GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 820 (001)
Teaching, Learning, and Cognition
Fall 2010
Wednesday 4:30pm-7:10pm
Robinson Hall B Rm 124

PROFESSOR
Name: Michelle M. Buehl, PhD
Office phone: (703) 993-9175
Office location: Robinson A Room 353 E
Office hours: Mon. and Wed. 3:00pm-4:00pm or by appointment
Email address: mbuehl@gmu.edu

COURSE DESCRIPTION
This course focuses on foundational educational psychology theories including cognitive, social, and constructivist themes and their implications for improving instructional practices and learning at all developmental levels and content areas.

NATURE OF COURSE DELIVERY
This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site (http://courses.gmu.edu). For assistance with Blackboard students may email courses@gmu.edu, call (703) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30am-5pm).

REQUIRED TEXT

STRONGLY RECOMMENDED TEXT

OPTIONAL TEXT

LEARNER OUTCOMES
Students will be able to
- compare and contrast theories of learning and cognition
- formulate practical bridges between research theories and classroom practice
- integrate and synthesize research findings on teaching and learning
- develop an awareness of belief systems that impede or enhance the teaching-learning process
- display knowledge of the relationship between psychological inquiry and educational practices
- develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
- develop and reinforce their critical thinking, oral, and writing skills
- understand how students’ cognitive, social, and emotional development affects instruction
COURSE REQUIREMENTS
Each student is expected to:
1. Read assigned materials for the course before coming to class.
2. Present/discuss assigned chapters/articles in class
3. Participate in classroom activities that reflect critical reading of materials
4. Complete class assignments and activities
5. Write a research paper and present in a poster session
6. Attend each class session

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
The program goals are consistent with the following Learner-Centered Psychological Principles outlined by the American Psychological Association Presidential Task Force in Education (APA, Division 15).
- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information please see:

COURSE ORGANIZATION AND EVALUATION
This course is designed to promote an understanding of topics central to the study of educational psychology. To this end, each week students will engage in a discussion of a designated educational psychology theme. In addition to the base reading, each student is responsible for reading one chapter on a historic figure and one additional recent (i.e., after 2006 publication of Handbook chapter) peer-reviewed empirical study or conceptual/theoretical article by a Handbook chapter author for one of the weekly topics. Historic figures and topic assignments will be decided in the first weeks of the semester. For the recent article, students are expected to 1) post copies of the articles on Blackboard by Tuesday at 12 noon, 2) write an article abstract for their assigned topics, and 3) interject their knowledge of the readings and the handbook chapter authors during class discussion. Additionally, each student is expected to complete a set of activities commensurate with his or her academic level and career goals.

Required Course Activities (80%)
Class and Online Participation (10%)
Each student is expected to come to class on time and participate in class discussions and activities. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

To facilitate the class discussion, students are expected to post at least 5 critical questions/discussion points about the content over the course of the semester. The 5 critical questions/discussion points should be reflective of different class meetings. Questions/discussion points are to be posted in Blackboard by 5pm the Tuesday prior to the class in the appropriate discussion board.
Article Abstract and Author Information (10%)

As noted above, students are expected to read one recent article (i.e., after 2006 publication of Handbook) by one of the chapter authors related to the topic for the evening. The article can be empirical or conceptual/theoretical but should be related to but move beyond the information presented in the assigned chapter(s). Students are encouraged to communicate with the instructor about which article to select. Students are expected to (1) post a copy of the article on Blackboard by Tuesday at 12 noon, (2) write an article abstract for their assigned topic, and (3) interject their knowledge of the reading and the handbook chapter authors during class discussion (note: if multiple students are assigned to one night, they should coordinate to make sure different authors are addressed). The abstract may focus solely on the additional reading or provide a synthesis of the reading in relation to the assigned chapter(s). Abstracts are due on the day the topic is scheduled in the syllabus. Abstracts should be emailed to the professor by noon on the day the topic is scheduled and a hard copy should be brought to class. Abstract guidelines and rubric are provided in Appendix B.

Additionally, students are expected to come to class with information about the authors of the assigned chapters for that evening. Students will select their topic/evening early in the semester and a class schedule will be developed by the instructor.

Final Paper and Poster (35% Paper; 10% Poster Presentation; 5% Paper Preparation—50% Total)

Each student will write either a literature review or research proposal that focuses on an educational psychology topic. Literature reviews should contain the following sections:
1. Introduction and overview of the topic
2. Discussion of the literature (with appropriate subheadings)
3. Limitations, conclusions, and implications

Research proposals should contain the following sections:
1. Problem Statement: What is the problem the study will look at and why it is important?
2. Research question(s)/hypotheses
3. Conceptual Framework: What theory underlies or shapes your research study
4. Methodology: Participants, measures, procedures and design of the research study
5. Discussion: Potential results, limitations, and future research

Final papers will be submitted as a final term paper, and will be presented in a poster session at the end of the semester. Final papers must adhere to the APA Publication Manual Guidelines. Additional guidelines and rubrics for the final paper and poster presentation will be provided.

