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

College of
EDUCATION & HUMAN DEVELOPMENT   GEORGE MASON UNIVERSITY

Promoting Learning & Development Across the Lifespan

EDUC 372:001 Human Development and Learning
Spring Semester, 2012

Instructor: Amos Simms-Smith
Date and Time: January 23 – May 17 (Mondays 7:20 pm to 10:00 pm)
Class Location: Thompson Hall, Room 1018
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Course Description

Education 372 explores the processes that influence the physical, emotional, intellectual, and social 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, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of development 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.

You can visualize the course as having three sections:

1... Development and Diversity
2... Learning and Motivation
3... Classroom and Assessment Strategies

All three sections are designed to help you understand psychological research and apply that research effectively in your classrooms.

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 372 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for the entire class.

Required Textbooks

Woolfolk, A. (2010). *Educational psychology.* (11th ed.). Boston: Allyn and Bacon.

Ormrod, J. E., & McGuire, D. J. (2007). *Case studies: Applying educational psychology* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

APA 6th ed. Style guide or handbook such as *Publication Manual of the American Psychological Association,*6th ed.

Other articles and handouts will be posted on the course website or available through GMU's e-Journals system. Go to http://mymasonportal.gmu.edu to access Blackboard. Your GMU email address is required to communicate with the instructor and to access Blackboard!

Course Objectives:

This course is designed to enable students to:

• 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.

• 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 and by working on individual case studies.

• Demonstrate an understanding of how research and theoretical approaches to learning and development relate to classroom management, instruction, and assessment by passing a mid-term and final exam.

• Demonstrate an understanding of research-based decision-making in education by using findings from the text and peer-reviewed articles to support ideas in course assignments.

• Identify theoretical/research frameworks associated with student motivation and with creative motivating learning environments by writing a five-ten page paper on adolescents and motivation.

• Develop and reinforce 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.

• Develop an understanding of how educational technology can be used to augment the learning experience by participating in technology-based assignments, identifying and sharing information about educational technology resources related to course topics.

• Demonstrate an understanding of the role in the learning process of constructive knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.

• Apply the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) to a research paper.

Course Requirements

It is expected that all students will:
1. Critically read and be prepared to discuss all assigned readings.
2. Attend and fully participate in every class session and all activities.
3. Complete three fieldwork assignments.
4. Locate and read relevant research on a psychological theory and, in small groups, present your findings highlighting applicability to the classroom.
5. Actively participate in all online discussions and educational technology activities.
6. Ensure that all assignments are submitted on time and use correct spelling, grammar and punctuation, and correct APA formatting.

Out-of-Class Sessions
One or more class sessions may be held out-of-class (online). This class (or classes) is to be considered regular instructional time, and the assignments given are the equivalent of a full, in-class session. Required online discussions will use mymasonportal.gmu.edu or other web-based tools.

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.

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.

- For your first fieldwork assignment, you will read the material published by the National Middle School Association (This We Believe, and Young Adolescents' Developmental Characteristics). Then, you will watch a movie about adolescents. You may choose any one of these "teenage flicks": *The Breakfast Club, 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, Napoleon Dynamite, et.*. Feel free to explore and find a movie that might be relevant. If you do, please approve the movie 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 **three-page** (double-spaced) paper. Start to apply psychological developmental theory by looking for the **five characteristics of adolescents** that were mentioned in the Middle School article; however, as you do so, also be aware of Hollywood stereotypes. Please apply a minimum of three psychological concepts that have been discussed in class or that you have read in your textbook. In your paper briefly describe the concept and then explain how the activity in the movie illustrates the theory. Use direct and indirect quotations from the movie.
(10 Points)

- For your second fieldwork assignment, interview one adolescent about how motivation affects their learning and behavior. That is, what motivates this student to succeed? Be sure to read Chapter 11, 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 four to six pages long (double-spaced)**. Please** apply a minimum of seven psychological concepts **in your writing. Since it is an interview, you may use quotations from your participant, but keep the identity of the participant anonymous by using a pseudonym. Once again, use direct and indirect quotations from the interview. (20 Points)**

2. Theory to Practice Presentation: Students will analyze readings and research 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, utilizing multi-media tools (create a power point, blogs, wikis, website, video, etc.) will last approximately 20-40 minutes.

