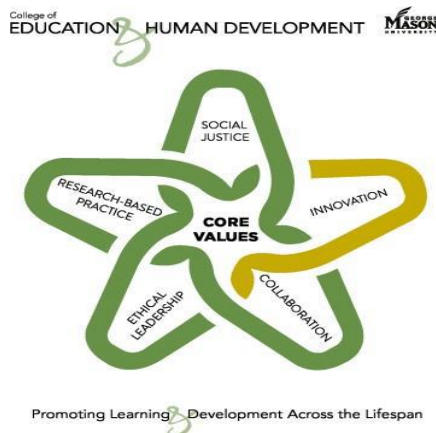


George Mason University
College of Education and Human Development
Professional Studies Course
Advanced Professional Teacher Development & International Education (APTDIE)
School of Education



EDUC 501 DL1/DP1/6A1 – Human Development and Learning
3 Credits, Fall 2023
October 16 – December 8, 2023
Asynchronous, Online

Faculty

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Prerequisites/Co-requisites

None

University Catalog Course Description

Examines human growth and development through physical, cognitive, language, social/emotional, and moral developmental domains.

Note: This course has been primarily designed as a professional studies course for in-service, provisionally licensed teachers; it is not eligible to apply toward a Mason initial licensure program; it may be applied toward degree progress or transferable toward a degree program with permission of the student's advisor.

Course Overview

This course is designed to develop an understanding of human growth and development. Students will explore the various domains of development – physical, cognitive, language, social/emotional, and moral – through the major theories of educational psychology.

Course Delivery Method

This course will be delivered online (76% or more) using 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. The course site will be available on October 9, 2023.

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.

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

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:
 - 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:** Because asynchronous courses do not have a “fixed” meeting day, **our week will start on Monday and 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 [3] times per week.
- **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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain the typical developmental characteristics of children/students in PK-12 grade classrooms.
2. Explore the impact of cultural, linguistic and exceptional diversity on learning in PK-12 grade classrooms.
3. State the principals of learning theory and relate the principles to teaching strategies.
4. Examine the service models for diverse learners in PK-12 schools.
5. Understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education.
6. Become familiar with the following aspects of prevention of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, and interventions.
7. Become familiar with gifted education, identifying gifted students, and developmental delays.
8. Identify research and web-based educational resources across the various domains of development.

Professional Standards – InTASC Model Core Teaching Standards and Learning Progressions for Teachers

Upon completion of this course, students will have met the following professional standards:

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Required Texts

McDevitt, T. M. & Ormrod, J. E. (2019). *Child Development and education* (7th edition). New York, NY: Pearson. ISBN: 978-0134805740

Recommended Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th edition). Washington, DC: American Psychological Association.

Course Performance Evaluation

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

Assignments and/or Examinations**Major Assignments Overview**

Assignment	Percentage of Overall Grade	Due Date
Informed & Professional Class Participation	25%	Weekly
Module Activities	10%	Oct 29 & Nov 5
Quizzes	15%	Oct 22, Nov 12, & Nov 19
Influences on Learning Presentation	20%	Nov 27
Child/Adolescent Study	30%	Dec 4

Each course assignment is described below. Further details and rubrics for each assignment are located on Blackboard. **It is strongly recommended that students develop an organized plan for working on the major assignments throughout the semester.**

1. Informed and Professional Class Participation (25%)

Class participation is evidenced by thoughtful, thorough completion of all activities in the Weekly Modules. Thus, candidates' discussion and other work should reflect learning from

readings, videos, and any other online content within the Weekly Modules. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a highly qualified, reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive classrooms.

Note for Online Courses:

The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, addition to a Wiki page, etc.) are opportunities for students to demonstrate thorough engagement with all course content in the Weekly Modules. A class participation rubric that outlines these expectations is located on Blackboard.**

Students are expected to complete an **initial Discussion Board post by Thursday night at midnight and to respond briefly but thoughtfully to two peers' posts by Saturday night at midnight. On Sundays, you have a chance to respond to any given feedback.** Initial Discussion Board posts should be **two well-developed, carefully constructed, concise paragraphs, written in professional language, that synthesize students' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module.** In other words, the questions in the prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question.

