

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

**COURSE**

EDEP 820 (002)  
Teaching, Learning, and Cognition  
3 credits, Fall 2017  
Monday 4:30pm-7:10pm  
Krug Hall 204

**PROFESSOR**

**Name:** Seth Parsons, PhD  
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**TEACHING ASSISTANT**

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**PREREQUISITES/COREQUISITES**

EDUC 800 and EDRS 810 or instructor permission.

**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.

**LEARNER OUTCOMES**

This course is designed to enable students to:

1. compare and contrast theories of learning and cognition
2. formulate practical bridges between research theories and classroom practice
3. integrate and synthesize research findings on teaching and learning
4. develop an awareness of belief systems that impede or enhance the teaching-learning process
5. display knowledge of the relationship between psychological inquiry and educational practices
6. develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
7. develop and reinforce their critical thinking, oral, and writing skills
8. 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 demonstrated 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 7: Motivational and Emotional Influences on Learning
Principle 2: Goals of the Learning Process	Principle 8: Intrinsic Motivation to Learn
Principle 3: Construction of Knowledge	Principle 9: Effects of Motivation on Effort
Principle 4: Strategic Thinking	Principle 11: Social Influences on Learning
Principle 5: Thinking about Thinking	Principle 13: Learning and Diversity
Principle 6: Context of Learning	

American Psychological Association. (1997). *Learner-centered psychological principles: Guidelines for the teaching of educational psychology in teacher education programs*. Washington, DC: Author.

#### **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 (<https://mymason.gmu.edu/>). For assistance with Blackboard students may email [courses@gmu.edu](mailto:courses@gmu.edu), call (703) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30am-5pm).

#### **GMU Policies and Resources for Students**

##### **Policies**

- **Honor Code:** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
  - Students must not give or receive unauthorized assistance.
  - Plagiarism is also a violation of the 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 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.
- **Responsible Use of Computing:** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- **Disability Services and Accommodations:** Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- **Email Communication:** 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.
- **Sound Emitting Devices:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- **Professional Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times See <https://cehd.gmu.edu/students/polices-procedures/>
- **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/>

#### Campus Resources:

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

#### ADDITIONAL CLASS POLICIES

##### **Late Assignments**

Assignments are due by the start of class on the assigned due date and are to be emailed to the professor. Late assignments will lose points.

##### **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.

**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: APA.

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: APA.

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: APA.

***Additional journal articles and book chapters will be made available through Blackboard.***

### **STRONGLY RECOMMENDED TEXT**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> 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 educational psychology. Each week students will construct an evolving concept map and engage in a discussion of chapters from the *APA Educational Psychology Handbook*. In addition to reading the material 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 post *two* thought questions for others to think about while reading the chapter. 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 a student misses a class, the professor should be notified in advance, and the student is responsible for any assignments and materials passed out or discussed that day.

Additionally, each student will be assigned *one* Handbook chapter. As part of class participation, 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 post questions to Discussion Board by **Monday at 4:30pm** the **week before the scheduled date** for the topic/reading.

**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. Students will be provided with a list of terms that are required to be included in their maps. Students may add additional terms as necessary. Students are encouraged to bring their concept maps to class.

**Article Critique (10%)**

Each student will prepare a critique of an empirical article assigned in the syllabus (indicated in the schedule with +). 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 reading is scheduled** and should be posted to Blackboard **by noon Monday**. The last schedule empirical article is October 30. Article 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. Research question(s)
3. Synthesis of the literature (with appropriate subheadings)
4. 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. Literature Review and Conceptual Framework: What theory underlies or shapes your research study? What is previous empirical work does your study build on?
4. Methodology: Participants, measures, procedures, design of the 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	Oct 10
Brief summaries of 5 empirical articles to be included in final paper	Oct 16
Progress update: Initial outline including research questions, method, data analysis plan	Oct 30
Submit 5 pages of final paper	Nov 20
Poster contents	Dec 4

Class poster session	Dec 4
Final paper	Dec 13

### 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 10.

#### *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*

- 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)\*\*
- Watch a video from the APA Division 15 video archive (<http://apadiv15.org/video-archive/>); after watching the video either prepare a) a brief written summary and reflection or b) a brief presentation to the class on the relevance of the video to your research interests and professional development)\*\*

#### *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 *APA Educational Psychology Handbook* (2012) or the *Handbook of Educational Psychology* (2015)\*\*
- Read and present on a chapter from *Educational Psychology: A Century of Contributions* \*\*

\*Students should 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.

