



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

EDUC 372-  
Human Development, Learning and Teaching: Secondary Education  
3 Credits, Summer 2020  
Online, Asynchronous on Mondays, Wednesdays and Fridays

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

EDUC 372 explores the processes that influence the intellectual, social, emotional and physical 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, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. 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.

## Course Overview

Not Applicable

## Course Delivery Method

This course will be delivered online (76% or more) using a synchronous and an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes and will finish on Sunday.

- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Internship Requirements**

Students--please note the following requirements for internship applications. **No extensions to the application deadline will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certification.**

Since 2015, internship applications must include **all official and passing** test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

### **Required tests:**

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign language only...see link below)
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

### **Endorsements**

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

### **CPR/AED/First Aid – NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

### **DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!**

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

## **BACKGROUND CHECKS/FINGERPRINTING**

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are strongly advised to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

### **PLEASE NOTE:**

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit. And, be sure to sign your name at the end of any emails sent to the instructor.

### **APPLICATION**

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>.

### **Relationship Between Course Objectives and CEHD Core Values**

<b>Course Objectives</b>	<b>Conceptual Framework Core Values</b>
Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.	Research-based practice Ethical leadership Social justice
Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures given by experts in these fields and by working on individual case studies.	Research-based practice Ethical leadership Social justice
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.	Research-based practice Ethical leadership Social justice Innovation
Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a ten page paper on adolescents and motivation.	Research-based practice Ethical leadership Social justice Innovation

Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.	Research-based practice Ethical leadership Social justice Innovation Collaboration
Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.	Research-based practice Ethical leadership, Collaboration Social justice Innovation

### Professional Standards

Not Applicable

### Required Texts

Eggen, P. D., & Kauchak, D. P. (2020). *Using educational psychology in teaching*. Hoboken, NJ: Pearson Education.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

### Course Requirements and Assignments

#### 1. Online Participation

Blackboard discussion is an outstanding method for conducting asynchronous discussion focused on specific topics. Since this class is online, it is important to learn about each other and feel comfortable exchanging ideas, whether they are shared by all or not. In fact, debate is encouraged as long as a respectful tone is maintained. Please review the rubric for specific expectations.

- Students are required to post to the appropriate discussion by the date specified on the schedule. Participation should occur throughout the week and not all at the same time. To create a respectful and academic online community, responses should include best thoughts about the readings, assignments, and other students' postings, and the instructor's comments. The discussion board is a safe place to make mistakes and ask questions.
  - Elaborate and/or extend someone else's postings.
  - When possible response should be multimodal (more than one mode/type of information). For example, in addition to writing a response, you should insert hyperlinks, graphics, videos, and/or audio to illustrate the points.
- **Tone:** Post comments using a positive or at least a neutral tone. The most basic rule of Netiquette in the Discussion Forums is to post only comments that you would be comfortable receiving.

- **Content:** Review the content of your posting before posting it. Does it add value to the discussion? Posting irrelevant material impedes the progress of mastering content in the discussion. Does it fulfill the rubric expectations.

To review the rubric for how you will be evaluated, please see Appendix A.

## 2. Application Project (Case Study)

Students will read or watch and complete case study assignments. These assignments will deal with adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies. The case analysis, in general, serves as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases also allow you to examine multiple perspectives on problems students experience in their schooling.

You should use these discussions as practice for this assignment, as the Application Project is a summative assessment of your ability to use psychological theory to analyze problems in a classroom. Case studies give you a chance to practice approaches a thoughtful, ethically principled teacher would use to solve problems. In these case analyses, for example, we always hold the teacher responsible for students' success. If students are not doing well, it is the teacher's task to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking will become second nature, so that when faced with problems in your own class, you will think: "What might I do differently to help this student be successful?"

For the graded case study, please read the rubric carefully before writing your analysis. It is expected that this paper will be a minimum of four (double spaced) pages. First, please give two examples of problems that occurred in the case study and explain why the event is a problem. Then, correctly apply at least five developmental stages, learning theories, or classroom strategies—with definitions—from your text or other readings. Applying the stages, theories or strategies from educational psychology means to use the theory learned in class to change the teacher's practice in the case study to create a more positive environment. If you do the math for this assignment, it is encouraged that you suggest 2 strategies for each problem that you identify. To pass this course, you must demonstrate mastery at the level of 80% or higher—a "B" grade. (15 points). The rubric is provided in Appendix B.

