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

EDEP 820 (001)
Teaching, Learning, and Cognition
3 credits, Fall 2016
Tuesday 4:30pm-7:10pm
Robinson A 243

PROFESSOR
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COURSE DESCRIPTION
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. *Prerequisite(s):* EDUC 800 and EDRS 810 or instructor permission.

LEARNER OUTCOMES
This course is designed to enable students to:
1. compare and contrast theories of learning and cognition
2. formulate practical bridges between research theories and classroom practice
3. integrate and synthesize research findings on teaching and learning
4. develop an awareness of belief systems that impede or enhance the teaching-learning process
5. display knowledge of the relationship between psychological inquiry and educational practices
6. develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
7. develop and reinforce their critical thinking, oral, and writing skills
8. understand how students' cognitive, social, and emotional development affects instruction

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
Educational Psychology 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 2: Application of Cognition, Motivation, and Development Knowledge. Candidates will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction in applied settings.

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 4: Analysis, Critique, and Evaluation of Educational Research. Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.

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.

American Psychological Association 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 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

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 (https://mymason.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 TEXTS (available electronically through GMU library)

Harris, K. R., Graham, S., Urdan, T., McCormick. C. B., Sinatra, G., & Sweller, J. (Eds.) (2012). *APA educational psychology handbook, volume 1: Theories, constructs, and critical issues.* Washington, DC, US: American Psychological Association.

Harris, K. R., Graham, S., Urdan, T., Graham, S., Royer, J. M., & Zeidner, Moshe (Eds.) (2012). *APA educational psychology handbook, volume 2: Individual differences and cultural and contextual factors.* Washington, DC, US: American Psychological Association.

Harris, K. R., Graham, S., Urdan, T., Bus, A., G., Major, S. & Swanson, H. L. (Eds.) (2012). *APA educational psychology handbook, volume 3: Application to teaching and learning.* Washington, DC, US: American Psychological Association.

Additional journal articles and book chapters will be made available electronically through the library E-Reserves system.

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.

COURSE ORGANIZATION AND ASSIGNMENTS
This course is designed to promote an understanding of topics central to educational psychology. Each week students will construct an evolving concept map and engage in a discussion of chapters from the *APA Educational Psychology Handbook*. In addition to reading the material indicated in the course schedule, each student will be responsible for preparation related to one chapter, assigned by the professor. For the assigned chapter students are expected to post *two* thought questions for others to think about while reading the chapter. 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 Participation (10%)
Each student is expected to come to class on time and participate in class discussions and activities. 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 a student misses 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. The student is also responsible for posting a substantive reaction to the assigned readings on the relevant Blackboard discussion form (See rubric for participation in Appendix A).

Additionally, each student will be assigned <u>one</u> Handbook chapter. As part of class participation, for the assigned chapter students are expected to post <u>two</u> thought questions for others to think about while reading the chapter. Students are expected to email this information to the professor by **Tuesday two weeks before the scheduled date** for the topic/reading (and revise if necessary) and to post the information for all students to Blackboard by **Tuesday** at **4:30pm** the **week before the scheduled date** for the topic/reading.

As a form of participation, students may also post substantive comments or questions to the Blackboard discussion boards. This is not a substitute for class participation. However, it does offer another means for students to interact with each other and the course content.

Concept Maps (20%)
Throughout the semester, students will construct an evolving concept map of the central concepts, constructs, and theorists from the readings. The map will provide a representation of each student's developing understanding of educational psychology. Students will be provided with a list of terms that are required to be included in their maps for the first 9 class sessions. Terms will be posted on Blackboard at least one week before the assigned reading. Students may add additional terms as necessary. For subsequent sessions (class sessions 10-14), students are to add to their maps as they see appropriate based on their reading for class and their final paper topics. Students are encouraged to bring their concept maps to class. The concept maps will be evaluated at three points in the semester.

Article Critique (10%)
Each student will prepare a critique of an empirical article assigned in the syllabus (indicated in the schedule with +). The critique should focus primarily on the identified peer-reviewed article but also address how it relates to the assigned chapter or other class content. Critiques are due on the **day the reading is scheduled** and should be posted to Blackboard **by noon Tuesday**. The last schedule empirical article is Nov. 1st**.** Article Critique guidelines and rubric are provided in Appendix B.

