GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
EDUCATIONAL PSYCHOLOGY

EDEP 632 (001) 3 credits
Introduction to Human Development through Research Methods
Spring 2016, Mondays 7:20-10pm
Innovation Hall Room 317

PROFESSOR
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COURSE DESCRIPTION
Develops an understanding of research methods through the study of human development from early childhood to adult within the context of educational psychology. Major emphasis is placed on foundational research in education and human development as it pertains to varied learning contexts.
Prerequisite: None

NATURE OF COURSE DELIVERY
This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (http://mymason.gmu.edu). Students are responsible for any information posted on the course site.

REQUIRED TEXTS
McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th Ed.). Boston, MA: Pearson.
Papalia, E. E., Wendkos Olds, S., & Feldman, R. D. (2012). *Experience Human Development* (13th, 12th, or 11th edition). New York: McGraw Hill.

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

LEARNER OUTCOMES
This course promotes an understanding of how to be an effective consumer of research in education and human development across the lifespan and in varied learning contexts. The course will place emphasis on child and adolescent development through the use of foundational and contemporary research works in educational psychology and human development.

- Students will be able to comprehend, describe, summarize and analyze research articles.
- Students will be able to explain how research relates to specific constructs in educational psychology and human development across cognitive, linguistic, social and emotional dimensions
- Students will develop an understanding of the educational implications of theories of educational psychology and human development
- Students will understand the historical context and contemporary approaches to research in educational psychology and human development
- Students will develop an informed perspective on developmental issues in educational psychology such as individual differences, change over time, and the complex interactions of internal and external factors.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

Program Standards:
Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.

Standard 3: Knowledge of Educational Research and Assessment. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.

Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrated critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Poster presentations, d. Article abstracts, e. Research proposals, f. Literature reviews, and g. Technological skills.

APA Learner Centered Principles:
- 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 10: Developmental Influences on Learning
- Principle 11: Social Influences on Learning
- Principle 12: Individual Differences on Learning
- Principle 13: Learning and Diversity

For more information see: American Psychological Association (1997). *Learner-centered psychological principles: A framework for school redesign and reform.* Retrieved October 14, 2002 from http://www.apa.org

Core Values Commitment:
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For more information on the College of Education and Human Development Core Values and Dispositions and the Educational Psychology Program Standards and Dispositions, please see:
http://cehd.gmu.edu/assets/docs/educational_psychology/EdPsy%20CV,%20PS,%20Disp,%20Sig.pdf

COURSE ASSIGNMENTS
Module Assignments (15%--5% each): As a means to reflect on and make connections between the development concepts and research discussed in class and course readings, students will complete three module assignments after three of the four developmental periods addressed in class: 1) infancy, toddlerhood, and early childhood, 2) middle childhood, 3) adolescence, and 4) adulthood. Relevant module assignments for each developmental period will be posted on the course Blackboard site. Students are to choose which three developmental periods and modules are most relevant to their experiences and interests. All modules are due one to two weeks after the completion of that developmental period in class (see tentative course schedule). For each module, students are expected to provide a 2-4 page paper in which they describe the experience and analyze and discuss it in light of the research and content presented in class and course readings. Papers must adhere to the APA Publication Manual Guidelines using APA style. Alternative modules to those posted may be submitted with approval of the instructor in advance of the due date.

Annotated Articles (30%--10% each): Students will annotate three articles selected by the instructor. These articles will represent different development periods as well as a variety of methodological approaches including both quantitative and qualitative analyses. This annotation will be more detailed than the entries in the annotated bibliography below (guidelines will be provided and discussed in class).

Annotated Bibliography (15%): Students will locate articles relevant to their area of interest within the realm of human development and construct an annotated bibliography including information on the purpose of the study, research question(s), methods used, and a brief summary of the findings. This annotated bibliography will be the foundation of the major assignment for this course, the Review of the Literature.

Review of the Literature (30%): Students will write a comprehensive literature review and analysis examining one of the themes in human development. Any of the major themes in Papalia et al. are appropriate, but students are not limited to this list. The choice of topic should be discussed with the instructor. Students' research paper topics will be discussed during the semester in class. The literature review will consist of approximately 20 pages, double-spaced, not including references. Research papers must adhere to the APA Publication Manual Guidelines. [See rubric]

Attendance & Class Participation (10%): Because of the importance of lecture and discussion in the total learning experience, students are encouraged to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of behavior will reflect the professional attitude implied in the course goals. If

students miss a class you must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

As an additional form of class participation, students are expected to post weekly brief reflections on the assigned course readings. Students are encouraged to use these weekly reflections to raise questions and make connections between the course content and their own experiences. *Reflections are to be posted on Blackboard by <u>midnight on the Sunday prior to each class</u>.* Students may miss two reflections without penalty.

Students' 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%	

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
Not applicable for this course

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
Student Expectations:
- *Honor Code:* Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
    - Students must not give or receive unauthorized assistance.
    - Plagiarism is also a violation of the 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.
- *Responsible Use of Computing:* Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

- *Disability Services and Accommodations:* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- *Email Communication:* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- *Sound Emitting Devices:* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- *Professional Dispositions:* Students are expected to exhibit professional behaviors and dispositions at all times.
- *Core Values Commitment:* The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

Campus Resources:
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

ADDITONAL CLASS POLICIES

Assignments
All assignments are to be posted on Blackboard before the start of class on the assigned date. Late assignments are subject to a penalty of 10% of the award for every day the assignment is overdue. If you believe you have EXCEPTIONAL circumstances and wish to negotiate to have extra time to complete course work, you must discuss this with me before the day the assignment is due. (Negotiating may mean that you will be sacrificing a portion of your grade for extra time). All assignments are to be posted on Blackboard. *DO NOT* slide assignments under my office door.

