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

EDUC 372:001 Human Development and Learning: Secondary Education
(3 Credits)
Fall Semester, 2011

Instructor: Liz Baynard, PhD
Date and Time: Monday **7:20 pm - 10:00 pm**
                   Aug 29, 2011 - Dec 20, 2011
Class Location: Monday (**Innovation Hall 134**)
Telephone: 703-851-1212
E-mail: ebaynard@gmu.edu
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!)

Course Description

Education 372 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 372 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.

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 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 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 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://blackboard.gmu.edu**

The College of Education and Human Development (CEHD) 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

B. Students must follow the guidelines of the University Honor Code. See
http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

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 honor code: *Student members of the George Mason University community pledge not to
cheat, plagiarize, steal, or lie in matters related to academic work.*

C. Students must agree to abide by the university policy for Responsible Use of Computing. See
http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

D. 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 or call 703-993-2474 to access the DRC.

Course Evaluation

1. Fieldwork Assignments: Students will complete two writing assignments about teenagers and teaching. The assignments will deal with adolescent levels of development (e.g., physical, social, and cognitive) and adolescent motivation.

- Read the material published by the National Middle School Association (This We Believe, and Young Adolescents' Developmental Characteristics). 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, 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 three 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. (10 Points)

- For your second fieldwork assignment, 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.

  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. (20 Points)**

2. Multi-media Presentation: Students will 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. The oral presentation, utilizing multi-media tools (create a power point, blogs, wikis, website, video, etc) will last approximately 20-30 minutes.

- 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.
- 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)
  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

3. Classroom Participation and Attendance Policy: 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.

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. 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 multiple-choice in-class examinations: a midterm and a final. **Because of the large number of terms you will learn in a short period of time, a 1 page 8.5 x 11" piece of paper with notes is allowed to be used when taking the mid-term and the final exams.**

Grading Policy

Fieldwork Assignments: 30

Attendance and Participation: 10

Notes for Multi-media: 10

Multi-media Presentation: 20

Midterm Test: 10

Final Examination: 20

TOTAL: **100 points**

Grading Scale

A+ = 98-100%
A = 93-97%
A- = 90-92%
B+ = 88-89%
B = 83-87%
B- = 80-82%
C = 70-79%
F = Below 70%

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.

Tentative Course Calendar

Class Date	Class Topic	Assignment for next week
PART I: DEVELOPMENT AND DIVERSITY		
August 29	**Course Overview** Introduction to Case Studies	• *Read Ch 1 (Learning, Teaching and Educational Psychology)* • *Read Ch 2 (Cognitive Development and Language)* • *Read Case 40: Proofreading*
September 5	*Labor Day Holiday*	
September 12	**Cognitive and Language Development** APA format	• *Read Chapter 3 (The Self, Social, and Moral Development)* • *Case 48: Under the Bleachers*
September 19	**Development of Self, Social Skills and Morality** Locating Empirical Articles	• *Read Chapter 5 (Culture and Diversity)* • *Read Case 12: Pollution* • *Fieldwork #1*
September 26	**Diversity** Case Analysis: Case 12 – Pollution Due: Fieldwork Assignment #1	• *Read Chapter 4 (Learner Differences and Learning Needs)* • *Read Case 24: The Respiratory System*
October 3	**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 11 (Motivation)* • *Study for the Midterm Test*
PART II: LEARNING AND MOTIVATION		
October 11 (Monday classes meet Tuesday)	**Motivation** **MIDTERM TEST**	• *Read Chapter 6 (Behavioral Views of Learning)* • *Read Case 25: The Concept Map*
October 17	**Behaviorist Views of Learning**	• *Read Chapter 7 (Cognitive Views of Learning) and 8 (Complex Cognitive Processes)* • *Read Case 38: The Perfectionist*

Class Date	Class Topic	Assignment for next week
October 24	**Cognition**	• *Read Chapter 10 (Social Cognitive Views of Learning and Motivation)* • *Read Case 26: Coming Back to School* • *Case 11: Studying French*
October 31	**Social Cognitive Views of Learning** Due: Each student will hand in 3-5 pages of notes on multi-media presentation	• *Read Chapter 9 (Learning Sciences and Constructivism)* • *Case 41: Cheerleading Tryouts* • *Complete Fieldwork Assignment #2*
November 7	**Constructivism** Due: Fieldwork Assignment #2	• *Read Chapter 12 (Creating Learning Environments)* • *Read Case 37: The Stand-Up Comic* • *Complete child abuse seminar certificate (instructions will be given in class)*
PART III: CLASSROOM STRATEGIES		
November 14	**Creating a Productive Learning Environment**	• *Read Chapter 13 (Teaching Every Student)* • *Read Case 47: The Pearl*
November 21	**Assessment and Accountability**	• *Read Chapter 14 (Classroom Assessment and Standardized Testing)*
November 28	**Basic Strategies in Assessment and Summarizing Student Achievement**	*Post Presentation to Blackboard*
December 5	**Group Presentations (all should be posted on blackboard)**	• *Prepare for the final exam*
December 12	**In-Class Final Examination**	

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.