EDRS 652-12606: Process of Learning and Development
3 Credits, Spring 2014

Dates: January 21, 2014 to May 13, 2014

Meeting Days/Time: Tuesdays, 4:30-7:10

Location: Thompson Hall L018

PROFESSOR:

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Assessment, Evaluation, and Data-Driven Decision-Making

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Relationship of Course to Educational Psychology Program:
This course is one of the requirements within the MS in Educational Psychology Program, EDPL concentration (Learning, Cognition, and Motivation) which is in the Division of Educational Psychology, Research Methods, and Education Policy. For more information about the Division, please visit our website [See http://gse.gmu.edu/div-pmpi/]. For more information about the MS in Educational Psychology program, please visit our website [See http://gse.gmu.edu/educational-psychology/]. For more information about the EDPL concentration, please visit our website [See http://gse.gmu.edu/educational-psychology/academics/masters-educational-psychology-learning-cognition-motivation-concentration]. This course is an elective for the EDPA concentration (Assessment, Evaluation, and Testing) within the Educational Psychology Program. For more information about the EDPA concentration, please visit our website [See http://gse.gmu.edu/educational-psychology/academics/masters-educational-psychology-assessment-evaluation-testing-concentration]. This course is an elective for the EDPT concentration (Teacher Preparation) within the Educational Psychology Program. For more information about the EDPT concentration, please visit our website [See http://gse.gmu.edu/educational-psychology/academics/masters-educational-psychology-teacher-preparation-concentration].

COURSE DESCRIPTION:

        A.   **Prerequisites/Corequisites:** EDEP 550 or permission of instructor

        B.   **University Catalog Course Description:** Explores different theoretical perspectives on learning and development. Focuses on historical and contemporary theories of learning and cognitive development, and examines current research and its application in educational settings.

        C.   **Expanded Course Description:** This course will include lecture, large and small group discussion, in class activities, and individual/group assignments. The purpose for this course is to provide students an opportunity to review educational research methods within the field of educational psychology. The course is intended to help students begin to think about a pre-proposal or proposal for a master's degree capstone. In addition to lectures and research readings related to theories of learning and cognitive development, students will have the opportunity to participate in discussions about how the theories can be applied to a variety of educational settings. The course will also focus on specific instruction related to academic writing. The final project will help students to develop a research theme that they may choose to further develop into a pre-proposal for a capstone project (EDEP 798) or thesis (EDEP 799).

LEARNER OUTCOMES:

Upon successful completion of the course, students should:

- Students will develop a reflective, psychological, and developmental perspective on the learner and on the teaching/learning process
- Students will gain an understanding of the research/inquiry process and how teachers and educational psychologists go about answering questions regarding the teaching and learning process
- Students will demonstrate an understanding of issues and controversies in developmental research and theory and implications for, child-rearing, education, and self-understanding
- Students will become familiar with theoretical perspectives on cognitive development and learning and their implications for classroom instruction
- Students will become familiar with various topics within the areas of memory, skill learning, language, reasoning, and problem solving
- Students will develop an understanding of the kinds of accommodations that are appropriate for the learning and developmental needs of culturally diverse and exceptional learners
- Students will acquire knowledge in evaluating research findings and theoretical perspectives
- Students will apply the major principles and concepts derived from developmental psychology (a) to the improvement of the instructional, counseling, and developmental process in relation to schooling and (b) to pressing societal and educational problems
- Students will use theoretical perspectives to describe and analyze specific cases of cognitive development in the school context
- Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills
- Students will use the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) for writing term and research papers

EDUCATIONAL PSYCHOLOGY PROGRAM STANDARDS:

Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.

Standard 2: Application of Cognition, Motivation, and Development Knowledge. Candidates will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction in applied settings.

Standard 3: Knowledge of Educational Research and Assessment. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.

Standard 4: Analysis, Critique, and Evaluation of Educational Research. Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.

Standard 5: Planning and Implementation of Educational Research. Candidates will use their knowledge of quantitative and qualitative research methodology to develop a research proposal and conduct research.

Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrate critical thinking, oral presentation, technological, and writing skills as they are used in the profession. Communication and dissemination skills include the following:
a. Knowledge and use of APA style
b. Oral presentations
c. Poster presentations
d. Article abstracts
e. Research proposals
f. Literature reviews
g. Technological skills (including library/reference skills, interactive displays skills, data analysis skills)

REQUIRED READINGS:

Required Texts:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education.

Fink, A. (2014). *Conducting research literature reviews: From the Internet to paper* (4th ed.). Los Angeles: Sage.

Required Readings:

Ford, M.E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage
    Publications (Chapters 6).

Schunk, D. H. (2012). Learning theories: An educational perspective (6th edition). Pearson.
    (chapters, 7-cognitive learning processes, 8-motivation, 10-development).

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. **Assignment Descriptions**
    a. **Two Assignments (10 points each):** Students will be asked to work individually on 2
        homework assignments. **Assignment 1** will be a brief **literature review**. For **Assignment
        2,** students will submit a **concept map** regarding their proposed research. The goal is to
        help students define their understanding of the key concepts of the proposed theory, the
        relationships among them, and how they influence their research based on the brief
        literature review.

    b. **Critique of Two Research Articles** **(10 points):** Students will write a critique of one
        empirical quantitative intervention study and one qualitative study obtained from a peer-
        reviewed journal. The critiques should include the following parts for each article:
        purpose, methods, results, and critical comments as well as your reflections about the
        article. The articles should be related to the topic on which you are working.

    c. **Research Proposal (50 points):** Students will write a proposal in APA style for a
        research project focusing on an educational topic of interest. Students should utilize a
        methodological approach that most appropriately addresses the research question(s). See
        pp. 41-59 of the APA manual for sample of APA style papers and the Appendix (pp. 247-
        253) for the Journal Article Reporting Standards. The proposal should include:

        i.   **Introduction** to orient the reader to your topic and theoretical framework.
        ii. **Literature review** to critically review the existing literature, leading to the need
             for the proposed research
        iii. **Statement of purpose and research questions**, including a statement indicating
             research you are replicating or extending and relevant citations.
        iv. **Methods**
             Participants and setting
             Data sources (dependent variables); instrumentation
             Research design
             Intervention (where relevant)
             Procedures (proposed data collection process)
             Proposed preliminary data analyses
        v.   **References** in APA format.

    d. **Research Proposal Poster Session (10 points)**: Students' research proposals will be
        presented in a poster session. Place a copy of the slides on Blackboard.

e. **<u>In Class Assignments, Participation, and Attendance Policy</u> (10 points):**
Students will be asked to work individually or in groups of 2-3 students in class assignments throughout the semester (assignments are clearly described on Blackboard). Because of the importance of lecture and discussion to your total learning experience, I wish to 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 dispositions implied in the course goals and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

*Bring flash drive or other relevant media to class in order to save work completed during class.

2. **Assignment Examination Weighting**

Assignment	Points
Homework Assignments (brief lit review and concept map)	20 pts total (10 pts each)
Evaluation of Two Research Articles	10 pts total
Research Proposal	50 pts total
Research Proposal Poster Presentation	10 pts
In Class Assignments, Participation, and Attendance	10 Pts
TOTAL	**100 pts**

3. **Grading Policies**

   1. E-mail an electronic copy of all assignments using your GMU e-mail account *before class begins* on the due date of the assignment.
   2. Late assignments will **<u>NOT</u>** be accepted. If there is an emergency, please contact the instructor as soon as possible.

3. Letter grades will be assigned as follows:

Points/Percent	Letter Grade
98-100%	A+
93-97.49%	A
90-92.49%	A-
88-89.49%	B+
83-87.49%	B
80-82.49%	B-
70-79.49%	C
Below 70%	F

4. **Other Expectations (Attendance, Writing Requirements, etc.)**
   1. **Class participation.** The elements listed reflect the professional dispositions implied in the course goals. Therefore, I expect each student to:
      a. Attend and be punctual for every class session.
      b. Complete assigned readings before class begins so that you can participate in classroom activities that reflect critical reading of materials. Responding to phone calls, texting, checking e-mails, Twitter, Facebook, etc., or other electronic communication modes should not occur during class time.
      c. We will use the text books in class.
      d. Complete and submit in-class assignments at the end of class and homework and all other assignments by the start of the next class period.
      e. If a class is missed, inform the instructor via e-mail.
      f. There is a class Blackboard site that contains course documents and relevant links. Students are required to download pertinent documents for class and to log into Blackboard at the beginning of every class.

   2. **General Guidelines for Written Assignments**
      Follow the format provided in the sixth edition of Publication Manual of the American Psychological Association (APA, 2009) should be followed.

5. **Selected Performance-based Assessment:** The research proposal is the major performance-based assessment for this class. Students are NOT required to submit this assessment to TaskStream.

TASKSTREAM REQUIREMENTS
Every student registered for any Educational Psychology course with a required performance-based assessment is required to submit the assessment, Evaluation Plan to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. 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, and program will be sent to students solely through their Mason email account.

d. 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/].

e. 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 [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/].

h. The Emergency Preparedness Guides are available at http://ehs.gmu.edu/guides_EP.html. You are strongly encouraged to register your mobile phone to receive emergency notifications from Mason Alert (alert.gmu.edu). In the event of a campus emergency, you would receive instructions on how to respond.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Tentative Course Organization and Schedule

