

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



Promoting Learning & Development Across the Lifespan

**EDUC 672:001 Human Development and Learning
Fall Semester, 2012**

Instructor: Amos Simms-Smith

Date and Time: August 27 – December 3 (Mondays 7:20 pm to 10:00 pm)

Class Location: Thompson Hall, Room L019

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Office Hours: By appointment

Course Description

Education 672 explores the processes that influence the physical, emotional, intellectual, and social 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, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of development and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.

You can visualize the course as having three sections:

- 1... Development and Diversity
- 2... Learning and Motivation
- 3... Classroom and Assessment Strategies

All three sections are designed to help you understand psychological research and apply that research effectively in your classrooms.

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 the entire class.

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.

APA 6th ed. Style guide or handbook such as *Publication Manual of the American Psychological Association*, 6th ed.

Other articles and handouts will be posted on the course website or available through GMU's e-Journals system. Go to <http://mymasonportal.gmu.edu> to access Blackboard. Your GMU email address is required to communicate with the instructor and to access Blackboard!

Course Objectives:

This course is designed to enable students to:

- 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.
- 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.
- Demonstrate an understanding of how research and theoretical approaches to learning and development relate to classroom management, instruction, and assessment by passing a mid-term and final exam.
- Demonstrate an understanding of research-based decision-making in education by using findings from the text and peer-reviewed articles to support ideas in course assignments.

- Identify theoretical/research frameworks associated with student motivation and with creative motivating learning environments by writing a five-ten page paper on adolescents and motivation.
- Develop and reinforce 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.
- Develop an understanding of how educational technology can be used to augment the learning experience by participating in technology-based assignments, identifying and sharing information about educational technology resources related to course topics.
- Demonstrate an understanding of the role in the learning process of constructive knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.
- Apply the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) to a research paper.

Course Requirements

It is expected that all students will:

1. Critically read and be prepared to discuss all assigned readings.
2. Attend and fully participate in every class session and all activities.
3. Complete three fieldwork assignments.
4. Locate and read relevant research on a psychological theory and, in small groups, present your findings highlighting applicability to the classroom.
5. Actively participate in all online discussions and educational technology activities.
6. Ensure that all assignments are submitted on time and use correct spelling, grammar and punctuation, and correct APA formatting.

Out-of-Class Sessions and Use of the Internet

One or more class sessions will be held out-of-class (online). These classes to be considered regular instructional time, and the assignments given are the equivalent of a full, in-class session. Required online discussions will take place at <http://mymason.gmu.edu>. Your GMU email address is required for communication with the course instructor – your GMU email account must be active by the first week of class.

George Mason University Policies and Resources for Students

- a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- c. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

GSE Secondary Education Program Resources:

- For additional information about the Secondary Education Program in the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/programs/gsemasters/>]

Assignments and Assessments

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.

- For your first fieldwork assignment, you will read the material published by the National Association for Middle Level Education (This We Believe Executive Summary, and Young Adolescents' Developmental Characteristics). Then, you will watch a movie about adolescents. You may choose any one of the following films: *The Breakfast Club*, *Stand and Deliver*, *Dead Poet's Society*, *Sixteen Candles*, *Friday Night Lights*, *Clueless*, *Dangerous Minds*, *To Sir, with Love*, *Mr. Holland's Opus*, *10 Things I Hate about You*, *Coach Carter*, *Election*, *Finding Forrester*, *Napoleon Dynamite*, et.. 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-six 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.
(10 Points)
- For your second fieldwork assignment, interview two adolescents about how motivation affects their learning and behavior. That is, what motivates these students to succeed? Be sure to read Chapter 11, which has some theoretical underpinnings about motivation, before you do your interview.

You should begin your paper with a general definition of motivation. Do your interviewees' 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, you may use quotations from your participants, 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. Theory to Practice 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 20-40 minutes.

Each group member will 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.

The group should collectively incorporate a short (10-15 min) interactive activity that requires class participation and illustrates the theory or part of the theory being presented. Each group will present its research findings and the activity during a 20-40 minute time period. 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. 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 and make it relevant to classroom teachers. Search for the latest research on a particular topic and effectively defend your opinions. A rubric will also be used to grade the oral presentation.

- 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. You may also be given an alternate assignment to fulfill the class participation component of your grade.

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.**

6. Case Study Analyses: There are nine case studies to analyze throughout our classes. Each provides a real scenario involving students and teachers. For in class dates, students will need to review and be ready to discuss questions which will be posted to Blackboard no later than the Friday before the following class. For online class dates, students will need to do two things: A): Answer the prompts posted on Blackboard dealing with each case study and B): Respond to the comments by your final project group members.

