

George Mason University
College of Education and Human Development
Educational Psychology

EDEP 497 603: Teaching Students How to Learn

3 Credits, Fall 2023

Thursdays, 7:20-10:00PM

Online/Synchronous and Asynchronous

Faculty

Name: Reagan Mergen
Office Hours: By Appointment
Office Location: Virtual via Zoom (see class link in Blackboard)
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Prerequisites/Corequisites

None

University Catalog Course Description

Special Topic in Educational Psychology. 1-3 credits.

Focuses on current and emerging issues in educational psychology related to theory, research, and practice. Offered by the School of Education. May be repeated within the degree for maximum 6 credits.

Course Overview

Transitioning from a Self-Regulated Learner to a Self-Regulated Teacher: Teaching Students How to Learn

Students will develop an understanding of how to (a) master their own self-regulation as learners and (b) support their students' academic self-regulation skills as they transition ***from a self-regulated learner to a self-regulated teacher***. Explicit strategies and steps to support students on learning and teaching how to learn will be provided.

Course Delivery Method

This course will be delivered online (76% or more) using both a synchronous and an asynchronous format 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

@masonlive.gmu.edu) and email password. The course site will be available on Thursdays at 7:20PM-10:00PM starting 08/24/2023.

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/Ultra/Getting_Started/Browser_Support
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 log-in for all 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. Those unable to come to a Mason campus can meet with the instructor 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 do the following:

1. Develop a foundational understanding of teaching and learning.
2. Identify and assess the cognitive, behavioral, and motivational aspects of learning and self-regulated learning (SRL).
3. Identify and set specific, measurable, and attainable goals for the tutees they teach.
4. Identify effective strategies for accomplishing goals.
5. Develop and implement an SRL-based instructional plan based on learner needs assessment.
6. Monitor and evaluate the effectiveness of strategies implemented in relation to tutee goals.
7. Provide supportive and actionable feedback to tutees.
8. Understand and apply time planning and management.
9. Understand the impact of student motivational beliefs in content-area learning (i.e., mathematics and reading/writing).
10. Engage in self-evaluation and reflective practice.

Professional Standards Upon completion of this course, students will have met the following Educational Psychology Program and Interstate New Teacher Assessment and Support Consortium (INTASC) standards:

Upon completion of this course, students will have met the following professional standards:

Standard 1. Tutors 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 4. Tutors 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. Tutors will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

INTASC Standard 4: Instructional Strategies: The tutor understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Standard 5: Learning Environment: The tutor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Required Texts

Cleary, T. J. (2018). *The self-regulated learning guide: Teaching students to think in the language of strategies* (1st ed.). Routledge.

Strongly Recommended Text

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Additional Resources Focused on K-12

Additional journal articles and book chapters will be made available electronically through the library E-Reserves system (see course schedule for a tentative list).

Commonwealth of Virginia. (2010). Standards of Learning for Virginia Public Schools. Retrieved from: <http://www.doe.virginia.gov/testing/index.shtml>

Course Performance Evaluation

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

It is expected that each student will:

1. Attend each class session.

2. Complete all assigned readings and activities for the course.
3. Post weekly reflections to Blackboard about course readings and/or activities, and recommendations of evidence-based learning strategies. Posts can include, for example, a brief discussion which includes a question related to readings and/or multi-media materials before the session.
4. Develop a cumulative SRL-lesson plan.

****Late assignments will not be accepted by the instructor unless a serious emergency arises and the instructor is notified promptly. If an emergency occurs, please notify the instructor in advance or as soon as possible.***

- **Assignments and/or Examinations**

Weekly Reflection Assignment (30 points—3 points per reflection)

Purpose: The purpose of this assignment is two-fold: to provide students with guided questions to reflect on (a) course readings and content discussed in class, and (b) their experiences applying their knowledge during tutoring sessions. Additionally, this assignment provides students with the opportunity to engage with their peers and share thoughts in an informal manner outside of class. This assignment is also designed to facilitate class discussion, as reflections raised in the weekly reflections may be discussed in class.

Instructions: Students are expected to post weekly brief reflections on the assigned course readings and/or respond to specific mini assignment prompts from the instructor on Blackboard. Students are encouraged to use these weekly reflections to raise questions and make connections between the course content and their own experiences. Additionally, students are expected to read and respond to *at least two* of their classmates' posts each week. The instructor will periodically use questions and responses posted to the discussion board to guide in-class discussions.

Reflections are to be posted on Blackboard by midnight every Friday. The two responses to classmates are to be posted by noon on Sunday.

Students may miss or post late two weekly reflection assignments without penalty.

Cumulative SRL-integrated Lesson Plan Assignment (50 points)

A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this performance-based assessment is to provide you with an opportunity to develop SRL-integrated math, reading, and/or writing lesson plan that effectively meets the needs of tutoring students enrolled in 3rd -8th grades. In your lesson plan, you will purposefully plan instruction using your understanding of the needs of students in your tutoring sessions. You will complete one instructional cycle (planning, instruction, assessment, reflection/future planning). This assignment includes the following elements -

This assignment has three components:

1) Preparing for instruction

- a) Collaborate with classroom teacher to identify a topic to teach your tutee(s) and its corresponding SOL by the assigned deadline.

2) Planning and implementing a detailed SRL-focused lesson plan with the following elements:

- a) Title of the lesson
- b) A brief description of your student(s). As you describe your student(s), connections should be made to their developmental characteristics, SRL skills, and academic readiness and how these connect with course readings
- c) Standards/objective(s) of the lesson
- d) Pre-assessment activity
- e) Introduction to the concept
- f) Explanation of the concept with examples
- g) Guided practice activities
- h) Independent practice activities
- i) Assessment activity
- j) Self-regulated learning activities, such as goal setting, monitoring progress, and reflection

3) A reflection on instruction (250-500 words)

- a) A brief summative reflective statement on the lesson and goal setting for future planning/instruction.

