

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY**

**EDEP 820 (001)
Teaching, Learning, and Cognition**

Fall 2010
Wednesday 4:30pm-7:10pm
Robinson Hall B Rm 124

PROFESSOR

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Office hours: Mon. and Wed. 3:00pm-4:00pm or by appointment

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COURSE DESCRIPTION

This course focuses on foundational educational psychology theories including cognitive, social, and constructivist themes and their implications for improving instructional practices and learning at all developmental levels and content areas.

NATURE OF COURSE DELIVERY

This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site (<http://courses.gmu.edu>). For assistance with Blackboard students may email courses@gmu.edu, call (703) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30am-5pm).

REQUIRED TEXT

Alexander, P. A., & Winne, P. H. (Eds.). (2006). *Handbook of educational psychology* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

STRONGLY RECOMMENDED TEXT

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

OPTIONAL TEXT

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2003). *Educational psychology: A century of contributions*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

LEARNER OUTCOMES

Students will be able to

- compare and contrast theories of learning and cognition
- formulate practical bridges between research theories and classroom practice
- integrate and synthesize research findings on teaching and learning
- develop an awareness of belief systems that impede or enhance the teaching-learning process
- display knowledge of the relationship between psychological inquiry and educational practices
- develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
- develop and reinforce their critical thinking, oral, and writing skills
- understand how students' cognitive, social, and emotional development affects instruction

COURSE REQUIREMENTS

Each student is expected to:

1. Read assigned materials for the course before coming to class.
2. Present/discuss assigned chapters/articles in class
3. Participate in classroom activities that reflect critical reading of materials
4. Complete class assignments and activities
5. Write a research paper and present in a poster session
6. Attend each class session

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

The program goals are consistent with the following Learner-Centered Psychological Principles outlined by the American Psychological Association Presidential Task Force in Education (APA, Division 15).

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information please see:

American Psychological Association (1997). Learner-Centered Psychological Principles:

Guidelines for the Teaching of Educational Psychology in Teacher Education Programs.

Retrieved October 14, 2002 from <http://www.apa.org>

COURSE ORGANIZATION AND EVALUATION

This course is designed to promote an understanding of topics central to the study of educational psychology. To this end, each week students will engage in a discussion of a designated educational psychology theme. In addition to the base reading, *each* student is responsible for reading *one* chapter on a historic figure and *one* additional recent (i.e., after 2006 publication of Handbook chapter) peer-reviewed empirical study or conceptual/theoretical article by a Handbook chapter author for *one* of the weekly topics. Historic figures and topic assignments will be decided in the first weeks of the semester. For the recent article, students are expected to 1) post copies of the articles on Blackboard by Tuesday at 12 noon, 2) write an article abstract for their assigned topics, and 3) interject their knowledge of the readings and the handbook chapter authors during class discussion. Additionally, each student is expected to complete a set of activities commensurate with his or her academic level and career goals.

Required Course Activities (80%)

Class and Online Participation (10%)

Each student is expected to come to class on time and participate in class discussions and activities. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

To facilitate the class discussion, students are expected to post at least 5 critical questions/discussion points about the content over the course of the semester. The 5 critical questions/discussion points should be reflective of *different* class meetings. Questions/discussion points are to be posted in Blackboard by **5pm** the **Tuesday** prior to the class in the appropriate discussion board.

Article Abstract and Author Information (10%)

As noted above, students are expected to read *one* recent article (i.e., after 2006 publication of Handbook) by one of the chapter authors related to the topic for the evening. The article can be empirical or conceptual/theoretical but should be related to but move beyond the information presented in the assigned chapter(s). Students are encouraged to communicate with the instructor about which article to select. Students are expected to (1) post a copy of the article on Blackboard by **Tuesday at 12 noon**, (2) write an article abstract for their assigned topic, and (3) interject their knowledge of the reading and the handbook chapter authors during class discussion (note: if multiple students are assigned to one night, they should coordinate to make sure different authors are addressed). The abstract may focus solely on the additional reading or provide a synthesis of the reading in relation to the assigned chapter(s). Abstracts are due on the **day the topic is scheduled in the syllabus**. Abstracts should be emailed to the professor by **noon** on the **day the topic is scheduled** and a hard copy should be brought to class. Abstract guidelines and rubric are provided in Appendix B.

