

**Human Development and Learning in Social and Educational Contexts (EDP 201)
Spring 2012 Syllabus**

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Required Text

Woolfolk, A. (2010). Educational Psychology (11th Edition). New Jersey: Merrill.
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Catalog Description

In-depth examination of theoretical issues and principles of human development and learning, including developmental changes, motivational and learning processes, exceptionalities and other individual differences, and dynamics of social groups. Various ways human development and learning can be fostered within diverse social and educational contexts and the interactive influences of contextual differences on the direction and nature of these processes will be a major focus for systematic inquiry. (Fulfills MPF and CAS requirements)

Course Objectives

1. Gain understanding of the methods of inquiry used to increase the human development and learning knowledge base and of methodological strengths and limitations in the conduct and interpretation of such research.
2. Gain understanding of the intellectual, social, moral, personality, and physical/motor processes of human development and the effects of various social and educational contexts of these processes, especially as they affect early childhood, middle childhood, and adolescent development.
3. Critically analyze major theories of learning and the contextual factors that affect learning processes, especially as they influence early childhood, middle childhood, and adolescent learners.
4. Evaluate factors such as intrinsic/extrinsic loci, attributions, motivational hierarchies, goal structuring, and processes by which these factors interact with racial, gender, ethnic, and cultural barriers present in contextual systems, especially as they influence the motivational achievement of individuals during early childhood, middle childhood, and adolescence.
5. Explore individual differences that affect development patterns, rates of change, and effectiveness of learning in typical and exceptional individuals, within the context of cultural, ethnic, gender, and racial interactions, especially during early childhood, middle childhood, and adolescence.

6. Critically analyze the contexts that influence social interactions with peers, parents, teachers, and others in the human community, such as peer interactions, group decision-making processes, competition and cooperation in learning, and interpersonal communication, especially in relation to the family/school community contexts present in early childhood, middle childhood, and adolescence.
7. Gain understanding of common terms used in measurement and assessment. Critically analyze the current use and potential utility of standardized assessments and individual measurements as applied to preschool, school age, and other populations.

Course Format

This is a hybrid course meaning that it incorporates both online and face-to-face instruction. We believe that you will benefit greatly from this combination because you can work at your own pace and come to class for additional help. The online portion of the course is delivered via Niihka, and mandatory face-to-face sessions form the classroom portion of the course.

We believe that significant learning can occur when students work together and share ideas. Group work promotes the ideas of responsibility, teamwork, and the development of interpersonal skills to name a few. These are important parts of your education and we incorporate them into this course. You may not initially know your group members but that will change over time. This course will be easier and more fun if you agree to work together.

We want to encourage groups that are functional and successful. If any group is experiencing difficulties or is not on the path to success, we will intervene and together we will work towards an optimal solution.

Course Components

Please familiarize yourself with the various course components.

Weekly Quizzes

You are required to complete Weekly Quizzes over the course of the semester. These Weekly Quizzes are individual work and each must be completed before its deadline. The deadlines for Weekly Quizzes are posted in Niihka. You should use the course calendar to stay on track.

The items on each Weekly Quiz are randomly selected from a pool of multiple-choice and alternate-choice items. If you read the chapters earnestly, complete the posted supplementary tasks for the chapter, and come to the F2F Sessions, you should do well on the Weekly Quizzes. Please review your Weekly Quiz after you receive your results. You have one week to query your grade and raise questions regarding your performance. Your grade is final one week after a Weekly Quiz deadline has passed.

Face-to-Face (F2F) Sessions

The mandatory F2F Sessions are an opportunity to debrief the content and discuss the concepts within a contemporary context. The F2F Sessions are highly informative and valuable. We will present course material during these sessions and you will have an opportunity to be active participants in the learning process.

The F2F Sessions are normally held once per week. Your class days are posted on the course calendar in Niihka. If there are scheduling exceptions, you will be notified in advance.

