

George Mason University
College of Education and Human Development
Educational Psychology

EDEP 494.603 and EDEP 694.601 – Practicum in Educational Psychology
1 Credit, Spring 2024
Tuesdays, 1:30-2:30 pm, Hybrid (In-Person & Online)
Room L003, Thompson Hall, – Fairfax Campus

Faculty

Name: Roberto A. Pamas, EdD
Office Hours: By appointment via in-person, or Zoom, or phone
Office Location: Thompson Hall
Email Address: rpamas@gmu.edu

Note: This syllabus may change according to class needs. Tutor/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisites/Corequisites

EDEP 497/597 Special Topics in Ed Psych. Minimum grade of C.

University Catalog Course Description

Provides a paid or voluntary supervised professional experience in an approved professional setting under the supervision of a practicum University Supervisor and Site Supervisor. Note: Complete 33 1/3 on-site work hours per credit hour completed over the course of the semester. Offered by the School of Education. May be repeated within the degree for a maximum 6 credits.

Course Overview

Applies university coursework in Educational Psychology to learners in a variety of community or school-based settings in a supervised practicum. Applies coursework, theories, and research to professional service settings. Sites chosen by project/stakeholders after approval of faculty supervisors. Includes a 1- hour seminar held fifteen times throughout the semester.

EDEP 494/694 includes a tutoring experience at school settings in which tutors apply coursework in *Learning how to Learn* principles to student tutees. EDEP 494/694 includes a 1-hour seminar held fifteen times throughout the semester. In addition to the 1-credit practicum, you will be expected to tutor 3rd-8th grade students online for up to 3 hours per week (two to three days per week, for a total of approximately 50 hours) during the spring semester.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in the Tutors-to-Teachers Project or Educational Psychology program can contact Dr. Roberto Pamas (rpamas@gmu.edu) and/or Dr. Anastasia Kitsantas (akitsant@gmu.edu) for assistance.

Course Delivery Method

This course will be delivered using a hybrid format (alternating between in-person and synchronous/asynchronous meetings).

Learning activities include the following:

1. Application activities
2. Small group activities and assignments
3. Video and other media supports as applicable
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard
6. Direct experience with organizations, systems or processes involving school-age learners.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Develop skills as a reflective practitioner; continually evaluate their practice, particularly the effects of their choices and interactions with others
- Demonstrate an ability to critically reflect upon teaching episodes and a willingness to propose and/or accept alternative approaches
- Present thoughtful research-based rationale for decision-making
- Reflect and dialogue about teaching practice individually as well as in a professional learning community
- Collaborate with other teacher interns to discuss practicum challenges and successes related to lessons, activities, and assessments which align with learning objectives, evidence of student learning

Professional Standards

Upon completion of this course, students will have met the following Educational Psychology program standards (Revised May 2021):

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 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

No textbook purchase is required for this course. Access to the Internet and Blackboard are required.

Online Resource

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).

VIA/SLL Performance-Based Assessment Submission

NO ASSESSMENT IS REQUIRED for EDEP 494/694.

Assignments and/or Examinations

During the practicum, students must fulfill specific requirements and complete specified forms and assignments in order to be evaluated and receive a grade for their practicum experience. These include:

Developing Self-Regulated Students – Case Study Portfolio and Reflection (75 points total)

In this assignment you will engage in creating case study portfolio of one of your tutees (please use pseudonyms). This case study should provide an in-depth depiction of your tutee using a variety of data sources (e.g., SRL microanalysis). This assignment consists of two main parts and a brief self-reflection. As you put together and write your final case study portfolio and reflection, think of the audience that will be reading it (e.g., teacher and possibly parents who are interested in the welfare of the student). You want to be clear and organized in your thinking and in your writing.

Section I: Describing the Case Study (25 pts.) – 1-2 paragraph description of a tutee (if you have more than 1 tutee, chose 1), which includes a summary of the strengths and challenges your tutee possesses. In other words:

- Why was the student referred for tutoring?
- What do you know about the student?
- What strengths and areas of need does the student have behaviorally, motivationally, and cognitively?

Section II: Gathering and Analyzing the Tutee Data (25 pts.) – 2-3 paragraphs on identifying potential strategies to use with the tutee that address these areas of need and strengths. Please gather and analyze different sources of data such as data collected from the tutoring sessions, microanalytic interviews and data provided from the teachers.

Gathering the Data – What do you see as the tutee’s strengths and challenges or areas of need:

- What excites this tutee?
- What frustrates the tutee?
- To what extent does the tutee engage in a SRL cycle of learning (plan-act-reflect)?
- Any other information?

Analyzing the Data – What you have learned in light of the information you have gathered about the tutee. You want it to be evident to your audience as to what you now know about this student; which strategies seem to work and which ones have not worked; what questions still remain; and what literature helps to understand and/or respond to one or more of the issues facing your student. Possible questions to think about when analyzing the case study:

1. What has been working most effectively with this tutee?
2. What self-regulated learning (SRL) strategies have you tried while teaching the tutee? How did they work?
3. What do you now think would be the most helpful strategies to support the tutee given what you have learned through your data gathering and analysis?
4. What recommendations would you make (e.g., improving motivation, SRL cycle, plan, act, and reflect).

Section III: Reflection (*minimum 250 words*) (25 pts.) – Discuss how what you have learned by doing this case study will affect how you behave/think as a teacher in the future. Go back and review what you wrote in Part I and juxtapose that with what you know and would do now. Have your beliefs/assumptions about the tutee and what s/he can achieve changed? If so, in what ways have they changed or remained constant?

Grading Overview:

Case Study Portfolios	
Section I	25 pts
Section II	25 pts
Section III	25 pts
Attendance/Participations	30 pts
Total	105 pts

Grading: Please note that the grading scale below is for graded assignments only (e.g., Case Study Portfolios). Satisfactory grades are deemed as a C (73%) or above for undergraduate students or B- (80%) or above for graduate. Unsatisfactory grades will be deemed as either No Credit or In Progress.

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%

C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

For grading pertaining to the Practicum, the following grading criteria will be used:

- S - Satisfactory: Student successfully met all practicum requirements. Student completed required number of practicum hours, satisfactorily completed Case Study portfolio, and attended and participated in class sessions.
- NC - No Credit: Student failed to successfully meet all practicum requirements. Student did not complete the required number of practicum hours. Case Study portfolio performance was unsatisfactory. Student attendance and class participation is below expectations. Student work fails to demonstrate their overall proficiency with the professional standards.
- IP – In progress: The candidate’s performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

***Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (<https://oai.gmu.edu/>) Honor Code and System (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the document. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Course Policies and Expectations

Attendance/Participation

Attendance and professional participation onsite are very important and essential in passing the practicum course. Students are expected to (a) attend all required scheduled hours (b) arrive on time, (c) remain throughout for the duration for scheduled hours (d) actively participate and demonstrate professional behavior and (e) complete all assignments with professional quality and on time. It is imperative that students follow the dress code of the organization, adhere to all policies and procedures stated/or written onsite and maintain the standards addressed in the expectations documented on the disposition rubric. For each class session, students will be assigned 2 points for attendance and participation. If a student is absent from a class session, they will receive 0 points. At the end of the course, the total attendance and participation points earned will be summed to determine the total points earned.

Late Work

To successfully complete this practicum, students need to adhere to all due dates listed on the syllabus, unless otherwise noted on the syllabus. On all assignments, full credit is available for

those submitted on time. For every 24-hour period that an assignment is late, a 5%-point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the university supervisor in advance if there is a problem with submitting your work on time.

PROFESSIONAL BEHAVIOR

Students are expected to exhibit professional behaviors and dispositions at all times.

Professionalism is an important job skill and one by which you will be judged at your job site by co-workers and your supervisors. ‘All times’ includes social gatherings at the office and off-site with those who you work with at your practicum.

Students will comply with the standards of the George Mason University Honor Code. Students are expected to meet all course requirements as well as fulfill their duties and responsibilities as stipulated by the on-site supervisor. You are representing George Mason University and the Educational Psychology Program at your work site. Through your work with your fellow employees and your supervisor(s), you are not only leaving an impression as to your skills, attitude and abilities, you are also providing the individuals you encounter during your practicum with a snapshot of our University and our program. Please take this role very seriously. We want to be able to place students at your site in the future; we also want our students to be considered for permanent employment at all of these sites.

Professional Dispositions

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

Class Schedule

PROPOSED COURSE SCHEDULE

Week	Topic	Readings & Activities Due	Assignments Due
1 (1/16) <i>In-Person</i>	Course Overview Review of T2T Project Goals	<i>In class:</i> Tutor-to-Teacher	
2 (1/23) <i>Synchronous Online</i>	Review of SRL & Lesson-Planning	<i>In class:</i> Review Student Case Study Assignment	
3 (1/30) <i>In-Person</i>	Motivating Students to Learn		
4 (2/6) <i>Synchronous Online</i>	Goal-Setting and Planning		

Week	Topic	Readings & Activities Due	Assignments Due
5 (2/13) <i>In-Person</i>	Teaching as a Profession		
6 (2/20) <i>Synchronous Online</i>	Learning Strategies and Self-Observation		<i>Due: Section I</i>
7 (2/27) <i>In-Person</i>	Self-Reflection	<i>In class:</i> Review Self-Reflection Assignment	
NO PRACTICUM - SPRING BREAK (3/4-3/10)			
9 (3/12) <i>Synchronous Online</i>	Development of SRL Skills		
10 (3/19) <i>In-Person</i>	Feedback: The Role of the Teacher		
11 (3/26) <i>Synchronous Online</i>	Feedback: Shifting Responsibility to the Student		<i>Due: Section II</i>
12 (4/2) <i>In-Person</i>	Test Preparation and Performance		
13 (4/9) <i>Synchronous Online</i>	Differentiation & Identifying and Addressing Misconceptions		
14 (4/16) <i>Synchronous Online</i>	Plans for the Future	Reflect on experiences and plans for the future <i>In class:</i> TLHL Course Feedback	
15 (4/23) <i>In-Person</i>	Closing reflection <i>Wrap-Up</i>	Complete course evaluation <i>In class:</i> T2T Post-Measures	<i>Due: Reflection Section III</i>
16 (4/29)	Exam Week: No Class & NO EXAM		

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.