Additionally, students are expected to come to class with information about the authors of the assigned chapters for that evening. Students will select their topic/evening early in the semester and a class schedule will be developed by the instructor.

Final Paper and Poster (35% Paper; 10% Poster Presentation; 5% Paper Preparation—50% Total)

Each student will write either a literature review or research proposal that focuses on an educational psychology topic. Literature reviews should contain the following sections:

1. Introduction and overview of the topic
2. Discussion of the literature (with appropriate subheadings)
3. Limitations, conclusions, and implications

Research proposals should contain the following sections:

1. Problem Statement: What is the problem the study will look at and why it is important?
2. Research question(s)/hypotheses
3. Conceptual Framework: What theory underlies or shapes your research study
4. Methodology: Participants, measures, procedures and design of the research study
5. Discussion: Potential results, limitations, and future research

Final papers will be submitted as a final term paper, and will be presented in a poster session at the end of the semester. Final papers must adhere to the APA Publication Manual Guidelines. Additional guidelines and rubrics for the final paper and poster presentation will be provided.

As a means to provide support for each student's final paper, students are expected to turn in final paper components based on the following tentative timeline:

Paper format and topic; preliminary focus or research questions	Oct 6 th
Progress update: Initial outline including method/data analysis plan	Nov 3 rd
Poster contents	Dec 6 th (9am)
Class poster session	Dec 8 rd
Final paper	Dec 15 th (4:30pm)

Historic Contributions Chapter Presentation (10%)

Each student is expected to select, read, and share with the class one of the available chapters from *Educational psychology: A century of contributions*. Students are expected to (1) read the selected chapter, (2) prepare an outline to distribute to the class, and (3) briefly share their thoughts on the chapter and its connection to the course. Available chapters will be provided. See Appendix C for additional guidelines and rubric.

Student-Selected Course Activities (20%)

Each student is to select additional activities commensurate with their academic level and career goals. Suggested student selected-activities that will develop their competencies include the following:

Research Competencies

- Prepare a grant proposal*
- Prepare a proposal for submission to a national or international conference (APA, AERA)*
Note: APA 2011 in Washington, DC, Aug 4-7; proposal deadline Oct/Nov 2010
- Write a second article abstract**

Professional Competencies (select at least 1)

- Prepare your academic vita*
- Join a professional organization (post selection on Blackboard with brief discussion of why the organization was selected and how it related to your professional goals)
- Communicate with a distinguished researcher in your interest area that you do not already know (also not at GMU)**

Foundational Knowledge Competencies

- Read an original work by a foundational theorist you have not read before (e.g., James, Piaget)**
- Read an unassigned chapter from the *Handbook***
- Read an additional chapter from *Educational psychology: A century of contributions***

*Students are encouraged to submit work early to allow for instructor feedback and revision.

**Students should communicate with the instructor about how to share selected competencies.

The following table outlines the required and suggested student-selected activities and their contribution to each student's final grade.

Course Activities		
REQUIRED*** (80%)	% of Final Grade	Student Selections
Participation	10	10
Research Competencies		
Article Abstracts and Author Info	10	10
Final Paper: Lit Review or Proposal	35	35
Poster	10	10
Paper Progress	5	5
Foundation Knowledge Competency		
Historic Contributions Chapter Presentation	10	10
STUDENT-SELECTED*** (20%)		
Research Competencies		
Grant Proposal	10	
Conference Proposal	10	
Second Article Abstract	10	
Professional Competencies (select at least 1)		
Vita	5	
Professional organization	5	
Communicate with researcher	5	
Foundational Knowledge Competencies		
Original work by a foundational theorist	10	
Additional <i>Handbook</i> chapter	10	
Additional Historic Contributions Chapter	10	
***Additional suggestions and substitutions may be negotiated.		

Each student's final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	F < 70%	

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:
 - “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.
 - 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 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.
- 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.

ADDITIONAL CLASS POLICIES

Paper Format

Papers not following this format may be automatically reduced by up to a letter grade.

