George Mason University’s Graduate School of Education
EDUC 672 “Human Development, Learning, and Teaching”
Summer 2004

Instructor: Professor Mary Williams, Ed.D.
Date and Time: May 17 - June 21 (Monday-Wednesday-Friday)
Class Location: Innovation Hall 333
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Office: Robinson A323
Office Hours: Mondays and Wednesdays 2-3:40pm and by appointment

Required Textbooks

Value Package that includes: VIDEO WORKSHOP & WHAT EVERY TEACHER

Virginia Department of Education (September 2003). *Child abuse and neglect, recognition, reporting, and responding*. Richmond: Virginia Department of Education. [posted online]

*Other articles/handouts will be distributed in class – or be posted online on the course website

Course Description

EDUC 672 explores the processes that influence the intellectual, social, emotional, moral, ethical, and physical development of middle and high school students. Within that context, the course further examines the research and theories that provide a basis for understanding the learning process and its’ implications for teaching. Particular attention is given to constructivist theories and practices of learning, and the facilitation of critical thinking and problem solving. Research, theories, and principles of development and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.

GSE Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See [http://gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
Course Methodology

The course is structured around readings, case analyses, reflections on readings, conceptual analyses of theories, an examination of development and learning theories, expert group projects, a review and synthesis of the research, and technology activities. EDUC 672 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone. Your GMU email address is required for communication with the course instructor and for using the course website. Access to the Internet to search for resources, research and theories, and to engage in online discussion is required at least 3x a week.

OUT-OF-CLASS Sessions:

Some of our class sessions will be held online. These are to be considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online hours include research, use of professional web sites, online discussions, readings, analyses of case studies, writing, preparing the PowerPoint presentation, and other assignments. Formal online discussions will take place at: http://blackboard.gmu.edu

Course Objectives

- Students will demonstrate an understanding of stages and processes relating to adolescents’ social, emotional, cognitive, moral/ethical, and physical development by writing an 8-10 page paper that reviews the psychological and theoretical research.

- Students will develop and reinforce their critical thinking, problem solving, literacy, and oral presentation skills by participating in a collaborative project that researches and presents various aspects of psychological theory/research.

- Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management and instruction by analyzing a case study and passing an objective examination (demonstrating mastery at 80% level).

- Students will develop an understanding of how learners differ in their approaches to learning and how to create instructional opportunities that are adapted to learners with exceptionalities by attending lectures and watching videos given by experts in these fields and by analyzing case studies.

- Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by analyzing case studies on adolescent development and motivation.

- Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.

- Students will apply the writing style described in the Publication Manual of the American Psychological Association (APA) by formatting an 8-10 page research paper in APA style.

- Students will accept responsibility as a mandated reporter for VA Child abuse and neglect, recognition, reporting, and responding, and demonstrate their understanding through case analysis.

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Course Evaluation

1. Classroom Participation and Attendance Policy: (20%)
Due to the importance of lecture, group work, and discussion to the total learning experience, students must both attend and participate in every class session. Readings must be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. The ‘preparation and participation rating form’ will be used as a guide to participation. If a class is going to be missed, students must notify the instructor in advance. Students are responsible for completing all assignments and readings, getting assignments in on time, and catching up if absent. Anyone missing more than one class session should see the instructor to discuss dropping the course. Missing the equivalent of two class sessions will have a negative impact on the overall course grade. An ‘A’ requires perfect attendance. An example of the attendance policy is: with an ‘A’ in every assignment including high quality participation in class, in order to receive an ‘A’ no more than one class can be missed. If two classes are missed, the highest grade is A-, etc. [Class equivalence: more than 15 minutes but less than 1 hour late = ¼ class; between 1-2 hours late = ½ class; more than 2 hours late = 1 class]

2. Case Analyses: (15%)
Students will complete four case study assignments. The assignments will deal with adolescent levels of development (e.g., physical, social, and cognitive), adolescent motivation, child abuse/neglect identification/reporting, and classroom management. The case analyses serve as a means for students to demonstrate an understanding of the intersection of learning theory with pedagogical issues. Cases allow students to examine multiple perspectives on problems students experience in their schooling. Case studies give students a chance to practice approaches a thoughtful and ethically principled teacher would use to solve problems. In the case analysis we always hold the teacher responsible for students’ success. If students are not doing well, it is the teacher’s task to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking should become second nature, so that when faced with problems in your own class you will think, “What might I do differently to help this student be successful?” A case analysis includes:
   a) Before class you will write a problem statement (1 paragraph) that describes what you think the teacher’s responsibility is in the case -- that is, how the teacher contributes to the problem; what role the teacher is playing in the case that is (potentially) putting his/her students at risk, etc. You will demonstrate that you understand the learning theories we are reading about by adding direct quotes from a textbook to support your perspective on the problem.
   b) After discussion on-line, you will write an action plan (1 page) for the teacher. The ‘action plan’ must be designed to solve the problem, and be based upon specific approaches the authors of our readings feel will help the student(s) most in the long term. You must also use direct quotes in the action plan.

Case analyses are due the day we discuss the case. Case analyses cannot be accepted late.

NOTE: three case studies will be averaged for the case analysis grade (one grade will be dropped).

