

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
EDUCATIONAL PSYCHOLOGY**

EDEP 820 (001)
Teaching, Learning, and Cognition
3 credits, Fall 2014
Tuesdays 4:30pm-7:10pm
West 1007

PROFESSOR**Name:** Erin Peters-Burton, PhD, NBCT**Office hours:** By appointment**Office location:** Thompson 1404**Office phone:** (703) 993-9695**Email address:** epeters1@gmu.edu**COURSE DESCRIPTION**

Focuses on foundational educational psychology theories including cognitive, social, and constructivist themes and their implications for improving instructional practices and learning at all developmental levels and content areas.

Prerequisite(s): EDUC 800, 805; EDLE 802; and EDRS 810.

LEARNER OUTCOMES

This course is designed to enable students to:

- compare and contrast theories of learning and cognition
- formulate practical bridges between research theories and classroom practice
- integrate and synthesize research findings on teaching and learning
- develop an awareness of belief systems that impede or enhance the teaching-learning process
- display knowledge of the relationship between psychological inquiry and educational practices
- develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
- develop and reinforce their critical thinking, oral, and writing skills
- understand how students' cognitive, social, and emotional development affects instruction

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION**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 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. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Poster presentations, d. Article abstracts, e. Research proposals, f. Literature reviews, and g. Technological skills.

American Psychological Association Learner Centered Principles:

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information please see:

American Psychological Association (1997). *Learner-Centered Psychological Principles: Guidelines for the Teaching of Educational Psychology in Teacher Education Programs.*

Retrieved October 14, 2002 from <http://www.apa.org>

NATURE OF COURSE DELIVERY

This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site (<http://courses.gmu.edu>). For assistance with Blackboard students may email courses@gmu.edu, call (703) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30am-5pm).

REQUIRED TEXTS (available electronically through GMU library)

Harris, K. R., Graham, S., Urdan, T., McCormick, C. B., Sinatra, G., & Sweller, J. (Eds.) (2012). *APA educational psychology handbook, volume 1: Theories, constructs, and critical issues.* Washington, DC, US: American Psychological Association.

Harris, K. R., Graham, S., Urdan, T., Graham, S., Royer, J. M., & Zeidner, Moshe (Eds.) (2012). *APA educational psychology handbook, volume 2: Individual differences and cultural and contextual factors.* Washington, DC, US: American Psychological Association.

Harris, K. R., Graham, S., Urdan, T., Bus, A., G., Major, S. & Swanson, H. L. (Eds.) (2012). *APA educational psychology handbook, volume 3: Application to teaching and learning.* Washington, DC, US: American Psychological Association.

Additional journal articles and book chapters may be assigned and will be made available electronically through the library E-Reserves system.

STRONGLY RECOMMENDED TEXT

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

OPTIONAL TEXT

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2003). *Educational psychology: A century of contributions.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

COURSE ORGANIZATION AND ASSIGNMENTS

This course is designed to promote an understanding of topics central to the study of educational psychology. To this end, each week students will construct an evolving concept map and engage in a discussion of a designated theme based on chapters from the *APA Handbook of Educational Psychology*. In addition to reading the chapters indicated in the course schedule, each student will be responsible for preparation related to one chapter, assigned by the professor. For the assigned chapter students are expected to 1) post *two* thought questions for others to think about while reading the chapter. Each student is also responsible for reading *one* additional peer-reviewed empirical study that is central to an assigned handbook chapter. For the article, students are expected to 1) identify an article central to the chapter, 2) post copies of the article on Blackboard by Monday at 12 noon, 3) write an article critique, and 4) share the article with the class during discussion. Additionally, each student is expected to complete a set of activities commensurate with his or her academic level and career goals.

Required Course Activities (80%)

Class Participation (10%)

Each student is expected to come to class on time and participate in class discussions and activities. Assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. The student is also responsible for posting a substantive reaction to the assigned readings on the relevant Blackboard discussion form (See rubric for attendance and participation in Appendix A).

