George Mason University
College of Education and Human Development
Secondary Education

SEED 540 - 002
Human Development, Learning and Teaching: Secondary Education
3 Credits, Spring 2021
Online, Asynchronous & In-Person on Wednesdays at 4:30 pm

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
SEED 540 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.

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions **and procedures** outlined on the university Safe Return to Campus webpage.

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find

reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.
- Additionally, CEHD course activities and assignments may regularly use web- conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

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
- 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

- 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/

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

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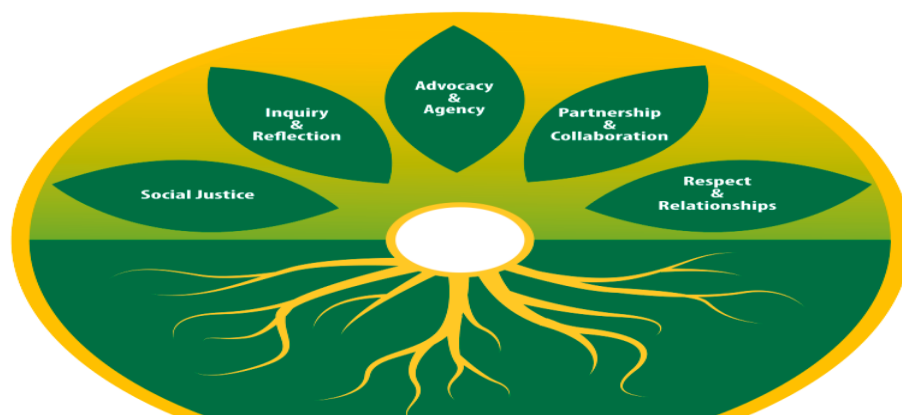
PLEASE NOTE:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit. And, be sure to sign your name at the end of any emails sent to the instructor.

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

Relationship Between Course Objectives and SEED SEEDS

Course Objectives	Conceptual Framework SEED SEEDS
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment through active participation in Blackboard discussions, formative assessments and tasks.	Advocacy & Agency Inquiry & Reflection Partnership & Collaboration
Students will identify theoretical/research frameworks associated with student motivation by writing a paper on adolescents and motivation.	Inquiry & Reflection Partnership & Collaboration
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.	Inquiry & Reflection Social Justice Partnership & 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.	Advocacy & Agency Social Justice Inquiry & Reflection
Students will complete a reflection on equitable instructional practices and student supports.	Social Justice, Inquiry & Reflection & Respect & Relationships
Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development and learning theories by applying a student in a case study.	Inquiry & Reflection Respect & Relationships

Professional Standards
Not Applicable

Required Texts

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

Pearson Education.

Gorski, P. C. & Pothini, S.G. (2018). Case studies on diversity and social justice education. New

York: NY: Routledge.

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

Your participation during virtual, in-person and online (e.g. Blackboard) is critical to you and your classmates' success in understanding and learning the material

Blackboard discussion is an outstanding method for conducting asynchronous discussion focused on specific topics. Since this class is a hybrid, 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. **Case Study & Student Application Project**

Students will read or watch and complete case study assignments throughout the semester. 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 case study & student 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 and student application project, please read the rubric carefully before writing your analysis. It is expected that this paper will be a minimum of six (double spaced) pages. First, please provide a brief overview of the situation. Then give four examples of problems that occurred in the case study and explain why the event is a problem. Then, correctly apply at least eight 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.

The last component of this assignment is to select a student in the case study and describe how you would support that student. Please describe strategies for determining motivation, creating a supportive learning environment and strategies for meeting the diverse needs of adolescents. 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 Chapters 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 ten pages long (double-spaced)**. Please** apply a minimum of ten 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 **(25 Points).** The rubric is provided in Appendix C.

