

**George Mason University**  
**College of Education and Human Development**  
**Educational Psychology**

EDEP 603 [001] – Theory and Applications in Educational Psychology  
3 Credits, Spring 2023  
Thursdays 7:20-10:00 PM Innovation 336—Fairfax Campus  
Hybrid -Face-to-face and online synchronous

**Faculty**

Name: Dr. Kimberly Sheridan  
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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Applies foundational theories of learning, cognition, motivation and human development to diverse educational scenarios. Provides opportunities to analyze such scenarios and recommend interventions to assess and promote learning, motivation, and engagement in a wide variety of learning contexts across the lifespan.

**Course Delivery Method**

This is a hybrid course, combining face-to-face meetings, synchronous on-line sessions and occasional asynchronous sessions. About 50% of course meetings will be held on-line. Instruction is primarily through lecture, discussion, and working on projects individually, in small groups and as a whole group.

**Communication with professor:** I try to respond to emails within 48 hours Monday through Friday. If you have not received a response from me in that time, please send a reminder. Conversely, if you send a question that you resolve before hearing from me, please let me know that you no longer need a response.

**Learner Outcomes or Objectives**

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

1. Analyze educational scenarios and situations to identify opportunities for interventions to support learning and motivation.

2. Use scholarly theoretical and empirical literature to understand and contextualize learning and motivation issues in educational settings.
3. Identify theories of learning and cognition relevant to specific complex educational problems and apply theories of learning and cognition to inform recommendations for improvement.
4. Identify motivational dimensions of diverse learning situations and apply motivational theories to inform recommendations for improvements.
5. Identify developmental aspects in educational scenarios and situations and recommend developmentally appropriate responses for individuals and groups to support learning, cognition, and motivation.
6. Engage as an educational psychology professional building collaborative skills and communicating with outside individuals and organizations .

### **Program Standards**

Upon completion of this course, students will have met the following program standards (updated May 2021):

**Standard 1.** Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

**Standard 4.** Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

**Standard 5.** Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

### **Required Texts**

This course uses textbooks as resources for cases rather than as a series of reading assignments. To this end, we will draw on a variety of open-educational resources:

Nasir, N.S., Lee, C.D., Pea, R., & McKinney de Royston, M. (Eds.). (2020). Handbook of the Cultural Foundations of Learning (1st ed.). Routledge. <https://doi.org/10.4324/9780203774977>  
[https://www.researchgate.net/publication/341087737\\_Handbook\\_of\\_the\\_Cultural\\_Foundations\\_of\\_Learning/link/6372bcd82f4bca7fd0600884/download](https://www.researchgate.net/publication/341087737_Handbook_of_the_Cultural_Foundations_of_Learning/link/6372bcd82f4bca7fd0600884/download)

National Academies of Sciences, Engineering, and Medicine. 2018. *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24783>.

<https://nap.nationalacademies.org/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures>

GMU library on-line resource:

Corno, L., & Anderman, E. M. (2016). *Handbook of educational psychology* (Third edition.). Routledge.

Available as an on-line resource through [libraries.gmu.edu](http://libraries.gmu.edu)

Two human development texts are available through Open Educational Resources:

<https://www.oercommons.org/courses/human-development/view>

<http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

## **Course Performance Evaluation**

Students are expected to submit all assignments on time through the Blackboard system unless otherwise noted.

- **Assignments**

1. Journals and collective case analyses: Students will regularly complete and upload to their Bb journals reflective memos and structured case analyses of various educational scenarios. This work will be completed both in-class and outside of class. The set of these will be reworked and reviewed throughout the course, but submitted as a collection for grading at the end of the semester. 30%
2. Individualized tutoring or coaching plan: Students will work with an individual to solve a targeted educational problem or meet a learning or motivational goal. To this end they will draw up a plan that uses educational psychology and learning sciences literature on learning, cognition, motivation and development to inform how they will approach the problem. They will then work with the individual and assess the effectiveness of the intervention and using the literature to design the next iterative step. Further details on the assignment will be provided in class. 20%
3. Group organizational profile
  - a) Goup component: Students will select an educational organization to analyze using literature on learning, cognition, motivation and development and present on their findings 15%
  - b) (key assessment): Individual case analysis of a component of your studied organization 25% .  
See end of syllabus for details and rubric.
4. Course engagement: Regular contributions to groupwork, class discussions. 10%

## **ADDITIONAL COURSE POLICIES**

### **Paper Format**

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman or similar font.