Each group member will 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.

The group should collectively incorporate a short (10-15 min) interactive activity that requires class participation and illustrates the theory or part of the theory being presented. Each group will present its research findings and the activity during a 20-40 minute time period. All group members are required to participate in this presentation. Be creative but keep in mind that it is a formal presentation. A rubric will be used to grade the presentation. The textbook, research articles, case studies, the Internet, and other sources may be used; however, do not just give a summary of information that we already know. The purpose of the presentation is to delve deeper into a topic and make it relevant to classroom teachers. Search for the latest research on a particular topic and effectively defend your opinions. A rubric will also be used to grade the oral presentation.

A collection of 5-pages of notes from the research articles will also be due (10 points).

- 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 at the beginning of class on the date due. If you are absent, send your assignment to the instructor as a Word attachment. 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 in-class examinations: a midterm and a final. **Because of the large number of terms you will learn in a short period of time, a 1 page 8.5 x 11" piece of paper with notes is allowed to be used when taking the mid-term and the final exams.**

Avoiding Plagiarism

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.
(see http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism:)
• 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.

Grading Policy

Fieldwork Assignments: 30

Attendance and Participation: 10

Notes on Presentation: 10

Theory to Practice Presentation: 20

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%

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.

Tentative Course Calendar Class Date

PART I: DEVELOPMENT AND DIVERSITY		
Class Date	**Class Topic**	**Assignment for next week**
January 23	**Course Overview** Introduction to Case Studies	*Read Ch 1 (Learning, Teaching and Educational Psychology)* *Read Ch 2 (Cognitive Development and Language)* *Read Case 40: Proofreading*
January 30	**Cognitive and Language Development** APA format	*Read Chapter 3 (The Self, Social, and Moral Development)* *Case 48: Under the Bleachers*
February 6	**Development of Self, Social Skills and Morality** Locating Empirical Articles	*Read Chapter 5 (Culture and Diversity)* *Read Case 12: Pollution* Fieldwork Assignment #1
February 13	**Diversity** Case Analysis: Case 12 – Pollution Due: Fieldwork Assignment #1	*Read Chapter 4 (Learner Differences and Learning Needs)* *Read Case 24: The Respiratory System*
February 20	**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 11 (Motivation)* Study for the Midterm Test
PART II: LEARNING AND MOTIVATION		
February 27	**Motivation** **MIDTERM TEST**	*Read Chapter 6 (Behavioral Views of Learning)*

		Read Case 25: The Concept Map
March 5	**Behaviorist Views of Learning**	*Read Chapter 7 (Cognitive Views of Learning) and 8 (Complex Cognitive Processes)* *Read Case 38: The Perfectionist*
March 19	**Cognition**	*Read Chapter 10 (Social Cognitive Views of Learning and Motivation)* *Read Case 26: Coming Back to School*
March 26	**Social Cognitive Views of Learning** Due: Each student will hand in 3-5 pages of notes on multi-media presentation	*Read Chapter 9 (Learning Sciences and Constructivism)* *Case 41: Cheerleading Tryouts* *Complete Fieldwork Assignment #2*
April 2	**Constructivism** Due: Fieldwork Assignment #2	*Read Chapter 12 (Creating Learning Environments)* *Read Case 37: The Stand-Up Comic* *Complete child abuse seminar certificate (instructions will be given in class)*
PART III: CLASSROOM STRATEGIES		
April 9	**Creating a Productive Learning Environment** Due: 5 pages of notes for	*Read Chapter 13 (Teaching Every Student)*

	presentation	*Read Case 47: The Pearl*
April 16	**Assessment and Accountability**	*Read Chapter 14 (Classroom Assessment and Standardized Testing)* *Post Presentation to Blackboard*
April 23	**Group Presentations (1) Basic Strategies in Assessment and Summarizing Student Achievement**	*Post Presentation to Blackboard*
April 30	**Group Presentations (2)**	Prepare for the final exam
May 7	**In-Class Final Examination**	

It is recommended that you retain copies of all coursework products to document your progress through the Secondary Education Program. Work products from this class can become part of your professional portfolio, which can be used for job placement.