

**THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF EDUCATION**

**EDUCATION 5623:  
COUNSELLING PSYCHOLOGY: LEARNING PROCESSES**

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**Course Description**

**In-depth study of the major theories of learning as well as current research in the area. The practical implications of learning theory in educational and Counselling Psychology settings are explored.**

**Students will engage material experientially through class-exercises designed to synthesize self-awareness and learning processes. Relationships between learning styles and identity formation will play a central role in this course. The practical implications of learning theory in Counselling Psychology settings are explored, including correlations between mental health and the assimilation of knowledge.**

**Course Objectives**

As a result of the review of the major theories of learning, students will develop the knowledge, skills, and attitudes necessary to evaluate critical learning theories and determine the appropriate contexts in which such research can be applied. Emphasis will be placed on the relationship between learning theory and psychotherapy through exploring how knowledge of a client's learning style directly impacts the type of counselling modality employed by the therapist. Students will relate the assimilation and meaning of information at the heart of learning with cosmological issues of identity and transcendence.

Specifically, by the end of the course, the student will:

1. Demonstrate a comprehensive knowledge of the major theories of learning
2. Demonstrate an ability to identify the appropriate learning principals to particular counselling contexts
3. Articulate connections between learning, identity and consciousness

4. Display understanding around the relationship between self-awareness and learning, specifically as pertaining to the treatment of addictions
5. Examine the relationships between learning on individual and collective levels, specifically the impact culture and consumerism have on the integration of information

#### REQUIRED TEXTBOOKS:

Castaneda, C. (1972). *Journey to Ixtlan: The lessons of Don Juan*. New York: Simon And Schuster.

Trungpa, C. (1992). *Transcending madness: The experience of the six bardos*. Boston: Shambhala.

Masters, R. (2013). *Emotional intimacy: A comprehensive guide for connecting with the power of your emotions*. New York: Sounds True.

#### RECOMMENDED READING:

Olson, M.H., Hergenhahn, B.R. (2013). *Theories of Learning*. New York: Pearson.

Ormrod, J. E. (2011). *Our minds, our memories: Enhancing thinking and learning at all ages*. New York: Pearson.

### **Topic Outline**

- I. Introduction to Human Learning
  1. Definitions and Perspectives of Learning
  2. Metaphysics of Learning
  3. Interpretation of Meaning
  
- II. Who is Learning What?
  1. Conventional Views
  2. Learning as Behaviour
  3. Nature versus Nurture
  
- III. Social Learning Theory
  1. Overview of Social Learning Theory
  2. It takes a Village to Learn
  3. Cultural constructs & deconstructs

## 4. Learning in marginalized space

## IV. Trans-Personal Knowing

1. Duality/NonDuality Dialectic
2. Knowing, Knowing . . . Gone
3. Knowledge without a Knower
4. Information Processing

## V. Learning Style

1. Metacognition and Self-Regulation
2. Memory and Verbal Reporting
3. Peer Interaction and Modelling
4. Self-Awareness as Knowledge Modulator
5. Dynamic versus Static Learning
5. Questioning

## VI. Therapeutic Knowing

1. The knowing of Counselling
2. Objectifying Inner Knowing
3. Treatment Goals and Learning Goals
4. Relationships between healthy learning and self-resiliency

**COURSE ASSIGNMENTS: Final mark will be cumulated as a percentage of the total points from each assignment added together and weighed against the following scale:**

**Grading Schedule for Graduate Classes**

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point</b>
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.70
87-89	B+	3.30
83-86	B	3.00
80-82	B-	2.70

1. Intuitive Learning Paper: 30%  
Length: 12 – 14 pages  
Due: End of the Second Week

Objective: This paper is designed to provide students with an opportunity to explore the major transformational learning experiences in their lives and how these archetypes of intuitive knowing have impacted the embodiment of self-awareness. The underlying intention is to demonstrate that learning is an inherently intuitive process guided by similar archetypes and formative templates that influence the entirety of psychological life.

Description:

A paper of 12-14 pages: highlighting at least 5 transformational learning scenarios from your life that have radically informed your personal and professional sensibilities. Students are free to express their encounters with intuitive learning through creative narratives that reflect their experiential reality. Students are free to build the paper around their own questions. Some examples include:

- a. What specifics about the event (sensory overload, altered states of consciousness) lent themselves to transformational awareness?
- b. Were any behavioural patterns impacted by pivotal learning events and if so, what changed?
- c. In what ways did the transformational learning event expand or contract your cosmological horizons?
- d. What made each event “intuitive” and how did this intuition inform and challenge your professional and personal identities?