Grading Policy

Fieldwork Assignments:	30
Theory to Practice Presentation:	30
Attendance and Participation:	10
Online Participation:	5
Midterm Test:	10
Final Examination:	15
TOTAL:	100 points

Grading Scale

- A = 93-100%
- A- = 92-90%
- B+ = 88-89%
- B = 80-87%
- C+=78-79%
- C = 70-77%
- 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 Dates

PART I: DEVELOPMENT AND DIVERSITY		
Class Date	Class Topic	Assignment for next class
August 27	Course Overview Class introductions Introduction to Case Studies	<i>Read Ch 1 (Learning, Teaching and Educational Psychology)</i> <i>Read Ch 2 (Cognitive Development and Language)</i> <i>Read Case 40: Proofreading</i>
September 3 (Labor Day Holiday)		
September 10	Cognitive and Language Development APA format	<i>Read Chapter 3 (The Self, Social, and Moral Development)</i> <i>Case 48: Under the Bleachers</i>
September 17 (Fenwick Library)	Development of Self, Social Skills and Morality Locating Empirical Articles	<i>Read Chapter 5 (Culture and Diversity)</i> <i>Read Case 12: Pollution</i> Fieldwork Assignment #1
September 24 (Online Class #1)	Diversity Case Analysis: Case Study 12 – Pollution Due: Fieldwork Assignment #1 (Submit via Blackboard)	<i>Read Chapter 4 (Learner Differences and Learning Needs)</i> <i>Read Case 24: The Respiratory System</i>
October 1	Individual Differences and Special Educational Needs Due: One empirical article	<i>Read Chapter 11 (Motivation)</i> Study for the Midterm Exam

	per student and a paragraph explaining how your article relates to your research topic	
PART II: LEARNING AND MOTIVATION		
October 9 (Tuesday)	Motivation MIDTERM TEST	<i>Read Chapter 6 (Behavioral Views of Learning)</i> <i>Read Case 25: The Concept Map</i>
October 15	Behaviorist Views of Learning	<i>Read Chapter 7 (Cognitive Views of Learning) and 8 (Complex Cognitive Processes)</i> <i>Read Case 38: The Perfectionist</i>
October 22	Cognition	<i>Read Chapter 10 (Social Cognitive Views of Learning and Motivation)</i> <i>Read Case 26: Coming Back to School</i>
October 29 (Online Class #2)	Social Cognitive Views of Learning Case Analysis: Case Study 26- Coming Back to school Due: Each student will submit in 3-5 pages of notes on multi-media presentation via Blackboard	<i>Read Chapter 9 (Learning Sciences and Constructivism)</i> <i>Case 41: Cheerleading Tryouts</i> <i>Complete Fieldwork Assignment #2</i>
November 5	Constructivism Due: Fieldwork Assignment #2	<i>Read Chapter 12 (Creating Learning Environments)</i> <i>Read Case 37: The Stand-Up Comic</i>

		<p><i>Complete child abuse seminar certificate (instructions will be given in class)</i></p> <p><i>Post Presentation to Blackboard</i></p>
<p>PART III: CLASSROOM STRATEGIES</p>		
November 12	<p>Creating a Productive Learning Environment</p> <p>Group Presentations (1)</p>	<p><i>Read Chapter 13 (Teaching Every Student)</i></p> <p><i>Post Presentation to Blackboard</i></p>
November 19	<p>Assessment and Accountability</p> <p>Group Presentations (2)</p>	<p><i>Read Chapter 14 (Classroom Assessment and Standardized Testing)</i></p> <p><i>Post Presentation to Blackboard</i></p>
November 26	<p>Basic Strategies in Assessment and Summarizing Student Achievement</p> <p>Group Presentations (3)</p> <p>Questions about Final Exam</p>	<p>Prepare for the final exam</p>
December 3	<p>In-Class Final Examination</p>	

**This schedule may change as the semester progresses.*

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

Fieldwork Assignment #1

	Well Done	Good	Needs Improvement	Needs Significant Improvement
Psychological Concepts (8 points)				
<i>Use the Five Characteristics of Adolescents to select psychological concepts addressed in the movie</i>	Paper selects and identifies the appropriate number of psychological concepts. Each concept is defined briefly and clearly.	Paper selects and identifies the appropriate number of psychological concepts. However, each concept is only somewhat defined.	Paper selects and identifies the appropriate number of psychological concepts. However, all concepts are not defined <u>OR</u> concepts are poorly defined.	Paper does not select or identify the appropriate number of psychological concepts and/or the selected concepts are not defined.
<i>Connect actions in the movie to identified psychological concepts</i>	Paper clearly identifies actions in the selected movie that relate to each psychological concept.	Paper identifies actions in the selected movie that relate to each psychological concept	Paper identifies actions in the selected movie that relate to each psychological concept with limited detail.	Paper does not identify actions in the selected movie that relate to each psychological concept.
<i>Provide examples of psychological concepts from the movie to support</i>	Paper provides thorough and detailed examples of each psychological concept from the movie.	Paper provides examples of each psychological concept from the movie.	Paper provides examples of each psychological concept from the movie with limited detail.	Paper does not provide examples of each psychological concept from the movie.
Mechanics (2 points)				
<i>Grammar and punctuation</i>	Paper contains minimal errors.	Paper contains several errors.	Paper contains numerous errors.	
<i>APA format</i>	Movie citation is correct.		Movie citation contains errors.	
<i>Page requirements</i>	Paper meets page requirements.		Paper does not meet page requirements.	

