

**George Mason University
College of Education and Human Development
Educational Psychology**

EDEP 820 (001) Teaching, Learning, and Cognition

3 credits, Fall 2021

Thursday 4:30pm-7:10pm, Thompson Rm 1020

Faculty

Name: Michelle M. Buehl, PhD

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Prerequisites/Corequisites

Recommended: EDUC 800, EDRS 810

University Catalog 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.

Course Delivery Method

This course will be delivered using a face to face seminar format with occasional online classes (i.e., see schedule for synchronous or asynchronous dates). The course will be supported via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @.gmu.edu) and email password. The course site will be available on Thursday, August 26, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must attend scheduled face to face or scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Meetings may be held in-person or via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not

competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

Professional Standards

American Psychological Association Learner Centered Principles:

Principle 1: The Nature of Learning Process

Principle 2: Goals of the Learning Process

Principle 3: Construction of Knowledge

Principle 4: Strategic Thinking

Principle 5: Thinking about Thinking

Principle 6: Context of Learning

Principle 7: Motivational and Emotional Influences on Learning

Principle 8: Intrinsic Motivation to Learn

Principle 9: Effects of Motivation on Effort

Principle 11: Social Influences on Learning

Principle 13: Learning and Diversity

For more information please see:

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

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

Program Standards

Standard 1. Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

Standard 2. Candidates will apply their knowledge of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to read and critique relevant products of research.

Standard 4. Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

Standard 5. Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

Required Texts (available electronically through GMU library)

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

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

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

Additional journal articles and book chapters will be made available electronically.

Strongly Recommended Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th 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, write a weekly journal reflection, 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.

Course Performance Evaluation

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

- *Course Assignments*

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, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. The student is also responsible for posting a substantive reaction to the assigned readings on the relevant Blackboard discussion form (See rubric for participation in Appendix A).

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 email this information to the professor by **Thursday two weeks before the scheduled date** for the topic/reading (and revise if necessary) and to post the information for all students to Blackboard by **Thursday at 4:30pm the week before the scheduled date** for the topic/reading.

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

Weekly Journal (10%)

A weekly journal reflection is designed to help student reflect on the previous class and integrate the reading in preparation for active class discussion, and to give students the opportunity to reflect on their own research and/or applied interests and their identity as a scholar. To this end, I am looking for these journal entries to address reflections from the previous class and to address one or two questions or points in relation to the readings/course content for the upcoming class; they may be theoretical, conceptual, empirical, or measurement-design related, or a suggestion for future research (i.e., drawing from past readings and discussion *and* from reading for the upcoming discussion). Students are also encouraged to reflect on their own professional development and scholarly identity.

Weekly journal reflections should be approximately 2 pages (not including citations) in APA format (double spaced, with 1-inch margins, 12 point font). They are due by **8pm the Wednesday before class**. (This will allow me time to read them and organize materials before our class meeting). Students may skip one date of their choice. *Weekly journal reflections should be submitted via Blackboard.*

Journal reflections should be clearly written, be succinct and make appropriate use of citations. I will score each entry on a scale of 0-2. Late submissions will be read but will receive a score of 0. Students will receive a 0 if nothing is submitted.

Concept Maps (25%)

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 for the first 9 class sessions. Terms will be posted on Blackboard at least one week before the assigned reading. Students may add additional terms as necessary. For subsequent sessions (class sessions 10-14), students are to add to their maps as they see appropriate based on their reading for class and their final paper topics (i.e., at least one term from each session). Students are encouraged to have their maps accessible during class. The concept maps will be evaluated at three points in the semester. At the final submission (December 5, 2021), students will also submit a brief reflection on their concept map and their current understanding of teaching, learning, and cognition in relation to their research interests and/or teaching practice.

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 readings or other class content. Critiques are due on the **day the reading is scheduled** and should be posted to Blackboard **by noon Thursday**. The last scheduled empirical article is November 18th. Article Critique guidelines and rubric are provided in Appendix B.