Grading:

Depth of Learning Event Description = 10 marks

Synthesis of transformational events into overall learning style = 10 marks

Demonstration of interface between intuitive learning in personal and professional dimensions of life = 10 marks

2. Personal Learning Assessment: 35%  
Length: 10 pages  
Due: Last day of class

Objective:

This project is designed to provide students with a unique opportunity of exploring how assessments in counselling can be powerful tools toward integrating learning styles and mental health issues. Toward this end, students will chose an issue bringing them to counselling and assume the role of a therapist and client. The intention of this assignment is to shed light on the importance of incorporating learning processes into counselling assessments and treatment plans.

Description:

An APA based paper of 10 pages in length consisting of the following sections:

- a. A description of assessment catchments (scales, self-reporting questions, etc. Will review these in class) designed by each student to best capture how their learning style might impact reasons for seeking counselling as well as for providing it as a counsellor.
- b. Methodology that explains rationale for assessment tools and what adaptations (if any) were made to existing tools as a means of more accurately assimilating learning and counselling outcomes.
- c. Synthesis portion of the paper that summarizes how the assessment tools used were interpreted and the impact of this interpretation on diagnostic and treatment decisions.

Grading:

Depth of adaptation with chosen assessment tools = 15 marks

Integration of learning and mental health assessment = 10 marks

Application of theory and personal reflections into counselling practices = 10 marks

3. Seminar Presentation: 40%

You and a partner are to select an area reflecting learning processes that interests you. This can be from class discussion, readings and other assignments or personal insights. The list in this syllabus is provided as a base for your topic and subsequent presentation. You are being asked to present on some dimension of our class experience as pertaining to you and your

partner's experiential reality of learning. The key is that you **provide a critical and novel application of learning theory and practice to the class**. Your presentation should be approximately 1.5 hours in length (allowing time for questions and clarifications). The seminar should be focused on an issue or theme (i.e., a set of related issues). The week prior to your presentation, distribute to the class the article(s) you would like us to read if applicable.

In general, you should develop a theme or conclusion for your presentation that goes beyond the target article(s). Typically, this involves your area of interest (i.e., counselling psychology or classroom instruction). **Presentations will be set during the last week of class via a signup sheet.**

A good seminar presentation will have the following characteristics: a) it is focused on an issue, and presents arguments aimed at resolving that issue, b) it makes a point about the issue under discussion, c) it shows thoughtful analysis and integration of the issues, d) it is open to criticism, peer review and a wide breadth of interpretive potentials, and e) it is informative (i.e., we will learn something from the presentation that was not in the target reading(s)). Please make use of overheads, power point, class discussions, and the like. Finally, provide a brief (4-5) page summary of your seminar to hand-out to the class. It must not be your presentation slides, but a review and synthesis of the articles selected as well practical suggestions/considerations for the purposes of counselling/teaching practice.

#### Scoring Schema:

1. Theoretically well-developed (15 marks) \_\_\_\_\_
  1. theoretically sound
  2. accurately depicts the theories of the papers/books
2. Analytical and integrative (10 marks) \_\_\_\_\_
  3. analytical insight bringing together psychotherapy and learning
  4. integrates the theory/ideas of the papers/books with critical engagement
3. Applicable (10 marks) \_\_\_\_\_
  5. practical value
  6. teaching and counselling
  7. transformational
4. Well-presented (5 marks) \_\_\_\_\_
  8. make use of technical supports, discussion, etc.
  9. interesting and informative
  10. good presentation skills
  11. inclusive of questions from peers

**Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies and Research in Education graduate program.**

**Late Work: All late work will be penalized 10% per day after the specified due date**

Reminder: Students enrolled in ED 5623 are subject to the student discipline policy for academic and non-academic offense in accordance with University policy as outlined in the Calendar.

**PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

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- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## Seminar Topics and Readings

### **1. Peer interaction and modelling**

- Bonner, B.L., Bauman, M.R., Lehn, A.K., Pierce, D.M., & Wheeler, E. C. (2006). Modeling collective choice: Decision-making on complex intellectual tasks. *European Journal of Social Psychology*, 36, 617-633.
- \*- Damon, W., & Phelps, E. (1989). Critical distinctions among three approaches to peer education. *International Journal of Educational Research*, 13, 9-19.
  