As a means to provide support for each student’s final paper, students are expected to turn in final paper components based on the following tentative timeline:
- Paper format and topic; preliminary focus or research questions: Oct 6th
- Progress update: Initial outline including method/data analysis plan: Nov 3rd
- Poster contents: Dec 6th (9am)
- Class poster session: Dec 8th
- Final paper: Dec 15th (4:30pm)

Historic Contributions Chapter Presentation (10%)

Each student is expected to select, read, and share with the class one of the available chapters from Educational psychology: A century of contributions. Students are expected to (1) read the selected chapter, (2) prepare an outline to distribute to the class, and (3) briefly share their thoughts on the chapter and its connection to the course. Available chapters will be provided. See Appendix C for additional guidelines and rubric.
Student-Selected Course Activities (20%)
Each student is to select additional activities commensurate with their academic level and career goals. Suggested student selected-activities that will develop their competencies include the following:

Research Competencies
- Prepare a grant proposal*
- Prepare a proposal for submission to a national or international conference (APA, AERA)*
  *Note: APA 2011 in Washington, DC, Aug 4-7; proposal deadline Oct/Nov 2010
- Write a second article abstract**

Professional Competencies (select at least 1)
- Prepare your academic vita*
- Join a professional organization (post selection on Blackboard with brief discussion of why the organization was selected and how it related to your professional goals)
- Communicate with a distinguished researcher in your interest area that you do not already know (also not at GMU)**

Foundation Knowledge Competencies
- Read an original work by a foundational theorist you have not read before (e.g., James, Piaget)**
- Read an unassigned chapter from the Handbook**
- Read an additional chapter from Educational psychology: A century of contributions**

*Students are encouraged to submit work early to allow for instructor feedback and revision.
**Students should communicate with the instructor about how to share selected competencies.

The following table outlines the required and suggested student-selected activities and their contribution to each student’s final grade.

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>REQUIRED*** (80%)</th>
<th>% of Final Grade</th>
<th>Student Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Research Competencies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article Abstracts and Author Info</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Paper: Lit Review or Proposal</td>
<td>35</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Poster</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Paper Progress</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Historic Contributions Chapter Presentation</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Foundation Knowledge Competency</strong></td>
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<tr>
<td><strong>STUDENT-SELECTED</strong>* (20%)</td>
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<tr>
<td><strong>Research Competencies</strong></td>
<td></td>
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<tr>
<td>Grant Proposal</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Conference Proposal</td>
<td>10</td>
<td></td>
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<tr>
<td>Second Article Abstract</td>
<td>10</td>
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<tr>
<td><strong>Professional Competencies</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Vita</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional organization</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate with researcher</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Knowledge Competencies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original work by a foundational theorist</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Additional Handbook chapter</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Historic Contributions Chapter</td>
<td>10</td>
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</tr>
</tbody>
</table>

***Additional suggestions and substitutions may be negotiated.
Each student’s final grade for this class will be based on the following:

- **A+** = 98 – 100%
- **A** = 93 – 97.99%
- **A-** = 90 – 92.99%
- **B+** = 88 – 89.99%
- **B** = 83 – 87.99%
- **B-** = 80 – 82.99%
- **C** = 70 – 79.99%
- **F** < 70%

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS**

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See [http://gse.gmu.edu/facultystaff/profdisp.htm](http://gse.gmu.edu/facultystaff/profdisp.htm) for a listing of these dispositions.

- Students must follow the guidelines of the University Honor Code. See [http://academicintegrity.gmu.edu/honorcode/](http://academicintegrity.gmu.edu/honorcode/) for the full honor code.

  Please note that:
  - “Plagiarism encompasses the following:
    1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
    2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
      (from Mason Honor Code online at [http://mason.gmu.edu/~montecin/plagiarism.htm](http://mason.gmu.edu/~montecin/plagiarism.htm))
  - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
  - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.


- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See [http://www2.gmu.edu/dpt/unilife/ods/](http://www2.gmu.edu/dpt/unilife/ods/) or call 703-993-2474 to access the ODS.

**ADDITIONAL CLASS POLICIES**

**Paper Format**

*Papers not following this format may be automatically reduced by up to a letter grade.*

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- Formatted in APA style and proofread for spelling, grammar, and clarity errors.