Final Paper and Poster (25% Paper; 5% Paper Preparation; 10% Poster Presentation; 40% 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. Literature Review and Conceptual Framework: What theory underlies or shapes your research study? What is previous empirical work does your study build on?
4. Methodology: Participants, measures, procedures, design of the research study, data analysis plan
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 and will be evaluated using the rubrics presented in Appendix C.

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 4th
Brief summaries of 5 empirical articles to be included in final paper	Oct 18th
Progress update: Initial outline including research questions, method, data analysis plan	Nov 1st
Submit 5 pages of final paper	Nov 22th
Poster contents	Dec 5th (9am)
Class poster session	Dec 8th
Final paper	Dec 13th (4:30pm)

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 are listed below. Alternative activities can be suggested and negotiated with the professor. For Research and Foundational Knowledge Competencies, students are _strongly encouraged_ to collaborate with _one_ other student in the class. In this event, both students should submit a brief reflection of the collaborative process as part of the assignment. Students should indicate their student-selected course activities to the instructor by October 11th.

Research Competencies
- o Prepare a grant proposal*
- o Prepare a first-authored submission to a national or international conference (e.g., APA, AERA)*
- o Write a second article critique**

Professional Competencies
- o Prepare your academic vita*
- o Join a professional organization that you are not currently a member of (post selection on Blackboard with brief discussion of why the organization was selected and how it relates to your professional goals)
- o Communicate with a distinguished researcher in your interest area that you do not already know (also not at GMU)**
- o Watch a video from the APA Division 15 video archive (http://apadiv15.org/video-archive/); after watching the video either prepare a) a brief written summary and reflection or b) a brief presentation to the class on the relevance of the video to your research interests and professional development)**

Foundational Knowledge Competencies (see rubric in Appendix D)
- o Read and present on an original work by a theorist you have not read before (e.g., James, Piaget)**
- o Read and present on an unassigned chapter from the *APA Educational Psychology Handbook* (2012) or the *Handbook of Educational Psychology* (2015)**
- o Read and present on a chapter from *Educational Psychology: A Century of Contributions* **

*Students should submit work early to allow for instructor feedback and revision.
**Students should communicate with the instructor about how to share selected competencies with the class.

Course Activities		
REQUIRED (80%)	**% of Final Grade**	**Student Selections**
Class Participation	10	10
Research Competencies		
Final Paper: Literature Review or Proposal	25	25
Poster	10	10
Paper Preparation	5	5
Foundation Knowledge Competencies		
Concept Map	20	20
Article Critique for assigned empirical article	10	10
STUDENT-SELECTED*** (20%) Indicate selection to instructor by October 6th		
Research Competencies		
Grant Proposal*	10	
Conference Proposal*	10	
Second Article Critique**	10	
Professional Competencies		
Vita**	5	
Professional organization	5	
Communicate with researcher **	5	
APA Division 15 video archive**	10	
Foundational Knowledge Competencies		
Original work by a foundational theorist**	10	
Additional H*andbook* chapter**	10	
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:

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/].
  o Students must not give or receive unauthorized assistance.
  o 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). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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 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/].
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty, and staff may also make a referral to express concerns for the safety and well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/ , and the OSS staff will follow up with the student.
- 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

Paper Format
All papers submitted should adhere to the following guidelines:
- 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.

Late Assignments
Assignments are due at the start of class on the assigned due date and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day the assignment is late.

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.

EDEP 820: Tentative Course Schedule (Faculty reserves the right to alter the schedule as necessary, with notifications to students.)		
CLASS #: DATE	**TOPIC**	**READINGS & ASSIGNMENTS**
Class 1: Aug 30	Review syllabus Introduction and Overview	Pintrich (2000) Wentzel (2016)
Class 2: Sept 6	Educational Psychology: Past, Present, and Future—Who are we and where are we going? *Professional Competencies:* Academic Curriculum Vitae and Professional Organizations	Alexander et al. (Vol 1, Ch 1) Berliner (2006) *One* of the following: ‡ Patrick et al. (2011) Anderman (2016) webinar (https://www.youtube.com/watch?v=qRA5OWx-qnE) *Bring concept maps to class*

Class 3:
Sept 13
	Child, Adolescent, and Adult Development
	
	Current and Emerging Design and Data Analysis
	
	Research Competency: Reading Empirical Research
		Readings TBD based on student input‡
		
		Graham (2015)
		
		One of the following: ‡
		  Kulikowich & Sedransk (Vol 1, Ch 2)
		  Penuel & Frank (2015)

