

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

College of
EDUCATION  HUMAN DEVELOPMENT 



Promoting Learning  Development Across the Lifespan

EDUC 672-002 13185
Human Development and Learning: Secondary Education
3 credits
Spring Semester 2016

Instructor: Karen Banks, Ph.D
Day and Time: Tuesday, 7:20-10:00
Class Location: Thompson L019
Telephone: 703 620-1297
Email: kbanks@gmu.edu
Office Hours: By appointment

Required Textbooks:

Woolfolk, A.E. (2010) *Educational psychology* (12th ed). Upper Saddle, NJ: Merrill.
(A.W.)

Ormrod, J.E. & McGuire, D.J. (2007) *Case studies: Applying educational psychology*.
Upper Saddle River, NJ: Prentice Hall. (O & M)

Other articles and handouts will be posted on-line on Bb. The site for our course is at
<http://mymasonportal.gmu.edu>.

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 Delivery

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. The class will involve large and small group work, and individualized work on the online discussion link on Bb. The online discussions are to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session.

Relationship Between Course Objectives and Conceptual Framework Core Values

Course Objectives	Conceptual Framework Core Values
<p>1. Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by watching an adolescent movie, interviewing an adolescent and teacher, and analyzing these characteristics in three five-page research papers.</p>	<p>Research based practice Ethical Leadership Social Justice</p>
<p>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 analyzing individual case studies.</p>	<p>Research based practice Social Justice Ethical Leadership</p>
<p>Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.</p>	<p>Research based practice Ethical Leadership Innovation Social Justice</p>

Course Objectives

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.

Students will demonstrate an understanding of the process of creating a learning environment in which adolescents construct knowledge, access prior knowledge, engage in problem solving, and add information to social/environmental scaffolding through successfully analyzing case studies and analysis of peer-reviewed, data-based research shared with classmates on Bb.

Conceptual Framework Core Values

Research based practice
Collaboration
Ethical Leadership
Innovation

Research based practice
Ethical Leadership
Collaboration
Innovation
Social Justice

Course Requirements

- 1. Classroom Participation and Attendance Policy:** Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, attendance and participation are important. Readings must be completed before class. Attendance and participation (including Bb assignments) make up 10% of the 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 two classes should see the instructor to discuss dropping the class.]
- 2. Written Assignments:** All written assignments must be completed on a word processor. Assignments are to be turned in as **hard copy** on the date due. If you are absent you need to make arrangements to get the assignment to the instructor. There is a 20% late penalty for late assignments, unless arrangements have been made, at the discretion of 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). Refer to the GMU Honor Code for further information <http://oai.gmu.edu/honor-code/><http://oai.gmu.edu/honor-code>. Students must use the writing style described in the Fifth Edition of the *Publication Manual of the American Psychological Association* (APA) or a similar style manual or resources on OWL Purdue.
- 3. Oral Group Presentation:** Students will be assigned to groups of no more than four students. Each group will select a chapter from the book, additional research and readings related to the topics in the chapter to present to the class. Research cited in the presentation should reflect data based research in adolescent development. The oral presentation includes both a description of a developmental theory that underlies the research cited and an interactive activity for the class that demonstrates application of the theory in classroom instruction. The presentation should last 20-40 minutes (be mindful of the time limit) and should include use of power point to present information. The power point should be sent to the instructor at least

two days prior to the class meeting so it can be posted on Bb. References for the presentation should be included on the last slide of the power point. (20 points)

4. Fieldwork Assignments: Fieldwork Assignment #1 – Analysis of educational theory seen in teen-based movie (can be done with a partner)

Choose any one of these “teenage flicks:” The Great Gatsby, Stand and Deliver, Dead Poet’s Society, Dangerous Minds, To Sir with Love, Mr. Holland’s Opus, Divergent, Coach Carter, Finding Forrester, Napoleon Dynamite, Secret Life of Bees, Freedom Writers or Hunger Games. Feel free to explore and find a movie that might be relevant. If you choose a different movie, please check with the instructor before you use it to complete this assignment. After watching the film, please analyze the adolescent behavior, cliques, characteristics, and interactions in a **five-page** (double-spaced) paper. Look for **five characteristics of adolescent development** that are mentioned throughout the textbook. In the paper briefly describe the characteristic and then explain how circumstances in the movie illustrate the theory. Use direct and indirect quotations from the movie, with appropriate citations for the text and movie in APA format. (10 Points)

Fieldwork Assignment #2 – Independent Analysis of Case Study (Cases 11 and 36) (can be done with a partner)

Students will be assigned two case studies to compare and analyze, supported by information presented in the Woolfolk text that describes adolescent development (e.g.—physical, social/emotional, cognitive and motivation). The comparison/analysis should also include a discussion of how the characteristics presented in the case studies would influence classroom strategies you would use. You need to cite the text to support your analysis with necessary citations in APA format. The analysis of the two case studies and teaching applications should be at least five pages in length (total). (10 points)

