

George Mason University
College of Education and Human Development
Secondary Education (SEED) Program

College of
EDUCATION HUMAN DEVELOPMENT 



Promoting Learning  Development Across the Lifespan

EDUC 672-003 CRN 18561

Human Development and Learning: Secondary Education

3 credits Spring Semester 2017

Wednesdays, 4:30-7:10, Robinson Hall 105, Fairfax

Faculty

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Course Description

Prerequisites/Co-requisites

None

University Catalog Course Description

EDUC 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 Overview

Not Applicable

Course Delivery Method

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 Learner Objectives or Outcomes and Conceptual Framework Core Values

Learner Objectives

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.

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.

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

Conceptual Framework Core Values

Research based practice
Ethical Leadership
Social Justice

Research based practice
Social Justice
Ethical Leadership

Research based practice
Ethical Leadership
Innovation
Social Justice

Learner 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

Professional Standards

Not applicable

Required Textbooks:

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

Steinberg, L. (2017). *Adolescence*. New York: McGraw-Hill. (LS)

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy)

TK20 Requirements

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to TK20 (regardless of whether the course is an elective, a one-time course or part of an undergraduate minor). Candidates will access TK20 links for each PBA on Blackboard. Evaluation of the PBA by the course instructor will also be completed in TK20. Failure to submit the assessment to TK20 will result in the course instructor reporting the course grade as Incomplete (IN), even if the candidate has submitted the assessment as a hard copy or via email. 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.

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 with the rubric attached**. 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).

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. Assignments: Fieldwork Assignment #1 (individual)

Students will choose an adolescent novel from the list below to read and analyze. Options include: *The Book of Trees, The Brothers Torres, I Will Always Write Back, Wintergirls, The Secret Life of Sonia Rodriguez, Fan Girl, Marcelo in the Real World, Enrique's Journey, Revolution, More Happy Than Not, Artichoke's Heart, Thirteen Reasons Why, Muchacho, Right Behind You, The List, Awaken, Burned, Birthmarked, Diamond Boy, We All Looked Up.*

Students will analyze issues of acceptance, self-concept development, peer relations, relationships with adults and/or personal values and goals. Students will explore how to engage adolescents in discussion and activities around these issues within the context of a content area class. Students can choose a content area context to focus the implementation of the discussion and activities. Students will write a five-page paper that describes the issues in the novel with relation to adolescent development, and a description of five activities that could be implemented in a content area context. Remember to cite the book appropriately. (10 points)

**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)

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 Steinberg textbook and other research discussed in class. (10 points)

5. Bb assignment (individual)

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)

6. Application Project (PBA) (must be individual and submitted to 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)

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

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.

Professional Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through

Commitment to key elements of the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing in professionalism
- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation

Reciprocal, active learning

- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Faculty reserves the right to alter the schedule as necessary with notification of students. Therefore, it is necessary for students to regularly check the course Bb.

Course Schedule

<u>Date</u>	<u>Topic/Assignments</u>
1/25	Introductions, goals for the semester Research Strategies, text Introduction Reading: (LS) Ch 1 and 2 Case Study 40 O & M
2/1	Discussion of Biological and Cognitive Transitions Choose chapter for group presentation Small group discussion of Case Study 40 O & M Case Study 24 and 48 O & M
2/8	Meet at Gateway Library Bring rubric for Bb Assignment Part I Explore use of databases orientation Explore data-based research articles for posting on Bb Reading: Case Study 37 O & M
2/15	Out of Class Bb assignment Part I Summarize a research article on a topic related to adolescent development and post on Bb by midnight 2/15. Read other posts for class discussion on 2/22. Reading: (LS): Ch 3 Case Study 25 O & M
2/22	Social Transitions Group presentation: Ch 3 Small group discussion of Case Studies 24, 48, 37 and 25, O & M Discussion of Bb postings Reading: (LS) Ch 4
3/1	Families Group Presentation: Ch 4 Reading: (LS): Ch 5 Case Study 26 O & M
3/8	Peer Groups Group presentation: Ch 5 Discussion of Case Study 26 O & M Assignment #1 Due (attach rubric) Reading: (LS): Ch 6 Case Study 33 O & M
3/15	SPRING BREAK

- 3/22 Schools
Group Presentation: Ch 6
Bring rubric for Bb posting Part II
Assignment #2 Due (attach rubric to hard copy)
Discussion of Case Study 33 O & M
- 3/29 **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 the points
presented. Post by midnight 3/29 on Bb.
- 4/5 Guest Speaker: Dr. George Banks
Assignment #3 Due (attach rubric to hard copy)
Reading: (LS): Ch 8
Case Study: 41 & 47 O & M
- 4/12 Identity
Group Presentation: Ch 8
Discussion of Case Study 41 and 47 O & M
Reading: (LS) Ch 13
- 4/19 Psychosocial Problems
Group Presentation: Ch13
Reading: (LS) Chs 6 & 7
- 4/26 Group activity: Discussion of Chs 6 & 7
**Application Project Due (PBA) attach rubric to hard copy and
Submit to TK20 by midnight**
Evaluations
- 5/3 Teaching Adolescents in the Real World
Wrap up, Review of Goals for Semester
Return of Projects

EDUC 372/672 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
Name:

Rubric

Assignment #1 Novel Analysis

____/6 Describe how adolescent developmental characteristics are portrayed in the novel

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

Total: /10

Comments:

EDUC 672 Rubric Assignment #2 Analysis of Case Studies 11 & 36
Name:

___ / 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:

EDUC 672 Rubric Assignment #3 Interview of Adolescent and Teacher

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 672/372 Rubric
Names of presenters:

Group Presentation

____/5 Five scholarly references in APA format cited in presentation and on last slide

____/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:

EDUC 672/372
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 issues adolescents may experience and at least one strategy for relating to adolescents in a classroom setting

Total: /5

EDUC 672/372

Rubric

Bb Assignment Part II

Name:

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