Class 4:
Sept 20
	Cognition, Learning, and Knowledge Theories I: Social Cognitive Theory
	
	Research Competency: Literature Reviews and Research Proposals
		Schunk (Vol 1, Ch 5)
		Read *two* of the following: ‡
		  Usher & Pajares (2006)+
		  Usher & Pajares (2009)+
		  Butz & Pajares (2015)+
		
		Read Final Paper Guidelines

Class 5: Sept 27	Cognition, Learning, and Knowledge Theories II: Information Processing	Mayer (Vol 1, Ch 4) McCrudden et al. (2014)+ *Concept Map Submission #1*
Class 6: Oct 4	Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches	O'Donnell (Vol 1, Ch 3) Göncü & Gauvain (Vol 1, Ch 6) TBD+ *Submit paper format and topic*
Oct 11	**NO CLASS-Columbus Day** (Monday classes meet on Tuesday. Tuesday classes do not meet)	*Identify student-selected course activities*

Class 7: Oct 18	Expertise and Intelligence	Nandagopal & Ericsson (Vol 1, Ch 10) Roberts & Lipnevich (Vol 2, Ch 2) Alexander et al. (2004)+ *Submit summaries of 5 empirical articles to be included in final paper with references in APA style*
Class 8: Oct 25	Student and Teacher Knowledge and Beliefs	Vosniadou & Mason (Vol 2, Ch 9) Braten & Ferguson (2015)+ Muis et al. (2015)+

Class 9:
Nov 1
	Motivation and the Classroom Context	Read <u>two</u> of the following: ‡
		   Graham & Weiner (Vol 1, Ch 13)
		   Kaplan et al. (Vol 2, Ch 7)
		   Hulleman & Barron (2015)
		
		Guthrie et al. (2007)+
		
		Final paper progress update and outline

Class 10:
Nov 8
	Instruction and Technology
	
	Professional Competency: Poster discussion
		Read <u>two</u> of the following: ‡
		   Moreno (Vol 3, Ch 18)
		   Graesser et al. (Vol 3, Ch 19)
		   Mishra et al. (2015)

Class 11: Nov 15	Teaching and Learning in the Domains *Professional Competency:* Academic Writing/APA/Word tips	Shulman & Quinlan (1996) Additional chapters TBD based on student input‡
Class 12: Nov 22	Assessment and Accountability *Professional Competency:* PhD Program Portfolio System	Hosp (Vol 3, Ch 5) Elliott et al. (Vol 3, Ch 6) Review PhD program portfolio guidelines *Submit 5 written pages of final paper*
Class 13: Nov 29	Effective Teachers and Teaching Evidence-Based Practices Reflections on the Past, Present, and Future	Roehrig et al. (Vol 2, Ch 20) Cook et al. (Vol 1, Ch 17)
Class 14: Dec 6	Conclusions and Poster Session	*Poster Session* *Final Concept Map Submission* *Poster materials due 12/5 9am*
Class 14: Dec 13	Exam Period (Dec. 13th –20th)	*Final Paper due 12/13 by 4:30pm*

‡Indicate chapters selected on the appropriate Blackboard Discussion board.

Appendix A

Attendance & Participation Rubric (10%)

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:

a. Be punctual, present (in mind and body), and well prepared for class.
b. 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.
c. 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.
d. 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 Critique Guidelines and Rubric (10%)

Each student is required to prepare one critique of an empirical peer-reviewed article related to their assigned handbook chapter. Critiques are due the day the handbook chapter is scheduled in the syllabus and should be posted on Blackboard.

CONTENT

  Empirical Article
   1. The problem
   2. The methodology (e.g., participants, measures, procedures, research design)
   3. The findings/results
   4. The authors' conclusion(s) (include implications or applications)
   5. Your analysis and critique of the article (e.g., discuss the strengths and weaknesses of the methods, analyses, and conclusions)
   6. Your perspective on the implications for research and or practice

FORMAT
 The abstract should
- Include a cover page
- Be 3-6 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 (3)	Competent (2)	Minimal (1)	Unsatisfactory (0)
Summary *Summarize important aspects of article*	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 absent.
Analysis *Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)*	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 no analysis of study and lacks examples to justify critique.
Implications *Discuss implications for the article for research or practice*	Relates article to personal situation and or course content with clear implications for practice and research.	Implications for practice and research are somewhat general, lacking connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws no implications for practice or research.
	Outstanding (1)	Competent (.75)	Minimal (.50)	Unsatisfactory (.25)
APA Style *Use APA style and formatting*	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
A	10	8-9
B	7	5-6
C		4
F		≤ 3