## 3. Motivation Paper

For this assignment, I would like you to interview an adolescent about how motivation affects her or his learning and behavior. That is, what motivates this student to succeed? If needed, you may also interview a teacher about what motivational techniques work best in the classroom. Be sure to read Chapter 10 & 11, which have some theoretical underpinnings about motivation, before you do your interview. More than one individual may be interviewed if you want to tie the stories together in a unique way.

You should begin your paper with a general definition of motivation. Do your interviewee's 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.

Finally, be sure to look at attribution theory and relate it to your interviewer's responses.

**This paper should be** five to seven pages long (double-spaced). **Please** apply a minimum of six psychological concepts **in your writing**. **Since it is an interview, feel free to use quotations from your participant(s), but keep the identity of the participants anonymous by using a pseudonym. (10 Points)**. The rubric is provided in Appendix C.

#### **4. Theory to Practice Presentation**

You will begin by forming groups of two to three based on a shared interest in a psychological theory or related topic to this course. Each group will choose a psychological topic from the list that follows this description. To start the research process, each group should read the relevant chapter(s) in the textbook and locate a minimum **of three scholarly 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*. EACH person in the group should identify and report on three research articles. The group should create at least three questions and also engage in the follow-up discussion.

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. The rubric is provided in Appendix E.

**Written Assignments:** All written assignments must be typed. 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. Late assignments will not be accepted without making prior arrangements with the instructor. 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 Manual 7<sup>th</sup> ed.). Refer to the GMU Honor Code for further information.



**Note:** More detailed descriptions of assignments and rubrics are included at the end of the syllabus.

**Summary of Point Distribution:**

Application Case Study	20 points
Motivation paper	25 points
Online Participation	15 points
Theory to Practice Presentations	20 points
Reflection	20 points
<b>Total</b>	<b>100 points</b>

**Grading**

<b>Grade</b>	<b>Grading</b>	<b>Grade Point</b>
A	95-100%	4.00
A-	90-94%	3.67
B+	87-89%	3.33
B	83-86%	3.00
B-	80-82%	2.67
C	70-79%	2.00
F	Below 70%	0.00

**Note:** “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

**Note:** Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

**Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

## Reading List

- Benn, G. (2018). Relationships and rapport: “You don’t know me like that!” *Educational Leadership*, 76(1), 20-25.
- Benson, T. & Florman, S. (2019). The anti-racist educator. *Educational Leadership*, 77(1), 60-65.
- Jackson, R. & Zmuda, A. (2014). Four (secret) keys to student engagement. *Educational leadership*, 72(1), 18-24.
- Jenson, E. (2013). How poverty affects classroom engagement. *Educational leadership*, 70(8), 24-30.
- Kiewra, K.A. (2002). How classroom teachers can help students learn and teach them how to learn. *Theory into Practice*, 41(2), 71-80.
- Laprairie, K., Johnson, D.D., Rice, M., Adams, P. & Higgins, B. (2010). The top ten things new high school teachers need to know about servicing students with special needs. *American Secondary Education*, 38(2), 23-30.
- Lent, R. & Gilmore, B. (2014). 10 Standards for motivation. *Educational leadership*, 72(1), 66-67.
- Margolis, H. & McCabe, P. (2006). Improving self-efficacy and motivation: What to do, what to say. *Intervention in School and Clinic*, 41(4), 218-227.
- Rebora, A. (2019). Widening the lens: A conversation with Beverly Daniel Tatum. *Educational Leadership*, 76(7), 30-33.
- Tomlinson, C. & Sousa, D. (2020). The sciences of teaching. *Educational Leadership*, 77(8), 14-20.