Final Paper and Poster (25% Paper; 10% Poster Presentation; 35% Total)

Each student will write a literature review that focuses on an educational psychology topic, containing the following sections:

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

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 | Oct 4 th (noon) |
| ○ Brief summaries of 5 empirical articles to be included in final paper | Oct 18 th (noon) |
| ○ Initial outline | Nov 1 st (noon) |
| ○ Five pages of final paper | Nov 11 th (noon) |
| ○ Poster contents | Dec 1 st (9am) |
| ○ Class poster session | Dec 2 nd (4:30pm) |
| ○ Final paper | Dec 9 th (4:30pm) |

Student-Selected Course Activity (10%)

Each student is to select an additional activity commensurate with their academic level and career goals. Suggested student selected-activities are listed below. Alternative activities can be suggested and negotiated with the professor. For Research and Foundational Knowledge Competencies, students are *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 activity to the instructor by October 7th.

Research Competencies

- Write a second article critique
- Watch a video from the APA Division 15 video archive (<http://apadiv15.org/video-archive/>) or 2020 or 2021 Virtual Division 15 APA conference (<https://apadiv15.org/apa2020/>) or listen to a podcast (<https://apadiv15.org/podcast-series/>); briefly present to the class on the relevance of the video/podcast 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 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 communicate with the instructor about how to share selected competencies with the class.

- **Other Requirements**

All students are expected to complete at least one Professional Competency throughout the course of the semester.

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)*

Research Competence

- Read a book related to academic writing or success in graduate school.

Course Activities		
REQUIRED (90%)	% of Final Grade	Student Selection
Class Participation	10	10
Research Competencies		
Final Paper: Literature Review	25	25
Poster	10	10
Article Critique for assigned empirical article	10	10
Foundation Knowledge Competencies		
Weekly Journal	10	10
Concept Map and Reflection	25	25
STUDENT-SELECTED** (10%) Indicate selection by October 7 th		
Research Competencies		
APA Division 15 video archive/podcast*	10	
Second Article Critique	10	
Foundational Knowledge Competencies		
Original work by a foundational theorist*	10	
Additional <i>Handbook</i> chapter*	10	
Historic Contributions Chapter*	10	
Professional Competencies**		
Vita		
Professional organization		
Communicate with researcher*		
Research Competency		
Book on academic writing/success in graduate school		
*Students should communicate with the instructor about how to share selected competencies with the class.		
**Additional suggestions and substitutions may be negotiated.		

- **Grading**

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

A+ = 98 – 100% A = 93 – 97.99% A- = 90 – 92.99%
 B+ = 88 – 89.99% B = 83 – 87.99% B- = 80 – 82.99%
 C = 70 – 79.99% F < 70%

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Additional Class Policies

Paper Format

All papers submitted should adhere to the following guidelines:

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

Late Assignments

Assignments are due as indicated in the syllabus/schedule and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day the assignment is late, unless otherwise indicated in the syllabus (i.e., late journal entries will be read but scored as a 0).

Electronic Device Use in Class

During class time, please refrain from checking email or conducting related 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.

EDEP 820: Tentative Course Schedule		
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.		
CLASS #: DATE	TOPIC	READINGS & ASSIGNMENTS
Class 1: Aug 26	Review syllabus Introduction and Overview	Pintrich (2000) Wentzel (2016)
Class 2: Sept 2 <i>Synchronous Online Class 5pm start</i>	Educational Psychology: Past, Present, and Future—Who are we and where are we going? <i>Professional Competencies: Academic Curriculum Vitae and Professional Organizations (watch video recording)</i>	Alexander et al. (Vol 1, Ch 1) Berliner (2006) Matthews & Lopez (2020) Schutz (2020) <i>One of the following: ‡</i> Patrick et al. (2011) Anderman (2016) webinar https://www.youtube.com/watch?v=qRA5OWx-qnE <i>Have concept maps available to share</i>
Class 3: Sept 9	Child, Adolescent, and Adult Development: Part I Current and Emerging Design and Data Analysis	Bronfenbrenner (1994) Tudge et al. (2021) Graham (2015) <i>One of the following: ‡</i> Kulikowich & Sedransk (Vol 1, Ch 2) Penuel & Frank (2015) <i>One of the following: ‡</i> Decuir-Gunby (2020) Hong & Cross Francis (2020) Ryu (2020) Turner & Christenson (2020)
Class 4: Sept 16	Child, Adolescent, and Adult Development: Part II Cognition, Learning, and Knowledge Theories I: Behaviorism <i>Research Competency: Reading Empirical Research</i> <i>Research Competency: Literature Reviews</i>	<i>One of the following: TBD</i> Schunk (2020), Chapter 3 TBD Read Final Paper Guidelines Alexander (2020)
‡Indicate selection on the appropriate Blackboard Discussion board.		

