George Mason University
College of Education and Human Development
Secondary Education Program

EDUC 672:001 Human Development and Learning
(3 Credits)
Fall Semester, 2010

Instructor:	Dr. Audrey L. Kremer
Date and Time:	August 30 – December 11 (Mondays — 7:20 to 10:00 pm)
Class Location:	Robinson Hall A, Room 123
Telephone:	703-375-9515
E-mail:	akremer@gmu.edu
Office Hours:	Mondays — 5:00 to 7:00 p.m. Robinson A, room 103A or by appointment by phone.

Required Textbooks

Woolfolk, A. (2010). *Educational psychology.* (11th ed.). Boston: Allyn and Bacon.

Ormrod, J. E., & McGuire, D. J. (2007). *Case studies: Applying educational psychology* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Optional Resource

Publication Manual of the American Psychological Association (6th ed.)

GMU Blackboard & Email Account

The course Blackboard site will be used extensively to distribute articles, handouts, and to provide access to resources and online discussions. Go to http://courses.gmu.edu to access Blackboard. Use your GMU email login and password to access the site.) The instructor will communicate with you through your GMU email address so please use it to submit assignments and be sure to check it regularly.

Course Description

Education 672 explores the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing 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.

Course Methodology

The course is structured around readings, case analyses, reflections and discussions on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current 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.

You can visualize the course as having three parts:
1. DEVELOPMENT AND DIVERSITY
2. LEARNING AND MOTIVATION
3. CLASSROOM AND ASSESSMENT STRATEGIES

All of the sections will help you understand psychological research and apply it in your classrooms.

Course Objectives

- Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.

- Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures and by working on individual case studies.

- Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by passing midterm and final examinations.

- Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a five-ten page paper on adolescents and motivation.

- Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.

- Students will develop an understanding of how educational technology can be used to augment the learning experience of their students by identifying and sharing information about educational technology resources and by referencing a resource appropriate to the psychological theory or topic explored in their collaborative group project. For example, if you were doing your presentation on dyslexia, you could find a software application that will read to the student or provide exercises to help the student read better.

- 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 be able to use the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA).

Out-of-Class Sessions

One or more of our class sessions may be held out-of-class (online). This class (or classes) is to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session. The out-of-class hours include research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, preparing the PowerPoint presentation, and other assignments. Formal online discussions will take place at: **http://courses.gmu.edu.**

Course Requirements

1. Fieldwork Assignments: Students will complete three writing assignments about teenagers and teaching. The assignments will deal with 1) adolescent levels of development (e.g., physical, social, and cognitive), 2) adolescent motivation, and 3) case studies for teacher problem solving. **(The paper on the case study must demonstrate mastery at the level of 80% or higher.)**

2. Presentation of Psychological Theory (Theory to Practice Presentations): Students will be choose groups of two to four people. Each small group will be asked to analyze readings and research in a specific psychological area, and present it to the class. All research must draw upon social scientific work on adolescent development, citing a minimum of five scholarly references each. The oral presentation includes both a discussion of the theory and an interactive activity for the class that illustrates the theory, will last approximately 20-40 minutes.

3. Classroom Participation and Attendance Policy: Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, you are expected to both attend all classes and participate in class and in on-line discussions regularly. Readings must be completed **before class**. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 15% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

4. Written Assignments: All written assignments must be completed on a computer and submitted in a format compatible with Microsoft Office 2003 or 2007. Assignments are to be submitted electronically via email to the instructor prior to the beginning of class on the date due. In the *Subject Line* of your emails to the instructor, please include your first and last name and the assignment title or subject of the email. 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). Refer to the GMU Honor Code for further information.

5. Examinations: There are two in-class examinations: a midterm and a final.

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

> **A. Dispositions** (http://gse.gmu.edu/facultystaffres/profdisp.htm)

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

Commitment to the profession
>Promoting exemplary practice
>Excellence in teaching and learning
>Advancing the profession
>Engagement in partnerships

Commitment to honoring professional ethical standards
>Fairness
>Honesty
>Integrity
>Trustworthiness
>Confidentiality
>Respect for colleagues and students

Commitment to key elements of professional practice
>Belief that all individuals have the potential for growth and learning
>Persistence in helping individuals succeed
>High standards
>Safe and supportive learning environments
>Systematic planning
>Intrinsic motivation
>Reciprocal, active learning
>Continuous, integrated assessment
>Critical thinking
>Thoughtful, responsive listening
>Active, supportive interactions
>Technology-supported learning
>Research-based practice
>Respect for diverse talents, abilities, and perspectives
>Authentic and relevant learning

Commitment to being a member of a learning community
>Professional dialogue
>Self-improvement
>Collective improvement
>Reflective practice
>Responsibility

Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice
Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

B. University Honor Code

All students must abide by the following guidelines of the University Honor Code. See 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)
- 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.