## Class Schedule

**Note: Please see the lesson folder for each class in Blackboard to access the daily learning experiences.**

<b>Class Date</b>	<b>Class Topic</b>	<b>Reading &amp; Multimedia</b>	<b>Activities / Assignments Due and Due Dates</b>
<b>Class 1</b> <b>July 6<sup>th</sup></b>	<b>Introductions &amp; Course Overview</b>  <b>Introductions</b> Review Syllabus Course Materials APA format	Chapter 1  Review APA format links in 'Additional Handout & Resources' Folder	Please go to <a href="http://courses.gmu.edu">http://courses.gmu.edu</a> to read the syllabus, take a look at the supporting materials for the course.
<b>Class 2</b> <b>July 8<sup>th</sup></b>	<b>Developmental Characteristics and Theories</b>	Chapter 2 Chapter 3  Review GMU Database videos in 'Additional Handout & Resources' Folder	
<b>Class 3</b> <b>July 10<sup>th</sup></b>	<b>4 Learning Theories: Behavioral, Cognitive, Constructivist and Social Cognitive</b>	Chapter 6 Chapter 7 Chapter 9	<b>Weekly Reflection</b>
<b>Class 4</b> <b>July 13<sup>th</sup></b>	<b>Motivation and Learning Strategies</b>  Continuation of Learning Theories	Chapter 10  Tomlinson & Sousa, 2020 Margolis & McCabe, 2006	<b>Select Theory to Presentation topic</b>
<b>Class 5</b> <b>July 15<sup>th</sup></b>	<b>Continuation Motivation and Learning Strategies</b>	Chapter 11  Lent & Gilmore, 2014 Jackson, 2014	
<b>Class 6</b> <b>July 17<sup>th</sup></b>	<b>Independent Work Session</b>  Please complete two online modules and submit a copy or picture of certifications to Blackboard.		<b>Module 1:</b> Dyslexia <a href="http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html">http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html</a>  <b>Module 2:</b> Supporting Our Military–Connected Children in School

	It is suggested that you complete the Motivation interview. It is also suggested you work on your Theory into Practice presentation.		Settings: Moving them from Risk to Resilience” Training Module. To access and view the module: go to <a href="https://training.gmu.edu">https://training.gmu.edu</a> .  <b>Blackboard submission due July 19th for both modules (copy or picture of certificate).</b>  <b>Blackboard submission:</b> First Reflection - July 19th
<b>Class 7 July 20th</b>	<b>Learning Strategies and Teaching for Mastery</b>	Chapter 8 Chapter 13  Kiewra, 2002	
<b>Class 8 July 22nd</b>	<b>Equity</b>	Chapter 4  Benson & Fiorman, 2019 Rebora, 2019	Blackboard submission for Theory into Presentation outline for feedback.
<b>Class 9 July 24th</b>	<b>Independent Work Session</b>  Finish Motivation paper and ‘Theory into Practice presentation’.		<b>Blackboard submission of Motivation paper by July 26th</b>  <b>Weekly Reflection</b>
<b>Class 10 July 27th</b>	<b>Equity: Teaching Every Student</b>	Chapter 5  Jensen, 2013 Laprairie et al., 2010	
<b>Class 11 July 29th</b>	<b>Creating Learning Environments</b>	Chapter 12  Benn, 2018 Simmons, 2019	
<b>Class 12 July 31st</b>	<b>Independent Work Session</b>		<b>Blackboard Post ‘Theory into Practice’ Presentation on Blackboard due by July</b>

			<b>31st</b> <b>Blackboard submission of Application Project Case Study by August 2nd</b> <b>Weekly Reflection</b>
<b>Class 13</b> <b>August 3rd</b>	<b>Basic Strategies in Assessment and Summarizing Student Achievement</b>	Chapter 14	Blackboard Discussion on Theory to Practice
<b>Class 14</b> <b>August 5th</b>	<b>Class Conclusions</b>		<b>Blackboard submission of Second Reflection due August 5th</b>

**Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and 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/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## Appendix A

### Online Participation Rubric

	<b>Exemplary 5</b>	<b>Proficient 4-4.5</b>	<b>Limited 3.5</b>	<b>Unsatisfactory Below 3.5</b>
<b>Critical Analysis</b>  ( / 5 pts)	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside reference, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are sometimes not cited.	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or “I agree” or “Great idea,” without supporting statements with concepts from the readings, outside resources, relevant research or specific real-life application.
<b>Participation in the Learning Community</b>  ( / 5pts)	Discussion postings actively stimulate and sustain further discussion by building on	Discussion postings contribute to the class' ongoing conversations as evidenced by	Discussion postings sometimes contribute to ongoing conversations as	Discussion postings do not contribute to ongoing conversations or respond to peers'



	peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.	— affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	postings. There is no evidence of replies to questions.
Online videos and assessments ( / 5pts)	Completes all videos and online formative assessments to mastery level.	Completes the majority of all videos and online formative assessments to mastery level.	Completes some of the videos and online formative assessments to mastery level.	Completes few videos and online formative assessments to mastery level.