- Howe, C, McWilliam, D., & Cross, G. (2005). Chance favours only the prepared mind: Incubation and the delayed effects of peer collaboration. *British Journal of Psychology*, 96, 67-93.
- Minson, J. & Mueller, J. (2012) The cost of collaboration: Why joint decision making exacerbates rejection of outside information. *Psychological Science*  
<http://pss.sagepub.com/content/early/2012/02/17/0956797611429132>
- Nelson, R. M., & DeBacker, T. K. (2008). Achievement motivation in adolescents: The role of peer climate and best friends. *Journal of Experimental Education*, 76, 170-189.
- \*- Salomon, G., & Globerson, T. (1989). When teams do not function the way they ought to. *International Journal of Educational Research*, 13, 89-99.
- Springer, L., Stanne, M.E., & Donovan, S.S. (1999). Effects of small-group learning on undergraduates in science, mathematics, engineering, and technology: A meta-analysis. *Review of Educational Research*, 69, 21-51.
- Stokes, P. (2003). Exploring the relationship between mentoring and counselling. *British Journal of Guidance and Counselling*, 31(1), 25-38.
- \*- Topping, K., & Ehly, S. (Eds.). (1998). *Peer-assisted learning*. Mahway, NJ: Lawrence Erlbaum Associates, Inc.
- \*- Webb, N.M. (1989). Peer interaction and learning in small groups. *International Journal of Educational Research*, 13, 21-39.
- \*- Webb, N.M. (1992). Testing a theoretical model of student interaction and learning in small groups. In R. Hertz-Lazarowitz & N. Miller (Eds.), *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 102-119). New York, NY: Cambridge University Press.

### **2. Self-efficacy approaches**

- Costanzo, C., & Walker, S. N. (2008). Incorporating self-efficacy and interpersonal support in an intervention to increase physical activity in older women. *Women and Health*, 47, 91-108.
- Heale, R., & Griffin, M. T.Q. (2009). Self-efficacy with application to adolescent smoking cessation: A concept analysis. *Journal of Advanced Nursing*, 65, 912-918.
- Hyre, A.D., Benight, C.C., Tynes, L. L., Rice, J., DeSalvo, K. B., & Munter, P. (2008). Psychometric properties of the hurricane coping self-efficacy measure following Hurricane Katrina. *Journal of Nervous and Mental Disease*, 196, 562-567.
- Jackson, J.W. (2002). Enhancing self-efficacy and learning performance. *Journal of*



- Experimental Education*, 70, 243-254.
- Reese, R., Usher, E., Bowman, D., Norworthy, K. Halstead, J., Rowlands, S., Chisholm, R. (2009). Using client feedback in psychotherapy training: An analysis of its influence on supervision and counsellor self-efficacy. *Training and Education in Professional Psychology*, 3, 157-168.
  - \*- Schunk, D. (1980). Self-efficacy and achievement behaviours. *Educational Psychology Review*, 1, 173-207.
  - \*- Schunk, D.H. (1994). Self-regulation of self-efficacy and attributions in academic settings. In D.H. Schunk & B.J. Zimmerman (Eds.), *Self-regulation of learning and performance* (pp. 75-99). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
  - Tang, M., Addison, K.D., LaSure-Bryant, D., Norman, R., O'Connell, W., & Stewart-Sicking, J.A. (2005). Factors that influence self-efficacy of counselling students: An exploratory study. *Counselor Education & Supervision*, 44, 70-80.
  - Vancouver, J., & Kendall, L. (2006). When self-efficacy negatively relates to motivation and performance. *Journal of Applied Psychology*, 91(5), 1146-1153.
  - \*- Zimmerman, B.J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 202-231). New York, NY: Cambridge University Press.
  - \*- Zimmerman, B.J. (2001). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25, 82-91.
  - \*- Zimmerman, B.J., Bandura, A., and Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29, 663-676.

