or expulsion.

Respect for Participants in Research
Participants in research are doing a service to you and to science. These participants deserve respect. All participants must be properly informed (debriefed) about the nature of the study and have a right to withdraw from participation at any time with no penalty.

1. You will never be late or miss a scheduled appointment
2. You will dress professionally
3. You will answer any question posed by your participant/s
4. You will thoroughly debrief each participant after they have completed the experiment
5. Try to learn the names of your participants and thank them for their time and participation

Psychology Department Learning Goals
1. Understand behavior by learning about influential theories and research in multiple sub-disciplines of psychology, and making connections among these sub-disciplines.
2. Understand the scientific foundation of psychology and conduct original research by (a) finding previous research in a topic area, (b) identifying an original empirical question and designing a study to answer it, (c) conducting statistical analyses to draw conclusions from data, and (d) working collaboratively in a scientific context.
3. Effectively communicate psychological concepts and findings in written, oral, and visual forms.
4. Apply scientific knowledge to real world contexts.