<b>Course Activities</b>		
<b>REQUIRED (80%)</b>	<b>% of Final Grade</b>	<b>Student Selections</b>
<b>Class Participation</b>	10	10
<b>Research Competencies</b>		
Final Paper: Literature Review or Proposal	25	25
Poster	10	10
Paper Preparation	5	5
<b>Foundation Knowledge Competencies</b>		
Concept Map	20	20
Article Critique for assigned empirical article	10	10
<b>STUDENT-SELECTED*** (20%)</b> Indicate selection to instructor by October 11 <sup>th</sup>		
<b>Research Competencies</b>		
Grant Proposal*	10	
Conference Proposal*	10	
Second Article Critique**	10	
<b>Professional Competencies</b>		
Vita**	5	
Professional organization	5	
Communicate with researcher **	5	
APA Division 15 video archive**	10	
<b>Foundational Knowledge Competencies</b>		
Original work by a foundational theorist**	10	
Additional <i>Handbook</i> chapter**	10	
Historic Contributions Chapter**	10	
<i>***Additional suggestions and substitutions may be negotiated.</i>		

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

A+	100 - 98
A	97 - 93
A-	92 - 90
B+	89 - 88
B	87 - 83
B-	82 - 80
C	79 - 70
F	< 70%

Class date	Topic	Readings & Assignments due
8/28	Review syllabus Introduction and Overview	Pintrich (2000) Wentzel (2016)
9/4	<b>No Class – Labor Day</b>	
9/11	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) Anderman (2016) webinar ( <a href="https://www.youtube.com/watch?v=qRA5OWx-qnE">https://www.youtube.com/watch?v=qRA5OWx-qnE</a> )  <i>Bring concept maps to class</i>
9/18	Child, Adolescent, and Adult Development  Current and Emerging Design and Data Analysis  <i>Research Competency: Reading Empirical Research</i>	Graham (2015)  Read one of the following: Middle Childhood: Paris et al. (Vol 3, Ch 2) Adolescence: Anderman (Vol 3, Ch 3) Adulthood: Smith & Reio (2006)  <u>One</u> of the following: Kulikowich & Sedransk (Vol 1, Ch 2) Penuel & Frank (2015)
9/25	Cognition, Learning, and Knowledge Theories I: Social Cognitive Theory  <i>Research Competency: Literature Reviews and Research Proposals</i>	Schunk (Vol 1, Ch 5)  Read <u>two</u> of the following: Usher & Pajares (2006)+ Usher & Pajares (2009)+ Butz & Usher (2015)+  Read Final Paper Guidelines
10/2	Cognition, Learning, and Knowledge Theories II: Information Processing	Mayer (Vol 1, Ch 4) <b>TBD+</b>  <i>Concept Map Submission #1</i>
<b>Tuesday 10/10, no class on Monday, 10/9</b>	Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches	O'Donnell (Vol 1, Ch 3) Göncü & Gauvain (Vol 1, Ch 6) <b>TBD+</b>  - <i>Identify student-selected course activities</i> - <i>Submit paper format and topic</i>
10/16	Expertise and Intelligence	Nandagopal & Ericsson (Vol 1, Ch 10) Roberts & Lipnevich (Vol 2, Ch 2) Alexander et al. (2004)+  <i>Submit summaries of 5 empirical articles to be included in final paper with references in APA</i>



10/23	Metacognition and Learning	Dimmitt & McCormick (Vol 1, Ch 7) Duffy et al. (2009) <b>TBD+</b>
10/30	Motivation and the Classroom Context	Read <u>two</u> of the following: Graham & Weiner ( Vol 1, Ch 13) Kaplan et al. (Vol 2, Ch 7) Hulleman & Barron (2015)  Guthrie et al. (2007)+  <i>Final paper progress update and outline</i>
11/6	Instruction and Technology  <i>Professional Competency: Poster discussion</i>	Read <u>two</u> of the following: Moreno (Vol 3, Ch 18) Graesser et al. (Vol 3, Ch 19) Mishra et al. (2015)
11/13	Teaching and Learning in the Domains  <i>Professional Competency: Academic Writing/APA/Word tips</i>	Shulman & Quinlan (1996)  Read <u>two</u> of the following: Reading: Kamil (Vol 3, Ch 8) Writing: Rijaarsdam (Vol 3, Ch 9) Mathematics: Carr (Vol 3, Ch 10) Science: Sinatra & Chinn (Vol 3, Ch 11)
11/20	Assessment and Accountability  <i>Professional Competency: PhD Program Portfolio System</i>	Hosp (Vol 3, Ch 5) Elliott et al. (Vol 3, Ch 6)  Review PhD program portfolio guidelines  <i>Submit 5 written pages of final paper</i>
11/27	Effective Teachers and Teaching Evidence-Based Practices Reflections on the Past, Present, and Future	Roehrig et al. (Vol 2, Ch 20) Cook et al. (Vol 1, Ch 17)
12/4	Conclusions and Poster Session	<i>Poster Session</i> <i>Final Concept Map Submission</i> <i>Poster materials due 12/5 9am</i>
	Exam Period (Dec. 13 <sup>th</sup> –20 <sup>th</sup> )	<i>Final Paper due 12/13 by 4:30pm</i>

## Appendix A

### Article Critique Guidelines

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 emailed to the instructors.

#### 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 critique should

- Include a cover page
- Be 3-5 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

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

EDEP 820

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.

<b>Handout (8 pts)</b>				
<b>CONTENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Summary</b>	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
<b>FORMAT</b>	<b>2</b>		<b>1</b>	<b>0</b>
<b>Organization</b>	Well organized and easy of read		Additional polishing needed	Disorganized and difficult to read
<b>Technical (e.g., spelling) and APA errors</b>	None present		Few	Numerous

<b>Class Presentation/Discussion (2 pts)</b>			
	<b>2</b>	<b>1</b>	<b>0</b>
<b>Presentation and Discussion</b>	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 (2012)* 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. Leleman, 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*

#### **Additional chapters from *Handbook of Educational Psychology, 3<sup>rd</sup> Edition (2015)* not assigned in the syllabus**

##### **Part I. Psychological Inquiry in Education**

Chapter 1. Philosophical Perspectives on Mind, Nature, and Educational Psychology *Eric Bredo*

Chapter 4. The Prospects and Limitations of Latent Variable Models in Educational Psychology  
*Benjamin Nagengast and Ulrich Trautwein*

##### **Part II. Functional Processes for Learning**

Chapter 5. Learning as Coordination: Cognitive Psychology and Education *Daniel L. Schwartz and Robert Goldstone*

Chapter 6. Emotions and Emotion Regulation in Academic Settings *Monique Boekaerts and Reinhard Pekrun*

Chapter 7. Motivation *Lisa Linnenbrink-Garcia and Erika A. Patall*

Chapter 8. Volition *Gabriele Oettingen, Jana Schrage, and Peter M. Gollwitzer*

##### **Part III. Learner Readiness and Development**

Chapter 9. Human Cognitive Abilities: Their Organization, Development, and Use *Patrick C. Kyllonen*

Chapter 10. Cognition and Cognitive Disabilities *H. Lee Swanson*

Chapter 11. Personal Capability Beliefs *Ellen L. Usher*

Chapter 13. Beyond the Shadow: The Role of Personality and Temperament in Learning *Arthur E. Poropat*

Chapter 14. Cultural, Racial/Ethnic, and Linguistic Diversity and Identity *Na'ilah Suad Nasir, Stephanie J. Rowley, and William Perez*

Chapter 15. Language Development *Alison L. Bailey, Anna Osipova, and Kimberly Reynolds Kelly*

Chapter 16. Character Education, Moral Education, and Moral-Character Education *Cary J. Roseth*

##### **Part IV. Building Knowledge and Subject Matter Expertise**

- Chapter 17. Literacy for Schooling: Two-Tiered Scaffolding for Learning and Teaching *Ian A. G. Wilkinson and Janet S. Gaffney*
- Chapter 18. Warm Change about Hot Topics: The Role of Motivation and Emotion in Attitude and Conceptual Change about Controversial Science Topics *Gale M. Sinatra and Viviane Seyranian*
- Chapter 19. Toward an Educational Psychology of Mathematics Education *Jon R. Star and Bethany Rittle-Johnson*
- Chapter 20. Functional Scientific Literacy: Seeing the Science within the Words and Across the Web *Iris Tabak*
- Chapter 21. Studying Historical Understanding *Chauncey Monte-Sano and Abby Reisman*
- Chapter 22. Civic Education *Mario Carretero, Helen Haste, and Angela Bermudez*

**Part V. The Learning and Task Environment**

- Chapter 23. Sociocultural Perspectives on Literacy and Learning *David O'Brien and Theresa Rogers*
- Chapter 24. Learning Environments In and Out of School *Brigid Barron and Philip Bell*
- Chapter 25. Networked Learning *Gary Natriello*
- Chapter 26. Collaborative Learning *Cindy E. Hmelo-Silver and Clark A. Chinn*
- Chapter 27. Black and Hispanic Students: Cultural Differences within the Context of Education *Donna Y. Ford*
- Chapter 28. Dialogic Instruction: A New Frontier *Sherice N. Clarke, Lauren B. Resnick, and Carolyn Penstein Rosé*
- Chapter 29. Assessment Illuminating Pathways to Learning *Ellen B. Mandinach and Andrea A. Lash*
- Chapter 30. Being a Teacher: Efficacy, Emotions, and Interpersonal Relationships in the Classroom *Lynley H. Anderman and Robert M. Klassen*

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 also 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.