Please review the Miami University policy on class attendance at http://www.units.muohio.edu/secretary/policies_guidelines/student_handbook/ Students are expected to attend all classes, to behave responsibly in terms of individual effort and group work, to be on time for class, and to stay for the entire class period. Please do not read newspapers, work on other assignments, write emails, sleep, write text messages, etc. or participate in other behavior that distract presenters or others engaged in the material. Given that learning takes place as a result of active participation in discussion and course activities, attendance and respect for colleagues in this course is critical. If a student acquires any unexcused F2F Sessions absence, his or her final grade will be reduced by 5% for each absence, even if all other evaluations are satisfactory. Excused absences must be approved during office hours and include:

1. students observing university recognized religious holidays and submission of the university form for religious observance before the anticipated holiday and within the time frame stated by the university
2. funeral attendance with verification requirements submitted to the instructor
3. illness or hospitalization that is verified by a doctor's note that specifically requires absence from class.

In the case of tardiness, every two instances of tardiness will result in a 5% grade reduction.

Collaborative Projects

This course makes extensive use of group work and collaboration. Each group is responsible for completing Collaborative Projects and submitting the resulting products for grading. The tasks are grounded in the course content and the deadlines for submitting the products are posted on the course calendar. There is no minimum or maximum word limit for the written portions of each Collaborative Projects, therefore you will need to work together to determine what constitutes a quality response of appropriate length. A grading rubric is provided with each task so that you know the criteria for getting a good grade. Each Collaborative Project represents the collective effort of the group, thus, it is important that each member contributes to that effort.

Group Evaluations

It is important that you learn how to critically and honestly evaluate others. In daily life, most of our evaluations of others are clouded by bias and prejudice. This course will provide you with the tools and the guidance to help you learn how to evaluate others appropriately.

You will have the opportunity to evaluate your group members during the course of the semester. The evaluation dates are posted on the course calendar but we will prompt you before the evaluations are due. We will provide an evaluation structure so that each member is evaluated using the same criteria. The evaluations are anonymous but each member will see an average of their evaluation scores. We will analyze all evaluations and investigate evaluations that contain an abnormally wide spread of scores.

Mid-Semester Exam

The Mid-Semester Exam for this course covers content from the first half of the semester. Details about the mid-semester exam is posted in Niihka.

Service Learning/Observation

This semester we will continue to pilot the Service Learning component in certain sections, thus, your feedback will be extremely important. Service Learning provides an opportunity for students to connect with the community and translate course theory into practical action. The Service Learning experience not only increases a student's sense of civic and social responsibility, but it also develops greater critical thinking skills via authentic problem-solving and in-depth reflection. The benefits of Service Learning extend beyond the student and includes the community. A student's active participation positively changes the community and also acts as a catalyst for the participation of others. Reflection is an important part of the Service Learning and the reflection paper encompasses the entire service experience. A student's performance at the service site

is factored into the reflection paper grade. More information about the Service Learning task and the required products is posted in Niihka. Additionally, a grading rubric is provided to guide your work.

Students in the non-Service Learning sections will complete an Observation and Reflection task. This task is based on an actual reading session where a Miami student interacts with a child. The interaction showcases key concepts outlined in the course and forms the basis for the reflection paper.

Global Perspective Project

This project will introduce you to the issues and perspectives present when learning and development is examined via a global lens. Past learning and development theories fail to consider the global context but increasingly, current scholarship are challenging the traditional assumptions of the field. The new global perspective provides a platform to critique past theories and a framework for a nuanced examination of the contributions of the global context to the processes of learning and development.

Final Project

The Final Project is an open-ended, collaborative effort that will give you an opportunity to use your imagination and creativity to develop a product that is grounding in the content. The instructors will meet with your group online or in person to generate a plan that you will then complete. There are few stipulations for the Final Project, but the product must be grounded in the course content. We will encourage groups to take advantage of available technology in an effort to bring the content to life. Substantial work on the projects will not begin until well into the semester, but you can keep an eye out for good ideas early in the semester. Keep in mind that each group will present their project to the class at the end of the semester.

Final Exam

Details about the final exam is posted in Niihka.

Note: The conditions for late work acceptance will be included in the instructions for each task.

