

George Mason University
College of Education and Human Development
Secondary Education Program

EDUC 672:002 Human Development and Learning
Spring Semester, 2011

Instructor: Dr. Audrey L. Kremer
Date and Time: January 24 – May 18 (Mondays 7:20 to 10:00 pm)
Class Location: Robinson Hall B, Room 205
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Office Hours: Mondays — 5:00 to 7:00 p.m. Robinson A, room 103A. Please call or email to let me know you want to meet. Other days by phone.

Required Textbooks

Woolfolk, A. (2010). *Educational psychology*. (11th ed.). Boston: Allyn and Bacon.

Ormrod, J. E., & McGuire, D. J. (2007). *Case studies: Applying educational psychology* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

APA 6th ed. Style guide or handbook such as *Publication Manual of the American Psychological Association*, 6th ed.

Other articles and handouts will be distributed on the course website or available through GMU's e-Journals system. Go to <http://mymasonportal.gmu.edu> to access Blackboard. Your GMU email address is required to communicate with the instructor and to access Blackboard!

Course Description

Education 672 explores the processes that influence the physical, emotional, intellectual, and social development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of development and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.

You can visualize the course as having three parts:

1. Development and Diversity
2. Learning and Motivation
3. Classroom and Assessment Strategies

All of three sections are designed to help you understand psychological research and apply it effectively in your classrooms.

Course Objectives:

This course is designed to enable students to:

- Demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.
- Develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures and by working on individual case studies.
- Demonstrate an understanding of how research and theoretical approaches to learning and development relate to classroom management, instruction, and assessment by passing a mid-term and final exam.
- Demonstrate an understanding of research-based decision-making in education by using findings from the text and peer-reviewed articles to support ideas in course assignments.
- Identify theoretical/research frameworks associated with student motivation and with creating motivating learning environments by writing a five-ten page paper on adolescents and motivation.
- Develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.
- Develop an understanding of how educational technology can be used to augment the learning experience by participating in technology-based assignments, identifying and sharing information about educational technology resources related to course topics.
- Demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.
- Apply the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) to a research paper.

Course Methodology

The course is structured around readings, case analyses, reflections, and discussions on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities. EDUC 672 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone. Course delivery is through a blend of experiential learning, readings on research and theory, case analyses, mini-lectures, in-class and online discussions, collaborative and cooperative learning activities, and experimentation with educational technology applications.

Course Requirements

It is expected that all students will:

1. Critically read and be prepared to discuss all assigned readings.
2. Attend and fully participate in every class session and all activities.
3. Complete three fieldwork assignments.
4. Locate and read relevant research on a psychological theory and, in small groups, present your findings highlighting applicability to the classroom.
5. Actively participate in all online discussions educational technology activities.
6. Ensure that all assignments are submitted on time and use correct spelling, grammar and punctuation, and correct APA formatting.

Out-of-Class Sessions

One or more of our class sessions may be held out-of-class (online). This class (or classes) is to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session. Required online discussions will use mymasonportal.gmu.edu or other web-based tools.

Course Assignments

1. Fieldwork Assignments: Students will complete three writing assignments about teenagers and teaching. The assignments will deal with 1) adolescent levels of development (e.g., physical, social, and cognitive), 2) adolescent motivation, and 3) case studies for teacher problem solving. **(The paper on the case study must demonstrate mastery at the level of 80% or higher.)**

2. Presentation of Psychological Theory and Research: Students will be choose groups of two to four people. Each small group will be asked to analyze readings and research in a specific psychological area, and present it to the class. All research must draw upon social scientific work on adolescent development, citing a minimum of five scholarly references each. The oral presentation includes both a discussion of the theory and research findings, and an interactive activity for the class that illustrates the theory.

3. Classroom Participation and Attendance Policy: Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, you are expected to both attend all classes and participate in class and in online discussions regularly. **Readings must be completed before class.** Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential as is completion of formal and informal assignments. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 15% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

4. Written Assignments: All written assignments must be completed on a computer and submitted in a format compatible with Microsoft Office 2003 or 2007 for Windows. Assignments are to be submitted electronically via email to the instructor prior to the

beginning of class on the date due. In the *Subject Line* of your emails to the instructor and in the title of your assignments, please include your first and last name and the assignment title or subject of the email. Late assignments will not be accepted without making prior arrangements with the instructor. Points will be subtracted for typos and improperly cited material.

5. Examinations: There are two in-class examinations: a mid-term and a final.

Avoiding Plagiarism

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.”
(see <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>.)
- 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.