Additionally, each student will be assigned *one* Handbook chapter. As part of class participations, for the assigned chapter students are expected to post *two* thought questions for others to think about while reading the chapter. Students are expected to email this information to the professor by **Tuesday two weeks before the scheduled date** for the topic/reading (and revise if necessary) and to post the information for all students to Blackboard by **Tuesday at 4:30pm the week before the scheduled date** for the topic/reading.

As a form of participation, students may also post substantive comments or questions to the Blackboard discussion boards. This is not a substitute for a class absence or lack of class participation. However, it does offer another means for students to interact with each other and the course content.

Concept Maps (20%)

Throughout the semester, students will construct an evolving concept map of the central concepts, constructs, and theorists from the readings. The map will provide a representation of each student's developing understanding of educational psychology as a field. Students will be provided with a list of terms that are required to be included in their maps. Terms will be posted on Blackboard at least one week before the assigned reading. Students may add additional terms as necessary. Students are encouraged to bring their concept maps to class. The concept maps will be evaluated at three points in the semester.

Article Critique (10%)

Students are expected to read *one* peer-reviewed empirical article that expands upon the information presented in the assigned chapter. Students are encouraged to communicate with the instructor about which article to select. Students are expected to (1) post a copy of the article on Blackboard by **Monday at 12 noon**, (2) write an article critique for their assigned topic, and (3) share their knowledge of the article and the handbook chapter during class discussion. The critique should focus primarily on the identified peer-reviewed article but also address how it relates to the assigned chapter or other class content. Critiques are due on the **day the topic is scheduled in the syllabus** and should be posted to Blackboard by **noon Tuesday**. Critique guidelines and rubric are provided in Appendix B.

Final Paper and Poster (25% Paper; 5% Paper Preparation; 10% Poster Presentation; 40% Total)

Each student will write either a literature review or research proposal that focuses on an educational psychology topic. Literature reviews should contain the following sections:

1. Introduction and overview of the topic
2. Discussion of the literature (with appropriate subheadings)
3. Limitations, conclusions, and implications

Research proposals should contain the following sections:

1. Problem Statement: What is the problem the study will look at and why it is important?
2. Research question(s)/hypotheses
3. Conceptual Framework: What theory underlies or shapes your research study
4. Methodology: Participants, measures, procedures, design of the research study, data analysis plan
5. Discussion: Potential results, limitations, and future research

Final papers will be submitted as a final term paper, and will be presented in a poster session at the end of the semester. Final papers must adhere to the APA Publication Manual Guidelines and will be evaluated using the rubrics presented in Appendix C.

As a means to provide support for each student's final paper, students are expected to turn in final paper components based on the following tentative timeline:

Paper format and topic; preliminary focus or research questions	Sept 23 rd
Brief summaries of 5 empirical articles to be included in final paper	Oct 21 st
Progress update: Initial outline including research questions, method, data analysis plan	Nov 4 th
Submit 5 pages of final paper	Nov 25 th
Poster contents	Dec 1 st (9am)
Class poster session	Dec 2 nd
Final paper	Dec 16 th (4:30pm)

Student-Selected Course Activities (20%)

Each student is to select additional activities commensurate with their academic level and career goals. Suggested student selected-activities that will develop their competencies are listed below. Alternative activities can be suggested and negotiated with the professor. For Research and Foundational Knowledge Competencies, students are strongly encouraged to collaborate with one other student in the class. In this event, both students should submit a brief reflection of the collaborative process as part of the assignment. Students should indicate their student-selected course activities to the instructor by October 7th.

Research Competencies

- Prepare a grant proposal*
- Prepare a first-authored submission to a national or international conference (e.g., APA, AERA)*
- Write a second article critique**

Professional Competencies (select at least 1)

- Prepare your academic vita*
- Join a professional organization that you are not currently a member of (post selection on Blackboard with brief discussion of why the organization was selected and how it relates to your professional goals)
- Communicate with a distinguished researcher in your interest area that you do not already know (also not at GMU)**

Foundational Knowledge Competencies (see rubric in Appendix D)

- Read and present on an original work by a theorist you have not read before (e.g., James, Piaget)**
- Read and present on an unassigned chapter from the *Handbook***
- Read and present on a chapter from *Educational psychology: A century of contributions* **

*Students are encouraged to submit work early to allow for instructor feedback and revision.