4. Theory to Practice Presentation

You will begin by forming groups of two to four based on a shared interest in a psychological theory or related topic to this course. To start the research process, each group should read the relevant chapter(s) in the textbook and locate a minimum of five articles with **at least two being scholarly research articles.** The scholarly articles 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 at least five articles. The group should create two or 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 conclusions. The rubric is provided in Appendix D.

5. Equity Reflection

The reflection will be a synthesis of class readings and discussions, personal connections and future goals to work on to support equity in your current or future classroom.

1. Evidence of Course Reading and Class Activities – Briefly synthesize the enduring understandings that you have gained.

2. Personal Application (Metacognition) – Analyze how the course readings and class activities can be applied to help you to understand yourself as a professional learner, others and course concepts.

3. Generalized Student Application – Explain how you will apply what you have learned to a classroom setting or when working with adolescents.

Written Assignments: All written assignments must be typed. Assignments are to be turned in to Blackboard at the beginning of class on the date due. 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 7th 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:

Online Participation	15 points
Case Study and Student Application Project	25 points
Motivation paper	25 points
Theory to Practice Presentations	20 points
Equity Reflection	15 points
Total	**100 points**

Grading

Grade	Grading	Grade Point
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/polices-procedures/

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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.

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.

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Class Schedule

Note: Please see the lesson folder for each class in Blackboard to access the daily learning experiences. The readings are due by the date in the syllabus.

Class Date & (Location)	Class Topic / Location	Reading & Multimedia	Activities / Assignments Due Dates
Class 1 **January 27th**	**Introductions & Course Overview (Zoom - Virtual)** **Introductions** Review Syllabus Course Materials APA format	Chapter 1 Chapters 1-2 (Gorski & Pothini, 2018) Review APA format links in 'Additional Handout & Resources' Folder	Please go to http://courses.gmu.edu to read the syllabus, take a look at the supporting materials for the course.
Class 2 **February 3rd**	**Developmental Characteristics and Theories (Asynchronous)**	Chapter 2 Chapter 3 Review GMU Database videos in 'Additional Handout & Resources' Folder	**Discussion Board Participation**
Class 3 **February 10th**	**4 Learning Theories: Behavioral, Cognitive, Constructivist and Social Cognitive (Virtual - Zoom)**	Chapter 6 Chapter 7 3.2 Trouble with Grit (Gorski & Pothini, 2018) 11.3 A Legacy of Privilege on the Soccer Pitch (Gorski & Pothini, 2018)	
Class 4 **February 17th**	**Continuation of 4 Learning Theories (Virtual - Zoom)**	Chapter 8 Chapter 9 3.5 Technology Progress, Equity Regress (Gorski & Pothini, 2018)	**Select Theory to Presentation topic and post on Discussion Board**
Class 5 **February 24th**	**Motivation and Learning Strategies (Virtual - Zoom)**	Chapter 10 Tomlinson & Sousa, 2020 The Unmotivated Student Case Study	
Class 6 **March 3rd**	**Continuation Motivation and Learning Strategies (Virtual - Zoom)**	Chapter 11 Lent & Gilmore, 2014 Jackson, 2014 5.1 Protesting the Pledge	

Class 7 March 10th	Independent Work Session (Asynchronous)	No Readings Work on Motivation paper & Theory to Practice presentation	
Class 8 March 17th	Learning Strategies and Teaching for Mastery (Virtual - Zoom)	Chapter 13 5.2 Not Time for Stories (Gorski & Pothini, 2018) 5.4 Multicultural Day (Gorski & Pothini, 2018)	Motivation Paper due on Blackboard
Class 9 March 24th	Equity (Innovation Hall - 215G)	Chapter 4 Benson & Fiorman, 2019 Rebora, 2019 6.1 Black Lives Matter (Gorski & Pothini, 2018) 6.2 Teaching Race w/Huckleberry Finn (Gorski & Pothini, 2018)	
Class 10 March 31st	Independent Work Session (Asynchronous) Please complete two online modules and submit a copy or picture of certifications to Blackboard by April 7th.	No Readings	Module 1: Dyslexia http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html Module 2: Supporting Our Military–Connected Children in School Settings: Moving them from Risk to Resilience" Training Module. To access and view the module: go to https://training.gmu.edu.
Class 11 April 7th	Equity: Teaching Every Student (Innovation Hall - 215G)	Chapter 5 Jensen, 2013 Laprairie et al., 2010 8.1 Surprise Fire Drill (Gorski & Pothini, 2018) 10.1 Student Interpreter (Gorski & Pothini, 2018)	Blackboard submission for both modules (copy or picture of certificate) due April 7th.

