

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**EDUC 372: Human Development and Learning - Secondary**  
**Summer 2011**

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### **COURSE DESCRIPTION**

**EDUC 372** explores the processes that influence the intellectual, social, emotional, moral, ethical, and physical development of middle and high school students. Within that context, the course further examines the research and theories that provide a basis for understanding the learning process and its' implications for teaching. Particular attention is given to developmental theories and practices of learning that facilitate critical thinking and problem solving. The course explores the relationship between theories of development and social & behavioral science learning theories to the construction of learning environments, student motivation, classroom management, assessment, and technological tools and resources.

### **STUDENT OUTCOMES**

This course is designed to enable students to:

- demonstrate an understanding of the processes relating to preadolescent and adolescents cognitive, affective, moral/ethical, and physical development by writing a paper that synthesizes psychological and theoretical research.
- develop and reinforce critical thinking, problem solving, literacy, technology, and oral presentation skills by researching and presenting various aspects of a psychological theory using appropriate media/technology.
- demonstrate mastery of how theoretical approaches to learning and adolescent development relate to classroom management and instruction by analyzing a case study passing an objective examination (demonstrating mastery at 80% level).
- develop an understanding of how learners differ in their approaches to learning and how to create instructional opportunities that are adapted to learners with exceptionalities by attending lectures, discussing with classmates, taking personality type and learning style tests, and by analyzing case studies.
- apply theoretical/research frameworks associated with the effects of student motivation on the learning process and creating learning environments that promote adaptive forms of motivation through analysis of case studies.
- demonstrate mastery of technology through participation in online asynchronous discussions, research, and development/demonstration using PowerPoint or other appropriate multi-media.
- accept responsibility as a mandated reporter for VA Child abuse and neglect, recognition, reporting, and responding, and demonstrate their understanding through case analysis.**

## REQUIRED TEXTBOOKS

Woolfolk, A. (2010). *Educational psychology* (11 ed.) New York: Allyn & Bacon.

Virginia Department of Education (September 2003). *Child abuse and neglect, recognition, reporting, and responding*. Richmond: Virginia Department of Education. [online]

*Publication Manual of the American Psychological Association* [most recent APA guidelines] on external link from the course website.

\*Other articles/handouts will be distributed in class or be posted online on the course website at <http://mymason.gmu.edu>

## MODE & NATURE OF COURSE DELIVERY

Students enrolled in EDUC 372 will build clear bridges between theoretical/research perspectives and classroom practice. Course delivery is primarily through mini-lectures, cooperative expert groups, and case analyses linking student learning to the research on learning and teaching. In addition, course activities include conceptual analyses, a reflective synthesis of the research, and technology activities. To meet course objectives, the delivery of EDUC 372 is accomplished through a combination of experiential learning activities, collaborative jigsaw expert groups, professional learning communities, in-class and online discussions, research, case analyses, reflections on readings, and mini-lectures designed to help meet the needs of all learners and learning styles. These include:

- *Presentations* (i.e., mini-lectures, assisted by Power Point, Internet resources, and other visuals);
- *Discussions* (i.e., active involvement of students (in class and online) in learning by asking questions that provoke critical thinking);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others in expert groups and learning teams);
- *Collaborative learning* (i.e., interdisciplinary group problem solving and reciprocal teaching);
- *Examination; and*
- *Technology integration.*

Access to the Internet to search for resources, conduct research, access professional web sites, analyze case studies, and to engage in asynchronous online discussion is required at least 3x a week. **Some class sessions are conducted online. Online sessions are considered regular instructional time** and the assignments given are the equivalent of a full in-class session.

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## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### ***Student Expectations***

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### **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/>].

### **GSE Secondary Education Program Resources:**

- For additional information about the Secondary Education Program in the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/programs/gsemasters/> ]

## **COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA**

Your **GMU email address** is required for communication with the course instructor and GMU/ GSE administration. The course requires access to our online website: <http://mymason.gmu.edu>

### **1. Classroom Participation and Attendance Policy: (25%)**

Due to the importance of expert group work, reciprocal teaching, and discussion to the total learning experience, students must both attend and participate in every class session. Readings must be completed **before the scheduled start time for class**. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. The 'preparation and participation rating form' will be used grade individual participation, and the 'Peer/Self Evaluation' rubric will be used to assess group collaboration in Learning Teams. Students are responsible for completing all assignments and readings, getting assignments in on time, and catching up if absent. If a class is going to be missed, students **must** notify the instructor in advance. Because this is a shortened semester, missing the equivalent of more than one class session will have a negative impact on the overall course grade. An example of the attendance policy is: with an 'A' in every assignment and high quality participation in class, in order to receive an 'A' no more than one class can be missed. If two classes are missed, the highest grade is A-

etc.] [Class equivalence: more than 15 minutes but less than 50 minutes late = ¼ class; between 50m-80m late = ½ class; more than 1 ½ hours late = 1 class]

## 2. Case Analyses: (25%)

The four case study assignments deal with adolescent development (e.g., physical, social, and cognitive), motivation, child abuse/neglect identification/reporting, and classroom management. Case analyses serve as a means to demonstrate an understanding of the intersection of learning theory with pedagogical issues. Analysis of cases allow for an examination of multiple perspectives on problems students experience in their schooling. Case studies provide an opportunity to practice approaches a thoughtful and ethically principled teacher would use to solve problems. In each case analysis 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. Ask, "What could the teacher do differently to help this student be successful?" The case analysis assessment rubric is used to grade each of the case analyses.

A case analysis is comprised of two parts:

Part a) A **problem statement** (~1 sentence) written **before** class that describes what you think the teacher's responsibility is in the case -- that is, how the teacher contributes to the problem; what role the teacher is playing in the case that is (potentially) putting his/her students at risk, etc. You will demonstrate that you understand the learning theories we are studying by adding a **direct quote** from the class text to support your perspective on the problem.

Part b) An **action plan** (~1 page) written **after** discussion. The 'action plan' is designed to solve the problem. It is based upon specific approaches the authors of our readings feel will help the student(s) most in the long term. You must also use **direct quotes** in the action plan.

Case analyses are due the day the case is discussed. **Case analyses cannot be accepted late.**

## 3. Research Synthesis Presentation (team): (25%)

In teams (dyads or triads) students will analyze articles in a specific psychological area. Each team of students will write an outline summarizing their synthesis of the research. The research must draw upon recent social scientific work related to a theory of adolescent learning and/or development, citing a minimum of **one** scholarly reference (per person) in addition to the course textbook. Research Synthesis outlines must be submitted on time, with accompanying references formatted in APA style. An oral presentation, utilizing multi-media (e.g., PowerPoint), is required. The research presentation will be assessed using the 'Research Synthesis Presentation Rubric'. The presentation will also be assessed for Technology Proficiency. All members of the team must show evidence of their contributions to the research synthesis outline and presentation.

## 4. Examination: (25%)

There is one multiple-choice/short answer examination. A score of at least 80% is required to demonstrate a minimum level of mastery of human development and learning theories. A score less than 80% requires taking a second exam.

## GRADING POLICY

All written assignments must be word processed. All assignments are to be posted online on the date due before the scheduled start time of class (unless otherwise stated). Late assignments will not be accepted. All work submitted in this course must be your own or attributed to the author using the appropriate research reference format (APA style).

The Grading Scale used in this course is:

A+ = 97-100%

A- = 90-92%

B = 84-86%

C = 75-79%

A = 93-96%

B+ = 87-89%

C+ = 80-83%

C- = 71-74%

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**Tentative Course Agenda (v1.0)**

- May 23 Introduction: Course Overview/ Theory and Practice/  
Types of Educational Research/ Learning Styles/ Personality Types  
(Chapter 1 in class)
- May 25 Cognitive and Linguistic Development/ Brain Research  
**Jig Saw** – Expert Groups / **PLCs** (Chapter 2, p307-309, Brain articles)
- May 30 Memorial Day**
- June 1 Personal, Social, Emotional and Moral Development  
Intelligence/ Self-Concept/ Self-Esteem/ Ethics  
**Jig Saw** – Expert Groups / **PLCs** (Chapters 3, 4 to p121)  
**Research Synthesis:** Choose **Research Topic**
- June 3** Adolescent Development/ Learning Styles/ Personality Types  
**PLCs: Case Analysis:** Joyce Davidson online  
(Chapters 2, 3, 4 up to p 121)
- June 6 Cognitive Views of Learning & Development/ Information Processing/ Memory  
Constructivist Views of Learning/ Concept Formation/ Taxonomies/  
**Jig Saw** – Expert Groups / **PLCs** (Chapters 7, 9, 13 p458-461)  
**Research Synthesis:** one empirical **article with annotation**
- June 8 Complex Cognitive Processes/ Problem Solving/ Transfer/ Social Cognitive  
Development/ Motivation Theory/ Self Efficacy/ Self Regulation/ Teacher  
Expectations/  
**Jig Saw** – Expert Groups / **PLCs** (Chapters 8, 10, 11 p376-387, 13 p483-486)  
**PLCs: Exam Study**
- June 10** Learning and Cognitive Factors in Motivation  
**PLCs: Case Analysis:** Frank Oakley online  
(Chapters 7, 8, 9, 10, 11, 13)  
**PLCs: Exam Study**
- June 13 **Examination v1.0\*** - Developmental and Learning Theories  
**Child Abuse/Neglect:** Respond to 5 vignettes online  
**PLCs Discussion** (VA Child abuse and neglect manual)  
Child Abuse and Neglect [*recognition, reporting, and responding*] **Lecture**  
(VA Child abuse and neglect manual)
- June 15 Beliefs/ Interests/ Motivation to Learn/ Engaged Learning/ Learning Environments/  
Classroom Management/ Grading/  
**Jig Saw** – Expert Groups / **PLCs** (Chapters 11, 12, 14)

**June 17**

Classroom Management/ Learning Environments/  
**PLCs: Case Analysis** Karen Lee online  
(Chapter 12, 13)  
**Research Synthesis: Outline (draft)**

June 20

Behavioral Views of Learning/ Students with Special Educational Needs/  
Assessment/ Standardized Testing/  
**Jig Saw** – Expert Groups / **PLCs** (Chapter 6, 14)  
The Big Picture / Teacher Effectiveness & Research **Lecture** (Chapter 1)  
Special Education **Lecture** (Chapter 4 p124-151)

June 22

**Research Synthesis: Presentation** using **multi-media**  
**[3 ½ minutes per person]**  
**Research Synthesis Outline with References: Research Synthesis POSTED**

**June 24**

Child Abuse and Neglect [*reporting and responding*]  
**PLCs: Case Analysis** Ellen Norton online  
(VA Child abuse and neglect manual)  
\*\*Child Abuse and Neglect signature page

**\*Exam (v2.0) is required for anyone not meeting the mastery standard on the Exam v1.0**  
**Date TBA**



**\*\*The '*Child Abuse and Neglect Report*' signature page verifies that you are familiar with the responsibilities of a mandated reporter for Child Abuse and Neglect, Recognition, Reporting, and Responding required in the state of VA. Your signature certifies that you have read the manual, understand your role as a mandated reporter, and accept responsibility as a mandated reporter in the state of Virginia. This form will be available for you to print after you have successfully completed all related course assignments. KEEP a COPY for your records.**



**NOTE:** A copy of your '**Research Synthesis Presentation**' may become an artifact for your professional portfolio.