Appendix C
Final Paper Rubrics (25%)

Literature Review Content

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Content				
Introduction/Overview • Statement of topic and importance • Parameters used for literature search and review • Organization of paper	Introduction fully addresses all 3 criteria. The basis for the review, the search process, and organizational framework are appropriate and well articulated.	Introduction that addressed all 3 criteria with some weaknesses. The significance of review is established.	Significant weaknesses in all criteria, or 1 or 2 criteria were not addressed.	Identified criteria were not addressed. The introduction/overview is unacceptable.
Thoroughness of Review • Include works relevant to the overarching topic, with an emphasis on peer-reviewed empirical articles	Review includes relevant works for the topic.	Review includes mostly relevant works with few instances in which critical works or authors were not included.	Several instances in which irrelevant works were included and instances in which critical works or authors were not included.	Relevant works and authors were not identified.
Identification and Discussion of Key Themes/Points • Identify key themes/points • Provide support for the key themes/points based in existing literature	Key themes/points are identified and supported through discussion of relevant works.	Key themes/points are identified and supported through discussion of relevant works.	Key themes are not clearly articulated; focus is primarily on summarizing cited works.	Key themes are not identified; cited works are not adequately discussed.
Discussion of Identified Works and Relevant Concepts • Discuss the cited works • Provide definitions of concepts/theories discussed	Cited works are discussed at an appropriate level of detail. Concepts/theories are clearly defined and discussed	Cited works are typically discussed at an appropriate level of detail with a few instances in which more, or less, detail is needed. Concepts/theories are typically defined or discussed with a few instances in which more or less detail is needed.	Multiple instances in which discussion of identified works lacked sufficient detail. Multiple concepts/theories are not defined or discussed in sufficient detail.	Identified works were not discussed. Concepts/theories were not described.
Limitations, Conclusions, and Implications • Identify limitations • Draw conclusions about the topic • Discuss implications for future research and practice	Limitations of current literature, conclusions, and implications for future research and practice are thoughtfully discussed. .	Limitations, conclusion, and implications are discussed. Some critical limitations, conclusions, or implications were not addressed.	Significant weaknesses in the discussion of limitations, conclusions, and implications. Few were identified and/or were inappropriate.	Discussion of limitations, conclusions, and implications was not provided.

Research Proposal Content

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Introduction • Description of the nature and importance of the problem • Justification for the need of the study is provided based on the literature, societal value, or other relevant sources • Research problem is well-formulated within the conceptual framework of the study • Purpose of research and research questions/hypotheses clearly stated	Introduction fully addresses all 4 criteria. The conceptual framework/theoretical basis for the study are aligned with the research problem. The research questions/hypotheses are well aligned with the research problem. The study addresses an important issue in the field.	Introduction addresses all 4 criteria. The conceptual framework/theoretical basis for the study are aligned with the research problem. The research questions/hypotheses are well aligned with the research problem.	Introduction does not address all 4 criteria. The conceptual framework/theoretical basis for the study are not adequately related to the research problem. The research questions/hypotheses are not well aligned with the research problem.	Introduction does not address the criteria. The conceptual framework/theoretical basis for the study are not provided. The research questions/hypotheses are not articulated.
Methods • Description of data sources and data collection for the study • Description of research design for addressing research questions/ problems/hypotheses	Methods fully address the data sources, data collection procedures, and research design. Data sources and research design are appropriate and thoroughly described. Selection and justification of methods reflects contemporary educational research methodology. The research methods are well aligned and address the research problem and related questions.	Methods address the data sources, data collection procedures, and research design. There are methodological concerns with data sources, research design, or procedures OR methods are appropriate, yet not fully described. The research methods are aligned and address the research problem and related questions.	Methods do not address all criteria. Data sources, research design, and/or data collection are not fully appropriate.	Methods do not address the criteria. Data sources, research design, and data collection are not appropriate.
Data Analysis and Expected Results • Description of data analysis procedures for the study • Description of expected results/findings	Planned data analysis is appropriate, complete, and accurately described. Expected results/findings are discussed	Planned data analyses are appropriate but are not complete or accurately described. Expected results/findings are discussed	Data analyses are not fully appropriate or are incomplete. Expected results/findings are not included	Data analyses and expected results are not addressed.
Limitations and Educational Implications • Identify limitations • Discuss implications of proposed work	Limitations and validity issues are thoughtfully addressed. Implications and directions for future research stem from the findings are well justified and explained.	Limitations and validity issues are addressed. Implications and directions for future research are provided. Some critical limitations or implications were not addressed.	Significant weaknesses in the discussion of limitations and educational implications. Few were identified and/or were inappropriate.	Limitations and validity issues are not addressed. Implications and directions for future research are not provided.