Fieldwork Assignment #3- Interview an Adolescent (can be done with a partner) Interview an adolescent about how motivation affects his/her learning and behavior. That is, what motivates this student to succeed? Also, interview a teacher about motivational techniques that work in the classroom. The student and teacher do NOT need to be in the same classroom. The interview and analysis should result in a paper that shows a connection between information gained from the interview with motivation, social/cognitive and cognitive development. Students need to present teaching strategies that support positive motivation and engagement in classroom instruction, with a connection to theory and research discussed in class, in a paper at least five pages in length. References should be cited from the Woolfolk textbook and other research discussed in class. (10 points)

5. Application Project (PBA) (must be individual and submitted to Bb-TK20)

Students will create a composite description of a typical adolescent that may be encountered in a general education classroom. 1) Students will describe the physical, social/emotional and cognitive/language development of the adolescent, and resources available in the home, school and community. 2) Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. 3) Teaching strategies for meeting the needs of the adolescent within a classroom will be described. 4) Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described. All strategies will be supported by at least two research references for each set of strategies (six references total) **and** the textbook, in APA format. (30 points)

Every student registered for any (CEHD, Secondary Education) course with a required performance-based assessment is required to submit this assessment (**Application Project**), to Bb-TK20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using Bb-TK20. Failure to submit the project to Bb-

TK20 will result in a the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Bb-Tk20 submission, the IN will convert to an F nine weeks into the following semester.

6. Bb assignment

Students will participate in a two-part Bb discussion (out-of-class). Part I involves summarizing a peer-reviewed, data-based research article related to adolescent literacy development, risk-taking behavior, homelessness, career awareness, adolescent pregnancy, and/or self-destructive behaviors such as self-mutilation or gang-involvement. Students will also post suggested strategies for how to learn if adolescents are facing that issue and how to help adolescents cope with the issue in a classroom setting. All students will read the discussion board posts of others and be prepared to discuss in class. Make sure to include the full reference in APA format for the article on Bb. Part II of the Bb assignment is to view a presentation by Dr. George Banks to the U.S. Dept of Education regarding minority student achievement. Students will summarize the main points of the presentation, and then post three applications of the points made in the presentation to the student's own teaching. (10 points)

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any CEHD course with a required performance-based assessment is required to submit this assessment, Application Project to TK20 through Blackboard (regardless of whether a 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 TK20 through Blackboard. Failure to submit the assessment to TK20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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 & 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/>.

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to **access the ODS**.

SPECIAL ATTENTION

- Please turn off cell phones and/or pagers while in the classroom.
- Please activate your GMU account. All correspondence will be through your account.
- All notices regarding whether class will be cancelled or delayed will be posted via appropriate university sources
- Any exceptions to the following guidelines for attendance, tardiness, and late assignments will only be made with the advanced knowledge and pre-approval of the professor.
- Cell phones, pagers, and other communicative devices should be stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.

Grading Scale

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

Point Distribution

Fieldwork Assignments:	30
Attendance and Participation:	10
Oral Presentation:	20
Application Project	30
Discussion on Bb	10
TOTAL:	100 points

Tentative Course Schedule

<u>Date</u>	<u>Topic/Assignments</u>
1/19	Introductions, Goals for the Semester Create a representation of an adolescent Research strategies used to study development Review texts and syllabus Assignment: Read Ch 1 and 2 AW and Case Study 40 O & M
1/26	Research in Development and Cognitive Development Discussion of Case Study 40 O & M Form groups for presentations and schedule Assignment: Read Ch 3, 4 & 11AW and Case Studies 24 and 48 O & M
2/2	Meet at Fenwick Library Use of databases orientation Explore peer-reviewed articles for posting on Bb Upstairs classroom Assignment: Read Case Study 37 O & M
2/9	Self, Social and Moral Development Learner Differences, Social Cognitive Learning Discussion of Ch 3, 4 & 11AW Discussion of Case Studies 24 & 48 O & M Group Presentation (Ch 11) Assignment: Read Ch 6 AW and Case Study 25 O & M
2/16	Out of Class Bb assignment Part I: Summarize a research article on a topic related to adolescent development and post on Bb by midnight 2/16. This posting will be used for class discussion on 2/23 so read other posts.

- 2/23 Culture and Diversity
Discussion of Bb posts from 10/1
Discussion of Ch 6 AW and Case Study 25 & 37 O & M
Group Presentation (Ch 6)
Assignment: Read Ch 5 AW and Case Study 33 O & M
- 3/1 Language Development and Diversity in the Classroom
Discussion of Ch 5 AW, Case Study 33 O & M and
Group Presentation (Ch 5)
Assignment: Read Ch 7 & 8 AW, Case Study 12 O & M
Field Work Assignment #1 DUE
- 3/8 Spring Break**
- 3/15 Behavioral and Cognitive Views of Learning
Discussion of Ch 7 & 8 AW and Case Study 12 O & M
Group Presentation (Ch 7)
Assignment: Read Ch 10 AW and Case Study 26 O & M
- 3/22 **Out of Class Assignment on Bb (Part II)**
Post summary of presentation by Dr. George Banks on YouTube (all three parts) and three suggested strategies to apply points presented. Post by midnight 3/22 on Bb.
- 3/29 Review other posts to be prepared for class discussion
Learning through Constructivism
Discussion of Ch 10 AW and Case Study 26 O&M
Group Presentation (Ch 10)
Assignment: Case Study 41 O & M
Field Assignment #2 DUE
- 4/5 Guest Speaker, Dr. George Banks
Case Study 41 O & M
Assignment: Read Ch 13 and 14 AW, Case Study 47
O & M
- 4/12 Creating Learning Environments and Teaching Strategies
Discussion of Ch 13 and 14 AW and Case Study 47 O&M
Group Presentation (Ch 13)
Field Assignment #3 DUE
- 4/19 Teaching Adolescents in the real world
Application Project (PBA) DUE Posted to Bb by midnight
Class Evaluations
- 4/26 Wrap Up Review of Goals for Semester
Return of Projects