**Students should communicate with the instructor about how to share selected competencies with the class.

The following table outlines the required and suggested student-selected activities and their contribution to each student's final grade.

Course Activities		
REQUIRED (80%)	% of Final Grade	Student Selections
Class Participation	10	10
Research Competencies		
Final Paper: Literature Review or Proposal	25	25
Poster	10	10
Paper Preparation	5	5
Foundation Knowledge Competencies		
Concept Map	20	20
Article Critique for peer-reviewed empirical article related to assigned handbook chapter	10	10
STUDENT-SELECTED*** (20%)		
Indicate selection to instructor by October 7 th		
Research Competencies		
Grant Proposal*	10	
Conference Proposal*	10	
Second Article Critique**	10	
Professional Competencies		
Vita**	5	
Professional organization	5	
Communicate with researcher **	5	
Foundational Knowledge Competencies		
Original work by a foundational theorist**	10	
Additional <i>Handbook</i> chapter**	10	
Historic Contributions Chapter/Reading**	10	
***Additional suggestions and substitutions may be negotiated.		

Each student's final grade for this class will be based on the following:

A = 93 – 100%	A- = 90 – 92.99%	
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	F < 70%	

CLASS POLICIES

Paper Format

Papers not following this format may be automatically reduced by up to a letter grade.

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- Formatted in APA style and proofread for spelling, grammar, and clarity errors.

Late Assignments

Assignments are due at the start of class on the assigned due date and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Electronic Device Use in Class

During class time, please refrain from checking email or conducting activities on the computer, cell phone or other electronic device that are not directly related to the class session.

Class Environment

Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be turned off or put on silent mode so as to not affect the learning of those around you.

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/>].
- Please note that:
- “Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
 (from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
 - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you must cite the source.
 - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source (i.e., Author, Year, page number).
 - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- 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 the 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 (i.e., 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 shared knowledge through writing (See <http://writingcenter.gmu.edu/>).

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 practices, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/> .

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

EDEP 820: Tentative Course Schedule

DATE	TOPIC	READINGS & ASSIGNMENTS
Aug 26	Review syllabus Introduction and Overview Informational Questionnaire	Pintrich (2000)
Sept 2	Educational Psychology: Past, Present, and Future—Who are we and where are we going? <i>Professional Competencies: Academic Curriculum Vitae and Professional Organizations</i>	Alexander et al. (Vol 1, Ch 1) Berliner (2006) Patrick et al. (2011) <i>Bring concept maps to class</i>
Sept 9	Child, Adolescent, and Adult Development	Chapters TBD based on student input‡
Sept 16	Cognition, Learning, and Knowledge Theories I: Social Cognitive Theory <i>Research Competency: Reading Empirical Research</i>	Schunk (Vol 1, Ch 5) Kulikowich & Sedransk (Vol 1, Ch 2) Read <u>one</u> of the following: ‡ Chen & Usher (2013) Usher & Pajares (2006)
Sept 23	Cognition, Learning, and Knowledge Theories II: Information Processing <i>Research Competency: Literature Reviews and Research Proposals</i>	Mayer (Vol 1, Ch 4) <i>Submit paper format and topic</i>
Sept 30	ONLINE class (Instructor presenting at MSP conference) – RESPOND to prompts on Blackboard Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches	O'Donnell (Vol 1, Ch 3) Göncü & Gauvain (Vol 1, Ch 6) Read <u>one</u> of the following: Swaak et al. (2004) Rogoff et al. (2002)
Oct 7	Expertise and Intelligence	Nandagopal & Ericsson (Vol 1, Ch 10) Roberts & Lipnevich (Vol 2, Ch 2) <i>Identify student-selected course activities</i>