Assignment	Points
Participation and attendance	20
Weekly Reflections (3 pts. x 10)	30
Cumulative Lesson Plan	50
Total	100

- **Grading**

Students' 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% D = 60 – 69.99% F < 70%

Professional Dispositions

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

Class Schedule

COURSE SCHEDULE

Week	Topic	Readings & Activities Due	Assignments Due
1 (8/24)	<ul style="list-style-type: none"> Course overview Intro to the <i>Tutors-to-Teachers (T2T) Project</i> 	<p><i>Synchronous Class</i></p> <ul style="list-style-type: none"> Introductions Syllabus review <p><i>Guest speakers:</i> Dr. Pamas & Dr. Kitsantas</p> <p><i>In-Class:</i></p> <ul style="list-style-type: none"> <i>T2T Pre-assessment</i> <p><i>Interest in Teaching Survey</i></p>	
2 (8/31)	<ul style="list-style-type: none"> Teaching as a profession 	<p><i>Synchronous Class</i></p> <p><i>Read assigned article (TBA)</i></p>	<i>Weekly reflection due</i>
3 (9/7)	<ul style="list-style-type: none"> Module 1: Introduction to SRL and Lesson-Planning 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 1: SRL Loop: The Conceptual Foundation</p>	<i>Weekly reflection due</i>
4 (9/14)	<ul style="list-style-type: none"> Intro to tutoring technology Module 2: Motivating Students to Learn 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 2: Motivation: Fueling the SRL Loop</p> <p><i>Guest Speakers:</i> Christine Nardelli & Littera training staff</p>	<i>Weekly reflection due</i>
5 (9/21)	<ul style="list-style-type: none"> Module 3: Goal-Setting and Planning 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 4: Forethought: Setting the Stage for Learning</p>	<i>Weekly reflection due</i>
6 (9/28)	<ul style="list-style-type: none"> Module 4: Learning Strategies and Self-Observation 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 3: Strategies: Tools for Directing the SRL Loop</p> <p><i>In-Class:</i> Review Cumulative Lesson Plan Assignment</p>	<i>Weekly reflection due</i>
7 (10/5)	<ul style="list-style-type: none"> Module 5: Self-Reflection 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 7: Self-Reflection: Making Sense of Feedback</p>	<i>Weekly reflection due</i>
8 (10/12)	Module 6: Development of SRL Skills	<p><i>Synchronous Class</i></p> <p><i>In class:</i> Scenarios and Practice</p>	<i>Weekly reflection due</i>

Week	Topic	Readings & Activities Due	Assignments Due
9 (10/19)	<ul style="list-style-type: none"> Module 7: Feedback: The Role of the Teacher 	<p>ASYNCHRONOUS CLASS</p> <p><i>Read:</i> Chapter 5: Feedback: The Role of the Teacher</p> <p><i>Asynchronous class:</i> Peer review of Cumulative Lesson Plan & TSHL Course Feedback</p>	<p><i>Upload Cumulative Lesson Plan draft to discussion board (peer review)</i></p> <p><i>Weekly reflection due</i></p>
10 (10/26)	<ul style="list-style-type: none"> Module 8: Feedback: Shifting Responsibility to the Student 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 6: Feedback: Shifting Responsibility to the Student</p>	<p><i>Submit Cumulative Lesson Plan draft for review (Ms. M review)</i></p>
11 (11/2)	<ul style="list-style-type: none"> Module 9: Test Preparation and Performance 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 8: Teaching SRL Skills: Classroom Testing Activities</p>	<p><i>Weekly reflection due</i></p>
12 (11/9)	<ul style="list-style-type: none"> Module 10: Infusing SRL into Lesson Planning Revisiting structuring effective lessons in the content areas (math/literacy) 	<p><i>Synchronous Class</i></p> <p><i>Read:</i> Chapter 9: Teaching SRL Skills: Classroom-Based Lessons and Activities</p> <p><i>In class:</i> Scenarios and Practice</p>	<p><i>Weekly reflection due</i></p>
13 (11/16)	<ul style="list-style-type: none"> Teaching as a profession Applying to GMU's teacher preparation programs 	<p><i>Synchronous Class</i></p> <p>Guest Speaker: Dr. Pamas & Office of Teacher Preparation</p>	<p>Cumulative Lesson plan DUE!</p>
Thanksgiving: No Class (11/23)			
14 (11/30)	<ul style="list-style-type: none"> Self-reflection Wrap up 	<p><i>Synchronous Class</i></p> <p><i>In Class:</i> Cumulative Lesson Plan reflection</p> <p><i>T2T post-assessment</i> <i>Interest in Teaching Survey</i> <i>TLHL Course Feedback</i></p>	
Exam Week/Week 15: No Class (12/7)			

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.

Classroom Climate

Students are encouraged to discuss and share ideas with their classmates. To facilitate a respectful and inclusive classroom climate, be open to explore and challenge each other's ideas without criticizing individuals. Diversity is a source of creativity and innovation and I ask that students appreciate diverse perspectives, that they listen respectfully and let everyone speak. If students have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

The College of Education and Human Development seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age, and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Gender identity and pronoun use: If students wish, please share their name and gender pronouns with me and how best to address them in class and via email. I use she/her/hers for myself and students may address me as "Ms. M.," "Ms. Mergen.," or "Reagan" in email and verbally.