EDUC 672 SCORING GUIDE FOR PERFORMANCE BASED ASSESSMENT APPLICATION PROJECT

<p>Criteria align with the Virginia Department of Education Program Endorsement Competencies for Human Growth and Development</p>	<p>Does not meet Expectations (0 points)</p>	<p>Approaching Expectations (1 point)</p>	<p>Meets Expectations (2 points)</p>	<p>Exceeds Expectations (3 points)</p>
<p>Demonstrate an understanding characteristics of case study adolescent include physical, social/emotional and cognitive language development and home/school community resources</p>	<p>Includes only one or less of the following characteristics: physical, social/emotional, and cognitive language development</p>	<p>Includes only two of the following characteristics physical, social/emotional, and cognitive language development</p>	<p>Includes all required characteristics of whole adolescent but not the home/school/community context</p>	<p>Includes all required characteristics of whole adolescent and home/school/community context child lives in</p>
<p>Demonstrate an understanding of the strategies for determining motivation, prior knowledge, values and goals</p>	<p>Includes only one or less strategies for determining student motivation, prior knowledge, values and goals and with no references</p>	<p>Includes perfunctory strategies to determine student motivation, prior knowledge, values and goals and with limited references</p>	<p>Includes strategies to determine two to three of the following: student motivation, prior knowledge, values and goals with data-based support.</p>	<p>Includes strategies for determining student motivation, prior knowledge, values and goals with support from data-based references and text</p>

	Does not meet Expectations (0 point)	Approaching Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
Demonstrate an understanding of the process of creating a learning environment and strategies for meeting the diverse needs of adolescents in a classroom setting	Strategies described to address the needs of adolescents in the classroom are not aligned to described needs	Strategies are accurate but only one is described	Strategies are accurate and between 1-3 are described with data-based references and text to support	Four or more strategies are described for meeting the needs of adolescents in a classroom setting with data-based reference and text to
Design authentic assessment strategies to measure classroom learning and transfer outside of school	Assessment strategies are not designed to inform instruction	Assessment strategies have potential to inform instruction but are not authentic and do not have data-based	More than one authentic assessment strategy is included to measure classroom learning only and with data-based	More than one authentic assessment strategy is included to measure classroom learning which transfers outside of school and
Include six data-based references (in addition	1-0 references and the text	3-2 references and the text	4-5 references and the text	6 references and the text

**Total points = 15 Mastery points
30 Course points**

EDUC 672

Rubric

Movie Analysis

Name:

___/3 Describe five characteristics of adolescent development presented in the textbook

___/3 Describe how the characteristics from the textbook are portrayed in the movie

___/4 Present analysis in five-page paper with references in APA format

Total: /10

Comments

EDUC 672
Name:

Rubric

Analysis of Case Studies

___ / 3 Describe and compare the physical, social/emotional, and cognitive development of case study students

___ / 4 Describe classroom strategies that would engage the adolescents in classroom learning

___ / 3 Analysis is at least five pages long with supporting references (total for two case studies)

Total: /10

Comment:

Name:

___/2 Interview questions and summary of responses from adolescent and teacher

___/3 Describe the connection between information gathered through the interview and motivation

___/3 Description of teaching strategies that support positive motivation and engagement in the classroom

___/2 Paper is at least five pages in length, APA format with references

Total: /10

EDUC 672
Name:

Rubric

Bb assignment Part I

____/2.5 Summarize data-based, peer-reviewed research article and post by deadline

____/2.5 Present at least one strategy for determining if adolescents are experiencing the issue and at least one strategy for helping adolescents cope with the issue in a classroom setting

Total: /5

EDUC 672
Name:

Rubric Bb assignment Part II

View video of Dr. George Banks on YouTube

____ 2.5 Summarize the main points of Dr. Banks' presentation

____ 2.5 Describe three implications for teaching diverse students, based on points made in the video presentation.

Total: /5

EDUC 672 Rubric
Names of presenters:

Group Presentation

____/5 Five scholarly references in APA format

____/7 Description of the theory

____/5 Interactive activity that demonstrates application in the classroom

____/3 Use of PowerPoint to make presentation

Total: /20 points

Comments: