

George Mason University
College of Education and Human Development
Graduate School of Education
EDUC 672: Human Development and Learning - Secondary
Summer 2010

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Class Location: **Innovation Hall 320**
Office Hours: Mondays and Wednesdays 1:30-3:15pm and by appointment

COURSE DESCRIPTION

EDUC 672 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, preparing a report, and presenting various aspects of psychological theory/research.
- demonstrate mastery of how theoretical approaches to learning and development relate to classroom management and instruction by analyzing a case study and 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, 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.
- apply the writing style described in the *Publication Manual of the American Psychological Association* (APA) to a research paper.
- 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 www.blackboard.gmu.edu

MODE & NATURE OF COURSE DELIVERY

Students enrolled in EDUC 672 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 672 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.

CEHD EXPECTATIONS

The College of Education and Human Development (CEHD) expects all students abide by the following:

- exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a list of the dispositions.
- follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

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://gmu.blackboard.com>

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 paragraph) 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 **direct quotes** 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. **Therefore, case analyses cannot be accepted late.**

3. Research Paper and Presentation: (25%)

Students will analyze scientific research reports and articles in a specific psychological area. Each student will write a **20 8** page research analysis paper. The research must draw upon social scientific work related to adolescent learning and development, citing a minimum of two scholarly references in addition to the course textbook. Research papers must be submitted on time and be formatted in APA style. An oral presentation, utilizing PowerPoint, is required. The research paper/presentation will be assessed using the ‘research paper/presentation rubric’. The presentation will also be assessed for Technology Proficiency.

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 turned in or 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%	B+= 86-89%	C = 70-79%
A = 93-96%	B = 83-85%	F = Below 70%
A- = 90-92%	B- = 80-82%	



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Tentative Course Agenda (v1.0)

- May 17 Introduction: Course Overview/ Theory and Practice/
Types of Educational Research/ Learning Styles/ Personality Types
(Chapter 1 in class)
- May 19 Cognitive and Linguistic Development/ Brain Research
Jig Saw – Expert Groups / **PLCs** (Chapter 2, p307-309, Brain articles)
- May 21 Adolescent Development/ Learning Styles/ Personality Types
PLCs: Case Analysis: Joyce Davidson online
(Chapters 2, 3, 4 up to p 121)
- May 24 Personal, Social, Emotional and Moral Development
Intelligence/ Self-Concept/ Self-Esteem/ Ethics
Jig Saw – Expert Groups / **PLCs** (Chapters 3, 4 to p121)
Research Paper: Choose **Research Topic**
- May 26 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 Paper: one empirical **article with annotation**
- May 31 **NO CLASS** – Memorial Day
- June 2 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 4 Learning and Cognitive Factors in Motivation
PLCs: Case Analysis: Frank Oakley online
(Chapters 7, 8, 9, 10, 11, 13)
PLCs: Exam Study
- June 7 **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 09 Beliefs/ Interests/ Motivation to Learn/ Engaged Learning/ Learning Environments/
Classroom Management/ Grading/
Jig Saw – Expert Groups / **PLCs** (Chapters 11, 12, 14)

June 11 Classroom Management/ Learning Environments/
PLCs: Case Analysis Karen Lee *online*
(Chapter 12, 13)
Research Paper: Abstract of the research paper

June 14 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 16 **Research Paper: Research Presentation** using **PowerPoint**
[5 minutes per person]

June 18 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
Research Paper: Research Paper POSTED

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



****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 given to you by the course instructor after you have successfully completed all related course assignments. KEEP a COPY for your records.**



NOTE: A copy of your ‘**research paper**’ & ‘**powerpoint presentation**’ should be placed in your professional portfolio used to exit the masters degree program.