C. Responsible Use of Computing

Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html

D. Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.   Review the website for additional information http://academicintegrity.gmu.edu/honorcode/. For more details on avoiding plagiarism, http://writingcenter.gmu.edu/resources-template.php?id=1

- Plagiarism Resources
http://writingcenter.gmu.edu/resources-template.php?id=1
http://wac.gmu.edu/supporting/student_resources_landing.php

E. Students with Disabilities

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/ or call 703-993-2474 to access the ODS.

Grading

Point Distribution

Fieldwork Assignments:	30
Attendance and Participation:	15
Theory-to-Practice Notes:	10
Oral Presentation:	15
Midterm Test:	10
Final Examination:	20
TOTAL:	**100 points**

Class Participation Rubric
(Rubrics specific to the assignments will be provided separately)

	Strong Work	Needs Development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others.
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of the readings and class discussion.	Comments sometimes ineffective or show a lack of preparation.	Comments reflect little understanding of either the assignment or class discussion.
Active participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out".	Seldom participates or tries to dominate the discussion.
Attendance	Attends all classes, arrives on time, and absences, if any, are reported in advance.	Usually on time for class, and absences, if any, are reported in advance.	Frequently late for class. Absences are not reported in a timely fashion.

Grading Scale
A = 93-100%
A- = 90-92%
B+ = 88-89%
B = 80-87%
C = 70-79%
F = Below 70%

Class Date	Class Topic	Assignment due this week
PART I: DEVELOPMENT AND DIVERSITY		
Monday Aug 30 (class 1)	**Course Overview** Read Syllabus Characteristics of Adolescents from the Educational Research Introduction to Case Studies - Intro online journal searches	Please go to http://courses.gmu.edu to read the syllabus, take a look at the supporting materials for the course, and to complete the online assignments.
Monday Sept 13 (class 2)	**Cognitive Development and Language** Form Collaborative Groups Locating empirical articles online	• *Read Chapters 1 (Learning, Teaching and Educational Psychology) and 2 (Cognitive Development and Language)* • *Read Case 40: Proofreading* • Child Abuse and Neglect training *see link below
Monday Sept 20 (class 3)	**Development of Self, Social Skills and Morality** APA format	• *Read Chapter 3 (The Self, Social, and Moral Development)* • *Case 9: Friends*
Monday Sept 27 (class 4)	**Diversity in the Classroom** Due: Fieldwork Assignment #1	• *Read Chapter 5 (Culture and Diversity)* • *Read Case 12: Pollution* • *Fieldwork #1*
Monday Oct 4 (class 5)	**Individual Differences and Special Educational Needs** Due: One empirical article per student and a paragraph explaining how your article relates to your research topic	• *Read Chapter 4 (Learner Differences and Learning Needs)* • *Read Case 24: The Respiratory System* • *Locate a research article that relates to your topic and write a one-paragraph summary*