### 3. Awakening and Learning

- \*-. Bodian, S. (2003) Deconstructing the Self: The use of Inquiry in Psychotherapy and Spiritual Practice. In Prendergast, J, J., Fenner, P., Krystal, S. (Eds.). *The sacred mirror: Nondual wisdom and psychotherapy* (pp.229-249). St. Paul, Min: Paragon House.
- \* - May, R. (1977) *The meaning of anxiety*. New York: W.W. Norton & Company .
- \*- Krishnamurti, J. (1969). *Freedom from the known*. New York: HarperCollins Publishers.
- \*-Jung, C.G. (1938). *Psychology and religion*. New Haven, CT: Yale University Press.
- \*Freire,P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

### 4. 21<sup>st</sup> Century Learning and Knowledge Building

- \* - Bereiter, C., & Scardamalia, M. (2006). Education for the knowledge age: Design-centered model of teaching and instruction. In P. A. Alexander, & P. H. Winne (Eds.), *Handbook of Educational Psychology* (2<sup>nd</sup> edition) (pp. 695-713). Mahwah, NJ: Lawrence Erlbaum Associates.
- Prensky, M. (2001). Digital natives, digital immigrants, Part II: Do they really think differently? *NCB University Press*, 9 (6), 1-9.
- \* - Scardamalia, M. & Bereiter, (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences* (pp. 97-118). New York: Cambridge University Press.
- \*- Trilling, B. & Fadel, C. (2009). *21<sup>st</sup> century skills: Learning for life in our times*. San Francisco, CA: Jossey-Bass.

- Walser, N. (2008). Teaching 21<sup>st</sup> century skills. *Harvard Education Letter*, 24(5), 1-3.
- Zhang, J., Scardamalia, M., Lamon, M., Messina, R., & Reeve, R. (2007). Socio-cognitive dynamics of knowledge-building in the work of 9- and 10-year-olds. *Educational Technology Research Development*, 55, 117-145.

#### **4. Attributional approaches to learning and behaviour**

- Abrami, P.C., Chambers, B., D'Apollonia, S., Farrell, M., et al (1992). Group outcome: The relationship between group learning outcome, attributional style, academic achievement, and self-concept. *Contemporary Educational Psychology*, 17, 201-210.
- \*- Borkowski, J.G., Carr, M., Rellinger, E., & Pressley, M. (1990). Self-regulated cognition: Interdependence of metacognition, attributions, and self-esteem. In B.F. Jones, L. Idol, et al. (Eds.), *Dimensions of thinking and cognitive instruction* (pp. 53-92). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- \*- Graham, S. (1991). A review of attribution theory in achievement contexts. *Educational Psychology Review*, 3, 5-39.
- Grant, H., & Dweck, C. S. (2001). Cross-cultural response to failure: Considering outcome attributions with different goals. In F. Salili & C. Chiu (Eds.), *Student motivation: The culture and context of learning. Plenum series on human exceptionality* (pp. 203-219). New York, NY: Kluwer Academic/Plenum Publishers.
- Lee, D Y., Kim, S. Y., Park, S. H., & Uhlemann, M. R. (2002). Clients' attributions of recalled important or helpful events in a counselling interview. *Psychological Reports*, 91, 10-16.
- Malle, B. (2006). The actor-observer asymmetry in attribution: A (surprising) meta-analysis. *Psychological Bulletin*, 132(6), 895-919.
- Stepleman, L. M., Darcy, M. U., & Tracey, T. J. (2005). Helping and coping attributions: Development of the attribution of problem cause and solution scale. *Educational and Psychological Measurement*, 65, 525-542.
- Voyles, M., & Williams, A. (2004). Gender differences in attributions and behavior in a technology classroom. *Journal of Computers in Mathematics & Science Teaching*, 23, 233-256.
- \*- Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York, NY: Springer-Verlag.

#### **5. Learning goals, orientations, and motivation**

- \*- Ames, C.A. (1992) Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- \*- Ames, C.A., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology*, 80, 260-267.
- Bandalos, D. L., Finney, S. J., & Geske, J. A. (2003). A model of statistics performance based on achievement goal theory. *Journal of Educational Psychology*, 95, 604-616.
- Boekaerts, M., & Niemivirta, M. (2000). Self-regulated learning: Finding a balance between learning goals and ego-protective goals. In M. Boekaerts & P.R. Pintrich (Eds.), *Handbook of self-regulation* (pp. 417-450). San Diego, CA: Academic Press.
- Cox, W. M., & Klinger, E. (Eds.) (2004). *Handbook of motivational counselling:*