Electronic Device Use in Class
During class time, please refrain from checking email or conducting activities on the computer, cell phone, or other electronic device 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 affect the learning of those around you.

TENTATIVE CLASS SCHEDULE

Class	Topic	Readings & Assignments KEY: M=McMillan HD=Paplia et al.
Week 1 1/25	Introduction to the course and syllabus Study of research methods & human development **CLASS CANCELED DUE TO SNOW**	M:Chapter 1 HD: Chapter 1
Week 2 2/1	The Research Problem Theories of human development and overview of lifespan approach	M: Chapter 2 & 3 HD: Chapter 2
Week 3 2/8	Methods: Sampling First three years and early childhood: Physical development & cognitive development Library searching techniques,(e.g., PsycInfo.)	M: Chapter 3 & 4 HD: Chapters 4, 5, & 7 Skim zero to three website: http://www.zerotothree.org/public-policy/state-community-policy/national-infant-toddler.html
Week 4 2/15	Methods: Measures First three years and early childhood: Psychosocial development Workshop annotating a sample article.	M: Chapter 5 HD: Chapter 6 & 8 *Submit literature review topic* *Class discussion: Annotated Article #1*
Week 5 2/22	Methods: Gathering Data Middle childhood: Physical and cognitive development	M: Chapter 6 HD: Chapter 9 *Annotated Article #1 Due (experimental)* *Infancy/Toddlerhood/Early Childhood Module 1 due*
Week 6 2/29	Methods: Design—Experimental & Non-Experimental Middle childhood: Psychosocial development	M: Chapter 7 & 8 HD: Chapter 10 Assigned chapter from Rogoff book (GMU e-book)
3/7	**Spring Break**	
Week 7 3/14	Methods: Design—Experimental & Non-Experimental Adolescence: Physical and cognitive development	M: Chapter 7 & 8 HD: Chapter 11 *Middle Childhood Module due*
Week 8 3/21	Methods: Design—Qualitative & Mixed Methods Adolescence: Psychosocial development	M: Chapter 10 HD: Chapter 12

Wk 9 3/28	Methods: Design—Mixed Methods Young Adulthood: Physical and cognitive development	M: Chapter 11 HD: Chapter 13 Assigned chapter from Rogoff book (GMU e-book) *Annotated Article #2 Due (qualitative)* *Adolescence Module due*
Week 10 4/4	Methods: Reading Results Young adulthood: Psychosocial development	M: Chapter 9 HD: Chapter 14 *Annotated Bibliography Due*
Week 11 4/11	Middle adulthood: Physical and cognitive development *Dr. Buehl presenting at AERA*	HD: Chapter 15 *Annotated Article #3 Due (mixed methods)* *Submit outline for the literature review*
Week 12 4/18	Methods: Discussion & Conclusions Middle adulthood: Psychosocial development	M: Chapter 13 HD: Chapter 16 *Optional: Submit the 5 pages of the final project for feedback*
Week 13 4/25	Late adulthood: Physical and cognitive development; Psychosocial development;	HD: Chapter 17 & 18 *Optional: Submit the 5 pages of the final project for feedback*
Week 14 5/2	Late adulthood: Psychosocial development; Death and bereavement	HD: Chapter 18 & 19 *Adulthood Module due 9am Thursday, May 5*
5/3	**SNOW MAKE-UP DAY**	TBD
Week 15 5/9	**EXAM PERIOD**	*Final literature review paper due 7:20pm*

ASSESSMENT RUBRIC(S):

ASSESSMENT RUBRIC FOR **Review of the Literature** Criteria	Excellent (30 points possible on Rubric)	Adequate	Needs Significant Changes
Peer-Reviewed Research	Contains references to 10 or more empirical studies (5)	Contains references to 8-9 studies (4)	Does not include at least 7 peer reviewed studies (1-3)
APA Style	No significant errors (3)	Contains few significant errors in style, reader can still interpret and appreciate the content of the paper (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (5)	Gives a general overview of paper topic, but no sequential elaboration of contents (4)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (3)
Discussion of the Literature	Insightful, and critical; clearly written, technical terms are well-defined, does not overly rely on quotes from papers or includes them strategically (5)	Clearly written, most technical terms, author includes lengthy quotes from papers, but less analytical or insightful (4)	Over reliance on quotations, little evidence of student's own analysis or synthesis of the topic (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (4)	Paper adequately conveys the main points of the topic (3)	Errors in style format make it difficult to appreciate the content of this paper (1-2)
Technical Merit	Contains NO major misspellings nor repetitive grammatical mistakes (3)	Contains few major misspellings or repetitive grammatical mistakes (2)	Contains major misspellings and repetitive grammatical mistakes (1)
Interpretations	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Discussion mostly summarizes the main points of the literature to support conclusions (3)