

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

EDUC 672:B02 Human Development and Learning: Secondary Education
Summer Semester, 2011

Instructor: Erin E. Peters Burton, PhD, NBCT
Date and Time: June 6th – July 25th (MW 7:20-10:00 pm)
Class Location: **Robinson B 201**
Telephone: 703-993-9695
E-mail: epeters1@gmu.edu
Office: **Krug 101A**
Office Hours: By appointment

Required Textbooks

Woolfolk, A. E. (2010). *Educational psychology* (11th ed.). Upper Saddle, NJ: Merrill.

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

Other articles/handouts will be distributed in class or posted on-line at the course website. (Your GMU email address is required for communication with the course instructor and for using Blackboard! The site for our course is at <http://mymasonportal.gmu.edu>. Use your GMU email login and password to access the site.)

Optional Textbook

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

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 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 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 given by experts in these fields 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 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 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 Fifth Edition of the *Publication Manual of the American Psychological Association* (APA) or a similar style manual.

Course Requirements

It is expected that each of you will:

1. Read all assigned materials for the course.
2. Attend every class session.
3. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
4. Complete three fieldwork assignments.
5. Research and orally present as a group a psychological theory and its application to the classroom.
6. Complete all instructional technology assignments.
7. Take a midterm test and final examination in class.

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://mymasonportal.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, I encourage you to both attend and participate in class 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 10% 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 word processor. Assignments are to be turned in at the beginning of class on the date due. If you are absent, send your assignment to the instructor as a Word attachment. 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 examinations: a midterm and a final.

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

A. Dispositions

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

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/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.

Please note that:

- o “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>)
- o Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
- o 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.

- o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.

- 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.

Assignments

1. Theory to Practice 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. EACH person in the group should identify and report on five research articles. The group should incorporate a short (10-20 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 20-40 minute time period (10 minutes per person). 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 presentation.

Each student is responsible for writing three to five pages of notes on her/his topic. The textbook, research articles, case studies, the Internet, and other sources may be used; however, 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. A rubric will also be used to grade the 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
Adolescent Gender Norms(Carol Gilligan)
Learner Differences in Adolescent Achievement (this could focus on culture or on cognition)
Special Education Needs (Ch. 5)
Psychosocial Development (Erik Erickson) Ch. 3
Social Cognitive Theory/Self-Efficacy (Albert Bandura)
Humanistic Psychology (Abraham Maslow)
Behaviorist Theory (B.F. Skinner)
Attribution Theory (Bernard Weiner)
Concept Formation (Jerome Bruner)
Transfer (David Perkins)
Assessment
Classroom Management

2. Fieldwork Assignment #1 – Analysis of Educational Theory seen in Teen-Based Movie

For your first fieldwork assignment, I would like you to read the material published by the National Middle School Association (This We Believe, and Young Adolescents' Developmental Characteristics). Then, I would like you to 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*, or *Napoleon Dynamite*. Feel free to explore and find a movie that might be relevant. If you do, please approve the movie with 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** (double-spaced) paper. 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 direct and indirect quotations from the movie. (5 Points)

3. Fieldwork Assignment #2 – 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 has some theoretical underpinnings about motivation, before you do your interview. More than one individual may be interviewed if you want to tie the stories together in a unique way.

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 reinforcement 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 interviewer's responses.

This paper should be **eight to ten pages long (double-spaced)**. Please **apply a minimum of ten psychological concepts** in your writing. Since it is an interview, feel free to use quotations from your participant(s), but keep the identity of the participants anonymous by using a pseudonym. Once again, use direct and indirect quotations from the interview. (10 Points)

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

Students will read and complete many case study assignments. These assignments will deal with adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies. The case analysis, in general, 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 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 (double-spaced) pages**. 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**—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. 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 and will be largely application and analysis level questions.

Grading Scale

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

Point Distribution

Fieldwork Assignments:	30
Attendance and Participation:	20
Oral Presentation:	20
Midterm Test:	10
Final Examination:	20
TOTAL:	100 points

Rubric for Attendance and Participation

Element	Level of Performance		
	Emerging (C or lower)	Proficient (B)	Exemplary (A)
Attendance & Participation	The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.	Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group and class.

Postscript: 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.

