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

EDUC 672 Human Development and Learning: Secondary Education
Fall Semester, 2012

Instructor: Rory Dippold, NBCT
Date and Time: August 30th – December 13th (Thursdays 4:30 – 7:10pm)
Class Location: **Robinson Hall B220**
Telephone: 703-993-9695
E-mail: rdippold@gmu.edu
Office Hours: By appointment

Required Textbooks

Woolfolk, A. E. (2013). *Educational psychology* (12th ed.). Upper Saddle, NJ: Merrill.

Other articles/handouts will be distributed in class or posted on-line at the course website.

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 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; **Research Based Practice, Ethical Leadership, Social Justice, Collaboration**

- Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by completing weekly reflections; **Research Based Practice, Ethical Leadership, Social Justice, Collaboration**

- 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; **Research Based Practice, Ethical Leadership, Social Justice, Innovation**

- 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; **Research Based Practice, Ethical Leadership, Social Justice, Innovation; Collaboration**

- Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through the final reflection; **Research Based Practice, Ethical Leadership, Social Justice**

- Students will be able to use the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) or a similar style manual.

Communication

Your GMU email address is required for communication with the course instructor and for using Blackboard! The site for our course is at http://courses.gmu.edu. Use your GMU email login and password to access the site.

If you would like to get in touch with me, email is the best form (rdippold@gmu.edu). During usual circumstances, turnaround time is 24-36 hours.

Course Requirements and Assignments

1. **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. 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.

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 one class** should see the instructor to discuss dropping the class.] The rubric is provided in Appendix A.

It is expected that each of you will:
1. Read all assigned materials for the course.
2. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
3. Complete a paper on motivation.
4. Research and orally present as a group a psychological theory and its application to the classroom.
5. Complete all weekly reflections and final reflection.
6. Complete instructional technology assignments if applicable.
7. Complete a final exam.

2. **Self-study Reflection Paper**

This reflection paper has two purposes. First, the paper will help me understand how you learn and help me learn more about you as a person. My goal is to use this information to help focus the course toward your interests. More importantly, the second goal is for you to reflect and become more aware of how you learn and what you need to do to become a better learner.

You are to write a paper (about 3-5 pages) on the following aspects of your learning and study behavior. Provide as much detail as possible. In your paper, please use the following three headings: Past Learning Experiences, Strengths and Areas for Improvement as a Learner, and Desirable Course Learning Outcomes. The rubric is provided in Appendix B.

3. Weekly Reflections

You will complete 8 weekly reflections and one final reflection that integrates the most important material you have learned in this class. The final reflection will count as two reflections. The final reflection will encompass the course as a whole and it should be a little longer. The rubric is provided in Appendix C.

Each reflection will be **1 – 1 ½ pages double spaced**. Each reflection will have a title that includes the reflection # and class topic (e.g. Reflection #1: 4 Learning Theories).

Each reflection will consist of **three major components**:

1. **Evidence of Course Reading and Class Activities** – Briefly synthesize the enduring understandings that you have gained from that week's topic.

2. **Personal Application (Metacognition)** – Analyze how the course readings and class activities can be applied to help you to understand yourself as a professional learner, others and course concepts.

3. **Generalized Student Application** – Explain how you can or will apply what you have learned to a classroom setting or when working with adolescents.

4. Motivation Paper

For your first 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. (10 Points).** The rubric is provided in Appendix D.

5. 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 peer-reviewed 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*. EACH person in the group should identify and report on five research articles. The group should collectively incorporate a short (10-20 min) interactive activity that requires class participation and illustrates the theory or part of 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.

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. The rubric is provided in Appendix E.

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

6. Final Exam

There will be a multiple-choice final exam. More information will be forthcoming.

Written Assignments: All written assignments must be typed. 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 Manual 6th ed.). Refer to the GMU Honor Code for further information.

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

Point Distribution

Motivation:	10
Self Study	10
Attendance and Participation:	10
Theory to Practice Presentation:	25
Final Test	15
Reflections	30

TOTAL: **100 points**

Out-of-Class Sessions

A class session may be held out-of-class (online). If so, this class 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.**

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

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.

Reading List

Dweck, C.S. Even Geniuses Work Hard. *Educational Leadership*, 16-20.