Class 5: Sept 23	Cognition, Learning, and Knowledge Theories II: Social Cognitive Theory	Schunk (Vol 1, Ch 5) Read <i>two</i> of the following: ‡ Usher & Pajares (2006)+ Usher & Pajares (2009)+ Butz & Usher (2015)+ <i>Concept Map Submission #1, noon Friday, 9/24</i>
Class 6: Sept 30	Cognition, Learning, and Knowledge Theories II: Information Processing	Mayer (Vol 1, Ch 4) Anmarkrud et al (2020) McCrudden et al. (2014)+ <i>Submit paper topic by noon, Monday 10/4</i>
Class 7: Oct 7	Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches	O'Donnell (Vol 1, Ch 3) Kirschner et al. (2006) Göncü & Gauvain (Vol 1, Ch 6) Prawat (1996) <i>Identify student-selected course activities</i>
Class 8: Oct 14	Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches (continued)	Horn (2010)+ Hickey (2017) webinar (https://www.youtube.com/watch?v=gimSV7c-ETI&feature=youtu.be) Alexander et al. (2009) <i>Submit summaries of 5 empirical articles to be included in final paper with references in APA style by noon Monday, 10/18</i>
Class 9: Oct 21	Expertise and Intelligence	Nandagopal & Ericsson (Vol 1, Ch 10) TBD Roberts & Lipnevich (Vol 2, Ch 2) Alexander et al. (2004)+
Class 10: Oct 28	Teaching and Learning in the Domains Student and Teacher Knowledge and Beliefs <i>Professional Competency: Academic Writing/APA/Word tips Professional Competency: Poster discussion</i>	Shulman & Quinlan (1996) TBD Academic Writing Webinar: https://www.youtube.com/watch?v=VLU5nvP8CQA&feature=youtu.be <i>Submit final paper outline by noon Monday, 11/1</i>
‡ Indicate selection on the appropriate Blackboard Discussion board.		

Class 11: Nov 4	Teaching and Learning in the Domains Student and Teacher Knowledge and Beliefs Instruction and Technology	TBD Read <u>one</u> of the following: ‡ Moreno (Vol 3, Ch 18) Graesser et al. (Vol 3, Ch 19) Mishra et al. (2015) Kirschner et al. (2013) <i>Concept Map Submission #2 noon, Friday 11/5</i>
Class 12: Nov 11	Motivation and the Classroom Context	Read <u>two</u> of the following: ‡ Graham & Weiner (Vol 1, Ch 13) Hulleman & Barron (2015) Nolan et al. (2015) Gray et al. (2020)+ <i>Submit 5 written pages of final paper by noon, Monday 11/15</i>
Class 13: Nov 18	Assessment and Accountability	Read <u>two</u> of the following: ‡ Hosp (Vol 3, Ch 5) Elliott et al. (Vol 3, Ch 6) Mandinach & Lash (2015) Barnes et al. (2020)+
Nov 25	Thanksgiving—No class	
Class 14: Dec 1 Synchronous Online Class?	Effective Teachers and Teaching Evidence-Based Practices Reflections on the Past, Present, and Future Conclusions and Poster Session	Read <u>one</u> of the following: ‡ Roehrig et al. (Vol 2, Ch 20) Cook et al. (Vol 1, Ch 17) Watch <u>one</u> of the following: ‡ Roehrig (2018) webinar (https://www.youtube.com/watch?v=7Cux7l14hXQ&feature=youtu.be) TBD <i>Poster materials due 9am Wednesday, 12/1</i> <i>Final Concept Map and Reflection due noon, Sunday 12/5</i>
Exam Period (Dec. 8 th –15 th)		<i>Final Paper due 4:30pm, Thursday 12/9</i>
‡Indicate selection on the appropriate Blackboard Discussion board.		