\_\_\_ / 15 pts

## Appendix B

### Application Case Study

	<b>Exemplary 5</b>	<b>Proficient 4.5</b>	<b>Limited 4.0</b>	<b>Unsatisfactory 3.5 and below</b>
<p><b>Problem Statement</b></p> <p>_____ / 5 pts</p>	<p>The problem clearly outlines the teacher’s responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations from the case study, with citations, support two examples of classroom problems.</p>	<p>For the most part the problem clearly outlines the teacher’s responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations from the case study, with citations, support two examples of classroom problems.</p>	<p>The problem somewhat outlines the teacher’s responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. A few direct quotations from readings vaguely support these perspectives.</p>	<p>The paper lacks a clear problem statement with no citations from the case study.</p>
<p><b>Action Plan</b></p> <p>_____ /5 pts x 2 = 10 points</p>	<p>The action plan clearly details how the teacher could solve the problems presented in the problem statement. The action plan is clearly linked to the problem statement and has correctly applied at least five educational psychological theories, strategies</p>	<p>For the most part, the action plan details how the teacher could solve the problems presented in the problem statement. The action plan is linked to the problem statement and has correctly applied at least five educational psychological theories, strategies</p>	<p>The action plan somewhat details how the teacher could solve the problems presented in the problem statement. The action plan includes the problem statement and has correctly applied some of the educational psychological theories, strategies</p>	<p>The action plan is not relevant to the problem statement. There are a limited amount of educational psychological theories and strategies used. There are a few to no direct quotations from textbook.</p>

	or techniques. Definitions from textbook and articles are linked to the solution.	or techniques. Definitions from textbook and articles are included in the solution.	or techniques. The definitions from textbook and articles are may be included in the solution.	
<b>Professionalism</b> ____ / 5 pts	The paper has no errors and properly cites APA if applicable.	The paper has few grammatical and APA errors.	The paper has some grammatical and APA errors.	The paper has many grammatical and APA errors.

\_\_\_\_ / 20 points

## Appendix C

### Motivation Paper

	<b>Exemplary 5</b>	<b>Proficient 4.5</b>	<b>Limited 4.0</b>	<b>Unsatisfactory 3.5 or below</b>
<p><b>Concepts</b></p> <p>_____ / 5 pts</p>	<p>The paper provides a clear and formal definition of motivation and whether or not the interviewee’s experiences correspond to that definition. The paper includes at least five psychological concepts with clear explanation of each concept.</p>	<p>For the most part, the paper provides a formal definition of motivation whether or not the interviewee’s experiences correspond to that definition. The paper has most of the psychological concepts with clear explanations of each concept.</p>	<p>The paper somewhat provides a formal definition of motivation and whether or not the interviewee’s experiences correspond to that definition. The paper has some of the psychological concepts with clear explanations of each concept.</p>	<p>The paper has limited or no definition of motivation. The paper has missing psychological concepts or they are not explained in detail.</p>
<p><b>Application</b></p> <p>_____ / 5 pts</p>	<p>The paper provides a clear explanation for at least two action steps you would take as a result of the interview to apply to your current or future classroom to support students.</p>	<p>For the most part, the paper provides a clear explanation for at least two action steps you would take as a result of the interview to apply to your current or future classroom to support students.</p>	<p>The paper somewhat provides an explanation for actions steps as a result of the interview.</p>	<p>The paper has limited or little explanation of action steps that would be taken as a result of the interview.</p>

<p><b>Analysis</b></p> <p>____ /5 pts x 2 = 10 points</p>	<p>The paper moves beyond simple description of the experience to an analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts.</p>	<p>For the most part, the paper moves beyond simple description of the experience to an analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts.</p>	<p>The paper demonstrates some analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts, but lacks some depth or it is unfocused.</p>	<p>The paper has limited or little analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts.</p>
<p><b>Professionalism</b></p> <p>____ / 5 pts</p>	<p>The paper has no errors and properly cites APA if applicable.</p>	<p>The paper has few grammatical and APA errors.</p>	<p>The paper has some grammatical and APA errors.</p>	<p>The paper has many grammatical and APA errors.</p>

