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

EDUC 672 Human Development and Learning: Secondary Education
(3 Credits)
Summer Semester, 2014

Promoting Learning Development Across the Lifespan

Instructor:	Liz Bergeron (Baynard), PhD
Date and Time:	**June 2, 2014 – July 22, 2014**
	ONLINE with the following in class meetings:

June 5:   4:30 pm - 7:10 pm
June 12: 4:30 pm - 7:10 pm
July 10: 4:30 pm - 7:10 pm
July 15: 4:30 pm - 7:10 pm

Class Location:	**University Hall 1203**
Telephone:	703-851-1212
E-mail:	ebaynard@gmu.edu; liz.baynard@IBO.org
Office Hours:	By appointment

Required Textbooks

Woolfolk, A.E. (2010) Educational psychology (12th ed). Upper Saddle, NJ: Merrill. (A.W.)

Ormrod,, J.E. & McGuire, D.J. (2007) *Case studies: Applying educational psychology*. Upper Saddle River, NJ: Prentice Hall. (O & M)

Other articles/handouts will be distributed in class or posted on-line at the course website. (Your GMU email address is required for communication with the course instructor and for using Blackboard!)

Course Description

The course 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. Education 672 explores the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. 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.

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. 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 majority of course work will take place online using blackboard.

Relationship between Course Objectives and Conceptual Framework 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	**Research based practice** **Ethical Leadership**

and development relate to classroom management, instruction, and assessment by passing midterm and final examinations.	**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 five-ten page paper on adolescents and motivation.	**Research based practice** **Ethical Leadership** **Collaboration** **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 PowerPoint slides.	**Collaboration** **Research based practice** **Innovation** **Ethical Leadership**
• Students will apply their understanding of how individuals differ in their approaches to learning by discussing differentiation approaches in class activities and creation of rubrics.	**Collaboration** **Research based practice**

Course Requirements

It is expected that each of you will:
1. Read all assigned materials for the course.
2. Participate fully in every class session.
3. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
4. Complete two fieldwork assignments.
5. Research and virtually present a psychological theory and its application to the classroom.
6. Complete all instructional technology assignments.
7. Take a midterm test and final examination in class.

Out-of-Class Sessions
Most of our class sessions will be held out-of-class (online) using blackboard. These classes are to be considered regular instructional time, and the assignments given are the equivalent of a full, in-class session. The out-of-class hours include research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, preparing the PowerPoint presentation, and other assignments.

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 a:

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

B. Students must follow the guidelines of the University Honor Code. See
http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Honor Code

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.*

C. Students must agree to abide by the university policy for Responsible Use of Computing. See
http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

D. 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.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF
EXPECTATIONS:**
All students must abide by the following:

Professional Dispositions: Students are expected to exhibit professional behaviors and
dispositions at all times.
• 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://oai.gmu.edu/honor-code for the full honor code.
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." (from Mason Honor Code online at http://mason.gmu.edu/~montecin/plagiarism.htm)
-Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
-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.

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.

Course Evaluation

1. Fieldwork Assignments: Students will complete two writing assignments about teenagers and teaching. The assignments will deal with adolescent levels of development (e.g., physical, social, and cognitive) and adolescent motivation.

- 1. Read the material published by the National Middle School Association (This We Believe, and Young Adolescents' Developmental Characteristics). Then, observe adolescents in their learning environment for 3 hours (Contact me if you need help making observation arrangements). Please analyze the **adolescent behavior**, characteristics, and interactions in a short memo (utilize bullets and tables to ensure your information is presented clearly, no length requirements, be succinct). Start to apply psychological developmental theory by looking for **the five characteristics of adolescents** that were mentioned in the Middle School article. Please apply a minimum of **three psychological concepts** that have been discussed in your textbook. In your memo briefly describe the concept and then explain how the activity in the learning environment illustrates the theory. (10 Points)

  Example:

Observation	Characteristic from Article	Psychological concept and brief explanation

- 2. For your second fieldwork assignment, interview two adolescent about how motivation affects their learning and behavior. That is, what motivates these student to succeed? Be sure to read the chapter on motivation, which has some theoretical underpinnings about motivation, before you do your interview.

You should begin your paper with a general definition of motivation. Do your interviewees' 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 reinforcement 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.

This paper should be 5-7 pages long (double-spaced). Use tables, bullets, and quotations as needed to succinctly express your findings. Please apply a minimum of three psychological concepts in your writing. Since it is an interview, feel free to use quotations from your participant(s), but keep the identity of the participants anonymous by using a pseudonym. Once again, use direct and indirect quotations from the interview. (20 Points)

2. Multi-media Presentation: Students will analyze readings and research in a specific psychological area, and present it to the class virtually. All research must draw upon social scientific work on adolescent development, citing a minimum of five scholarly references. The oral presentation, utilizing multi-media tools (create a power point, blogs, wikis, website, video, etc) will last approximately 20 minutes.

- Locate a minimum of five 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.
- 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 (Ch. 5)
  Psychosocial Development (Erik Erickson)
  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

3. Classroom Participation and Attendance Policy: Readings must be completed **before class**. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% 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.

4. Written Assignments: All written assignments must be completed on a word processor. Assignments are to be turned in electronically via email (ebaynard@gmu.edu) on the date due. 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.