Garrison, C. & Ehringhaus, M. (2007). Formative and Summative Assessments in the Classroom. *National Middle School Association*, 1-3. Retrieved from http://www.amle.org/Publications/WebExclusive/Assessments/tabid/1120/Default.aspx

Greene, R.W. (2010). Calling All Frequent Flyers. *Educational Leadership*, 28-34.

Guskey, T.R. (2010). Lessons of Mastery Learning. *Educational Leadership*, 52-57.

Kiewra, K.A. (2002). How Classroom Teachers Can Help Students Learn and Teach Them How to Learn. *Theory into Practice*, *41(2*), 71-80.

Laprairie, K., Johnson, D.D., Rice, M., Adams, P. & Higgins, B. (2010). The Top Ten Things New High School Teachers Need To Know About Servicing Students with Special Needs. *American Secondary Education, 38(2)*, 23-30.

Margolis, H. & McCabe, P. (2006). Improving Self-Efficacy and Motivation: What to Do, What to Say. *Intervention in School and Clinic*, 41(4), 218-227.

Marzano, R.J. (2011). It's How You Use A Strategy. *Educational Leadership*, 88-89.

Senechal, D. (2011). Let Strategies Serve Literature. *Educational Leadership*, 52-56.

Wolk, R. (2010). Education: The Case for Making It Personal. *Educational Leadership*, 16-21.

Zimmerman, B.J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory into Practice, 41(2), 64-70*.

Tentative Course Calendar

Class Date	Class Topic	Assignment due on this week
August 30th	**Course Overview** Review Syllabus Course Materials Chapter 1	Please go to http://courses.gmu.edu to read the syllabus, take a look at the supporting materials for the course.
September 6th	**No Class Tonight**	• **Self-Study Paper sent electronically by Sept. 6th**
September 13th	**Development of Self, Social Skills and Morality** *Locating empirical articles online at GMU's library *APA format	• Read Chapters 2 (Cognitive Development) • Read Chapter 3 (The Self, Social, and Moral Development)
September 20th	**4 Learning Theories: Behavioral, Cognitive, Constructivist and Social Cognitive** **Cognitive Development and Language** Choose groups for Theory	• Read Chapter 7 (Behavior Views of Learning) • Read pp. 281-296 (Cognitive View of Learning) • Read pp. 356-365 (The Learning Science and Constructivism) • Read pp. 398-404 (Social Cognitive Theory)
September 27th	**Social Cognitive Views of Learning** **Individual Differences and Special Educational Needs** Case 24: The Respiratory System	• Read pp. 404-425 (Social Cognitive Views of Learning and Motivation) • Zimmerman (2002) • Margolis & McCabe (2006) • Reflection #1 from Sept. 20th • **Due: One empirical article per student to be sure it is peer-reviewed and empirical**
October 4th	**Motivation and Learning Strategies**	• Read Chapter 12 (Motivation in Learning and Teaching) • Marzano (2011) • Read pp. 318 –328 (Complex Cognitive Processes) • Reflection #2 from Sept. 27th

Class Date	Class Topic	Assignment due on this week
October 11th	**Continuation of Learning Strategies and Teaching for Mastery**	- Kiewra (2002) - Read pp. 296-311 (Cognitive Views of Learning) - Read pp. 328-349 (Complex Cognitive Processes) **Submit Reflections #1-3** - Guskey (2010) - Reflection #3 from Oct. 4th
October 18th	**Constructivism and Classroom Application**	- Wolk (2010) - Chapter 10 (The Learning Sciences and Constructivism) - Reflection #4 from Oct. 11th
October 25th	**Creating Learning Environments**	- Read Chapter 13 (Creating Learning Environments) - Greene (2010) - Reflection #5 from Oct. 18th
November 1st	**Basic Strategies in Assessment and Summarizing Student Achievement**	- Read Chapter 15 (Classroom Assessment, Grading and Standardized Testing) - Garrison & Ehringhaus (2007) - Reflection #5 from Oct. 25th **Motivation Paper**
November 8th	**Teaching Every Student** **Classroom Diversity**	- Read Chapter 14 (Teaching Every Student) - Read Chapter 6 (Culture and Diversity) - Laprairie et al. (2010) - Reflection #7 from Nov. 1st
November 15th	**Continuation of Teaching Every Student** **Work on group presentation** **Case Study Application in Class**	**Complete child abuse seminar certificate (instructions will be given in class)** - Reflection #8 from Nov. 8th - Work on Group Presentations

Class Date	Class Topic	Assignment due on this week
November 22nd	**No Class Tonight - Thanksgiving**	
November 29th	**Group Presentations**	• **TBA**
December 6th	**Group Presentations**	• **Submit reflections #1 – 8 and final reflection**
December 13th	**Group Presentations** **Final Exam** **Wrap- up**	• **Final Exam**

Appendix A
Attendance and Participation Rubric

Element	Exemplary (A)	Proficient (B)	Emerging (C or lower)
Attendance & Participation	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.	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.	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.