Tentative Course Calendar

Class Date	Class Topic	Assignment due on this week
PART I: DEVELOPMENT AND DIVERSITY		
Monday June 6	Course Overview Read Syllabus Characteristics of Adolescents from the Educational Research Introduction to Case Studies	Please go to mymasonportal.gmu.edu to read the syllabus, take a look at the supporting materials for the course and to complete the online assignments.
Wednesday June 8	Cognitive Development and Language APA format Form Collaborative Groups	<ul style="list-style-type: none"> • <i>Read Chapters 1 (Learning, Teaching and Educational Psychology) and 2 (Cognitive Development and Language)</i> • <i>Read Case 40: Proofreading</i>
Monday June 13	Development of Self, Social Skills and Morality Locating empirical articles online at GMU's library Choose groups for Theory to Practice Presentations Due: Diversity ONLINE questions	<ul style="list-style-type: none"> • <i>Read Chapter 3 (The Self, Social, and Moral Development) and Chapter 5 (Culture and Diversity)</i> • <i>Case 48: Under the Bleachers</i>
Monday June 15	Individual Differences and Special Educational Needs Case 24: The Respiratory System Due: One empirical article per student and a paragraph explaining how your article relates to your research topic Due: Fieldwork Assignment #1	<ul style="list-style-type: none"> • <i>Read Chapter 4 (Learner Differences and Learning Needs)</i> • <i>Read Case 24: The Respiratory System</i> • <i>Locate a research article that relates to your topic and write a one-paragraph summary</i> • <i>Fieldwork #1</i>

Class Date	Class Topic	Assignment due on this week
PART II: LEARNING AND MOTIVATION		
Wednesday June 20	Motivation Due: One posting and two responses to the Online Gender Issue Questions	<ul style="list-style-type: none"> • <i>Read Chapter 11 (Motivation)</i>
Monday June 22	MIDTERM TEST Behaviorist Views of Learning	<ul style="list-style-type: none"> • <i>Read Chapter 6 (Behavioral Views of Learning)</i> • <i>Read Case 25: The Concept Map</i> • <i>Prepare for the Midterm Test</i>
Wednesday June 27	Cognition Due: Midterm	<ul style="list-style-type: none"> • <i>Presentation notes and references</i> • <i>Read Chapter 7 (Cognitive Views of Learning) and 8 (Complex Cognitive Processes)</i> • <i>Read Case 38: The Perfectionist</i>
Wednesday June 29	Social Cognitive Views of Learning Due: A preliminary group abstract and a distribution of job assignments	<ul style="list-style-type: none"> • <i>Read Chapter 10 (Social Cognitive Views of Learning and Motivation)</i> • <i>Read Case 26: Coming Back to School</i> • <i>Case 11: Studying French</i> • <i>A preliminary group abstract and a distribution of job assignments</i>
<i>July 4 and 6 – No Class</i>		
Monday July 11	The Learning Sciences and Constructivism Due: Fieldwork Assignment #2	<ul style="list-style-type: none"> • <i>Read Chapter 9 (Learning Sciences and Constructivism)</i> • <i>Case 41: Cheerleading Tryouts</i> • <i>Complete Fieldwork Assignment #2</i>

Class Date	Class Topic	Assignment due on this week
PART III: CLASSROOM STRATEGIES		
Wednesday July 13	Group Presentations Creating a Productive Learning Environment	<ul style="list-style-type: none"> • <i>Read Chapter 12 (Creating Learning Environments)</i> • <i>Read Case 37: The Stand-Up Comic</i> • <i>Complete child abuse seminar certificate (instructions will be given in class)</i>
Monday July 18	Group Presentations Teaching Every Student – Various Instructional Strategies	<ul style="list-style-type: none"> • <i>Read Chapter 13 (Teaching Every Student)</i> • <i>Read Case 47: The Pearl</i>
Wednesday July 20	Group Presentations Basic Strategies in Assessment and Summarizing Student Achievement Due: Fieldwork Assignment #3	<ul style="list-style-type: none"> • <i>Read Chapter 14 (Classroom Assessment and Standardized Testing)</i> • <i>Complete Fieldwork Assignment #3</i>
Monday July 25	Group Presentations	
Wednesday July 27	Final Examination Due by 5:30 pm	