Research Proposal and Literature Review Additional Elements

Additional Elements	Outstanding (1)	Competent (.75)	Minimal (.5)	Unsatisfactory (.25)
Abstract	Clearly and sequentially conveys the content of paper; 120 words or less	Gives a general overview of paper topic, but no sequential elaboration of contents	Does not provide a clear representation of paper contents	Not provided
Writing Style and Technical Merit (spelling, grammar, typographical errors)	Paper is coherent, concise and well structured with a clear purpose; error free	Paper is coherent, concise and well structured with a clear purpose and few technical errors.	Paper conveys the main points of the topic but additional polish is needed; Several errors or incoherent sentences	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content; Numerous technical errors
Citation of sources, APA style, and paper guidelines	Appropriate citation of sources and use of APA style and paper guidelines	A few missing citations and or instances of incorrect formatting and style	Several missing citations and or several instances of incorrect formatting and style	Lack of citations or use of APA style

Appendix D
Foundational Knowledge Presentation and Discussion
(Possible Student-Selected Competency, 10%)

EDEP 820

If students choose to read an original work, additional handbook chapter, or historic contributions chapter as one of their additional competencies, the content of the reading should be shared with the class. Students are expected to (1) read the selected work, (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. Students are strongly encouraged to collaborate on this assignment.

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

Recommended chapters from *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

Educational Psychology in the Modern Era: 1960 to Present
> Benjamin S. Bloom
> N. L. Gage
> Jerome Bruner
> Albert Bandura
> Ann L. Brown

The Rise to Prominence: 1920 to 1960
> Lev Vygotsky
> B. F. Skinner
> Jean Piaget
> Lee J. Cronbach
> Robert Mills Gagne

Other potential researchers not included in the text:
> Paul Pintrich
> Jere Brophy
> Michael Pressley

Additional chapters from *APA Educational Psychology Handbook* (2012) not assigned in the syllabus

Volume 1: Theories, Constructs, and Critical Issues
Part II. Theory and Research on Critical Topics: What We Know
and Why It Matters
Chapter 7. Metacognition in Education   *Carey Dimmitt and Christine B. McCormick*
Chapter 8. Knowledge and Knowing: The Journey From Philosophy and Psychology to Human Learning *P. Karen Murphy, Patricia A. Alexander, and Krista R. Muis*
Chapter 11. Human Cognitive Architecture: Why Some Instructional Procedures Work and Others Do Not   *John Sweller*
Chapter 12. Working Memory, Learning, and Academic Achievement   *H. Lee Swanson and Tracy Packiam Alloway*
Chapter 14. Self-Regulation of Learning: Process Approaches to Personal Development   *Barry J. Zimmerman and Andju Sara Labuhn*
Chapter 15. Self-Concept: A Synergy of Theory, Method, and Application   *Herbert W. Marsh, Man Xu, and Andrew J. Martin*

Part III. Emerging Issues and Cutting-Edge Topics
Chapter 16. Resistance and Resiliency in a Color-Conscious Society: Implications for Learning and Teaching   *Margaret Beale Spencer, Davido Dupree, Brian Tinsley, Ebony O.McGee, Jennifer Hall, Suzanne G. Fegley, and Tyhesha Goss Elmore*
Chapter 18. Genetics and Education: Toward a Genetically Sensitive Classroom   *Claire M. A. Haworth and Robert Plomin*
Chapter 19. How Neuroscience Contributes to Our Understanding of Learning and Development in Typically Developing and Special-Needs Students   *James P. Byrnes*
Chapter 20. Evolutionary Educational Psychology   *David C. Geary*