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
 - Separate title page including the following: title, name, date, professor, course number.
 - Formatted in APA style and proofread for spelling, grammar, and clarity errors.
- Students are encouraged to print on both sides of paper or to use recycled paper.*

Late Assignments

Assignments are due at the start of class on the assigned due date. If an assignment must be turned in late or outside of class, students may give the assignment to me in person or leave the assignment in my faculty mailbox (Robinson A Room 309). If an assignment is left in my mailbox, send an email to indicate that it is there. **DO NOT** slide assignments under my office door and **DO NOT** send them to me via email without prior agreement. Assignments submitted this way will not be accepted or graded and will be considered missing. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Computer Use in Class

During class time, please refrain from checking email or conducting activities on the computer that are not directly related to the class session.

Class Environment

Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be turned off or put on silent mode so as to not effect the learning of those around you.

EDEP 820: Tentative Course Schedule

DATE	TOPIC	READINGS & ASSIGNMENTS
Sept 1	Review syllabus Introduction and Overview	Pintrich (2000) McInerney (2005)
Sep 8	Educational Psychology: A Historical Overview	Chapter 1 (Berliner) Chapter 2 (Calfee)
Sep 15	Child, Adolescent, and Adult Development	Read 2 of the following‡: Chapter 4 (Paris et al.) Chapter 5 (Wigfield et al.) Chapter 6 (Smith & Reio)
Sep 22	Cognition, Learning, and Knowledge I	Greeno et al. (1996) Chapter 10 (Bransford et al.,)
Sep 29	Cognition, Learning, and Knowledge II	Chapter 7 (Ackerman & Lobman) Chapter 11 (Schraw)
Oct 6	Strategic Learning and Problem Solving	Chapter 12 (Pressely & Harris) Chapter 13 (Mayer & Wittrock) <i>Submit paper format and topic</i>
Oct 13	Student and Teacher Beliefs	Chapter 14 (Murphy & Mason) Chapter 31 (Woolfolk, et al.)
Oct 20	Competency Beliefs, Goals, and the Classroom Context	Chapter 15 (Perry et al.) Read one of the following‡: Chapter 16 (Schunk & Zimmerman) Chapter 17 (Anderman & Wolters)
Oct 27	Peer Behavior and Social Relations	Chapter 34 (O'Donnell) Chapter 28 (Juvonen)
Nov 3	Technology and Instruction	Chapter 30 (Bereiter & Scardamalia) Reading 1 of the following: Chapter 32 (deJong & Pieters) Chapter 35 (Lajoie & Azevedo) <i>Final paper outline</i>
Nov 10	Teaching and Learning in the Domains: Literacy and Language Learning	Shulman and Quinlan (1996) Read 1 of the following‡: Chapter 19 (Alvermann, et. al.,) Chapter 20 (Graham) Chapter 21 (Padilla)

Nov 17	Teaching and Learning in the Domains: Mathematics, Science, and History	Read 2 of the following‡: Chapter 21 (Schoenfeld) Chapter 22 (Linn & Eylon) Chapter 23 (VanSledright & Limon)
Nov 24	No Class/Thanksgiving Day	
Dec 1	Research Methodology and Assessment	Chapter 36 (Nesbitt & Hadwin) Read 1 of the following‡: Chapter 40 (Ercikan) Chapter 41 (Tittle)
Dec 8	Conclusions	<i>Poster Session</i> <i>Poster materials due 12/6 9am</i>
Dec 15		<i>Final Paper due</i>

‡Indicate chapters selected on the appropriate Blackboard Discussion board.

Appendix A Attendance & Participation Rubric

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- Be punctual, present (in mind and body), and well prepared for class.
- Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

- 5 = Student *consistently* demonstrated the criterion throughout the semester.
 4 = Student *frequently* demonstrated the criterion throughout the semester.
 3 = Student *intermittently* demonstrated the criterion throughout the semester.
 2 = Student *rarely* demonstrated the criterion throughout the semester.
 1 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score
a)	
b)	
c)	
d)	
TOTAL	_____

Appendix B

Article Abstract Guidelines and Rubric (10%)

Each student is required to prepare one abstract based on the assigned readings. Abstracts are due the day the reading is scheduled in the syllabus. Abstracts should be emailed to the professor by noon the day the reading is scheduled and a hard copy should be brought to class.