	DATE	TOPIC	READINGS and ASSIGNMENTS
1	1/21	Introduction & Course Overview	
2	1/28	An Overview of Research Methods	Creswell (2012)- Quantitative and Qualitative Articles (BB) APA - Ch. 1
3	2/4	Theoretical Approaches to Learning, Cognition, and Motivation-Part I Identifying Research Problems	Schunk (2012)- Chapter 7 (BB); Ford (1992)- Chapter 6 (BB); APA - Ch. 2
4	2/11	Theoretical Approaches to Learning, Cognition, and Motivation-Part II Reviewing the Literature Specifying a Purpose; Research Questions	Schunk (2012)- Chapter 8 (BB); Creswell (2012)- Ch. 1, 2, 3, & 4; APA - Ch. 3; Fink – Ch. 1 **Brief Literature Review DUE**
5	2/18	Perspectives on Child, Adolescent, and Adult Development Research Designs	Schunk (2012)- chapter 10; Creswell (2012)- Chapters 10, 11, 12; APA – Ch. 4; Fink – Ch. 2 **Concept Map DUE**
6	2/25	The Nature of Knowledge and The Process of Knowing Instructional Applications Research Designs	Creswell (2012) - Chapters 13, 14, & 15 APA-Ch. 5; Fink – Ch. 3 **Article Critiques DUE**
7	3/4	Research Designs	Creswell(2012)- Chapters 16 & 17; APA – Ch. 6, 7, & 8; Fink – Ch. 4 & 5 **Draft of Introduction Section DUE**
8	3/11	**SPRING BREAK**	
9	3/18	Collecting, Analyzing, and Interpreting Quantitative Data	Creswell (2012)- Chapters 5 & 6 **Draft of Literature Review DUE**
10	3/25	Collecting, Analyzing, and Interpreting Qualitative Data	Creswell (2012)- Chapters 7 & 8 & 9
11	4/1	**NO CLASS – Writing Day**	
12	4/8	Data Interpretation and Proposed Results	Creswell (2012)- Chapters 9 **Draft of Methods Section DUE**
13	4/15	Discussion Section, Limitations, Implications, and Future Research	**Research Proposal Draft DUE**
14	4/22	Revisiting the Introduction and Abstract Reflections	Work on Final Draft Using Feedback
15	4/29	**Last Class – Poster Session**	**Project Poster and Presentation DUE**
16	5/6		**Final Research Proposal DUE**

RUBRIC FOR RESEARCH PRESENTATION

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Data Analysis and Results • Describe data analysis plan • Present results	Excellent description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Adequate description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Significant weaknesses in the description of statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Appropriate data analysis techniques and or description of expected results were not provided.
Discussion, Limitations and Educational Implications • Discuss findings • Connect findings to prior research • Identify limitations • Discuss implications of findings	Excellent discussion of findings and how they relate to prior research, discus limitations and educational implications of research.	Adequate discussion of findings and appropriate limitations and educational implications. Findings were not discussed in detailed how they relate to prior research and critical limitations or implications were not addressed.	Significant weaknesses in the discussion of findings and of limitations and educational implications. Few were identified and/or were inappropriate.	Discussion of limitations and educational implications was not provided.
Additional Elements				
Use of Peer-Reviewed Research	Contains references to 10 or more relevant empirical studies.	Contains references to at least 10, the majority of which are relevant.	Contains references to 10 studies but most are irrelevant.	Does not include at least 10 peer reviewed studies.
Discussion of the Literature	Clearly spoken, topic-specific jargon are defined, does not rely on quotes from papers; includes quotes strategically where appropriate.	Most topic-specific jargon are defined OR inclusion of some lengthy or inappropriate quotes.	Overuse of jargon AND quotes that are lengthy or inappropriate.	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis.
Abstract	Clearly and sequentially conveys the content of paper	Gives a general overview of paper topic, but no sequential elaboration of contents.	Does not provide a clear representation of paper contents	Not provided

Writing Style	Paper is coherent, concise and has a clear structure.	Paper is mostly coherent, concise and, but the structure is not always clear.	Paper conveys the main points of the topic but additional polish is needed.	Paper is incoherent and/or overly wordy with little polish.
Technical Merit (spelling, grammar, typographical errors)	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
Citation of sources	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
Paper guidelines and APA style (e.g., references, levels of heading, margins)	APA guidelines were followed	APA guidelines were followed with a few instances of incorrect formatting and style	APA guidelines were used but there are several instances of incorrect formatting and style.	APA style was not used.

GRADING SCALE FOR POSTER PRESENTATION

Exemplary presentation (10 points): Keeps within the time limits; reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation; make effective use of overheads, handouts, demonstrations; describes very clearly the treatment(s) under consideration; keeps the audience engaged; provides information of interest and value to audience.

Adequate presentation (8-9 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less polished or prepared, may be vague in some place, or may fail to completely engage the audience.

Marginal presentation (6-7 points): Presentation provides relevant information, but demonstrates only a limited understanding of the topic or project. Style, handouts, or visual aids may be less than inadequate.

Inadequate presentation (1-5 points): Weak overall presentation that reflects very little knowledge of topic or project. May appear very poorly prepared, or may not have followed directions. Handouts or visual aids may be inadequate or lacking.

Unacceptable/no presentation (0 points): Completely unsatisfactory presentation, with no reasonable reference to topic or project; or no presentation made.