*Students are encouraged to print on both sides of paper or to use recycled paper.*
Late Assignments
Assignments are due at the start of class on the assigned due date. If an assignment must be turned in late or outside of class, students may give the assignment to me in person or leave the assignment in my faculty mailbox (Robinson A Room 309). If an assignment is left in my mailbox, send an email to indicate that it is there. **DO NOT** slide assignments under my office door and **DO NOT** send them to me via email without prior agreement. Assignments submitted this way will not be accepted or graded and will be considered missing. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Computer Use in Class
During class time, please refrain from checking email or conducting activities on the computer that are not directly related to the class session.

Class Environment
Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be turned off or put on silent mode so as to not effect the learning of those around you.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 8</td>
<td>Educational Psychology: A Historical Overview</td>
<td>Chapter 1 (Berliner) Chapter 2 (Calfee)</td>
</tr>
<tr>
<td>Sep 15</td>
<td>Child, Adolescent, and Adult Development</td>
<td>Read 2 of the following‡: Chapter 4 (Paris et al.) Chapter 5 (Wigfield et al.) Chapter 6 (Smith &amp; Reio)</td>
</tr>
<tr>
<td>Sep 22</td>
<td>Cognition, Learning, and Knowledge I</td>
<td>Greeno et al. (1996) Chapter 10 (Bransford et al.,)</td>
</tr>
<tr>
<td>Sep 29</td>
<td>Cognition, Learning, and Knowledge II</td>
<td>Chapter 7 (Ackerman &amp; Lobman) Chapter 11 (Schraw)</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Strategic Learning and Problem Solving</td>
<td>Chapter 12 (Pressely &amp; Harris) Chapter 13 (Mayer &amp; Wittrock) Submit paper format and topic</td>
</tr>
<tr>
<td>Oct 13</td>
<td>Student and Teacher Beliefs</td>
<td>Chapter 14 (Murphy &amp; Mason) Chapter 31 (Woolfolk, et al.)</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Competency Beliefs, Goals, and the Classroom Context</td>
<td>Chapter 15 (Perry et al.) Read one of the following‡: Chapter 16 (Schunk &amp; Zimmerman) Chapter 17 (Anderman &amp; Wolters)</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Peer Behavior and Social Relations</td>
<td>Chapter 34 (O’Donnell) Chapter 28 (Juvonen)</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Technology and Instruction</td>
<td>Chapter 30 (Bereiter &amp; Scardamalia) Reading 1 of the following: Chapter 32 (deJong &amp; Pieters) Chapter 35 (Lajoie &amp; Azevedo) Final paper outline</td>
</tr>
<tr>
<td>Nov 10</td>
<td>Teaching and Learning in the Domains: Literacy and Language Learning</td>
<td>Shulman and Quinlan (1996) Read 1 of the following‡: Chapter 19 (Alvermann, et. al.,) Chapter 20 (Graham) Chapter 21 (Padilla)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
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<td>------------</td>
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</tr>
<tr>
<td>Nov 17</td>
<td>Teaching and Learning in the Domains: Mathematics, Science, and History</td>
<td>Read 2 of the following‡: Chapter 21 (Schoenfeld) Chapter 22 (Linn &amp; Eylon) Chapter 23 (VanSledright &amp; Limon)</td>
</tr>
<tr>
<td>Nov 24</td>
<td><strong>No Class/Thanksgiving Day</strong></td>
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<tr>
<td>Dec 1</td>
<td>Research Methodology and Assessment</td>
<td>Chapter 36 (Nesbitt &amp; Hadwin) Read 1 of the following‡: Chapter 40 (Ercikan) Chapter 41 (Tittle)</td>
</tr>
<tr>
<td>Dec 8</td>
<td>Conclusions</td>
<td><em>Poster Session</em> Postermaterials due 12/6 9am</td>
</tr>
<tr>
<td>Dec 15</td>
<td></td>
<td><em>Final Paper due</em></td>
</tr>
</tbody>
</table>

‡Indicate chapters selected on the appropriate Blackboard Discussion board.
Appendix A
Attendance & Participation Rubric

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- Be punctual, present (in mind and body), and well prepared for class.
- Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

5 = Student consistently demonstrated the criterion throughout the semester.
4 = Student frequently demonstrated the criterion throughout the semester.
3 = Student intermittently demonstrated the criterion throughout the semester.
2 = Student rarely demonstrated the criterion throughout the semester.
1 = Student did not demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
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<tr>
<td>b)</td>
<td></td>
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<tr>
<td>c)</td>
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<tr>
<td>d)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
Article Abstract Guidelines and Rubric (10%)

Each student is required to prepare one abstract based on the assigned readings. Abstracts are due the day the reading is scheduled in the syllabus. Abstracts should be emailed to the professor by noon the day the reading is scheduled and a hard copy should be brought to class.