- Concepts, approaches, and assessment.* New York, NY: Wiley & Sons, Ltd.
- Grant, H., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. *Journal of Personality & Social Psychology, 85*, 541-553.
  - Klinger, E. (2006). Conceptual framework and issues for goals-oriented treatment perspective: A commentary on "Where do we go from here? The goal perspective in psychotherapy". *Clinical Psychology: Science and Practice, 13*, 371-375.
  - Liem, A.D., Lau, S., & Nie, Y. (2008). The role of self-efficacy, task value, and achievement goals in predicting learning strategies, task disengagement, peer relationship, and achievement outcome. *Contemporary Educational Psychology, 33*, 486-512.
  - McWhaw, K., & Abrami, P.C. (2001). Student goal orientation and interest: Effects on students' use of self-regulated learning strategies. *Contemporary Educational Psychology, 26*, 311-329.
  - Papaioannou, A G., & Siskos, B. N. (2008). Changes in achievement goals and self-concept in the early months of junior high school. *Psychological Reports, 103*, 745-763.
  - Regner, I., Escribe, C., & Dupeyrat, C. (2007). Evidence of social comparison in mastery goals in natural academic settings. *Journal of Educational Psychology, 99*(3), 575-583.
  - VandeWalle, D., Cron, W.L., & Slocum, J.W., JR. (2001). The role of goal orientation following performance feedback. *Journal of Applied Psychology, 86*, 629-640.

## 5. Learning Styles and Mental Health/Illness

- Zekavet, K., Tarik, T. (213). The effect of social and emotional learning needs on decreasing the mental symptoms in elementary school students. *Çukurova University Faculty of Education Journal, Vol: 42 Issue: 1 Page:56-64.*
- Raghu R., Pradip P. (2005). *Learning disabilities and mental health : a nursing perspective.* Malden, MA : Blackwell Pub., 2005
- Taylor, Shelley E.; Brown, Jonathon D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin, Vol 103(2), Mar 1193210.*
- Fisher, J. E. (2002). Fear and learning in mental health settings. *International Journal of Mental Health Nursing, Vol:11 Issue: 128-134.*
- Freire, P. (1973). *Pedagogy of the oppressed* (M. B. Ramos Trans.). New York: Continuum. (Original Published 1968).
- Hillman, J. (1976). *Re-visioning psychology.* New York: Harper Perennial.

## 6. Knowledge: situated cognition, and the access to, and transfer of knowledge

- Brand, S., & Opwis, K. (2007). Effects of mood and problem-solving in dyads on transfer. *Swiss Journal of Psychology, 66*(1), 51-65.
- \*- Brown, J.S., Collins, A., & Duguid, P. (1991). Situated cognition and the culture of learning. In Yazdani, J. & Lawler, R.W. (Eds.). *Artificial intelligence and education*(Vol 2). Stanford, CT: Ablex Publishing Corp.
- \*- de Jong, T., & Ferguson-Hessler, M.G.M. (1996). Types and qualities of knowledge. *Educational Psychologist, 31*, 105-113.

- \*- Halpern, D.F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53, 449-455.
- Haskell, R.E. (2001). *Transfer of learning: Cognition, instruction, and reasoning*. San Diego, CA: Academic Press.
- Hendricks, C.C. (2001). Teaching causal reasoning through cognitive apprenticeship: What are results from situated learning? *Journal of Educational Research*, 94, 302-311.
- \*- Hirschfeld, L. A., & Gelman, S.A. (Eds.). (1994). *Mapping the mind: Domain specificity in cognition and culture*. New York, NY: Cambridge University Press.
- \* Prawat, R.S. (1989). Promoting access to knowledge, strategy, and disposition in students: A research synthesis. *Review of Educational Research*, 59, 1-41.
- Schaeffle, S., Smaby, M. H., Maddux, C.D., & Cates, J. (2005). Counseling skills attainment, retention, and transfer as measured by the Skilled Counseling Scale. *Counselor Education and Supervision*, 44, 280-292.
- Smith, E.R., & Semin, G.R. (2004). Socially situated cognition: Cognition in its social context. In M.P. Zanna (Ed.) *Advances in experimental social psychology*, Vol. 36, (pp. 53-117). San Diego, CA: Elsevier Academic Press.