\_\_\_\_ / 25 points

## Appendix D

### Theory to Practice Presentation Rubric

	<b>Exemplary (5)</b>	<b>Proficient (4.5)</b>	<b>Limited (4.0)</b>	<b>Limited or Unsatisfactory (3.5 or below)</b>
<p><b>Subject Knowledge (Presentation Content)</b></p> <p>_____ / 5 pts x 2 = 10 points</p>	<p>Presentation provides an abundance of material clearly related to the research topic presented. Points are clearly made and evidence is used to support claims/findings. Presentation includes aspects of topic not addressed in class or text.</p>	<p>For the most part, the presentation provides material that relates to the research topic presented. Points are made and evidence is used to support claims/findings. For the most part, the presentation includes aspects of topic not addressed in class or text.</p>	<p>The presentation somewhat provides material that relates to the research topic presented. Some points are made to support claims/findings. Some of the Presentation includes aspects of topic not addressed in class or text, but additional information would have added to the quality of the presentation.</p>	<p>Presentation provides material that relates to the research topic presented, but also includes unrelated material. Limited points are made and limited evidence is used to support claims/findings. Presentation includes few aspects of topic not addressed in class or text.</p>
<p><b>Professionalism</b></p> <p>_____ / 5 pts</p>	<p>Information is presented in a logical and interesting sequence, which the audience can follow. Presentation flows extremely well. Presentation incorporates excellent and relevant visuals with proper APA citations and no errors.</p>	<p>For the most part, information is presented in a logical and interesting sequence, which the audience can follow. For the most part, visuals are incorporated into the presentation.</p>	<p>The information is somewhat presented in a logical and interesting sequence, which the audience can follow. The visuals somewhat incorporate the presentation. However, some visuals may require explanations.</p>	<p>Audience has difficulty following the presentation because the presentation jumps around. The presentation lacks clear and smooth transitions. Visuals are used but not explained or put into context.</p>

<p><b>Group Discussion Post and/or Video Presentation</b></p> <p>_____ / 5 pts</p>	<p>The group provides a minimum of three thoughtful questions to support class analysis and discussion on the topic. Presentation has no misspellings or grammatical errors.</p>	<p>The group provides a minimum of three questions to support class discussion on the topic. Presentation has a few misspellings or grammatical errors</p>	<p>The group provides some questions to support class discussion on the topic. Presentation has some misspellings or grammatical errors</p>	<p>The group provides few if any questions to support class discussion on the topic. Presentation has several misspelling and or grammatical errors.</p>
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Grade: \_\_\_\_\_ / 20 pts

Comments: \_\_\_\_\_



## Appendix E

### Reflections

	<b>Exemplary (3)</b>	<b>Proficient (2.5)</b>	<b>Limited or Unsatisfactory (2 or below)</b>
<p><b>Clarity and Evidence of Course Reading / Class Activities</b></p> <p>_____ / 3 pts</p>	<p>The course reading and class activities are synthesized to demonstrate a deep conceptual understanding of <b>weekly content and connections</b>. The reader can create a mental picture of the situation being described.</p>	<p>The course reading and class activities are discussed with an understanding of <b>weekly content and connections</b>.</p> <p>Minor, infrequent lapses in clarity.</p>	<p>There is little discussion about course readings and <b>class activities</b> with an understanding of <b>weekly content and connections</b>.</p> <p>There are frequent lapses in clarity.</p>
<p><b>Personal Application (Metacognition)</b></p> <p>_____ / 3 pts</p>	<p>The reflection moves beyond simple description of the experience to an analysis of how the reading and class experience contributed to understanding yourself, others, and/or course concepts.</p>	<p>The reflection demonstrates some analysis of the reading and class experience to understanding yourself, others, and/or course concepts, but analysis lacks depth or it is unfocused.</p>	<p>The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.</p>
<p><b>Generalized Student Application</b></p> <p>_____ / 3 pts</p>	<p>A clear connection to classroom application or to an adolescent student is made using specific details or examples.</p>	<p>A connection is somewhat made with generalized application.</p>	<p>A connection is lacking or missing to generalized application.</p>

+1 = Discusses what they need to learn more about in the future on the topics in the reflection.

\_\_\_\_\_ / 10 pts x 2 reflections = \_\_\_\_\_ / 20 pts