Appendix A

Attendance & Participation Rubric (10%)

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

Students are expected to:

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

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

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

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

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

Appendix B

Article Critique Guidelines and Rubric (10%)

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

CONTENT

Empirical Article

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

FORMAT

The abstract should

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

ARTICLE ABSTRACT RUBRIC

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

TOTAL = _____

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

Appendix C
Final Paper Rubrics (25%)

Literature Review Content

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

Limitations, Conclusions, and Implications <ul style="list-style-type: none"> Identify limitations Draw conclusions about the topic Discuss implications for future research and practice 	Limitations of current literature, conclusions, and implications for future research and practice are thoughtfully discussed. .	Limitations, conclusion, and implications are discussed. Some critical limitations, conclusions, or implications were not addressed.	Significant weaknesses in the discussion of limitations, conclusions, and implications. Few were identified and/or were inappropriate.	Discussion of limitations, conclusions, and implications was not provided.
Additional Elements	Outstanding (1)	Competent (.75)	Minimal (.5)	Unsatisfactory (.25)
Abstract	Clearly and sequentially conveys the content of paper; 120 words or less	Gives a general overview of paper topic, but no sequential elaboration of contents	Does not provide a clear representation of paper contents	Not provided
Writing Style and Technical Merit (spelling, grammar, typographical errors)	Paper is coherent, concise and well structured with a clear purpose; error free	Paper is coherent, concise and well structured with a clear purpose and few technical errors.	Paper conveys the main points of the topic but additional polish is needed; Several errors or incoherent sentences	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content; Numerous technical errors
Citation of sources, APA style, and paper guidelines	Appropriate citation of sources and use of APA style and paper guidelines	A few missing citations and or instances of incorrect formatting and style	Several missing citations and or several instances of incorrect formatting and style	Lack of citations or use of APA style

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

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 a handout to distribute to the class, and (3) briefly share (i.e., approx 10 minutes) the chapter and its connection to the course. Students are strongly encouraged to collaborate on this assignment.

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

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

With respect to formatting for the handout:

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

Handout (7 pts)				
CONTENT	3	2	1	0
Summary	Summarized key ideas well with an appropriate amount of detail	Summarized key ideas well with few misunderstandings or instances where more (or less) information was needed	Summarized key ideas but there were several misunderstandings and/or instances where additional information was needed	Summary of was missing
FORMAT	2	1	0	
Organization	Well organized and easy of read	Additional polishing needed	Disorganized and difficult to read	
Technical (e.g., spelling) and APA errors	None present	Few	Numerous	
Class Presentation/Discussion (3 pts)				
	1	.5	0	
Presentation: Accuracy/ Clarity of Ideas	Articulate; relayed appropriate information	Overall, articulate; relayed appropriate information with clack of clarity in some instances	Relayed incomplete or inappropriate information, ideas could have been more clearly stated	
Presentation: Time Use	Effective use of time	Time could be better used for content presented; slightly over time limit	Significantly overtime/available time not used; did not plan for available time	
Discussion	Appropriately responded to question and comments	Responses were limited or few substantive comments were offered	Did not respond to questions and comments	

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

Part II. Assessment and Decision Making in Education

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

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

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

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

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

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

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

Part IV. Instructional Methods

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

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

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

Chapter 16. Strategies Instruction *Charles A. MacArthur*

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

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

Part V. Teaching Special Populations

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

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

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

Additional chapters from *Handbook of Educational Psychology, 3rd 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 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 *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.