

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

EDEP 652, Section 001: Process of Learning and Development

**3 credits; Spring 2015**

January 20, 2015-May 4, 2015

Tuesdays, 7:20-10:00 p.m., Thompson Hall, Room L013

**PROFESSOR**

**Name:** Suzanne E. Hiller, Ph. D.

**Office hours:** Before class or by appointment

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**COURSE DESCRIPTION:**

**A. Prerequisites**

EDEP 550 or permission from the instructor

**B. Course description from the university catalog**

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 lectures, large and small group discussion, in class activities, and individual/group assignments. The purpose of this course to provide students with the opportunity to review educational research methods within the field of educational psychology. In addition to instruction related to theories of learning and cognitive development and academic writing, the final course project will assist students in developing a research theme for a pre-proposal for a capstone project (EDEP 798) or thesis (EDEP 799).

**LEARNER OUTCOMES:**

Upon successful completion of this course, students will

- develop a reflective, psychological, and developmental perspective on the learner and on the teaching/learning process
- gain an understanding of the research/inquiry process and how teachers and educational psychologists approach questions related to the teaching and learning process
- demonstrate an understanding of issues and controversies in developmental research and theory and implications for child-rearing, education, and self-understanding
- become familiar with theoretical perspectives on cognitive development and learning and their implications for classroom instruction

- will become familiar with various topics within the areas of memory, skill learning, language, reasoning, and problem solving
- develop an understanding of the kinds of accommodations that are appropriate for the learning and developmental needs of culturally diverse and exceptional learners
- acquire knowledge in evaluating research findings and theoretical perspectives
- apply the major principles and concepts derived from developmental psychology (a) to the improvement of the instructional, counseling, and development process in relation of schooling and (b) to pressing societal and educational problems
- use theoretical perspectives to describe and analyze specific cases of cognitive development in the school context
- develop and reinforce critical thinking, problem solving, oral, and writing skills
- 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

### **PROFESSIONAL STANDARDS:**

In this course, the following educational psychology standards will be addressed:

**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 disposition 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. 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.

## **REQUIRED TEXT**

Creswell, J.W. (2015). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson Education.

There is a class Blackboard site that contains course documents and relevant links. Students are required to download pertinent documents for class.

## **STRONGLY RECOMMENDED TEXT**

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

## **COURSE REQUIREMENTS**

It is expected that each of you will:

- read all assigned materials for the course.
- attend each class session and participate in classroom activities that reflect critical reading of materials. In the event of inclement weather, course materials and discussions for the evening will be posted on Blackboard.
- complete in-class assignments
- complete two homework assignments. Submit to professor prior to each class meeting.\*
- complete the online Mandatory Training for Persons Conducting Research with Human Subjects.\*
- evaluate and write a review of one quantitative intervention study and one qualitative study.\*
- write a research proposal.\*
- present that proposal in class.

\*Late assignments will not be accepted by the instructor. If an emergency occurs please notify the instructor in advance.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://oai.gmu.edu/honor-code/><<http://oai.gmu.edu/honor-code/>> and <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/><<http://universitypolicy.gmu.edu/1301gen.html>> for the full honor code.

Please note that:

Plagiarism encompasses the following:

- Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  - Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.” o (from Mason Honor Code online at <http://oai.gmu.edu/honor-code/>)
  - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to 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.
  - 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.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

## **COURSE ASSIGNMENTS**

**1. Three Homework Assignments (5 points each):** Students will be asked to work individually on three homework assignments. Assignment 1 will be a one paragraph summary of ten empirical studies which will be used in the literature review. Assignment 2 will be a brief literature review. For the third assignment, students will submit a concept map regarding their proposed research. The goal is to help students define their understanding for the key concepts of the proposed theory, the relationship among them, and how these components influence the proposed research study. Details of each assignment are described on Blackboard.

**2. Critique of Two Research Articles (10 points each):** Students will write a critique of one quantitative intervention study and one qualitative study obtained from a peer-reviewed journal. The critiques should include the following parts: purpose, methods, results, and critical comments as well as your reflections about the article (see Blackboard site for specific instructions).