Responses to peers' posts should be at the paragraph level and must be thoughtful and respectful. Responses to peers should include further connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice. Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as highly qualified, reflective practitioners as well as to learn from peers' thinking and experiences.

2. Activities (10%)

In addition to weekly discussions, there will be two module activities during the semester. Each activity is correlated to the module in which it is located and will require the student to put theory into action. Detailed directions and rubrics will be provided on Blackboard.

3. Quizzes (15%)

There will be three open book quizzes throughout the semester. The quizzes will consist of multiple choice and short answer questions. Students may use their texts to complete the quiz.

4. *Influences on Learning Presentation (20%)*

This project is designed to increase your knowledge about various factors that influence students and their ability to engage in learning. The concept (or *influence*) you choose should help you work more effectively with students and should be related to topics in the course. Examples of topics include: the importance of play in early childhood, gifted and talented students, the effects of divorce on children, inclusion in international schools, mobility/transition, cultural influences on teaching/learning, etc...

Each student will utilize a multimedia tool (Prezi, iMovie, PowerPoint, etc.) to design a presentation on the group's selected topic. ***The presentation should have a script that is audio recorded with the presentation.*** Presentations will be shared with the entire class online. The goal of the presentation is to teach your fellow classmates about this specific topic, and the presentation should be viewed as one that could be presented in a professional development session for teachers.

To gather your data, review several sources. Two to three of your sources should come from *traditional references* such as referred journals or books. You may use the Internet as a source of information, but you will need to evaluate the quality of the information you find and reference it properly. Read and review what you have found, then select a *minimum of five sources* for your presentation of the key findings on the topic. **In addition**, supply at least *five* on-line resources that your colleagues can draw upon to find further resources and information about your topic. **Please note the presentation is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as a teacher.**

The presentation will count for **20%** of your final grade, and the rubric can be located on Blackboard.

5. *Child/Adolescent Study (30%)*

The case study is a rich portrait of the development of a student that you observed in the school context. It is based on your written observations, interactions with the child and includes general descriptive information about family, community, and cultural context. The purpose is to help you learn how to observe children and collect data systematically so that you gain insight into development. These skills will enable you to assess students and plan developmentally and culturally appropriate learning experiences for them.

Each student will conduct a study of one child or adolescent to examine the developmental domains. Using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews, etc., students will write a 12-15 page paper that describes the key findings. The Child/Adolescent Study guidelines document, which contains detailed directions, and the Child/Adolescent Study rubric can be found on Blackboard.

The Child/Adolescent Study will count for **30%** of your final grade.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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

See the University Catalog for details:

<https://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: Students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/altered by another person. The use of such text without proper attribution is a violation of academic integrity.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course.

Professional Dispositions

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

Course Schedule

Faculty reserve the right to alter the schedule as necessary, with notification to students.

Module 1	Introduction to Child and Adolescent Development and Sociocultural Perspectives
Dates	Oct 16-22
Readings	Chapter 1 – Introduction to Development Chapter 3 – Family, Culture, and Society
Assignments	Complete readings Post self-introduction Participate in discussion board 1 Complete Quiz 1 by 10/22 Review "Taking It Into the Classroom" Review "Material in Practice"

Module 2	Biological Development
Dates	Oct 23-29
Readings	Chapter 4 – Biological Development Chapter 5 – Physical Development
Assignments Due	Complete readings Participate in discussion board 2 Activity 1 – Interview another Teacher – due by 10/29 Review "Material in Practice"

Module 3	Cognitive Development Theories and Cognitive Processing
Dates	Oct 30-Nov 5
Readings	Chapter 6 – Cognitive Development: Piaget and Vygotsky Chapter 7 – Cognitive Development: Cognitive Processes
Assignments Due	Complete readings Participate in discussion board 3 Activity 2 – Cognitive development – due by 11/5 Review "Taking It Into the Classroom" Review "Material in Practice"

Module 4	Social and Emotional Development and The Learner and Social Development
Dates	Nov 6-12
Readings	Chapter 11 – Emotional Development Chapter 12 – Self and Social Understanding
Assignments Due	Complete readings Participate in discussion board 4 Complete Quiz 2 by 11/12 Review "Taking It Into the Classroom" Review "Material in Practice"