Volume 2: Individual Differences and Cultural and Contextual Factors
Part I. Individual Differences
Chapter 1. Academic Emotions   *Reinhard Pekrun and Elizabeth J. Stephens*
Chapter 3. Learning Styles and Approaches to Learning   *Adrian Furnham*
Chapter 4. Gifted and Talented Education: History, Issues, and Recommendations   *Donna Y. Ford*
Chapter 5. Personality   *Moshe Zeidner and Gerald Matthews*
Chapter 6. Gender, Motivation, and Educational Attainment   *Judith L. Meece and Karyl J. S. Askew*

Part II. Instructional Influences on Motivation, Engagement, Conceptual Change, and Moral Development
Chapter 10. Moral and Character Education   *Marvin W. Berkowitz*

Part III. Cultural and Neighborhood Effects
Chapter 11. Ethnic and Racial Identity in Childhood and Adolescence   *Cynthia Hudley and Miles Irving*
Chapter 12. Factors Affecting the Motivation and Achievement of Immigrant Students   *Tim Urdan*
Chapter 13. Explaining the Black–White Achievement Gap: An Intergenerational Stratification and Developmental
        Perspective   *W. Jean Yeung*
Chapter 14. Neighborhoods, Schools, and Achievement   *Jondou J. Chen and Jeanne Brooks-Gunn*

Part IV. Relationships
Chapter 15. Child and Adolescent Peer Relations in Educational Context   *Philip C. Rodkin and Allison M. Ryan*
Chapter 16. Understanding and Preventing Bullying and Sexual Harassment in School   *Dorothy L. Espelage and
        Melissa K. Holt*
Chapter 17. Parents' Involvement in Children's Learning   *Eva M. Pomerantz, Elizabeth Moorman Kim,and Cecilia
        Sin-Sze Cheung*

Part V. Teachers and Classroom Contexts
Chapter 21. Three Generations of Research on Class-Size Effects   *Peter Blatchford*

Volume 3: Application to Learning and Teaching
Part I. Application Across the Life Span (Some Chapters may not be available for Foundational Knowledge
Competencies depending on what is added to the syllabus based on student interest)
Chapter 1. Early Childhood Education   *Penny Hauser-Cram and Darcy B. Mitchell*
Chapter 2. Global Perspectives on Education During Middle Childhood   *Scott G. Paris, Alexander Seeshing Yeung,
        Hwei Ming Wong,and Serena Wenshu Luo*
Chapter 3. Adolescence   *Eric M. Anderman*
Chapter 4. Learning and Assessment of Adult Reading Literacy   *John P. Sabatini*

Part II. Assessment and Decision Making in Education
Chapter 7. Testing Accommodations for Students With Disabilities   *James M. Royer and Jennifer Randall*

Part III. Teaching Core Skills and Content (Some Chapters may not be available for Foundational Knowledge
Competencies depending on what is added to the syllabus based on student interest)
Chapter 8. Current and Historical Perspectives on Reading Research and Instruction   *Michael L. Kamil*
Chapter 9. Writing   *Gert Rijlaarsdam, Huub Van den Bergh, Michel Couzijn, Tanja Janssen, Martine Braaksma,
        Marion Tillema, Elke Van Steendam,and Mariet Raedts*
Chapter 10. Critical Transitions: Arithmetic to Algebra   *Martha Carr*
Chapter 11. Thinking and Reasoning in Science: Promoting Epistemic Conceptual Change   *Gale M. Sinatra and
        Clark A. Chinn*
Chapter 12. Learning Social Studies: An Evidence-Based Approach   *David Hicks, Stephanie van Hover, Peter E.
        Doolittle, and Phillip VanFossen*

Part IV. Instructional Methods
Chapter 13. The Power of Setting: The Role of Field Experience
in Learning to Teach   *Pam Grossman, Matthew Ronfeldt, and Julia J. Cohen*
Chapter 14. Designing Instruction for the Contemporary Learning Landscape   *Fred Paas, Jeroen J. G. van
        Merriënboer, and Tamara A. J. M. van Gog*
Chapter 15. Classroom Applications of Cooperative Learning   *Robert E. Slavin*
Chapter 16. Strategies Instruction   *Charles A. MacArthur*
Chapter 17. Problem-Based Learning   *Sofie M. M. Loyens, Paul A. Kirschner, and Fred Paas*
Chapter 20. Homework   *Harris Cooper, Saiying Steenbergen-Hu, and Amy L. Dent*