**3. Research Proposal (40 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 their research question(s). See pp. 41-59 of the APA manual for an example of an APA style paper. Place electronic versions in the relevant assignment box on the Blackboard site. The proposal should include:

1. Literature review to orient the reader to your topic and theoretical framework.
2. Statement of purpose and research questions, including a statement indicating research you are replicating or extending and relevant citations.
3. Method
  - Participants and setting
  - Materials

- Data sources (dependent variables); instrumentation (where relevant)
  - Research design
  - Intervention (where relevant)
  - Procedures (proposed data collection process)
  - Proposed preliminary data analyses (bonus section)
4. References

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

**5. In Class Assignments, Participation, and Attendance Policy (15 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 attitude 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.**

## **COURSE EVALUATION**

### **RUBRIC FOR THREE HOMEWORK ASSIGNMENTS**

**Adequate assignment (5 points):** Assignment is thorough, thoughtful, correctly done, and submitted on time.

**Marginal assignment (2.5 points):** Assignment is carelessly prepared, not thoughtful, or incomplete.

**Inadequate assignment (0 points):** Assignment has little or no value, or is not submitted on time.

### **RUBRIC FOR EVALUATION OF EMPRICAL RESEARCH ARTICLES**

**Adequate evaluation (10 points):** Evaluation is thorough, thoughtful, correctly done, and submitted on time.

**Marginal evaluation (5 points):** Evaluation is carelessly prepared, not thoughtful, or incomplete.

**Inadequate evaluation (0 points):** Evaluation is poorly done and/or is not submitted on time.

## **RUBRIC 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 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.

## **RUBRIC FOR IN CLASS ASSIGNMENTS, PARTICIPATION, AND ATTENDANCE**

**Exemplary (14-15 points):** The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student actively participates and supports the members of the learning group and the members of the class.

**Adequate (12-13):** The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.

**Marginal (11 points):** The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.

**Inadequate (10 or less points):** The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is unprepared for class and does not actively participate in discussions. The student may fail to exhibit professional behavior and dispositions. **Excessive absences can result in additional penalties and potential withdrawal from class.**

### **Grading Policy**

Homework Assignments (2)	15 pts total (5 pts each)
Evaluation of Research Article (2)	20 pts total (10 pts each)
Research Proposal	40 pts total
Research Proposal Presentation	10 pts
In Class Assignments, Participation, and Attendance	15 pts
<b>TOTAL</b>	<b>100 pts</b>

### **Letter grades will be assigned as follows:**

A+ 98-100% A 93-97.49% A- 90-92.49% B+ 88-89.49% B 83-87.49% B- 80-82.49% C 70-79.49% F below 70%

## **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/>).

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

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

**TENTATIVE COURSE ORGANIZATION AND SCHEDULE:**

<b>Date</b>	<b>Topic</b>	<b>Assigned Readings Due</b>	<b>Work Due</b>
Session 1 1/20	Introduction and Course Overview		
Session 2 1/27	An Overview of Research Methods Identifying Research Questions Library Resources with Anne Driscoll	Creswell, Chapter 1	
Session 3 2/03	Theoretical Approaches to Learning, Cognition, and Motivation-Part I Reviewing the Literature Specifying the Purpose	Schunk (2012), Chapter 7(Blackboard) Optional Reading (APA manual- Chapters 1 and 2)	
Session 4 2/10	Theoretical Approaches to Learning, Cognition, and Motivation-Part II	Creswell, Chapters 2, 3, 4 Zimmerman (2013) (Blackboard)	HW #1: Literature Review Summary (Submit on Blackboard by 2/11)
Session 5 2/17	Perspectives on Child, Adolescent, and Adult Development Research Designs	Creswell, Chapters 10, 11, 12 Schraw 1998	HW #2: Literature Review Assignment (Submit on Blackboard by 2/18)
Session 6 2/24	The Nature of Knowledge and the Process of Knowing Instructional Applications Research Designs	Creswell, Chapters 13, 14	HW #3: Conceptual Map