Class 12 April 14th	**Learning Environment (Virtual)**	Chapter 12 Benn, 2018 Simmons, 2019 Proofreading Case Study	
Class 13 April 21st	**Assessment practices (Innovation Hall - 215G)**	Chapter 14 8.4 Behavior Mgt Missing the Mark (Gorski & Pothini, 2018)	
Class 14 April 28th	**Class & Equity Conclusions (Innovation Hall - 215G)**	7.1 Boys v. Girls Trivia Contest (Gorski & Pothini, 2018) 7.2 Gendered Bathrooms (Gorski & Pothini, 2018)	**Equity reflection due on Blackboard.**
Class 15 May 5th	**Class Conclusions**		**Blackboard submission of Application Case Study & Student Application Project by May 5th.**

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 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.

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

	Exemplary 5	Proficient 4-4.5	Limited 3.5	Unsatisfactory Below 3.5

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Critical Analysis on Blackboard (/ 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.	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.
Participation in the Learning Community (/ 5pts)	Class discussions (spoken, written, posted in Blackboard) actively stimulate and sustain further discussion by building on peers' responses and adding thoughts with supporting evidence.	For the most part, class discussions (spoken, written, posted in Blackboard) actively stimulate and sustain further discussion by building on peers' responses and adding thoughts with supporting evidence.	Class discussions (spoken, written, posted in Blackboard) sometimes stimulates and supports discussions and personal thoughts.	Class discussions (spoken, written, posted in Blackboard) have limited contributions to class discussions or personal thoughts.

*5 points = Completion of specific assignments during the semester

___ / 15 pts

Appendix B

Case Study & Student Application Project

	Exemplary 5	Proficient 4.5	Limited 4.0	Unsatisfactory 3.5 and below

Dippold, SEED 540

Problem Statement (Case Study) _____ / 5 pts	The problem clearly outlines the teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations and/or paraphrasing from the case study are used to support the four examples of classroom problems.	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 and/or paraphrasing from the case study are used to support the four examples of classroom problems.	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 and/or paraphrasing from readings vaguely support these perspectives.	The paper lacks a clear problem statement with no citations from the case study.
Action Plan (Case Study) _____ /10 pts	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 eight educational psychological theories, strategies or techniques. Definitions from textbook and articles are linked to the solution.	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 eight educational psychological theories, strategies or techniques. Definitions from textbook and articles are included in the solution.	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 or techniques. The definitions from textbook and articles may be included in the solution.	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.
Demonstrate an understanding of the strategies for determining motivation, prior	The description includes four or more strategies for determining student motivation, prior knowledge,	For the most part, description includes four or more strategies for determining student motivation,	The description somewhat includes strategies for determining student motivation, prior knowledge, values	The description lacks strategies for determining student motivation, prior knowledge,

knowledge, values and goals (Student Application) _____ / 5 pts	values and goals in detail from textbook and references.	prior knowledge, values and goals in detail from textbook and references, but could be in greater detail or aspects may be unclear.	and goals.	values and goals.
Demonstrating an understanding of creating a supportive learning environment and strategies for meeting the diverse needs of adolescents. **(Student Application)**	The description includes four or more strategies to create a supportive learning environment or meet the diverse (social emotional, linguistic and physical) needs of adolescents.	For the most part, the description includes four or more strategies to create a supportive learning environment or meet the diverse (social emotional, linguistic and physical) needs of adolescents.	The description somewhat includes strategies to create a supportive learning environment or meet the diverse (social emotional, linguistic and physical) needs of adolescents.	The description lacks strategies to create a supportive learning environment or meet the diverse (social emotional, linguistic and physical) needs of adolescents.