CONTENT

Theoretical/Review Article

1. The topic
2. The purpose, thesis, or organizing construct and the scope (comprehensive or selective) of the article
3. The sources used (e.g., personal observation, published literature)
4. The conclusion(s) (include implications or applications)
5. Your critique (impressions) and discussion of implications

Empirical Article

1. The problem
2. The experimental method (methodology)
3. The findings/results
4. The conclusion(s) (include implications or applications)
5. Your critique (impression) and discussion of implications

FORMAT

The abstract should
• Include a cover page
• Be 2-4 pages (excluding cover and reference page), typed, double-spaced, and in APA format
• Include reference information on a separate sheet (APA format)
# ARTICLE ABSTRACT RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (4)</th>
<th>Competent (3)</th>
<th>Minimal (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong>&lt;br&gt;Summarize important aspects of article</td>
<td>Provides a clear and complete summary of the article including all necessary components.</td>
<td>Summary of the article is mostly complete but lacks some components, clarity, or understanding.</td>
<td>Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.</td>
<td>Summary of the article is brief, incomplete, unclear, and/or incorrect.</td>
</tr>
<tr>
<td><strong>Analysis</strong>&lt;br&gt;Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</td>
<td>Gives a complete analysis of the article, relating specific examples to justify critique.</td>
<td>Analysis may be somewhat limited or includes few examples to justify critique.</td>
<td>Analysis is limited and/or lacks examples to justify critique.</td>
<td>Gives little or no analysis of study and lacks examples to justify critique.</td>
</tr>
<tr>
<td><strong>Implications</strong>&lt;br&gt;Discuss implications for the article for research or practice</td>
<td>Relates article to personal situation with clear implications for practice and research.</td>
<td>Implications for practice and research are somewhat general, lacking personal connection, or in need of elaboration.</td>
<td>Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.</td>
<td>Draws few or no implications for practice or research.</td>
</tr>
<tr>
<td><strong>Integration of Course Work</strong>&lt;br&gt;Demonstrate knowledge and use of course content</td>
<td>Shows thorough understanding of content and use of course materials and guidelines to support critique.</td>
<td>Shows some understanding of content and use of course readings and guidelines to support critique.</td>
<td>Shows limited understanding of course content and use of course readings and guidelines to support critique.</td>
<td>Shows no understanding of course content or use of course readings and guidelines to support critique.</td>
</tr>
<tr>
<td><strong>APA Style</strong>&lt;br&gt;Use APA style and formatting</td>
<td>Uses concise, coherent, well-organized writing with correct APA style.</td>
<td>Writes with some lack of clarity and/or inconsistent APA style with some errors.</td>
<td>Writes with a lack of clarity and coherence, many errors, or incorrect APA style.</td>
<td>Writes with little clarity or coherence, many errors, and/or no use of APA style.</td>
</tr>
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</table>

TOTAL = _________

<table>
<thead>
<tr>
<th>Grade Allocation</th>
<th>Point Range</th>
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<tbody>
<tr>
<td><strong>Point Range</strong></td>
<td>Plus</td>
</tr>
<tr>
<td>A</td>
<td>20</td>
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<tr>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>12-13</td>
</tr>
<tr>
<td>F</td>
<td>≤ 11</td>
</tr>
</tbody>
</table>
Appendix C

Historic Contributions Presentation and Discussion
EDEP 820
Fall 2010

Each student is expected to select, read, and share with the class one of the available chapters from *Educational psychology: A century of contributions*. Students are expected to (1) read the selected chapter, (2) prepare an outline to distribute to the class, and (3) briefly share (i.e., approx 10 minutes) their thoughts on the chapter and its connection to the course.

The outline should be well organized, easy to read, and contain the following information:
- Student’s name,
- Complete bibliographical information for the chapter in APA format,
- Summary of relevant ideas and information presented in the chapter.

With respect to formatting for the outline handout:
- A cover page is NOT necessary,
- Headings and subheadings are encouraged,
- Bullets may be used,
- Appropriate grammar and spelling should be used.

<table>
<thead>
<tr>
<th>Handout (8 pts)</th>
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<tbody>
<tr>
<td>CONTENT</td>
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<tr>
<td>Summary</td>
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<tr>
<td>FORMAT</td>
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<tr>
<td>Organization</td>
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<tr>
<td>Technical (e.g., spelling) and APA errors</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Presentation/Discussion (2 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
<tr>
<td>Presentation and Discussion</td>
</tr>
</tbody>
</table>

The Founding Period: 1890 to 1920
William James
Alfred Binet
John Dewey
E. L. Thorndike
Lewis M. Terman
Maria Montessori

The Rise to Prominence: 1920 to 1960
Lev Vygotsky
B. F. Skinner
Jean Piaget
Lee J. Cronbach
Robert Mills Gagne

Educational Psychology in the Modern Era: 1960 to Present
Benjamin S. Bloom
N. L. Gage
Jerome Bruner
Albert Bandura
Ann L. Brown

Other potential researchers not included in the text:
Paul Pintrich
Jere Brophy
Michael Pressley