Oct 14	NO CLASS-Columbus Day (Monday classes meet on Tuesday. Tuesday classes do not meet)	
Oct 21	Student and Teacher Knowledge and Beliefs	Vosniadou & Mason (Vol 2, Ch 9) <i>Submit summaries of 5 empirical articles to be included in final paper with references in APA style</i>
Oct 28	Motivation and the Classroom Context	Graham & Weiner (Vol 1, Ch 13) Kaplan et al. (Vol 2, Ch 7)
Nov 4	Instruction and Technology Poster discussion	Moreno (Vol 3, Ch 18) Graesser et al. (Vol 3, Ch 19) <i>Final paper outline</i>
Nov 11	Teaching and Learning in the Domains	Shulman & Quinlan (1996) Read <i>two</i> of the following: Reading (Vol 3, Ch 8) Writing (Vol 3, Ch 9) Mathematics (Vol 3, Ch 10) Science (Vol 3, Ch 11)
Nov 18	Assessment and Accountability Evidence-Based Practices <i>Professional Competency: PhD Program Portfolio System</i>	Read <i>two</i> of the following: Hosp (Vol 3, Ch 5) Elliott et al. (Vol 3, Ch 6) Cook et al. (Vol 1, Ch 17) Review PhD program portfolio guidelines
Nov 25	Effective Teachers and Teaching	Roehrig et al. (Vol 2, Ch 20) Cook et al. (Vol 1, Ch 17) <i>Submit 5 written pages of final paper Final Concept Maps</i>
Dec 2	Conclusions and Poster Session	<i>Poster Session</i> <i>Poster materials due 12/1 at 9am</i>
Dec 9	Reading day – no class due to university policy	
Dec 16	Exam Period (Dec. 10 th –17 th)	<i>Final Paper due 12/16 by 4:30pm</i>

‡Indicate chapters selected on the appropriate Blackboard Discussion board.

Appendix A

Attendance & Participation Rubric (10%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- a. Be punctual, present (in mind and body), and well prepared for class.
- b. Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- c. Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- d. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

- 5 = Student *consistently* demonstrated the criterion throughout the semester.
 4 = Student *frequently* demonstrated the criterion throughout the semester.
 3 = Student *intermittently* demonstrated the criterion throughout the semester.
 2 = Student *rarely* demonstrated the criterion throughout the semester.
 1 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score
a)	
b)	
c)	
d)	
TOTAL	_____

Appendix B

Article Critique Guidelines and Rubric (10%)

Each student is required to prepare one critique of an empirical peer-reviewed article related to their assigned handbook chapter. Critiques are due the day the handbook chapter is scheduled in the syllabus and should be posted on Blackboard.

CONTENT

Empirical Article

1. The problem
2. The methodology (e.g., participants, measures, procedures, research design)
3. The findings/results
4. The authors' conclusion(s) (include implications or applications)
5. Your analysis and critique of the article (e.g., discuss the strengths and weaknesses of the methods, analyses, and conclusions)
6. Your perspective on the implications for research and or practice

FORMAT

The abstract should

- Include a cover page
- Be 3-6 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

ARTICLE ABSTRACT RUBRIC

Criteria	Outstanding (3)	Competent (2)	Minimal (1)	Unsatisfactory (0)
Summary <i>Summarize important aspects of article</i>	Provides a clear and complete summary of the article including all necessary components.	Summary of the article is mostly complete but lacks some components, clarity, or understanding.	Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.	Summary of the article is absent.
Analysis <i>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</i>	Gives a complete analysis of the article, relating specific examples to justify critique.	Analysis may be somewhat limited or includes few examples to justify critique.	Analysis is limited and/or lacks examples to justify critique.	Gives no analysis of study and lacks examples to justify critique.
Implications <i>Discuss implications for the article for research or practice</i>	Relates article to personal situation and or course content with clear implications for practice and research.	Implications for practice and research are somewhat general, lacking connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws no implications for practice or research.
	Outstanding (1)	Competent (.75)	Minimal (.50)	Unsatisfactory (.25)
APA Style <i>Use APA style and formatting</i>	Uses concise, coherent, well-organized writing with correct APA style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

TOTAL = _____

Grade Allocation

	Point Range	
	Plus	Standard
A	10	8-9
B	7	5-6
C		4
F		≤ 3

Appendix C Final Paper Rubrics (25%)

Literature Review Content

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<i>Content</i>				
Introduction/Overview <ul style="list-style-type: none"> • Statement of topic and importance • Parameters used for literature search and review • Organization of paper 	Introduction fully addresses all 3 criteria. The basis for the review, the search process, and organizational framework are appropriate and well articulated.	Introduction that addressed all 3 criteria with some weaknesses. The significance of review is established.	Significant weaknesses in all criteria, or 1 or 2 criteria were not addressed.	Identified criteria were not addressed. The introduction/overview is unacceptable.
Thoroughness of Review <ul style="list-style-type: none"> • Include works relevant to the overarching topic, with an emphasis on peer-reviewed empirical articles 	Review includes relevant works for the topic.	Review includes mostly relevant works with few instances in which critical works or authors were not included.	Several instances in which irrelevant works were included and instances in which critical works or authors were not included.	Relevant works and authors were not identified.
Identification and Discussion of Key Themes/Points <ul style="list-style-type: none"> • Identify key themes/points • Provide support for the key themes/points based in existing literature 	Key themes/points are identified and supported through discussion of relevant works.	Key themes are identified and supported through discussion of relevant work but some weaknesses with respect to themes/points and or supporting discussion.	Key themes are not clearly articulated; focus is primarily on summarizing cited works.	Key themes are not identified; cited works are not adequately discussed.
Discussion of Identified Works and Relevant Concepts <ul style="list-style-type: none"> • Discuss the cited works • Provide definitions of concepts/theories discussed 	Cited works are discussed at an appropriate level of detail. Concepts/theories are clearly defined and discussed	Cited works are typically discussed at an appropriate level of detail with a few instances in which more, or less, detail is needed. Concepts/theories are typically defined or discussed with a few instances in which more or less detail is needed.	Multiple instances in which discussion of identified works lacked sufficient detail. Multiple concepts/theories are not defined or discussed in sufficient detail.	Identified works were not discussed. Concepts/theories were not described.
Limitations, Conclusions, and Implications <ul style="list-style-type: none"> • Identify limitations • Draw conclusions about the topic • Discuss implications for future research and practice 	Limitations of current literature, conclusions, and implications for future research and practice are thoughtfully discussed. .	Limitations, conclusion, and implications are discussed. Some critical limitations, conclusions, or implications were not addressed.	Significant weaknesses in the discussion of limitations, conclusions, and implications. Few were identified and/or were inappropriate.	Discussion of limitations, conclusions, and implications was not provided.

Research Proposal Content

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Introduction <ul style="list-style-type: none"> Description of the nature and importance of the problem Justification for the need of the study is provided based on the literature, societal value, or other relevant sources Research problem is well-formulated within the conceptual framework of the study Purpose of research and research questions/hypotheses clearly stated 	Introduction fully addresses all 4 criteria. The conceptual framework/theoretical basis for the study are aligned with the research problem. The research questions/hypotheses are well aligned with the research problem. The study addresses an important issue in the field.	Introduction addresses all 4 criteria. The conceptual framework/theoretical basis for the study are aligned with the research problem. The research questions/hypotheses are well aligned with the research problem.	Introduction does not address all 4 criteria. The conceptual framework/theoretical basis for the study are not adequately related to the research problem. The research questions/hypotheses are not well aligned with the research problem.	Introduction does not address the criteria. The conceptual framework/theoretical basis for the study are not provided. The research questions/hypotheses are not articulated.
Methods <ul style="list-style-type: none"> Description of data sources and data collection for the study Description of research design for addressing research questions/problems/hypotheses 	Methods fully address the data sources, data collection procedures, and research design. Data sources and research design are appropriate and thoroughly described. Selection and justification of methods reflects contemporary educational research methodology. The research methods are well aligned and address the research problem and related questions.	Methods address the data sources, data collection procedures, and research design. There are methodological concerns with data sources, research design, or procedures OR methods are appropriate, yet not fully described. The research methods are aligned and address the research problem and related questions.	Methods do not address all criteria. Data sources, research design, and/or data collection are not fully appropriate.	Methods do not address the criteria. Data sources, research design, and data collection are not appropriate.
Data Analysis and Expected Results <ul style="list-style-type: none"> Description of data analysis procedures for the study Description of expected results/findings 	Planned data analysis is appropriate, complete, and accurately described. Expected results/findings are discussed	Planned data analyses are appropriate but are not complete or accurately described. Expected results/findings are discussed	Data analyses are not fully appropriate or are incomplete. Expected results/findings are not included	Data analyses and expected results are not addressed.
Limitations and Educational Implications <ul style="list-style-type: none"> Identify limitations Discuss implications of proposed work 	Limitations and validity issues are thoughtfully addressed. Implications and directions for future research stem from the findings are well justified and explained.	Limitations and validity issues are addressed. Implications and directions for future research are provided. Some critical limitations or implications were not addressed.	Significant weaknesses in the discussion of limitations and educational implications. Few were identified and/or were inappropriate.	Limitations and validity issues are not addressed. Implications and directions for future research are not provided.

Research Proposal and Literature Review Additional Elements

<i>Additional Elements</i>	Outstanding (1)	Competent (.75)	Minimal (.5)	Unsatisfactory (.25)
Abstract	Clearly and sequentially conveys the content of paper; 120 words or less	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 and Technical Merit (spelling, grammar, typographical errors)	Paper is coherent, concise and well structured with a clear purpose; error free	Paper is coherent, concise and well structured with a clear purpose and few technical errors.	Paper conveys the main points of the topic but additional polish is needed; Several errors or incoherent sentences	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content; Numerous technical errors
Citation of sources, APA style, and paper guidelines	Appropriate citation of sources and use of APA style and paper guidelines	A few missing citations and or instances of incorrect formatting and style	Several missing citations and or several instances of incorrect formatting and style	Lack of citations or use of APA style

Appendix D
Foundational Knowledge Presentation and Discussion
(Possible Student-Selected Competency, 10%)

EDEP 820
 Fall 2014

If students choose to read an original work, additional handbook chapter, or historic contributions chapter as one of their additional competencies, the content of the reading should be shared with the class. Students are expected to (1) read the selected work, (2) prepare an outline to distribute to the class, and (3) briefly share (i.e., approx 10 minutes) their thoughts on the chapter and its connection to the course. Students are strongly encouraged to collaborate on this assignment.

The outline should be well organized, easy to read, and contain the following information:

- Student's name,
- Complete bibliographical information for the chapter in APA format,
- Summary of relevant ideas and information presented in the chapter.

With respect to formatting for the outline handout:

- A cover page is NOT necessary,
- Headings and subheadings are encouraged,
- Bullets may be used,
- Appropriate grammar and spelling should be used.

Handout (8 pts)				
CONTENT	4	3	2	1
Summary	Summarized key ideas well with an appropriate amount of detail	Summarized key ideas well with few misunderstandings or instances where more (or less) information was needed	Summarized key ideas but there were several misunderstandings and/or instances where additional information was needed	Summary of was incomplete and/or contained numerous misunderstandings
FORMAT	2		1	0
Organization	Well organized and easy of read		Additional polishing needed	Disorganized and difficult to read
Technical (e.g., spelling) and APA errors	None present		Few	Numerous

Class Presentation/Discussion (2 pts)			
	2	1	0
Presentation and Discussion	Articulate, relayed appropriate information, and well executed with effective use of time; appropriately responded to question and comments	Overall, articulate, relayed appropriate information, well executed with effective use of time, appropriately responded to question and comments but lacking in one to two areas	Relayed incomplete or inappropriate information, ideas could have been more clearly stated, presentation was poorly executed, and/or available time was not used well, responses were limited or few substantive comments were offered

**Recommended chapters from *Educational Psychology: A Century of Contributions*
Edited by Barry J. Zimmerman and Dale H. Schunk**

The Founding Period: 1890 to 1920

William James
Alfred Binet
John Dewey
E. L. Thorndike
Lewis M. Terman
Maria Montessori

Educational Psychology in the Modern Era: 1960 to Present

Benjamin S. Bloom
N. L. Gage
Jerome Bruner
Albert Bandura
Ann L. Brown

The Rise to Prominence: 1920 to 1960

Lev Vygotsky
B. F. Skinner
Jean Piaget
Lee J. Cronbach
Robert Mills Gagne

Other potential researchers not included in the text:

Paul Pintrich
Jere Brophy
Michael Pressley

Additional chapters from *APA Educational Psychology Handbook* not assigned in the syllabus

Volume 1: Theories, Constructs, and Critical Issues**Part II. Theory and Research on Critical Topics: What We Know and Why It Matters**

- Chapter 7. Metacognition in Education *Carey Dimmitt and Christine B. McCormick*
Chapter 8. Knowledge and Knowing: The Journey From Philosophy and Psychology to Human Learning *P. Karen Murphy, Patricia A. Alexander, and Krista R. Muis*
Chapter 11. Human Cognitive Architecture: Why Some Instructional Procedures Work and Others Do Not *John Sweller*
Chapter 12. Working Memory, Learning, and Academic Achievement *H. Lee Swanson and Tracy Packiam Alloway*
Chapter 14. Self-Regulation of Learning: Process Approaches to Personal Development *Barry J. Zimmerman and Andju Sara Labuhn*
Chapter 15. Self-Concept: A Synergy of Theory, Method, and Application *Herbert W. Marsh, Man Xu, and Andrew J. Martin*

Part III. Emerging Issues and Cutting-Edge Topics

- Chapter 16. Resistance and Resiliency in a Color-Conscious Society: Implications for Learning and Teaching *Margaret Beale Spencer, Davido Dupree, Brian Tinsley, Ebony O. McGee, Jennifer Hall, Suzanne G. Fegley, and Tyhesha Goss Elmore*
Chapter 18. Genetics and Education: Toward a Genetically Sensitive Classroom *Claire M. A. Haworth and Robert Plomin*
Chapter 19. How Neuroscience Contributes to Our Understanding of Learning and Development in Typically Developing and Special-Needs Students *James P. Byrnes*
Chapter 20. Evolutionary Educational Psychology *David C. Geary*

Volume 2: Individual Differences and Cultural and Contextual Factors**Part I. Individual Differences**

- Chapter 1. Academic Emotions *Reinhard Pekrun and Elizabeth J. Stephens*
Chapter 3. Learning Styles and Approaches to Learning *Adrian Furnham*
Chapter 4. Gifted and Talented Education: History, Issues, and Recommendations *Donna Y. Ford*
Chapter 5. Personality *Moshe Zeidner and Gerald Matthews*
Chapter 6. Gender, Motivation, and Educational Attainment *Judith L. Meece and Karyl J. S. Askew*

Part II. Instructional Influences on Motivation, Engagement, Conceptual Change, and Moral Development

Chapter 10. Moral and Character Education *Marvin W. Berkowitz*

Part III. Cultural and Neighborhood Effects

Chapter 11. Ethnic and Racial Identity in Childhood and Adolescence *Cynthia Hudley and Miles Irving*

Chapter 12. Factors Affecting the Motivation and Achievement of Immigrant Students *Tim Urdan*

Chapter 13. Explaining the Black–White Achievement Gap: An Intergenerational Stratification and Developmental Perspective *W. Jean Yeung*