<b>Date</b>	<b>Topic</b>	<b>Assigned Readings Due</b>	<b>Work Due</b>
Session 7 3/03	Research Designs	Creswell, Chapters 16, 17 Maxwell & Loomis (2003) (Blackboard)	Evaluation of Quantitative Empirical Research Article #1. Bring to class on 3/03, post on Blackboard by 3/05.
<i>Spring Break</i>			
Session 8 3/17	Measurement	Creswell, Chapters 5, 7	Evaluation of Qualitative Research Article #2. Bring to class on 3/24, post on Blackboard by 3/26.
Session 9 3/24	Data Analysis	Creswell, Chapter 6 DiBenedetto & Zimmerman (2013) (Blackboard)	
Session 10 3/31	No class-writing day		E-mail draft of literature review and method section for instructor feedback.
Session 11 4/07	Data Interpretation Proposed Results	Creswell, Chapter 8	E-mail draft of research proposal for instructor feedback.
Session 12 4/14	Discussion Section (Limitations, Implications, and Future Research)	Creswell, Chapter 9	
Session 13 4/21	Research Design Alignment Abstract Reflections		
Session 14 5/05	Last Class-Poster Session Individual Consultations		Poster session (Post on Blackboard by 5/05 at 7:00 pm).
5/12			Final Research Proposal Papers due by 10:00 pm on 5/12.

### Research Proposal Rubric

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<b>Use of Peer-Reviewed Research</b>	Contains references of 10 or more relevant empirical studies	Contains references to at least 10 studies, the majority of which are relevant	Contains references to 10 studies, but most are irrelevant	Does not include at least 10 peer reviewed studies.
<b>Abstract</b>	Clearly and sequentially conveys the content of the paper	Gives a general overview of the paper topic, but there is no sequential elaboration of contents	Does not provide a clear representation of paper contents	Key components are not included such as the research design, purpose, and possible implications.
<b>Discussion of the Literature</b>	Clearly spoken, topic-specific jargon are defined; does not rely on quotes from papers; includes quotes strategically where appropriate; a synthesis graphic and description are included in the work.	Most topic-specific jargon are defined or inclusion of some lengthy or inappropriate quotes; a synthesis graphic and description are included in the work.	Overuse of jargon and quotes that are lengthy or inappropriate; a synthesis graphic and description are included in the work.	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis; a synthesis graphic and description are not included in the work.
<b>Purpose, Research Questions, and Hypotheses.</b>	The purpose, research questions, and hypotheses were well formulated and aligned with the literature review.	The purpose, research questions, and hypotheses were included and aligned with the literature review but needed revision.	The purpose, research questions, and hypotheses were needed revision and/or did not align with the literature review.	Components of the purpose, research questions, and hypotheses were not included.

<b>Data Analysis and Results</b> <ul style="list-style-type: none"> <li>Describe data analysis plan</li> <li>Present results</li> </ul>	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 appropriate 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.
<b>Discussion, Limitations, and Educational Implications</b> <ul style="list-style-type: none"> <li>Discuss findings</li> <li>Connect findings to prior research</li> <li>Identify limitations</li> <li>Discuss implications of findings.</li> </ul>	Excellent discussion of findings and how they relate to prior research, discuss limitations and educational implications of research.	Adequate discussion of findings and appropriate limitations and educational implications. Findings were not discussed in detail as to how they relate to prior research. 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 appropriate.	Discussion of limitations and educational implications was not provided.
<b>Writing Style</b>	Paper is coherent concise and well-structured with a clear purpose.	Paper is coherent concise and well-structured with a clear purpose and few errors.	Paper conveys the main points of the topic but additional revisions are needed.	Paper is incoherent and/or overly wordy with little structure or purpose
<b>Technical Merit (spelling, grammar, typographical errors)</b>	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
<b>Citation of sources</b>	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
<b>Paper guidelines and APA style (references, levels of heading, margins)</b>	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.

**Total Points: 40**