PART II: LEARNING AND MOTIVATION		
Tuesday Oct 12 (class 6) Note the day of the week!	**MIDTERM TEST Motivation**	• *Read Chapter 11 (Motivation in Learning and Teaching)* • *Case 48: Under the Bleachers* • *Study for the Mid-term Test*
Monday Oct 18 (class 7)	**Behaviorist Views of Learning** Due: A preliminary group abstract and a distribution of job assignments	• *Read Chapter 6 (Behavioral Views of Learning)* • *Read Case 25: The Concept Map*
Monday Oct 25 (class 8)	**Cognition** Due: Each student will hand in 3-5 pages of notes on her/his section of the PowerPoint Presentation and include a minimum of five references.	• *Presentation notes and references* • *Read Chapter 7 (Cognitive Views of Learning) and 8 (Complex Cognitive Processes)* • *Read Case 38: The Perfectionist*
Monday Nov 1 (class 9)	**Social Cognitive Views of Learning**	• *Read Chapter 10 (Social Cognitive Views of Learning and Motivation)* • *Read Case 26: Coming Back to School* • *Case 11: Studying French* • *A preliminary group abstract and a distribution of job assignments*
Monday Nov 8 (class 10)	**The Learning Sciences and Constructivism** Due: Fieldwork Assignment #2	• *Read Chapter 9 (Learning Sciences and Constructivism)* • *Case 41: Cheerleading Tryouts* • *Complete Fieldwork Assignment #2*
PART III: CLASSROOM STRATEGIES		
Monday Nov 15 (class 11)	**Group Presentations Creating a Productive Learning Environment**	• *Read Chapter 12 (Creating Learning Environments)* • *Read Case 37: The Stand-Up Comic*
Monday Nov 22 (class 12)	**Group Presentations Teaching Every Student – Various Instructional Strategies**	• *Read Chapter 13 (Teaching Every Student)* • *Read Case 47:The Pearl*
Monday Nov 29 (class 13)	**Group Presentations Basic Strategies in Assessment and Summarizing Student Achievement** Due: Fieldwork Assignment #3	• *Read Chapter 14 (Classroom Assessment and Standardized Testing)* • *Complete Fieldwork Assignment #3* • Prepare for final exam
Monday Dec 6 (class 14)	**Group Presentations**	• Prepare for final exam
Monday Dec 13	**In-Class Final Examination**	

Additional Notes:

It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. Products from this class can become part of your professional portfolio, which can be used for job placement.

Child Abuse and Neglect: Recognizing, Reporting and Responding for Educators
Online course website: http://www.vcu.edu/vissta/training/va_teachers/
Make sure you print a copy of your certificate. It is good for 3 years.

Descriptions of Group Project, Fieldwork Assignments, and Exams

1. Theory-to-Practice Group Presentation

You will begin by forming groups of two to four based on a shared interest in a psychological theory used in education. Each group of 2-4 students will choose a psychological topic from the list that follows this description. To start the research process, each group should read the relevant chapter(s) in the textbook and locate a **minimum of five research articles** each that are published in scientific journals--e.g., *The Journal of Educational Psychology*, *Contemporary Journal of Educational Psychology*, *Educational Psychologist*, *Educational Researcher*, and *Instructional Science*. Books and other sources may also be used. Provide at least one example of how you could apply an educational technology resource to assist in learning or teaching. EACH person in the group should identify and report on their five research articles and technology approach. Each student is responsible for writing three to five pages of notes on her/his topic. These can be organized into bulleted sections or full paragraphs. Do not just give a summary of information that we already know. The purpose of the presentation is to delve deeper into a topic. Search for the latest research on a particular topic, or form opinions about various aspects of adolescent development or educational psychology theory and effectively defend your opinions.

The group should incorporate a short (10 min) interactive activity that requires class participation and illustrates the theory being presented. In addition, there will be a group meeting with the instructor to discuss the PowerPoint presentation.

Each group will present its research findings and the activity during a 30-50 minute time period (10 minutes per person plus the activity). All group members are required to participate in this presentation. Be creative but keep in mind that it is a formal presentation. A rubric will be used to grade the notes and oral presentation.

Small Group Topics
Cognitive/Individual Constructivism and Developmental Stages (Jean Piaget)
Social Constructivism (Lev Vygotsky)
Information Processing
Moral Development (Lawrence Kohlberg) or character development
Psychosocial Development (Erik Erickson)
Special Education Needs
Intelligence
Adolescent Gender Norms(Carol Gilligan)
Learner Differences in Adolescent Achievement (this could focus on culture or on cognition)
Behaviorist Theory (B.F. Skinner)
Concept Formation (Jerome Bruner)
Transfer (David Perkins)
Social Cognitive Theory/Self-Efficacy (Albert Bandura)
Humanistic Psychology (Abraham Maslow)
Attribution Theory (Bernard Weiner)
Assessment
Classroom Management

2. Fieldwork Assignment #1—Analysis of Educational Theory in Teen-based Movie

For your first fieldwork assignment, I would like you to read the material published by the National Middle School Association. Then, watch a movie about adolescents. You may choose any one of these "teenage flicks": *The Breakfast Club, Stand and Deliver, Dead Poet's Society, Sixteen Candles, Clueless, Dangerous Minds, To Sir, with Love, Mr. Holland's Opus,10 Things I Hate about You, Coach Carter, Finding Forrester, Mean Girls, The Emperor's Club, The Clique, or Napoleon Dynamite*. If you would like to use a different movie that you feel is relevant to this assignment, please contact the instructor before you use it to complete this assignment.