Comments:

/10

Fieldwork Assignment #2

Content (8 points)

Does the paper provide a clear, general formal definition of motivation?

- Yes
- Yes, but not clearly defined
- No

Does the paper address whether or not the interviewee's experiences correspond to that definition?

- Yes, with examples from the interview to elaborate and provide evidence
- Yes, but with limited evidence from the interview
- No

Does the paper include the minimum number of psychological concepts regarding motivation?

- Yes
- No

Does the paper provide an in-depth analysis of each of the psychological concepts as they relate to the adolescent(s) that were interviewed?

- Yes, each is thoroughly addressed and connected to the adolescent(s) interviewed
- No, although most were thoroughly addressed and connected to the adolescent(s) interviewed
- No. Numerous concepts were not thoroughly addressed and connected to the adolescent(s) interviewed

Does the paper include actual quotations from the interview(s)?

- Yes
- No

Mechanics (2 points)

Does the paper meet the page requirements?

- Yes
- No

Does the paper have minimal grammatical and/or punctuation errors?

- Yes, it is error free or has minimal grammatical/punctuation errors
- No, the paper includes several grammatical/punctuation errors
- No, the paper includes numerous grammatical/punctuation errors

Comments:

Presentation Rubric, EDUC 372/672, Fall 2012

Group Members:

	Well Done	Good	Needs Improvement	Needs Significant Improvement
Subject Knowledge (Presentation Content)	Presentation provides an abundance of material clearly related to the research topic presented. Points are clearly made and evidence is used to support claims/findings. Presentation includes aspects of topic not addressed in class or text.	Presentation provides material that relates to the research topic presented. Points are made and evidence is used to support claims/findings. Presentation includes aspects of topic not addressed in class or text. However, additional information would have added to the quality of the presentation.	Presentation provides material that relates to the research topic presented, but also includes unrelated material. Limited points are made and limited evidence is used to support claims/findings. Presentation includes few aspects of topic not addressed in class or text.	Presentation provides irrelevant material that does not connect to the research topic presented. No evidence is provided to support findings. Presentation only includes aspects of topic addressed in class or text.
Organization	Information is presented in a logical and interesting sequence, which the audience can follow. Presentation flows extremely well.	Information is presented in a logical and interesting sequence, which the audience can follow.	Audience has difficulty following the presentation because the presentation jumps around. The presentation lacks clear and smooth transitions.	Audience cannot understand presentation because there is little, if any, sequence of information and a lack of clarity.
Visuals	Presentation incorporates excellent visuals that are clearly tied to the overall research topic.	Visuals are incorporated into the presentation, which are tied to the topic. However, some visuals are unclear and require explanations to establish connections to the materials.	Visuals are used but not explained or put into context. It is unclear why they are included.	Little or no visuals are used. Slides contain an excessive amount of text.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has a few misspellings or grammatical errors	Presentation has several misspelling and or grammatical errors.	Presentation has numerous misspelling and or grammatical errors.
Subject Knowledge (Topic Resources)	Presentation incorporates the appropriate amount of resources. Resources are cited and are cited in APA format correctly without errors.	Presentation incorporates the appropriate amount of resources. Resources are cited in APA format, with minor errors.	Presentation incorporates the appropriate amount of resources. Resources are not cited or are cited with major errors.	Presentation does not incorporate the appropriate amount of resources. Resources are not cited or are cited with major errors.
Delivery	Presenters spoke at a good rate and volume, maintained eye contact while using, with limited use of notes.	Presenters spoke faster or slower than necessary, or did not speak so the entire class could hear. They maintained eye contact, while using, but not reading their notes.	Presenters spoke faster or slower than necessary, or did not speak so the entire class could hear. Members relied heavily on notes or ppt, lacking a grasp of the material.	Presenters spoke faster or slower than necessary and did not speak so the entire class could hear. Members relied heavily on notes or ppt, basically reading them word for word.

Comments:

Group Activity Checklist

• The activity was interactive and involved the entire class.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The activity was creative and engaging.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The entire presentation group was involved in the activity.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The activity clearly connects to the theory/theories the group chose to research.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The activity meets time requirements.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Comments: