Pre-requisites:

Instructor:

Email:

PSYC100 Coordinator:

Email:

Office Hours:

Course Description:

Upon successful completion of PSYC 400, you will be eligible to apply for a paid position as a TA in PSYC 100B during the winter term.

Land Acknowledgement:

Important Notice:

do not come to class

Discussion Leader

-
-

Group Project Presentation/Pitch:

- -

Honesty

Trust

Fairness

Respect

Please note:

discussing

W 3	What are we doing here, what are our constraints, and how do people learn?(spans 2 weeks!)	Norris, M. E., & Smith, S. M. (2024). Applying tactics to develop strategy: Envisioning the future of higher education. In M. E. Norris and S. M. Smith (Eds.), Leading the Way: Envisioning the Future of Higher Education. Kingston, ON: Queen's University, eCampus Ontario. Licensed under CC BY 4.0. Retrieved from https://ecampusontario.pressbooks.pub/futureofhighereducation/chapter/tacticsforstrategy/ Butler, M. (2024). Financing Canadian colleges and universities in the 21st century. In M. E. Norris and S. M. Smith (Eds.), Leading the Way: Envisioning the Future of Higher Education. Kingston, ON: Queen's University, eCampus Ontario. Licensed under CC BY 4.0 Retrieved from https://ecampusontario.pressbooks.pub/futureofhighereducation/chapter/financingcanadian	Reading Responses/Discussion Leader Responses, Sunday 9pm

		Karpicke, J. D. (2017). Retrieval-based learning: A decade of progress. In J. T. Wixted (Ed.), Cognitive psychology of memory, Vol. 2 of Learning and memory: A comprehensive reference (J. H. Byrne, Series Ed.) (pp. 487-514). Oxford: Academic Press. https://files.eric.ed.gov/fulltext/ED599273.pdf	
		Tuovinen, J. E., Sweller, J., Tuovinen, J. E., & Sweller, J. (1999). A comparison of cognitive load associated with discovery learning and worked examples. Journal of Educational Psychology, 91(2), 334-341. https://doi.org/10.1037/0022-0663.91.2.334	
		Oppenheimer, D. M. (2008). The secret life of fluency. Trends in Cognitive Sciences, 12(6), 237-241. https://doi.org/10.1016/j.tics.2008.02.014	
W 5	Innovating in Higher Education	Chew, S. L. (2021). An advance organizer for student learning: Choke points and pitfalls in studying. Canadian Psychology/Psychologie Canadienne, No Pagination Specified-No Pagination Specified. https://doi.org/10.1037/cap0000290 https://www.learningscientists.org/	GUEST SPEAKERS- reading responses due, but no discussion leader this week

		Crouch, C., Fagen, A. P., Callan, J. P., & Mazur, E. (2004). Classroom demonstrations: Learning tools or entertainment? American Journal of Physics, 72(6), 835–838. https://doi.org/10.1119/1.1707018	
W 8	Build a Bigger Table: Increasing access to higher education	Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. Science, 331(6023), 1447–1451. https://doi.org/10.1126/science.1198364	Reading Responses/Discussion Leader Responses, Sunday 9pm
		Restoule, J. P., Mashford-Pringle, A., Chacaby, M., Smillie, C., Brunette, C., & Russel, G. (2013). Supporting successful transitions to post-secondary education for Indigenous students: Lessons from an institutional ethnography in Ontario, Canada. International Indigenous Policy Journal, 4(4). https://doi.org/10.18584/iipj.2013.4.4.4	

Toutain, Christopher (2019). Barriers to Accommodations for Students with Disabilities in Higher Education: A Literature Review. Journal of Postsecondary Education and Disability, 32(3), 297–31 /CS0 cgonda 90156 .004 Tc 0 Tw7Toa