_____ / 25 points

Appendix C

Motivation Paper

	Exemplary 5	Proficient 4.5	Limited 4.0	Unsatisfactory 3.5 or below

Concepts _____ / 5 pts	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 ten psychological concepts with clear explanation of each concept.	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.	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.	The paper has limited or no definition of motivation. The paper has missing psychological concepts or they are not explained in detail.
Application _____ / 5 pts	The paper provides a clear explanation for at least three action steps you would take as a result of the interview to apply to your current or future classroom to support students.	For the most part, the paper provides a clear explanation for at least three action steps you would take as a result of the interview to apply to your current or future classroom to support students.	The paper somewhat provides an explanation for actions steps as result of the interview.	The paper has limited or little explanation of action steps that would be taken as a result of the interview.
Analysis _____ /5 pts x 2 = 10 points	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 in at least three ways.	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 in three ways.	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.	The paper has limited or little analysis of how the interview experience contributed to understanding yourself, others, and/or course concepts.
Professionalism _____ / 5 pts	The paper has no errors and properly cites APA if	The paper has few grammatical and APA errors.	The paper has some grammatical and APA errors.	The paper has many grammatical and

	applicable.			APA errors.

_____ / 25 points

Appendix D

Theory to Practice Presentation Rubric

	Exemplary (5)	Proficient (4.5)	Limited (4.0)	Unsatisfactory (3.5 or below)

Subject Knowledge (Presentation Content) _____ / 5 pts x 2 = 10 points	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 extends well beyond topics not addressed in class or text.	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 topics not addressed in class or text.	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 topics not addressed in class or text, but additional information would have added to the quality of the presentation.	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 topics not addressed in class or text.
Presentation & Research _____ / 5 pts	Information is presented in a logical and interesting sequence, which the audience can follow. Presentation incorporates excellent and relevant visuals with at least five references.	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 with five references.	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 and inadequate research.	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 and little research is completed.
Professionalism & Group Discussion Post and/or Video Presentation _____ / 5 pts	The group provides two or three thoughtful questions to support class analysis and discussion on the topic. No grammar	The group provides two or three questions to support class discussion on the topic. Presentation has a grammatical or APA errors.	The group provides some questions to support class discussion on the topic. Presentation has some grammatical or APA errors.	The group provides few if any questions to support class discussion on the topic. Presentation has several misspelling and or grammatical errors.

or APA errors.				

Grade:_____ / 20 pts   Comments: _____

Appendix E

Equity Reflection

	Exemplary (5)	Proficient (4.5)	Limited (4)	Unsatisfactory (3.5 or below)

Clarity and Evidence of Course Readings & Class Discussions _____ / 5 pts	The course readings and class discussions are synthesized to demonstrate a deep conceptual understanding of **content and connections to equity.**	For the most part, the course reading and class activities are discussed with an understanding of **content and connections to equity.** Minor, infrequent lapses in clarity and explanation.	There are some discussions about course readings and **class activities** with a limited understanding of **content and connections to equity.** There are some lapses in clarity and explanation.	There is little discussion about course readings and **class activities** with an understanding of **content and connections to equity.** There is little if any clarity and explanations.
Personal Application (Metacognition) _____ / 5 pts	The reflection moves beyond simple description of the understanding to an analysis of how the reading and class experiences contributed to understanding yourself, others, and/or course concepts.	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.	The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.	The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.
Generalized Student Application _____ / 5 pts	A clear connection to classroom application is made using specific details or examples.	For the most part, a connection to classroom application is made using specific details or examples.	A connection is somewhat made with generalized application.	A connection is lacking or missing to generalized application.

Grade:_____ / 15 pts   Comments: _____