After watching the film, please analyze the adolescent behavior, cliques, characteristics, and interactions in a **five-page paper** (double-spaced). Start to apply psychological developmental theory by looking for the **five characteristics of adolescents** that were mentioned in the Middle School article; however, as you do so, also be aware of Hollywood stereotypes. Please apply a minimum of five psychological concepts that have been discussed in class or that you have read in your textbook. In your paper briefly describe the concept and then explain how the activity in the movie illustrates the theory. Use a minimum of five direct and indirect quotations and properly document your sources using APA formatting. (5 Points—approximately five pages)

3. Fieldwork Assignment #2—Student Motivation

For your second fieldwork assignment, I would like you to interview an adolescent about how motivation affects her or his learning and behavior. That is, what motivates this student to succeed? (You may also interview a teacher about what motivational techniques work best in the classroom.) Be sure to read Chapter 11, which discusses theoretical underpinnings about motivation, before you do your interview(s). More than one individual may be interviewed if you want to tie the stories together in a unique way. (If a student is younger than 18 years old, you must get permission from a parent!)

You should begin your paper with a general definition of motivation. Do your interviewee's experiences correspond with the formal definition? Also, take into consideration that there are two types of motivation: intrinsic and extrinsic. Finally, there are four (or more) different perspectives that can be considered when analyzing the nature of motivation: behavioral, humanistic, social cognitive, and cognitive. I will briefly describe each one of these perspectives:

Behavioral Perspective = Rewards are consequences of behaviors. To the extent that learners find a reinforcer satisfying or desirable, they will engage in the behavior that leads to that response.

Humanistic Perspective = Reaction against behaviorism. Thus, humanists believe that needs propel learners to see certain goals.

Social Cognitive Perspective = Behavioral + cognitive aspects. Thus, learners must expect to achieve a goal, and they must value such an achievement.

Cognitive Perspective = Focus on thinking. Thus, learners hold beliefs about their abilities to achieve a goal, and they must value such an achievement.

Finally, be sure to look at **Attribution Theory** and relate it to your interviewee's responses.

This paper should be **eight to ten pages long** (double-spaced). Please **apply a minimum of ten theoretical perspectives/concepts** of motivation/stages of development in your writing. Since it is an interview, feel free to use quotations from your subject(s). Please use a pseudonym to keep the identity of the participant(s) anonymous. (10 Points)

4. Fieldwork Assignment #3—Independent Analysis of Case Study

Students will complete many case study assignments. These assignments will deal with adolescent levels of development (e.g., physical, social, and cognitive), adolescent motivation, and classroom strategies/ management. The case analysis serves as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases also allow you to examine multiple perspectives on problems students experience in their schooling. You should use these discussions as practice for this assignment, as Fieldwork Assignment #3 is a summative assessment of your ability to use psychological theory to analyze problems in a classroom

Case studies give you a chance to practice approaches that a thoughtful, ethically principled teacher would use to solve problems. In these case analyses, for example, 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 will 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?"

For the graded case study (Fieldwork Assignment #3), please read the rubric carefully before writing your analysis. It is expected that this paper will be a **minimum of ten pages** (double-spaced). First, please give **four examples of problems** that occurred in the case study and explain why the event is a problem. Then, **correctly apply at least eight developmental stages, learning theories, or classroom strategies** with quotations--and definitions--from your text or other readings. Applying the stages, theories or strategies from educational psychology means to use the theory learned in class to change the teacher's practice in the case study to create a more positive environment. If you do the math for this assignment, it is encouraged that you suggest 2 strategies for each problem that you identify. If you do the math for this assignment, it is encouraged that you suggest 2 strategies for each problem that you identify. To pass this course, the paper on the case study must demonstrate mastery at the level of 80% or higher—a "B" grade. (15 points)

5. Mid-Term and Final Examination

The purpose of having a mid-term and a final examination is to demonstrate your mastery of application of educational psychological theory to the classroom. The exams will be multiple choice. Because of the large number of terms you will learn in a short period of time, you may bring a 1 page 8.5 x 11" piece of paper with notes (you can use both sides) to be used when taking the mid-term and the final exams. (Midterm 10 points, Final 20 points)