Part V. Teaching Special Populations
Chapter 21.The Education of English Language Learners   *Fred Genesee and Kathryn Lindholm-Leary*
Chapter 22. Methods for Preventing Early Academic Difficulties   *Adriana G. Bus, Paul P. M. Leseman, and Susan
        B. Neuman*

Chapter 23. A Comprehensive, Integrated Three-Tier Model to Meet Students' Academic, Behavioral, and Social Needs   *Kathleen Lynne Lane, Holly Mariah Menzies, Jemma Robertson Kalberg, and Wendy P. Oakes*

Additional chapters from *Handbook of Educational Psychology, 3rd Edition* (2015) not assigned in the syllabus

Part I. Psychological Inquiry in Education

Chapter 1. Philosophical Perspectives on Mind, Nature, and Educational Psychology   *Eric Bredo*

Chapter 4. The Prospects and Limitations of Latent Variable Models in Educational Psychology   *Benjamin Nagengast and Ulrich Trautwein*

Part II. Functional Processes for Learning

Chapter 5. Learning as Coordination: Cognitive Psychology and Education   *Daniel L. Schwartz and Robert Goldstone*

Chapter 6. Emotions and Emotion Regulation in Academic Settings   *Monique Boekaerts and Reinhard Pekrun*

Chapter 7. Motivation   *Lisa Linnenbrink-Garcia and Erika A. Patall*

Chapter 8. Volition   *Gabriele Oettingen, Jana Schrage, and Peter M. Gollwitzer*

Part III. Learner Readiness and Development

Chapter 9. Human Cognitive Abilities: Their Organization, Development, and Use   *Patrick C. Kyllonen*

Chapter 10. Cognition and Cognitive Disabilities   *H. Lee Swanson*

Chapter 11. Personal Capability Beliefs   *Ellen L. Usher*

Chapter 13. Beyond the Shadow: The Role of Personality and Temperament in Learning   *Arthur E. Poropat*

Chapter 14. Cultural, Racial/Ethnic, and Linguistic Diversity and Identity   *Na'ilah Suad Nasir, Stephanie J. Rowley, and William Perez*

Chapter 15. Language Development   *Alison L. Bailey, Anna Osipova, and Kimberly Reynolds Kelly*

Chapter 16. Character Education, Moral Education, and Moral-Character Education   *Cary J. Roseth*

Part IV. Building Knowledge and Subject Matter Expertise

Chapter 17. Literacy for Schooling: Two-Tiered Scaffolding for Learning and Teaching   *Ian A. G. Wilkinson and Janet S. Gaffney*

Chapter 18. Warm Change about Hot Topics: The Role of Motivation and Emotion in Attitude and Conceptual Change about Controversial Science Topics   *Gale M. Sinatra and Viviane Seyranian*

Chapter 19. Toward an Educational Psychology of Mathematics Education   *Jon R. Star and Bethany Rittle-Johnson*

Chapter 20. Functional Scientific Literacy: Seeing the Science within the Words and Across the Web   *Iris Tabak*

Chapter 21. Studying Historical Understanding   *Chauncey Monte-Sano and Abby Reisman*

Chapter 22. Civic Education   *Mario Carretero, Helen Haste, and Angela Bermudez*

Part V. The Learning and Task Environment

Chapter 23. Sociocultural Perspectives on Literacy and Learning   *David O'Brien and Theresa Rogers*

Chapter 24. Learning Environments In and Out of School   *Brigid Barron and Philip Bell*

Chapter 25. Networked Learning   *Gary Natriello*

Chapter 26. Collaborative Learning   *Cindy E. Hmelo-Silver and Clark A. Chinn*

Chapter 27. Black and Hispanic Students: Cultural Differences within the Context of Education   *Donna Y. Ford*

Chapter 28. Dialogic Instruction: A New Frontier   *Sherice N. Clarke, Lauren B. Resnick, and Carolyn Penstein Rosé*

Chapter 29. Assessment Illuminating Pathways to Learning   *Ellen B. Mandinach and Andrea A. Lash*

Chapter 30. Being a Teacher: Efficacy, Emotions, and Interpersonal Relationships in the Classroom   *Lynley H. Anderman and Robert M. Klassen*

Students are *encouraged* to identify and suggest other sources and assignments for Research and Foundational Knowledge Competencies. For Research and Foundational Knowledge Competencies, students are also *strongly encouraged* to collaborate with *one* other student in the class. In this event, both students should submit a brief reflection of the collaborative process as part of the assignment.