

EPSY 2010: How People Learn

Fall 2026 Section 003

Instructor

- Jingfei He
- jingfei.he@unt.edu

Office Hours

- Location: Matthews Hall Room 322
- Tuesdays: 1:00 pm – 2:00 pm
- Thursday: 1:00 pm – 2:00 pm
- If you would like to schedule a meeting with me outside of office hours, use this link:
<https://calendly.com/jingfeihe/30-mins-office-hour>

Course Description

This course examines human learning across the multiple contexts of our daily lives, especially those outside of school. This course will consider the role of social context and culture in shaping learning processes; the various ways learning is demonstrated; and the ways people engage with/in disciplinary practices in their daily lives.

Course Prerequisites

None

Course Goals

Course goals are focused on exploring four primary questions:

1. What is 'learning' and what does it mean 'to learn'? How do we know when someone has learned something?
2. What is 'knowledge' and what does it mean 'to know'? How do we know when someone knows something?
3. How are learning and knowing shaped by the context in which teaching, learning, and knowing occur?
4. What is smartness? What does it mean to be intelligent? Who "gets" to be "smart"/"intelligent"?

To address these questions, students will come to understand multiple theories of knowledge, learning, and assessment. Students will study historical theories, expand those theories with more recent updates from ongoing research, and apply those expanded understandings to analyze real world data of learning in action.

Course Texts

Select chapters from *Human Learning* by Jeanne Ellis Ormrod (Eighth edition, published in 2020) will be used in this course. This book will be on reserve with the library. PDF copies of two chapters will be provided:

- Chapter 9 – Cognitive-developmental Perspectives
- Chapter 10 – Sociocultural Theories

Learning Activities and Assignments

In addition to course readings and class activities, the instructor will use the following graded learning activities as indicators of progress and understanding over the duration of the semester. These primary activities are described briefly below. Additional details will be provided at the beginning of the semester and/or prior to each assignment due date. All assignments will be submitted through Canvas or in class.

- 15% Class Preparation & Participation
- 20% K12 Autobiography Assignments
- 50% Video Analyses
- 15% Final Project and Presentation

If a student wishes to know the instructor's assessment of their participation and current understanding, they are encouraged to seek a conference. The instructor will notify any student if there is a concern regarding their participation.

Course Topics

<u>Part</u>	<u>Weeks</u>	<u>Topic</u>
0	1-2	Course Introduction
1	3-8	Big Three Theories of Learning
2	9-12	Extensions to the Big Three Theories of Learning
3	13-15	Final Project