Child Abuse and Neglect: Recognizing, Reporting and Responding for Educators

As a teacher in Virginia, you are required by law to report suspected child abuse and neglect. This legal requirement includes teachers in a group of professionals referred to as **mandated reporters**. Teachers have daily contact with their students and are in a key position to recognize indicators of child maltreatment. As a teacher, you will most likely be the first professional to notice that one of your students might be abused or neglected. If so, your report will most likely be the action that can make a difference

The online course website is located at: http://www.vcu.edu/vissta/training/va_teachers/
Make sure you print a copy of your certificate. It is good for 3 years.

Course Grading

Point Distribution

Fieldwork Assignments:	30
Attendance and Participation:	15
Research/Theory-to-Practice Notes:	10
Oral Presentation:	15
Midterm Test:	10
Final Examination:	20
TOTAL:	100 points

Grading Scale

A+ = 98-100	A = 93-100%	A- = 90-92%
B+ = 88-89%	B = 80-87%	C = 70-79%
F = Below 70%		

Please Note:

It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. Products from this class can become part of your professional portfolio, which can be used for job placement.

Class Participation Rubric

(Rubrics for each specific assignment will be provided separately)

	Strong Work	Needs Development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor.	Sometimes displays lack of interest in comments of others.	Projects lack of interest or disrespect for others.
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, cases, observations, questions.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought about assigned material.
Quality of contributions	Comments are relevant and reflect understanding of the readings and class discussion.	Comments sometimes ineffective or show a lack of preparation.	Comments reflect little understanding of either the assignment or class discussion.
Active participation in class & online	Actively participates at appropriate times.	Sometimes participates but at other times is "tuned out".	Seldom participates or tries to dominate the discussion.
Attendance	Attends all classes, arrives on time, and absences, if any, are reported in advance.	Usually on time for class, and absences, if any, are reported in advance.	Frequently late for class. Absences are not reported in a timely fashion.

Course Topics and Assignments

Class Date	Class Topic	Upcoming Assignments
PART I: DEVELOPMENT AND DIVERSITY		
Monday Jan 24 (class 1)	Course Overview Read Syllabus Characteristics of Adolescents from the Educational Research Introduction to Case Studies - Intro online journal searches	Please go to mymasonportal.gmu.edu to read the syllabus, take a look at the supporting materials for the course, and to complete the online assignments.
Monday Jan 31 (class 2)	Cognitive Development and Language Form Collaborative Groups Locating peer-reviewed research articles online	<ul style="list-style-type: none"> • <i>Read Chapters 1 (Learning, Teaching and Educational Psychology) and 2 (Cognitive Development and Language)</i> • <i>Read Case 40: Proofreading</i> • <i>Child Abuse and Neglect training *see link below</i>
Monday Feb 7 (class 3)	Development of Self, Social Skills and Morality APA format	<ul style="list-style-type: none"> • <i>Read Chapter 3 (The Self, Social, and Moral Development)</i> • <i>Case 9: Friends</i>
Monday Feb 14 (class 4)	Diversity in the Classroom	<ul style="list-style-type: none"> • <i>Read Chapter 5 (Culture and Diversity)</i> • <i>Read Case 12: Pollution</i> <p>Due Feb 11: Fieldwork Assignment #1</p>
Monday Feb 21 (class 5)	Individual Differences and Special Educational Needs	<ul style="list-style-type: none"> • <i>Read Chapter 4 (Learner Differences and Learning Needs)</i> • <i>Read Case 24: The Respiratory System</i> <p>Due Feb 18: Locate a research article that relates to your topic and write a one-paragraph summary explaining how your article relates to your research topic</p>