- Include the following information: title, name, date, professor, course number.
- All papers should be proofread for spelling, grammar, and clarity errors; citation and references in APA format.
- Titles of uploaded files should include submitter's last name.

### **Late Assignments**

Assignments are due submitted in Blackboard at or before the start of class on the assigned due date unless otherwise noted. Late assignments will be marked down by half a letter grade for each day the assignment is late unless otherwise noted. If there are questions or concerns about a particular situation, please contact me via email in advance of the deadline.

### **Use of Generative AI**

This course aims to develop your writing and reflection skills as you think of how to apply educational psychology theories in varied contexts. The use of Generative AI (e.g., ChatGPT) is strongly discouraged. If a student nonetheless chooses to use AI on any assignment, a clear account of how it was used and citation of the tool used is required. It is the professor's discretion to downgrade work that uses AI if the resulting work does not sufficiently reflect the students' own thinking and writing. Not reporting use of AI is considered a violation of Academic Integrity.

### **On line class sessions**

**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. Please f**

### *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/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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 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/](http://www.apple.com/quicktime/download/)

## Grading Scale

Your final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	F < 70%	

## Professional Dispositions

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

## Class Schedule

(This is a tentative course and assignment schedule, which may change. The most current schedule will be available on the Blackboard site).

Week	Content	Potential Resources	Assignments <b>DUE</b>
1 Thurs 1/18 In-person Innovation 336	Thinking like an educational psychologist -appreciating the complexity of any educational situation -analyzing using multiple lenses grounded in research literature (sociocultural lens, cognitive lens, developmental lens, motivational lens) Syllabus review	How People Learn; Intro to Handbook of the Learning Sciences, Table of Contents Table of contents of the Handbook of Educational Psychology	
2 Thurs 1/25 On-line	Seeing the complexity in education: Case: Early childhood education setting Developmental lens - 2.5-5 years old (children of different ages) -Parents and Teachers (adults)	Nasir et al. (2020) Chapter 2: Lee, Meltzoff & Kuhl  Review Ch 4 Early Childhood Development 115-164 in <i>Lifespan Human Development</i>	Complete Blackboard week materials and Journal Entry 1: Reflection on the lenses

3 Thurs 2/1 in-person Innovation 336	Early childhood education case: Sociocultural lens	Preschool in 3 cultures Rogoff parent- child interaction videos Vygotsky  Open Education Resources	Complete Blackboard week materials and Journal Entry 2: Early childhood center observation <b>Due: Individual tutoring proposal: Who you are going to work with, what you are going to work on? (2 session intervention)</b>
4 Thurs 2/8 On-line	Early childhood education case: Learning and motivation lens	How people learn II, Ch 3, Ch 6	Complete Blackboard week materials and Journal Entry 3: Sociocultural analysis using readings/lecture/discussion
5 Thurs 2/15 In person Innovation 336	Middle childhood case: Design-based research IMLS study (6-10 year olds plus parents), teachers and community STEM professionals in libraries— hands on ‘making’ Developmental and sociocultural lens	Select from literature in Bb folder titled Design Based Research.	Complete Blackboard week materials and Journal Entry 4: <b>Due: Individual tutoring plan informed by literature.</b>
6 Thurs 2/22 On-line	Middle childhood case: Learning and motivation lens	Individual Tutoring Plan Readings Resources IMLS case materials  Review Chapter 5 Middle and Late Childhood in <i>Lifespan Human Development</i>	Complete Blackboard week materials and Journal Entry 5: IMLS case: Development and sociocultural components
7 Thurs 2/29 In-person Innovation 336	Review of cases and what we’ve learned, Integrating frameworks	Individual Tutoring Plan Readings  Review of materials	Complete Blackboard week materials and Journal Entry 6: Final version of case developed, reflection.
Thurs 3/7	<b>SPRING RECESS—NO CLASS MEETINGS</b>		