Appendix B
Self-study Reflection Rubric

	Exemplary (3)	Proficient (2.5)	Emerging (2)
Past Learning Experiences	Answers all questions with specific details that clearly reflect past experiences.	Answers all questions with some details.	Answers most questions, but a few lack details.
Strengths and Areas for Improvement as a Learner	Clearly identifies strengths and areas for improvement by stating them in the paper. Explains with details these strengths and weaknesses and provides a possible explanation.	Identifies strengths and areas for improvement in the paper. Explains these strengths and weaknesses.	Does not clearly identify the strengths and areas for improvement. Some details may be explained, but difficult to follow.
Desirable Course Outcomes	Answers the questions by providing specific details by reflecting on professional goals.	Answers the questions with details demonstrating some thought.	For the most part, answers the questions.

Created 3 separate sections _____ / 1 pt

_____ / 10 pts   Comments: _____

Appendix C
Weekly Reflections:

	Exemplary (3)	Proficient (2.5)	Emerging (2)
Clarity and Evidence of Course Reading / Class Activities	The course reading and class activities are synthesized to demonstrate a deep conceptual understanding of the material. The reader can create a mental picture of the situation being described.	The course reading and class activites are discussed with an understanding of the material. Minor, infrequent lapses in clarity.	There is little discussion about course readings and class activities. There are frequent lapses in clarity.
Personal Application (Metacognition)	The reflection moves beyond simple description of the experience to an analysis of how the reading and class experience contributed to understanding yourself, others, and/or course concepts.	The reflection demonstrates students some analysis of the reading and class experience to understanding yourself, others, and/or course concepts, but analysis lacks depth or it is unfocused.	The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.
Generalized Student Application	A clear connection to possible classroom application or to an adolescent student is made using specific details or examples.	A connection is somewhat made with generalized application.	A connection is lacking or missing to generalized application.

_____ / 9 pts x 10 reflections= _____ / 90 pts (This will be 30% of your overall grade)

Appendix D
Motivation Paper

Content (8 points)

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

- o   Yes

- o   Yes, but not clearly defined

- o   No

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

- o   Yes, with examples from the interview to elaborate and provide evidence

- o   Yes, but with limited evidence from the interview

- o   No

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

- o   Yes

- o   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?

- o   Yes, each is thoroughly addressed and connected to the adolescent(s) interviewed

- o   No, although most were thoroughly addressed and connected to the adolescent(s) interviewed

- o   No. Numerous concepts were not thoroughly addressed and connected to the adolescent(s) interviewed

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

- o   Yes

- o   No

Mechanics (2 points)

Does the paper meet the page requirements?

- o   Yes

- o   No

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

- o   Yes, it is error free or has minimal grammatical/punctuation errors

- o   No, the paper includes several grammatical/punctuation errors

- o   No, the paper includes numerous grammatical/punctuation errors

Comments:

Appendix E
Theory to Practice Presentation Rubric

	Well Done (5)	Good (4.0 – 4.5)	Needs Improvement (3.5 or below)
Subject Knowledge (Presentation Content) _____ / 5 pts	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.
Organization & Visuals _____ / 5 pts	Information is presented in a logical and interesting sequence, which the audience can follow. Presentation flows extremely well. Presentation incorporates excellent and relevant visuals.	Information is presented in a logical and interesting sequence, which the audience can follow. Visuals are incorporated into the presentation, which are tied to the topic. However, some visuals are unclear and may require explanations.	Audience has difficulty following the presentation because the presentation jumps around. The presentation lacks clear and smooth transitions. Visuals are used but not explained or put into context.
Mechanics _____ / 5 pts	Presentation has no misspellings or grammatical errors.	Presentation has a few misspellings or grammatical errors	Presentation has several misspelling and or grammatical errors.
Subject Knowledge (Topic Resources) _____ / 5 pts	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.
Delivery _____ / 5 pts	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.

Grade:_____ / 25 pts   Comments: _____