Class Date	Class Topic	Upcoming Assignments
PART II: LEARNING AND MOTIVATION		
Tuesday Feb 28 (class 6)	MIDTERM TEST Motivation	<ul style="list-style-type: none"> • Study for the Mid-term Test • Read Chapter 11 (<i>Motivation in Learning and Teaching</i>)
Monday Mar 7 (class 7)	Behaviorist Views of Learning	<ul style="list-style-type: none"> • Read Chapter 6 (<i>Behavioral Views of Learning</i>) • Read Case 25: <i>The Concept Map</i>
Monday Mar 21 (class 8)	Cognition Due: A preliminary group abstract and a distribution of job assignments	<ul style="list-style-type: none"> • Presentation notes and references • Read Chapter 7 (<i>Cognitive Views of Learning</i>) and 8 (<i>Complex Cognitive Processes</i>) • Read Case 38: <i>The Perfectionist</i>
Monday Mar 28 (class 9)	Social Cognitive Views of Learning	<ul style="list-style-type: none"> • Read Chapter 10 (<i>Social Cognitive Views of Learning and Motivation</i>) • Read Case 26: <i>Coming Back to School</i> • Case 11: <i>Studying French</i> <p>Due Mar 25: Individual Presentation Notes with at least five references</p>
Monday Apr 4 (class 10)	The Learning Sciences and Constructivism	<ul style="list-style-type: none"> • Read Chapter 9 (<i>Learning Sciences and Constructivism</i>) • Read Case 23: <i>First Aid</i> <p>Due Apr 1: Fieldwork Assignment #2</p>
PART III: CLASSROOM STRATEGIES		
Monday Apr 11 (class 11)	Group Presentations Creating a Productive Learning Environment	<ul style="list-style-type: none"> • Read Chapter 12 (<i>Creating Learning Environments</i>) • Case 41: <i>Cheerleading Tryouts</i>
Monday Apr 18 (class 12)	Group Presentations Teaching Every Student – Various Instructional Strategies	<ul style="list-style-type: none"> • Read Chapter 13 (<i>Teaching Every Student</i>) • Read Case 47: <i>The Pearl</i> <p>Due Apr 15: Fieldwork Assignment #3</p>
Monday Apr 25 (class 13)	Group Presentations Basic Strategies in Assessment and Summarizing Student Achievement	<ul style="list-style-type: none"> • Read Chapter 14 (<i>Classroom Assessment and Standardized Testing</i>) • Prepare for final exam
Monday May 2 (class 14)	Group Presentations Review for final exam	<ul style="list-style-type: none"> • Prepare for final exam
Monday May 9	In-Class Final Examination	

Descriptions of Group Project, Fieldwork Assignments, and Exams

1. Theory-to-Practice Group Presentation

You will begin by forming groups of two to four based on a shared interest in a psychological theory used in education. Each group of 2-4 students will choose a psychological topic from the list that follows this description. To start the research process, each group should read the relevant chapter(s) in the textbook and locate a **minimum of five peer-reviewed research articles** each that are published in scientific journals--e.g., *The Journal of Educational Psychology*, *Contemporary Journal of Educational Psychology*, *Educational Psychologist*, *Educational Researcher*, and *Instructional Science*. Books and other sources may also be used. Provide at least one example of how you could apply an educational technology resource to assist in learning or teaching. EACH person in the group should identify and report on their five research articles and technology approach. Each student is responsible for writing five pages of notes on her/his topic. These can be organized into bulleted sections or full paragraphs. Do not just give a summary of information that we already know. The purpose of this assignment is to delve deeper into a topic. Search for the latest research on a particular topic, or form opinions about various aspects of adolescent development or educational psychology theory and effectively defend your opinions.

The group should incorporate a short (10 min) interactive activity that requires class participation and illustrates the theory being presented. In addition, there will be a group meeting with the instructor to discuss the PowerPoint presentation.

Each group will present its research findings and the activity during a 30-50 minute time period (10 minutes per person plus the activity). All group members are required to participate in this presentation. Be creative but keep in mind that it is a formal presentation. A rubric will be used to grade the notes and oral presentation.

Small Group Topics

- Cognitive/Individual Constructivism and Developmental Stages (Jean Piaget)
- Social Constructivism (Lev Vygotsky)
- Information Processing
- Moral Development (Lawrence Kohlberg) or character development
- Psychosocial Development (Erik Erickson)
- Special Education Needs
- Intelligence
- Adolescent Gender Norms(Carol Gilligan)
- Learner Differences in Adolescent Achievement (this could focus on culture or on cognition)
Behaviorist Theory (B.F. Skinner)
- Concept Formation (Jerome Bruner)
- Transfer (David Perkins)
- Social Cognitive Theory/Self-Efficacy (Albert Bandura)
- Humanistic Psychology (Abraham Maslow)
- Attribution Theory (Bernard Weiner)
- Assessment
- Classroom Management

2. Fieldwork Assignment #1—Analysis of Educational Theory in Teen-based Movie

For your first fieldwork assignment, I would like you to read the material published by the National Middle School Association. Then, watch a movie about adolescents. You may choose any one of these "teenage flicks": *The Breakfast Club*, *Stand and Deliver*, *Dead Poet's Society*, *Sixteen Candles*, *Clueless*, *Dangerous Minds*, *To Sir, with Love*, *Mr. Holland's Opus*, *10 Things I Hate about You*, *Coach Carter*, *Finding Forrester*, *Mean Girls*, *The Emperor's Club*, *The Clique*, or *Napoleon Dynamite*. If you would like to use a different movie that you feel is relevant to this assignment, please contact the instructor before you use it to complete this assignment.

After watching the film, please analyze the adolescent behavior, cliques, characteristics, and interactions in a **five-page paper** (double-spaced). Start to apply psychological developmental theory by looking for the **five characteristics of adolescents** that were mentioned in the Middle School article; however, as you do so, also be aware of Hollywood stereotypes. Please apply a minimum of five psychological concepts that have been discussed in class or that you have read in your textbook. In your paper briefly describe the concept and then explain how the activity in the movie illustrates the theory. Use a minimum of five direct and indirect quotations and properly document your sources using APA formatting. (5 Points—approximately five pages)

3. Fieldwork Assignment #2—Student Motivation

For your second fieldwork assignment, I would like you to interview an adolescent about how motivation affects her or his learning and behavior. That is, what motivates this student to succeed? (You may also interview a teacher about what motivational techniques work best in the classroom.) Be sure to read Chapter 11, which discusses theoretical underpinnings about motivation, before you do your interview(s). More than one individual may be interviewed if you want to tie the stories together in a unique way. (If a student is younger than 18 years old, you must get permission from a parent!)

You should begin your paper with a general definition of motivation. Do your interviewee's experiences correspond with the formal definition? Also, take into consideration that there are two types of motivation: intrinsic and extrinsic. Finally, there are four (or more) different perspectives that can be considered when analyzing the nature of motivation: behavioral, humanistic, social cognitive, and cognitive. I will briefly describe each one of these perspectives:

Behavioral Perspective = Rewards are consequences of behaviors. To the extent that learners find a reinforcer satisfying or desirable, they will engage in the behavior that leads to that response.

Humanistic Perspective = Reaction against behaviorism. Thus, humanists believe that needs propel learners to see certain goals.

Social Cognitive Perspective = Behavioral + cognitive aspects. Thus, learners must expect to achieve a goal, and they must value such an achievement.

Cognitive Perspective = Focus on thinking. Thus, learners hold beliefs about their abilities to achieve a goal, and they must value such an achievement.

Finally, be sure to look at **Attribution Theory** and relate it to your interviewee's responses.

This paper should be **eight to ten pages long** (double-spaced). Please **apply a minimum of ten theoretical perspectives/concepts** of motivation/stages of development in your writing. Since it is an interview, feel free to use quotations from your subject(s). Please use a pseudonym to keep the identity of the participant(s) anonymous. (10 Points)

4. Fieldwork Assignment #3—Independent Analysis of Case Study

Students will complete many case study assignments. These assignments will deal with adolescent levels of development (e.g., physical, social, and cognitive), adolescent motivation, and classroom strategies/ management. The case analysis serves as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases also allow you to examine multiple perspectives on problems students experience in their schooling. You should use these discussions as practice for this assignment, as Fieldwork Assignment #3 is a summative assessment of your ability to use psychological theory to analyze problems in a classroom

Case studies give you a chance to practice approaches that a thoughtful, ethically principled teacher would use to solve problems. In these case analyses, for example, we always hold the teacher responsible for students' success. If students are not doing well, it is the teacher's task to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking will become second nature, so that when faced with problems in your own class, you will think: "What might I do differently to help this student be successful?"

For the graded case study (Fieldwork Assignment #3), please read the rubric carefully before writing your analysis. It is expected that this paper will be a **minimum of ten pages** (double-spaced). First, please give **four examples of problems** that occurred in the case study and explain why the each is a problem. Then, **correctly apply at least eight developmental stages, learning theories, or classroom strategies** with quotations--and definitions--from your text or other readings properly cited. Use an organizational structure that allows you to clearly tie together each of the four problems with its solutions. Apply the stages, theories or strategies from educational psychology means to use the theory learned in class to change the teacher's practice in the case study to create a more positive environment. If you do the math for this assignment, it is encouraged that you suggest 2 strategies for each problem that you identify. To pass this course, the paper on the case study must demonstrate mastery at the level of 80% or higher—a "B" grade. (15 points)

5. Mid-Term and Final Examination

The purpose of having a mid-term and a final examination is to demonstrate your mastery of application of educational psychological theory to the classroom. The exams will be multiple choice. Because of the large number of terms you will learn in a short period of time, you may bring a 1 page 8.5 x 11" piece of paper with notes (you can use both sides) to be used when taking the mid-term and the final exams. (Midterm 10 points, Final 20 points)

Student Expectations

- A. All students must abide by the following guidelines of the **University Honor Code**. See <http://academicintegrity.gmu.edu/honorcode/>.
- B. **Students with Disabilities** who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- C. Students must follow the university policy for **Responsible Use of Computing**. See <http://universitypolicy.gmu.edu/1301gen.html>
- D. 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.
- E. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- F. Students are expected to exhibit **professional behavior and dispositions** at all times. The Graduate School of Education expects students, faculty, and staff to exhibit these professional dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a complete listing of these dispositions.
- *Commitment to the Profession*
 - *Commitment to Honoring Professional Ethical Standards*
 - *Commitment to Key Elements Of Professional Practice*
 - *Commitment to Being a Member of a Learning Community*
 - *Commitment to Democratic Values and Social Justice*

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].