8 Thurs 3/14 On-line	Adolescent case  Development and sociocultural lens Generate ideas for group organization profile	Adolescent development readings and resources on Bb Review Ch 6 in <i>Lifespan Human Development</i> P 215-245	Complete Blackboard week materials and Journal Entry 7  <b>Summary of 2 week individual tutoring due, reflection and proposed plan for iteration due.</b>
9 Thurs 3/21 In-Person Innovation 336	Adolescent case: Learning and motivation lens	Adolescent Development Readings and Resources on Bb	Complete Blackboard week materials and Journal Entry 8
10 Thurs 3/28 Online	Review, Integrating frameworks	Organizational Profile Plan Readings	<b>Group organizational profile plan due</b> Identify potential individual areas of focus in organization
12 Thurs 4/4 On line	Adult—development and sociocultural- multiple examples	Adult development: Work Ackerman & Kanfer (2020)  Review Ch 7 & 8 Emerging Adulthood and Middle Adulthood In <i>Lifespan Human Development</i>	Complete Blackboard week materials and Journal Entry 9 : Who are the adults in your organization? What are their roles? How do adult developmental and sociocultural theories apply to your group profile?
11 Thurs 4/11	No class session: Meet with your group to work on your organizational profile. (Dr. Sheridan at AERA conference).		
13 Thurs 4/18 On-line	Group organizational profiles presentations (online)		Group Organizational profile presentation with individual case ideas shared.
14 Thurs 4/25 In-Person	Group organization profile presentations (in person)		Final reflection journal entry 10, submit full set of entries for review.

Innovation 336	Integration of frameworks, Revisiting what it means to think like an educational psychologist		
15 Thurs 5/2			<b>Individual case project due</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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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**Assignment Description:**

Group organizational profile

Teams of students (2-4 per group) will prepare a detailed profile of a non-profit organization that engages in some support of learning or educational activities. This could be an explicitly education focused organization or it could be an organization that has an educational component. If the latter, the profile should primarily focus on their educational programs. One part of the profile will describe the organization’s mission, their espoused “theory of action” and their activities. The second part of the profile should focus on identifying connections to the course readings and ideas.

To get insight into the organization:

- a) Review and analysis of on-line materials related to the organization.
- b) Have direct communication with the organization through informational interview(s) and/or site observation(s) (transcript/notes from this data collection should be included in an appendix to the presentation).
- c) Each group will give an oral presentation to share their analysis:
  - a) describe the organization you profiled
  - b) connect it to theoretical and empirical concepts from the course

- c) make recommendations based on theoretical and empirical concepts from the course.

Individual component:

Each team member will choose a more discrete educational component/event/activity within the organization to focus on more deeply. In a 3-5 page paper, use course concepts to describe the educational event and discuss:

- a) How the educational event considers/should consider developmental aspects of participants.
- b) Identify how relevant theories and concepts of learning and cognition apply to the educational event.
- c) Identify how theories of motivation apply to the educational event.
- d) Make recommendations based on the above analyses.

**Rubric for Individual Component of Organizational Profile**

	<b>Does not Meet Standard</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>
<b>Statement of purpose</b>	Incomplete and unclear explanation of rationale for the task and main arguments	Clear explanation of rationale for the task and main arguments but some minor details were missing	Clear and complete explanation of rationale for the task and main arguments
<b>Presentation of instructional event</b>	Incomplete description of the event	General description of the event was presented but enough detail to understand the event	Complete and detailed description of the event was presented
<b>Grounding in literature</b>	Analysis of the event is not grounded in theories of development, motivation or learning.	Analysis of the event is partially grounded in theories of development, motivation and learning.	Analysis of the event is well-grounded in theories of development, motivation, and learning.
<b>Recommendations for Improvements</b>	Recommendations are unclear and are not supported by scholarly literature.	Recommendations are clear, but only somewhat based in scholarly literature.	Recommendations are clear and consistently and thoughtfully draw on scholarly literature.
<b>Writing and Mechanics</b>	Writing is unclear with many grammatical errors and errors in APA style.	Writing is generally clear with few grammatical errors. APA style is generally followed.	Writing is clear with few to no errors. APA style is followed accurately.