Communication

Niihka

We make extensive use of Miami's Niihka course management system. The Niihka URL is <https://niihka.muohio.edu>. Please ensure that your browser of choice is compatible with Niihka.

Office Hours

We are available during office hours or by appointment. Office hours are posted in Niihka.

Communicating with the instructors

The best way to communicate with us is by using email. We will respond to your emails in a timely but reasonable manner. We ask, however, that you give us at least 24 hours to respond to your email.

You should plan to send and receive email from your Miami email (YourID@muohio.edu). Keep in mind that all course email messages will be sent to your Miami email address.

Communicating with your group

Groups can communicate using any means. Niihka allows you to communicate using email, discussion board, and chat, but you are not limited to these methods. If your group wants to meet in person or use a combination of methods,

feel free to use what works for you.

Interaction Etiquette

We want you to feel comfortable in this class and I am sincerely interested in facilitating communication and interaction within our class. You may address faculty with a Ph.D. using Dr. or Ms./Mr. It is important to respect all members of this class, including instructors, visitors, and students. We respect our colleagues and the instructors when we arrive to class on time, stay until the class has ended, listen when others are talking, and not allowing our phone to ring in class to list a few. This extends to the online environment where we avoid *flaming*, *shouting*, and *spamming* to name a few.

We encourage both verbal and online discussions and we expect that you will be respectful especially when you disagree with others. We want to provide an environment conducive to learning but this is only possible when we all agree to respect the opinions of others.

Emails to the instructors should follow basic etiquette. There is no need to be extremely formal, but your email should include a subject, a salutation, and a closing. The body of your email should be clear and polite. A considerably written email will elicit a similar response. The “Course Tips” document in Niihka contains an example of a good email message.

Final Grades Policy

- Weekly Quizzes = 20%
- Collaborative Projects = 20%
- Group Evaluations = 10%
- Mid-Semester Exam = 10%
- Service Learning = 15%
- Final Project = 15%
- Final Exam = 10%

Your final letter grade will be determined as follows:

Letter Grade	Grade Range (%)		
	Plus (+)	Letter	Minus (-)
A	93 or greater		90 – 92.99
B	86 – 89.99	83 – 85.99	80 – 82.99
C	76 – 79.99	73 – 75.99	70 – 72.99
D	66 – 69.99	63 – 65.99	60 – 62.99
F	less than 60		

Global Perspective Project

The module will carry a weight and it will be treated as a course component.

Inclusion Statement

While there is no requirement that you notify us of any disability, we will make reasonable accommodations for persons with documented disabilities. All disabilities will be kept strictly confidential. Students with disabilities should consider registering with the Office of Disability Resources (19 Cab, 513-529-1541). Please notify us as soon as possible but no later than one week before you will require a special accommodation.

Religious Holidays

We will provide reasonable accommodations for students who have provided prior written notification of religious holidays that require them to abstain from work-related activities. The calendar of religious holidays can be found at: http://casnov1.cas.muohio.edu/cawc/religious_info.html

Honor Policy

All work done for this course must adhere to the University Academic Integrity Policy, which can be reviewed in The Miami Student Handbook section on academic dishonesty and plagiarism http://www.units.muohio.edu/secretary/policies_guidelines/student_handbook/ It is your responsibility to be academically honest. Should you have any questions about how to use and cite information from books, the Internet, or other sources, please ask. A few key points from the policy include:

1. Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct (e.g. “I did not know” will not be accepted as an excuse)
2. Academic dishonesty in written work includes submitting other people’s work from previous semesters (even if some things have been changed), or not crediting/citing authors for their ideas, direct or indirect
3. Submitting the same paper (or nearly the same paper) for two courses during the same or different semesters.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. Penalties for plagiarism and other forms of Academic Misconduct in this course will include: zero credit for the plagiarized assignment, reporting of the incident to the Department Chair in accordance with Miami’s policy, students can be withdrawn from the program, have an AD (Academic Dishonesty) placed on their transcript, and receive an F for the course.

Disclaimer

The information contained in this syllabus is as accurate as possible, but may be subject to change with reasonable advance notice.