CONTENT

Theoretical/Review Article

1. The topic
2. The purpose, thesis, or organizing construct and the scope (comprehensive or selective) of the article
3. The sources used (e. g. , personal observation, published literature)
4. The conclusion(s) (include implications or applications)
5. Your critique (impressions) and discussion of implications

Empirical Article

1. The problem
2. The experimental method (methodology)
3. The findings/results
4. The conclusion(s) (include implications or applications)
5. Your critique (impression) and discussion of implications

FORMAT

The abstract should

- Include a cover page
- Be 2-4 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

ARTICLE ABSTRACT RUBRIC

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Summary <i>Summarize important aspects of article</i>	Provides a clear and complete summary of the article including all necessary components.	Summary of the article is mostly complete but lacks some components, clarity, or understanding.	Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.	Summary of the article is brief, incomplete, unclear, and/or incorrect.
Analysis <i>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</i>	Gives a complete analysis of the article, relating specific examples to justify critique.	Analysis may be somewhat limited or includes few examples to justify critique.	Analysis is limited and/or lacks examples to justify critique.	Gives little or no analysis of study and lacks examples to justify critique.
Implications <i>Discuss implications for the article for research or practice</i>	Relates article to personal situation with clear implications for practice and research.	Implications for practice and research are somewhat general, lacking personal connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws few or no implications for practice or research.
Integration of Course Work <i>Demonstrate knowledge and use of course content</i>	Shows thorough understanding of content and use of course materials and guidelines to support critique.	Shows some understanding of content and use of course readings and guidelines to support critique.	Shows limited understanding of course content and use of course readings and guidelines to support critique.	Shows no understanding of course content or use of course readings and guidelines to support critique.
APA Style <i>Use APA style and formatting</i>	Uses concise, coherent, well-organized writing with correct APA style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

TOTAL = _____

Grade Allocation			
Point Range			
	Plus	Standard	Minus
A	20	18-19	17
B	16	15	14
C		12-13	
F		≤ 11	

Appendix C
Historic Contributions Presentation and Discussion
 EDEP 820
 Fall 2010

Each student is expected to select, read, and share with the class one of the available chapters from *Educational psychology: A century of contributions*. Students are expected to (1) read the selected chapter, (2) prepare an outline to distribute to the class, and (3) briefly share (i.e., approx 10 minutes) their thoughts on the chapter and its connection to the course.

The outline should be well organized, easy to read, and contain the following information:

- Student's name,
- Complete bibliographical information for the chapter in APA format,
- Summary of relevant ideas and information presented in the chapter.

With respect to formatting for the outline handout:

- A cover page is NOT necessary,
- Headings and subheadings are encouraged,
- Bullets may be used,
- Appropriate grammar and spelling should be used.

Handout (8 pts)				
CONTENT	4	3	2	1
Summary	Summarized key ideas well with an appropriate amount of detail	Summarized key ideas well with few misunderstandings or instances where more (or less) information was needed	Summarized key ideas but there were several misunderstandings and/or instances where additional information was needed	Summary of was incomplete and/or contained numerous misunderstandings
FORMAT	2	1	0	
Organization	Well organized and easy of read	Additional polishing needed	Disorganized and difficult to read	
Technical (e.g., spelling) and APA errors	None present	Few	Numerous	

Class Presentation/Discussion (2 pts)			
	2	1	0
Presentation and Discussion	Articulate, relayed appropriate information, and well executed with effective use of time; appropriately responded to question and comments	Overall, articulate, relayed appropriate information, well executed with effective use of time, appropriately responded to question and comments but lacking in one to two areas	Relayed incomplete or inappropriate information, ideas could have been more clearly stated, presentation was poorly executed, and/or available time was not used well, responses were limited or few substantive comments were offered

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2003). *Educational psychology: A century of contributions*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Educational Psychology: A Century of Contributions
Edited by Barry J. Zimmerman and Dale H. Schunk

The Founding Period: 1890 to 1920

William James
Alfred Binet
John Dewey
E. L. Thorndike
Lewis M. Terman
Maria Montessori

The Rise to Prominence: 1920 to 1960

Lev Vygotsky
B. F. Skinner
Jean Piaget
Lee J. Cronbach
Robert Mills Gagne

Educational Psychology in the Modern Era: 1960 to Present

Benjamin S. Bloom
N. L. Gage
Jerome Bruner
Albert Bandura
Ann L. Brown

Other potential researchers not included in the text:

Paul Pintrich
Jere Brophy
Michael Pressley