Module 5	Intelligence and Academic Development
Dates	Nov 13-19
Readings	Chapter 8 – Intelligence Chapter 10 – Development in the Academic Domains
Assignments Due	Complete readings Participate in discussion board 5 Complete Quiz 3 by 11/19 Review "Taking It Into the Classroom" Review "Material in Practice"

Module 6	Language Development
Dates	Nov 20-26
Readings	Chapter 9 – Language Development
Assignments Due	Complete readings Participate in discussion board 6 Review "Material in Practice" Influences on Learning Presentation due by Monday, Nov. 27th (Note: Extended due date - Thanksgiving Break 11/22-11/26)

Module 7	Self-Regulation and Motivation and Moral Development
Dates	Nov 27-Dec 3
Readings	Chapter 13 – Self-Regulation and Motivation Chapter 14 – Moral Development
Assignments Due	Complete readings

	Participate in discussion board 7 Review "Taking It Into the Classroom" Review "Material in Practice" View Influences on Learning Presentations – Synchronous Session (if possible) Work on Child/Adolescent Study paper
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Closing Module	Development in Review
Dates	Dec 4-8
Readings	Reflective Discussion Board (no additional readings)
Assignments Due	Complete Student Ratings of Instruction / Course Evaluation <i>Thank you ☺</i> Submit Child/Adolescent Study due by Monday, Dec 4th Participate in discussion board 8 by Wednesday, Dec. 6 th (last day of class)

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/>).

Campus Resources

- 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/> .

Child/Adolescent Study Rubric

Criteria	Exceeds Standard - 4	Meets Standard – 3	Approaches Standard – 2	Needs Improvement - 1
Physical Description of the Child	Description of the child/adolescent gives a comprehensive picture of their physical development and ways to foster active and healthy life styles	Description of the child/adolescent gives a clear picture of their physical development and ways to foster active and healthy life styles	Description of the child/adolescent gives an incomplete picture of their physical development and is supported by a brief description to support active and healthy life styles	Little to any physical description of the child/adolescent with no further description of active/healthy life styles
Socio-cultural context	Establishes contact with other teachers, parents and other resource personnel to provide a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status.	Establishes contact with other teachers, parents and other resource personnel to provide a very good description of the family, school, community and culture, including language and socio-economic status, is provided.	Establishes limited contact with other teachers, parents and other resource personnel to provide a satisfactory description of the family, school, community and culture is provided.	Description is vague and unclear with no connections to parents, teachers, resource personnel.
Summary of child’s capability in the developmental areas	Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child/adolescent’s development is clearly documented all areas and supported with significant evidence to support teaching implications	Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child/adolescent’s development is documented in the five areas with sufficient evidence to support teaching implications	Provide limited evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child/adolescent’s development is minimally documented in 5 areas with sufficient evidence to support teaching implications	Provide little evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child/adolescent’s development are insufficient with little evidence to support teaching implications
Teaching Implications	Uses informal assessment strategies to plan instruction that will promote continuous development. Thoroughly and effectively describes	Uses informal assessment strategies to plan instruction that will promote continuous development Very good description between	Uses informal assessment strategies to plan instruction that will promote continuous development Satisfactory description of the	Use informal assessment strategies to plan instruction that will promote continuous development Description is

	the connection between collected data and teaching recommendations that are supported by research.	collected data and teaching recommendations that are supported by research.	relationship between data collected and teaching implications supported by some research.	vague and unclear. No clear research support is given for teaching implications.
Critical Reflection on Case Study	Demonstrates in-depth and comprehensive reflection of case study experience and relationship to research on child/adolescent development, teaching implications and findings from the study.	Demonstrates a clear reflection of case study experience and relationship to research on child/adolescent development, teaching implications and findings from the study.	A satisfactory reflection of case study experience with ties to research on child/adolescent development, teaching implications and findings from the study.	Nominal reflection of learning from case study experience
Overall:	Individual case study is comprehensive and presented in a professional a timely manner, following APA guidelines.	Individual case study is clearly presented in a professional and timely manner following APA guidelines.	Individual case study is incomplete but presented in a professional and timely manner, some APA mistakes.	Individual case study is incomplete and not presented in a professional or timely manner, multiple APA errors.