## **7. Self-regulation, metacognition, and their effects on learning**

- \*- Borkowski, J.G., & Muthukrishna, N. (1992). Moving metacognition in to the classroom: "Working Models" and effective strategy teaching. In M. Pressley, K.R. Harris, & J.T. Guthrie (Eds.), *Promoting academic competence and literacy in schools* (pp. 477-501). Toronto, ONT: Academic Press, Inc.
- \*- Borkowski, J.G., & Thorpe, P.K. (1994). Self-regulation and motivation: A life-span perspective on underachievement. In D.H. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 45-73). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Burnett, P. C., & Meacham, D. (2002). Learning journals as a counselling strategy. *Journal of Counseling and Development*, 80, 410-415.
- Byers-Winston, A. M., & Fouad, N. A. (2006). Metacognition and multicultural competence: Expanding the culturally appropriate career counselling model. *The Career Development Quarterly*, 54, 187-201.
- \*- Campione, J.C., Brown, A.L., & Connell, M.L. (1989). Metacognition: On the importance of understanding what you are doing. In R.I. Charles & E.A. Silver (Eds.), *The teaching and assessing of mathematical problem-solving: Vol. 3* (pp. 93-114). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Ciarrochi, J. W. (2002). *Counseling problem gamblers: A self-regulation manual for individual and family therapy*. San Diego, CA: Academic Press.
- \*- *Educational Psychologist* (1995). Volume 30(4).
- Hertzog, C. & Dunlosky J. (2005). Aging, metacognition, and cognitive control. In B. H. Ross (Ed.). *The psychology of learning and motivation: Advances in research and theory*, Vol 45. (pp. 215-251). San Diego, CA: Elsevier Academic Press.
- Kennedy, M., & Coelho, C. (2005). Self-regulation after traumatic brain injury: A framework for intervention of memory and problem solving. *Seminars in Speech and Language. Evidence-Based Practice for Intervention of Memory and Problem Solving*, 26(4), 242-255.

- \* - *Learning and Instruction* (2005). Volume 15(2).
- Necks, E., & Orzechowski, J. (2005). Higher-order cognition and intelligence. In R. J. Sternberg & J.E. Pretz (Eds.), *Cognition and intelligence: Identifying the mechanisms of the mind* (pp. 122-141). New York, NY: Cambridge University Press.
- \*- Paris, S. G., & Winograd, P. (1990). How metacognition can promote academic learning and instruction. In B.F. Jones & L. Idol (Eds.), *Dimensions of thinking and cognitive instruction* (pp. 15-51). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- \*- Schunk, D.H., & Zimmerman, B.J. (1998). Social origins of self regulatory competence. *Educational Psychologist*, 32, 195-208.
- VanZile-Tamsen, C. (2002). Assessing and promoting self-regulated strategy use. *Journal of College Counseling*, 5, 182-186.
- Wagner, D., Altman, M., Boswell, R., Kelley, W., & Heatherton, T. (2013). Self-regulatory depletion enhances neural responses to rewards and impairs top-down control. *Psychological Science*, <http://pss.sagepub.com/content/early/2013/09/11/0956797613492985.full>
- \*- Zimmerman, B.J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329-339.
- \*- Zimmerman, B.J. (1998). Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models. In D.H. Schunk and B.J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice* (pp. 1-19). New York, NY: Guilford Publications, Inc.
- \*- Zimmerman, B.J., & Schunk, D.H. (Eds.) (2001). *Self-regulated learning and academic achievement: Theoretical perspectives* (2<sup>nd</sup> ed.). Mahwah, NJ: Erlbaum.

## **8. Questioning strategies for learning and assessment**

- Carey, T.A., & Mullan, R. J. (2004). What is Socratic questioning? *Psychotherapy: Theory, Research, Practice, Training*, 42, 217-226.
- de Jesus, H. P., Almeida, P., Watts, M. (2004). Questioning styles and students' learning: Four case studies. *Educational Psychology*, 24, 531-548.
- Horowitz, S. W. (2009). Direct mixed and open questions in child interviewing: An analog study. *Legal and Criminological Psychology*, 14, 135-147.
- \*- King, A. (1990). Enhancing peer interaction and learning the classroom through reciprocal questioning. *American Educational Research Journal*, 27, 664-687.
- \*- King, A. (1992). Facilitating elaborative learning through guided student-generated questioning. *Educational Psychologist*, 27, 111-126.
- Kinnersley, P. Edwards, A., Hood, K., Rayan, R., Prout, H., Cadbury, N., MacBeth, F., Butow, P., & Butler, C. (2008). Interventions before consultations to help patients address their information needs by encouraging question asking: Systematic review. *BMJ: British Medical Journal*, 337.
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