Chapter 14. Neighborhoods, Schools, and Achievement *Jondou J. Chen and Jeanne Brooks-Gunn*

Part IV. Relationships

Chapter 15. Child and Adolescent Peer Relations in Educational Context *Philip C. Rodkin and Allison M. Ryan*

Chapter 16. Understanding and Preventing Bullying and Sexual Harassment in School *Dorothy L. Espelage and Melissa K. Holt*

Chapter 17. Parents' Involvement in Children's Learning *Eva M. Pomerantz, Elizabeth Moorman Kim, and Cecilia Sin-Sze Cheung*

Part V. Teachers and Classroom Contexts

Chapter 21. Three Generations of Research on Class-Size Effects *Peter Blatchford*

Volume 3: Application to Learning and Teaching

Part I. Application Across the Life Span (Some Chapters may not be available for Foundational Knowledge Competencies depending on what is added to the syllabus based on student interest)

Chapter 1. Early Childhood Education *Penny Hauser-Cram and Darcy B. Mitchell*

Chapter 2. Global Perspectives on Education During Middle Childhood *Scott G. Paris, Alexander Seeshing Yeung, Hwei Ming Wong, and Serena Wenshu Luo*

Chapter 3. Adolescence *Eric M. Anderman*

Chapter 4. Learning and Assessment of Adult Reading Literacy *John P. Sabatini*

Part II. Assessment and Decision Making in Education

Chapter 7. Testing Accommodations for Students With Disabilities *James M. Royer and Jennifer Randall*

Part III. Teaching Core Skills and Content (Some Chapters may not be available for Foundational Knowledge Competencies depending on what is added to the syllabus based on student interest)

Chapter 8. Current and Historical Perspectives on Reading Research and Instruction *Michael L. Kamil*

Chapter 9. Writing *Gert Rijlaarsdam, Huub Van den Bergh, Michel Couzijn, Tanja Janssen, Martine Braaksma, Marion Tillema, Elke Van Steendam, and Mariet Raedts*

Chapter 10. Critical Transitions: Arithmetic to Algebra *Martha Carr*

Chapter 11. Thinking and Reasoning in Science: Promoting Epistemic Conceptual Change *Gale M. Sinatra and Clark A. Chinn*

Chapter 12. Learning Social Studies: An Evidence-Based Approach *David Hicks, Stephanie van Hover, Peter E. Doolittle, and Phillip VanFossen*

Part IV. Instructional Methods

Chapter 13. The Power of Setting: The Role of Field Experience in Learning to Teach *Pam Grossman, Matthew Ronfeldt, and Julia J. Cohen*

Chapter 14. Designing Instruction for the Contemporary Learning Landscape *Fred Paas, Jeroen J. G. van Merriënboer, and Tamara A. J. M. van Gog*

Chapter 15. Classroom Applications of Cooperative Learning *Robert E. Slavin*

Chapter 16. Strategies Instruction *Charles A. MacArthur*

Chapter 17. Problem-Based Learning *Sofie M. M. Loyens, Paul A. Kirschner, and Fred Paas*

Chapter 20. Homework *Harris Cooper, Saiying Steenbergen-Hu, and Amy L. Dent*

Part V. Teaching Special Populations

Chapter 21. The Education of English Language Learners *Fred Genesee and Kathryn Lindholm-Leary*

Chapter 22. Methods for Preventing Early Academic Difficulties *Adriana G. Bus, Paul P. M. Leseman, and Susan B. Neuman*

Chapter 23. A Comprehensive, Integrated Three-Tier Model to Meet Students' Academic, Behavioral, and Social Needs *Kathleen Lynne Lane, Holly Mariah Menzies, Jemma Robertson Kalberg, and Wendy P. Oakes*

Students are encouraged to identify and suggest other sources and assignments for Research and Foundational Knowledge Competencies.

For Research and Foundational Knowledge Competencies, students are *strongly encouraged* to collaborate with *one* other student in the class. In this event, both students should submit a brief reflection of the collaborative process as part of the assignment.