

Project Description

For this project, I would like to develop a course focused on the **Psychology of Learning** for Summer 2026. This course will focus on the cognitive, affective, behavioral, sociocultural, and psychomotive domains of learning outcomes across the lifespan, considering the impact and implications of learning in diverse settings and populations. This course will be designed to challenge students by requiring critical thinking, collaboration, and innovation to be successful in the class. During the summer, I will reinforce past knowledge and learn new information concerning the psychology of learning,

Goals and Objectives

The goal of this project is to create a comprehensive course that encourages critical discourse about learning (inclusive of process and outcomes) and provides students with appropriate tools to conduct internal audits of self-exploration and reflection of their experiences pertaining to the determinants of learning processes and desired outcomes. This course will also help students in their professional and academic journeys after Lincoln University. For this course, I will focus on ILO 1, 2 and 5 through engaging and comprehensive activities, assignments, projects, and assessments.

As a developmental psychologist, I am equipped with the skills and knowledge to competently prepare and teach the prospective curriculum. I am currently participating in the Prepare to Teach Online 2026 courses hosted by CETL; I will be informed on the processes of effective assessment, allowing me to successfully assess the students' engagement with course material, knowledge of key course concepts and theories, and ability to efficiently communicate through written and oral displays of knowledge. As a new graduate and scholar who studies warm demander pedagogy, I can provide a necessary and new perspective on how to successfully encourage students and deliver an appealing curriculum. Designing this course was suggested by my department chair, showing that I have the support and trust of my department.

I would like to analyze and synthesize the literature on learning, ensuring course resources are relevant, modern, and accessible to a diverse student population with a variety of skills and experiences. I will compile a selection of books, peer-reviewed articles, and other interesting media sources that can capture the attention of the current generation of students and future generations to come. I will discover resources that engage students with the curriculum, such that students can connect with the material and apply it to their experiences and the experiences of different communities. I will create compelling activities that stimulate the students' ability to remember, understand, apply, analyze, evaluate, and create as detailed in Bloom's Taxonomy. The learning materials will come from an assortment of sources, guaranteeing that students will have access to different, but valuable, perspectives.

Developing this course would also strengthen my ability to gather, organize, and disseminate important information for student populations. I have not developed a course before; therefore, this novel experience will give me the opportunity to develop a new skill that is directly connected to advancing student capabilities, interests, and knowledge, thus increasing the academic and professional expertise of both myself and my students. It will deepen my

understanding of the role that professors assume as educators in academic spaces through expanding my own understanding of the processes, theories, and contexts surrounding the psychology of learning.

Impact on Lincoln University

One of my objectives is to prepare current students for their academic and professional careers after Lincoln University. Many students have expressed an interest in attending graduate school. Taking this course will help Lincoln University students compete with other applicants, further solidifying Lincoln University as an institution that provides quality and useful learning opportunities. Many notable universities, including Stanford, Harvard, and MIT, provide undergraduate and graduate courses that highlight learning. Therefore, attending this course will prepare students to be successful in future learning-related classes. Several students have also expressed to me an interest in school psychology in particular. This course would equip students with pertinent research, providing them with insight into the learners they will be impacting in their professional futures. This course would also benefit non-psychology majors, providing them with concepts that can explain their own learning experiences and help them be better learners.

Timeframe and Deliverables

I would like to spend the Summer of 2026 creating this course so it will be finished and ready for review by the Fall of 2026. I will begin preparing the course in May of 2026 and finish in August 2026. After this summer, I will have a planned course with deliverables that include possible class resources, activities/assignments, and assessment methods. I will also know what Lincoln-provided technologies align best with the objective of the course. I plan to present the completed course and its deliverables to my chair and department in the Fall via a portfolio of the material I gathered and created, as well as a live presentation. Learning is important to all students. Therefore, I think this course could also be a valuable general education course that serves as a substitute, alternative, or supplement to General Psychology. Thus, I would be excited to present the course to the General Education committee as well.

References

- Harvard Graduate School of Education. (n.d.). Learning design, innovation, and technology. <https://www.gse.harvard.edu/degrees/masters/program/ldit>
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- Stanford Graduate School of Education. (n.d.). Cross-area specialization - Learning sciences and technology design. <https://ed.stanford.edu/academics/doctoral/lstd>
- University of Arkansas. (2022, July 26). Using Bloom's taxonomy to write effective learning objectives. *Teaching Innovation and Pedagogical Support*. <https://tips.uark.edu/using-blooms-taxonomy/>