5. Examinations: There are two multiple-choice examinations: a midterm and a final. **You will be allowed to use notes during the exams, but they will have a time limit.**

Grading Policy

Fieldwork Assignments:	30
Attendance and Participation:	10
Multi-media Presentation:	30
Midterm Test:	10
Final Examination:	20
TOTAL:	**100 points**

Grading Scale

A = 90-100%
B+ = 88-89%
B = 80-87%
C+ = 78%-79%
C = 70-77%
F = Below 70%

Taskstream Requirement:

Every student registered for any (CEHD, Secondary Education) course with a required performance-based assessment is required to submit this assessment (Application Project), to TaskStream (regardless of whether a course is an elective, a onetime course or part of an

undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the project to TaskStream will result in a 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.

Rubric for Attendance and Participation

Element	Level of Performance		
	Emerging (C or lower)	Proficient (B)	Exemplary (A)
Attendance & Participation	The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.	Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group and class.

Rubric for a Fieldwork 1

Level	Interview (5)	Definition (5)	Perspective (5)	Psychological concept (5)
Excellent	Completed (5)	Complete and detailed definition provided addressing two types of motivation and includes references (5)	Connects to the perspectives (behavioral, humanistic, social cognitive, and cognitive) and explains each (5)	3 Psychological concepts are provided and explained (5)
Good		Incomplete or not referenced (3)	References or connects to the perspectives (3)	3 Psychological concepts are provided, but not explained (3)
Needs Improvement	Did not complete (0)	Incomplete and not referenced (0)	Does not connect or explain perspectives	Less than 3 Psychological concepts are provided (0)

Rubric for a Fieldwork 2

Level	Observation (2pts)	Characteristic from Article (3pts)	Psychological concept and brief explanation (5pts)
Excellent	Completed Observation (2)	5 characteristics are provided from the article (3)	3 Psychological concepts are provided and explained (5)
Good			3 Psychological concepts are provided, but not explained (3)
Needs Improvement	Did not complete Observation (0)	Less than 5 characteristics are provide (0)	Less than 3 Psychological concepts are provided (0)

Rubric for a Multimedia Presentation

Level	Content	Pedagogy	Audio-Visual Components
Excellent (5 points)	Accurate, NEW, specific, research-based, retold in own words (Mention and list the research!) Some creativity is used.	Checked for understanding, used high-quality pedagogical principles in activity	Unique, add to presentation, quality of materials is neat and presents a clear, concise message
Good (3 points)	Less detailed, lacking depth, limited number of sources used and cited	No check for understanding; activity/reflective questions used less than two times	Support topic but do not enhance presentation; some attempts at originality, clear message
Fair (1 point)	Limited new information, general, strays from topic, not presented in own words	Did not engage audience or use sound pedagogical principles; no activity presented	Inappropriate, no originality, detract from presentation, message is confusing

Please note that even multi-media presentations that are presented virtually must engage the audience. For example, this could include the use of "checking for understanding" questions posted throughout the presentation with answers provided on the following slide.

Tentative Course Calendar
***Chapter titles are listed based on the 12th edition of the textbook, if using an earlier version please look up the chapter that corresponds to the topic listed with 12th edition chapters

Class Date	Class Topic	Assignment Due	Location
June 5	**Course Overview** Locating empirical articles APA format **Case Study 40**	• *Read Ch 1 (Learning, Teaching and Educational Psychology)* • *Case study 40*	**IN PERSON**
June 10	**Cognitive and Language Development** **Development of Self, Social Skills and Morality**	• *Read Ch 2 (Cognitive Development and Language)* • *Read Chapter 3 (The Self, Social, and Moral Development)* • *Read case studies 24 and 37*	**IN PERSON**
June 12	**Diversity** **Case Study 12** Due: Fieldwork Assignment #1	• *Read Chapter 6 (Culture and Diversity)* • *Fieldwork #1*	*Respond to Blackboard posting*
June 17	**Individual Differences and Special Educational Needs** Due: One empirical article per student and a paragraph explaining how your article relates to your research topic	• *Read Chapter 4 (Learner Differences and Learning Needs)*	*Respond to Blackboard posting*
June 19	**Motivation**	• *Read Chapter 12 (Motivation)* • *Study for the Midterm Test*	*Respond to Blackboard posting*
June 24	**Motivation** **MIDTERM TEST**		
June 26	**Behaviorist Views of Learning** **Cognition**	• *Read Chapter 7 (Behavioral Views of Learning)*	*Respond to Blackboard posting*

Class Date	Class Topic	Assignment Due	Location
		• *Read Chapter 8 (Cognitive Views of Learning)* • *Read Chapter 9 (Complex Cognitive Processes)*	
July 1	**Social Cognitive Views of Learning**	• *Read Chapter 11 (Social Cognitive Views of Learning and Motivation)*	*Respond to Blackboard posting*
July 8	**Constructivism** Due: Fieldwork Assignment #2	• *Read Chapter 10 (Learning Sciences and Constructivism)* • *Complete Fieldwork Assignment #2* • *Read case study 41*	*Respond to Blackboard posting*
July 10	**Creating a Productive Learning Environment** Due: Each student will submit notes/status update on multi-media presentation	• *Read Chapter 13 (Creating Learning Environments)*	IN PERSON
July 15	**Assessment and Accountability**	• *Read Chapter 14 (Teaching Every Student)*	IN PERSON
July 17	**Basic Strategies in Assessment and Summarizing Student Achievement** Due: post presentations to blackboard	• *Read Chapter 15 (Classroom Assessment and Standardized Testing)* • *Post Presentation to Blackboard*	*Respond to Blackboard posting*
July 22	**Presentations**		*Respond to Blackboard posting*
July 22	**Final Examination**	• *Prepare for the final exam*	
	All class products must be submitted by July 22		

Postscript: 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.