3. Multimedia Technology Proficiency & Software Review: (15%)
EDUC672 has been designated as a technology infused course in the Secondary Education program. In this course,
   a) students will become proficient in the use of the online Blackboard framework for communicating with the course instructor and other students.
   b) students will demonstrate proficiency in the use of the Internet to conduct a review of the research on a psychological theory.
   c) students will demonstrate proficiency in the creation of a PowerPoint presentation and oral presentation skills using technology.
   d) students will prepare a written review an educational software program that might be used with middle or high school students in their content area (grades 6-12).
4. Examination: (25%)
There is one multiple-choice/short essay, examination. You must receive a score of at least 80% to demonstrate minimum mastery of your understanding of child development and learning theory. Any score less than 80% requires taking a second exam.

5. Research Paper and Presentation: (25%)
Students will be assigned to teams of two to analyze readings and scientific research in a specific psychological area. Each student will then write an 8-10 page research paper and present it to the class. All research must draw upon social scientific work on adolescent learning and development, citing a minimum of three scholarly references. The oral presentation, utilizing PowerPoint, will last approximately 5 minutes. Research papers must be handed in on time and adhere to the most recent APA guidelines.

Grading Policy

All written assignments must be completed on a word processor. All assignments are to be turned in or posted online on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA).

Attendance/Participation: 20%
Case Analyses: 15%
Software Review/Power Point: 15%
Examination: 25%
Research Paper: 25%

100%

Grading Scale

A+ = 97-100%  B+= 86-89%  C = 70-79%
A  = 93-96%  B  = 83-84%  F = Below 70%
A- = 90-92%  B- = 80-82%
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Tentative Course Schedule (version 1.0)

May 17   Introduction: Course Overview  
Types of Research/Learning Styles/Personality Types  
(Read Chapter 1)

May 19   Cognitive and Linguistic Development  
Jig Saw – Expert Groups  
(Read Chapter 2)

May 21   Students with Special Educational Needs Combine Section 1&2 (6-8pm)  
Guest Expert Speaker (Dean Goor)  
(Read pages 121-145, 468-469)  
Child abuse and neglect [the law & responding]  
(Read VA Child abuse and neglect manual)  
Due: Respond to 5 vignettes online

May 24   Personal, Social, and Moral/Ethical Development  
Jig Saw – Expert Groups  
Teaching for Academic Learning & Teacher Expectations  
(Read Chapter 3, p434-457)  
Due: Software Review

May 26   Cognitive Views of Learning  
Jig Saw – Expert Groups  
Case Analysis: Joyce Davidson  
(Read Chapter 7, 4 up to p 121)

May 31   NO CLASS – Memorial Day

June 2    Social Cognitive and Constructivist Views of Learning  
Complex Cognitive Processes & Cooperative Learning  
(Read Chapter 8 and 9)  
Motivation in Teaching and Learning  
Jig Saw – Expert Groups  
(Read Chapter 10)  
Due: one empirical article per student and a paragraph explaining how the article relates to the research topic.

June 4    Learning and Cognitive Factors in Motivation  
Case Analysis: Frank Oakley (online)  
(Read Chapter 9)  
A01=4:30-6:30  
A02=7-9pm

June 7    Examination Developmental and Learning Theories  
Child Abuse and Neglect [recognition, reporting, and responding]
June 9
Behavioral Views of Learning & Classroom Management
Jig Saw – Expert Groups
(Read Chapter 6, p492-500)
**Due:** A preliminary abstract of the research paper.

June 11
Classroom Management & Learning Environments
**Case Analysis:** Karen Lee *(online)*
(Read Chapter 11 and p488-492, 501-506) A02=7-9pm

June 14
Standardized Testing and Basic Concepts in Assessment
(Read Chapter 14 and 15)
Research Presentations using **PowerPoint**

June 16
Research Presentations using **PowerPoint**
Course Evaluation

June 21
Child Abuse and Neglect *[reporting and responding]*
**Case Analysis:** Ellen Norton *(online)*
(Read VA Child abuse and neglect manual) A02=7-9pm

*Child Abuse and Neglect Report and signature page
**Due:** Final Research Paper posted online

*The ‘Child Abuse and Neglect Report’ signature page verifies that you are familiar with the responsibilities of a mandated reporter for Child Abuse and Neglect, Recognition, Reporting, and Responding required in the state of VA. Your signature certifies that you have read the manual, understand your role as a mandated reporter, and accept responsibility as a mandated reporter in the state of Virginia.*
RATING FORM
PREPARATION AND PARTICIPATION
EDUC 672

Name:_____________________________________

Total:_____

Characteristic

ATTENDANCE/PARTICIPATION (40%)*
attendance __________________________________________________
level of engagement (engages others)_________________________________
consistency _______________________________________________________
has positive attitude _______________________________________________
is willing to participate (responds to questions)_________________________

QUALITY OF DISCUSSION/PARTICIPATION (60%)*
Comments:
are relevant _______________________________________________________
continue discussion _________________________________________________
offer new input ____________________________________________________
show flexibility/openness ____________________________________________
are thought provoking ______________________________________________
synthesize _________________________________________________________
have consistent rationale _____________________________________________
use current/previous theories _________________________________________
Contributing to Group Success Rubric (if applicable) ____________________

The aspect (in capital letters) will be rated on the following 3 point scale:
{and specific behaviors will be checked when observed}
3 - Above average
2 - Average
1 - Poor

Comments: