

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



**EDUC 672 Human Development and Learning: Secondary Education
Summer 2013**

Instructor: David Vallett, PhD

Day and Time: Tuesday and Thursday 4:30-7:10

Class Location: Robinson A 412

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Office Hours: By appointment

Required Textbooks:

Snowman, J., & MCCown, R. (2013). *Educational psychology*. Wadsworth, Cengage Publishing. **(This is an interactive e-book that includes video cases and auto-graded quizzes among other online supports.)**

Other articles and handouts will be distributed during class or posted on-line on Bb. The site for our course is at <http://mymasonportal.gmu.edu>.

Course Description

Education 672 explores the processes that influence the intellectual, social, emotional and physical 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, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing 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.

Course Methodology

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities in a seminar format. 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. The class will involve large and small group work, and individualized work on the online discussion link on Bb. The online discussions are to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session.

Relationship Between Course Objectives and CEHD Core Values

Course Objectives	Conceptual Framework Core Values
Students will 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.	Research-based practice Ethical leadership Social justice
Students will 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 given by experts in these fields and by working on individual case studies.	Research-based practice Ethical leadership Social justice
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.	Research-based practice Ethical leadership Social justice Innovation
Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a ten page paper on adolescents and motivation.	Research-based practice Ethical leadership Social justice Innovation
Students will 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	Research-based practice Ethical leadership Social justice Innovation

Course Objectives	Conceptual Framework Core Values
PowerPoint slides.	Collaboration
Students will 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.	Research-based practice Ethical leadership Social justice Innovation

Course Requirements

- 1. Classroom Participation and Attendance Policy:** Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, attendance and participation are important. Readings must be completed before class. Attendance and participation make up 10% of the grade. 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.] *The use of computers and cell phones during class, unless it is for note-taking purposes, indicates a lack of classroom participation.*
- 2. Written Assignments:** All written assignments must be completed on a word processor. If you are absent, send your assignment to the instructor as a Word attachment. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA). Refer to the GMU Honor Code for further information. Students will be able to use the writing style described in the Sixth Edition of the Publication Manual of the American Psychological Association (APA) or resources on OWL Purdue.
- 3. Oral Group Presentation:** Students will be assigned to groups/topics. Each group will be asked to analyze research and readings 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. The oral presentation includes both a description of the theory and an interactive activity for the class that demonstrates application of the theory in classroom instruction. The presentation should last 20-40 minutes, with additional presenter facilitated discussion to follow (Please be mindful of your presentation time.) The presentation and discussion questions should be sent to the instructor at least a day prior to the class meeting so it can be posted on Bb if needed. References for the presentation should be included on the last slide of the power point or a separate handout. (20 points)

Group Presentation Topics: Cognitive/Individual Constructivism and Developmental Stages (Jean Piaget), Social Constructivism (Lev Vygotsky), Information Processing Moral Development (Lawrence Kohlberg) or character development Adolescent Gender Norms (Carol Gilligan), Learner Differences in Adolescent Achievement (this could focus on culture or on cognition), Special Education Needs, Psychosocial Development (Erik Erickson), Ch. 3 Social Cognitive Theory/Self-Efficacy (Albert Bandura), Humanistic Psychology (Abraham Maslow), Behaviorist Theory (B.F. Skinner), Attribution Theory (Bernard Weiner), Concept Formation (Jerome Bruner), Transfer (David Perkins), Assessment, Classroom Management

4. Fieldwork Assignments:

Fieldwork Assignment #1 – Analysis of Educational Theory seen in Teen-Based Movie:

Watch a movie about adolescents. Choose any one of these “teenage flicks:” *Win Win*, *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*, *Secret Life of Bees* or *Freedom Writers*, *Incendie*, *The Help*, *Hunger Games*. Feel free to explore and find a movie that might be relevant. If you choose a different movie, please check with 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 (double-spaced) paper. Start to apply psychological developmental theory by looking for five characteristics of adolescents that are mentioned in the textbook. Please apply a minimum of five psychological concepts that have been discussed in class or that are presented in the textbook. In the paper briefly describe the concept and then explain how circumstances in the movie illustrate the theory. Use direct and indirect quotations from the movie. (10 Points)

Fieldwork Assignment #2 – Independent Analysis of Case Study:

Students will be assigned two case studies to analyze. The analysis will explore adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies. In the case analysis you need to demonstrate understanding of the intersection of learning theory with instruction. You also need to explore multiple perspectives on problems students experience in school. You will want to examine the case study information to problem solve potential strategies for supporting adolescent engagement in the learning process, and application of classroom learning in the students’ lives outside of school. Explore how special needs, interrupted educational experiences, language, racial, gender, ethnic or religious differences may impact student involvement and learning. Each case study assigned should be at least five pages in length. (10 points)

Fieldwork Assignment #3- Interview an Adolescent

Interview an adolescent about how motivation affects his/her learning and behavior. That is, what motivates this student to succeed? Also, interview a

teacher about motivational techniques that work in the classroom. The student and teacher do NOT need to be in the same classroom. The interview and analysis should result in an five to ten page paper that defines motivation, a connection between information gained from the interview with the definition of motivation, and a description of the nature of motivation, behavioral, humanistic, social/cognitive and cognitive development. Students need to present teaching strategies that support positive motivation and engagement in classroom instruction, with a connection to theory and research discussed in class in a paper at least five pages in length. (10 points)

5. Application Project

Students will create a case study of a typical adolescent that may be encountered in a general education classroom. Students will describe the physical, social/emotional and cognitive/language development of the adolescent. Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. Strategies for meeting the needs of the case study adolescent within a classroom will be described. Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described. Strategies will be supported by at least six different research references. (30 points)

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, Application Project to TaskStream. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

The Graduate School of Education (GSE) expects that all students abide by the following:

A. Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through :

*Commitment to the profession
Promoting exemplary practice*

*Excellence in teaching and learning
Advancing the profession*

Engagement in partnerships
Commitment to honoring professional ethical standards
Fairness
Honesty
Integrity
Trustworthiness
Confidentiality
Respect for colleagues and students
Commitment to key elements of professional practice
Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practice
Respect for diverse talents, abilities, and perspectives

Authentic and relevant learning
Commitment to being a member of a learning community
Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning
Commitment to democratic values and social justice
Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.

Please note that:

o “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.”

(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)

o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.

o 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.

o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

• Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

Click on responsible Use of Computing Policy at the bottom of the screen.

Grading Policies

• Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

Grading Scale

A = 93-100%

A- = 90-92%

B+ = 88-89%

B = 80-87%

C = 70-79%

F = Below 70%

Point Distribution

Fieldwork Assignments: 30

Attendance and Participation: 10

Oral Presentation: 20

Application Project: 30

Discussion on Bb: 10

TOTAL: 100 points

Tentative Course Calendar

Class Date	Class Topic	Assignment due on this week
PART I: DEVELOPMENT AND DIVERSITY		
Tuesday June 4	Course Overview Read Syllabus Characteristics of Adolescents from the Educational Research Introduction to Case Studies	Please go to mymasonportal.gmu.edu to read the syllabus, take a look at the supporting materials for the course and to examine the online assignments. *Plan groups and presentation schedule, in class.

Class Date	Class Topic	Assignment due on this week
Thursday June 6	<p>Applying Psychology to Teaching</p> <p>GMU Database – searching for empirical articles</p>	<ul style="list-style-type: none"> • <i>Read Chapters 1 (Applying Psychology to Teaching) and 2 (Theories of Psychosocial and Cognitive Development)</i> • <i>Answer questions on Video Case: MS Reading Instruction Integrating Technology (p. 39)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapters 1 and 2</i>
Tuesday June 11	<p>Age-Level Characteristics and Diversity</p> <p>Group Presentations: Developmental Stages (Jean Piaget) Adolescent Gender Norms (Carol Gilligan)</p>	<ul style="list-style-type: none"> • <i>Read Chapter 3 (Age-Level characteristics – focus on secondary students) and Chapter 5 (Addressing Cultural and Socioeconomic Diversity)</i> • <i>Case Videos: Social and Emotional Development: The Influence of Peer Groups (p. 61) and Gender Equity in the Classroom (p. 87)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapters 3 and 5</i>
Thursday June 13	<p>Accommodating Student Variability</p> <p>Group Presentations: Development (Erik Erickson)</p> <p>Due: Fieldwork Assignment #1</p>	<ul style="list-style-type: none"> • <i>Read Chapter 6 (Accommodating Student Variability)</i> • <i>Case Video: Inclusion: Grouping Strategies for Inclusive Classrooms (p. 124)</i> • <i>Fieldwork #1</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 4</i>

Class Date	Class Topic	Assignment due on this week
PART II: LEARNING AND MOTIVATION		
Tuesday June 18	Behavioral Learning Theory Group Presentation: Behaviorist Theory (B.F. Skinner)	<ul style="list-style-type: none"> • <i>Read Chapter 7 (Behavioral Learning Theory)</i> • <i>Case Video: Integrating Technology to Improve Students' Learning: A High School Simulation (p. 156)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 7</i>
Thursday June 20	Information-Processing Theory & Cognitive Processes Group Presentation: Information Processing (Baddeley)	<ul style="list-style-type: none"> • <i>Read Chapter 8 (Information-Processing Theory)</i> • <i>Case Video: Performance Assessment: Student Presentation in a High School English Class (p. 192)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 8</i>
Tuesday June 25	Social Cognitive Theory Group Presentation: Self-Efficacy (Albert Bandura)	<ul style="list-style-type: none"> • <i>Read Chapter 9 (Social Cognitive Theory)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 9</i>
Thursday June 27	Constructivist Learning Theory Group Presentation: Social Constructivism (Lev Vygotsky)	<ul style="list-style-type: none"> • <i>Read Chapter 10 (Constructivist Learning Theory)</i> • <i>Case Video: Constructivist Teaching in Action: A High School Classroom Debate (p. 223)</i> • <i>Case Video: Metacognition: Helping Students Becoming Strategic Learners (p. 197)</i> • <i>Case Video: Middle School Science Instruction: Inquiry Learning (p. 217)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 10</i>

Class Date	Class Topic	Assignment due on this week
Tuesday July 2	<p>Motivation</p> <p>Group Presentation: Attribution Theory (Bernard Weiner)</p> <p>Due: Fieldwork Assignment #2</p>	<ul style="list-style-type: none"> • <i>Read Chapter 11 (Motivation)</i> • <i>Case Video: Motivating Adolescent Learners: Curriculum Based on Real Life (p. 247)</i> • <i>Complete Fieldwork Assignment #2:</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 11</i>
Thursday July 4	NO CLASS (Independence Day)	
PART III: CLASSROOM STRATEGIES		
Tuesday July 9	<p>Classroom Management</p> <p>Group Presentations: Moral Development (Lawrence Kohlberg), Humanistic Psychology (Abraham Maslow)</p>	<ul style="list-style-type: none"> • <i>Read Chapter 12 (Classroom Management)</i> • <i>Case Video: Secondary Classroom Management: Basic Strategies (p. 266)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 12</i>
Thursday July 11	<p>Approaches to Instruction</p> <p>Group Presentation: Concept Formation (Jerome Bruner)</p>	<ul style="list-style-type: none"> • <i>Read Chapter 13 (Approaches to Instruction)</i> • <i>Case Video: Cooperative Learning: High School History Lesson (p. 304)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 13</i>
Tuesday July 16	<p>Assessment – Classroom Learning and Standardized Assessment</p> <p>Group Presentation: Transfer (David Perkins)</p>	<ul style="list-style-type: none"> • <i>Read Chapter 14 (Assessment of Classroom Learning) and 15 (Understanding Standardized Assessment)</i> • <i>Case Video: Assessment in the Middle Grades: Measurement of Student Learning (p. 323)</i>

Class Date	Class Topic	Assignment due on this week
		<ul style="list-style-type: none"> • <i>Case Video: Foundations: Aligning Instructions with Federal Legislation (p. 347)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapters 14 and 15</i>
<p>Thursday July 18</p>	<p>Reflective Practitioner</p> <p>Due: Fieldwork Assignment #3 – Motivation</p> <p>Course Evaluations</p>	<ul style="list-style-type: none"> • <i>Read Chapter 16 (Becoming a Better Teachers by Becoming a Reflective Teacher)</i> • <i>Case Video: Teaching as a Profession: Collaboration with Colleagues (p. 362)</i> • <i>Complete Fieldwork Assignment #3</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 16</i>
<p>Tuesday July 23</p>	<p>No class meeting – Application Project Paper due electronically by 10 pm</p>	