EDUC 606: Developmental Theory and Experiential Growth  
Spring 2021 M.Ed. Online

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Office Hours:  
Monday: 11:00-1:00 pm  
Tuesday 11:00-1:00 pm  
Wednesday 11:00-1:00 pm  
Thursday 11:00-1:00 pm

Alternative appointment times are available when needed.

Optional Texts:


Other readings assigned by instructor

Taskstream - https://www1.taskstream.com/

Us code ADV_PRO

Taskstream
All students in initial certification and advanced programs are required to purchase Taskstream. This can be accomplished through the FSU Bookstore or you can go directly online to www.taskstream.com. All M.Ed. candidates will need Taskstream for core courses (EDUC 603, EDUC 606, CUIN 654, and Final Projects). All M.Ed. programs are also placing key assessments for each course on Taskstream. Directions for purchasing Taskstream are under Resources on Blackboard and attached in this syllabus.

Course Description: EDUC 606 is a core course for all M.Ed students and MAT students. This course will focus on understanding the concept of self, logical decision making, communication theory, effects of the various social-cultural factors on learners; effects of the individual, the group, and the system on the learning process; leadership theory and skills; studies in human growth and development.
ACADEMIC DISHONESTY:
The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do” (The Pathfinder, Frostburg State University)

Professional Disposition: It has become necessary to state what expected Master level educator behavior is. Assignments will be completed on time. If you are suffering a hardship, communication is key. Please inform me of dilemmas to assignment completion. There will be a penalty based on your communication. Late work will result in deduction of points for that assignment. Communication that is less than professional will result in my communication with the Dean of the College of Education making her aware of the situation. Discussion Boards are for the course material and not a forum to complain. Complaints should be directly communicated with me.

Online Courses are challenging and only dedicated, efficient, organized, and self-reliant students do well in this format of instruction. I am here for you and willing to answer questions as quickly as possible. That said, this is one of many courses I will be teaching this semester and, like you, I have a life outside of teaching. If you communicate over the weekend, I may not respond before Monday. Monday is the day I work the most on new lessons and grading of assignments.

Grievance Procedures
Grievance procedures adhere to the APA Code of Ethics and FSU policies and will be reviewed with students during orientation. Students are encouraged to express their concerns to faculty as they occur during the semester. When students only express their concerns at the end of the semester on regular student evaluations of faculty, the faculty does not have the opportunity to effect changes earlier in the semester

Reporting of Child Abuse:
Please be aware that according to Maryland law, educators are required to report past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose past abuse/neglect in class, in papers, or to a faculty member personally, we are required by law to report it.
Course Purpose:

1. To gain an understanding of the grand theories of human development and brain research as specifically related to childhood and adolescent growth and development;
2. To incorporate teachers’ knowledge of the classroom into an exchange of ideas about the creative use of theory as an intellectual base for designing curriculum and interventions with adolescent students;
3. To help teachers gain an understanding of the characteristics of graduate course work and increased expertise in the completion of graduate level assignments.

This course is guided by the CAEP Advanced Proficiencies and ISTE standards.
CAEP/APLC Standards met in this course:

KNOWLEDGE:

<table>
<thead>
<tr>
<th>Outcome: Candidate will demonstrate</th>
<th>Assessment</th>
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</table>
| 1. Knowledge of the common beliefs, misconceptions, and myths about human growth and development | a. The student will review common beliefs, myths, and misconceptions about human growth and development and evaluate child rearing and educational behaviors based on these ideas.  
A.1.1.a  
1c  
b. A mini-research project will be conducted in class in which agreement or disagreement with these ideas is analyzed from the perspective of teachers and others who work with children, parents, and families.  
A.1.1.1; A.1.1C  
1.c; 4c; 6d |
| 2. Knowledge of the major issues that organize the field and the impact that these issues have on parenting and educational practices. | a. The student will analyze key issues in the field of human growth and development and relate these key issues to pertinent theories and debates as well as educational and parental practices.  
A.1.1.1  
1c |
| 3. Knowledge of growth and development principles based on a variety of sources. | a. The student will choose a growth and development issue from a set discussed in class to research and will produce a list of related beliefs and or practices which impact on educational and or parental practice.  
A.1.1.1; A.1.1.4  
1c |
<table>
<thead>
<tr>
<th></th>
<th>Knowledge of the major sources of knowledge in the fields of growth and development and education</th>
<th>a. The student will demonstrate an understanding of major sources of knowledge about growth and development and education that have had on educational and parental practices.</th>
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<tr>
<td></td>
<td>Knowledge of the major issues and criticisms about the theorists and their work.</td>
<td>a. The student will conduct application projects to test the validity of selected theories. The challenge for this assignment is to apply the knowledge of the theory to actual situations in order to analyze the relevance of the theories.</td>
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<td>Knowledge of the impact of culture on parental and educational practices.</td>
<td>a. The student will study the impact of culture on educational and parental practices. Entrance points into the study of culture could be gender equity, race, ethnicity, socio-economics, and multiple intelligences. A reflective paper which details his/her journey to cultural sensitivity will be rubric analyzed by a team of students.</td>
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<td>Knowledge of theories of self-concept and self-esteem and importance in fulfilling human potential.</td>
<td>a. The student will create a plan for positively impacting on self-concept. Studies of perceptions of self, the humanistic education movement of Combs, Maslow, Rogers, Dimensions of Learning, etc. will be good resources for the plan.</td>
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<td>Knowledge of major ideas about human individual and group motivation.</td>
<td>a. The student will study motivation theory of groups and individuals and will generate implications for practice. Principles of human growth and development should be applied since motivation theory generally follows major theoretical frameworks. In small groups the students will react to case studies by applying information gained from the study of motivation.</td>
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<td>Knowledge of ways eminent individual lives can add to the study of human growth and development principles.</td>
<td>a. The student will research the life of an eminent individual and relate growth and development principles studied to that life.</td>
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<td>SKILLS:</td>
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<td><strong>Outcome:</strong> Candidates will demonstrate</td>
<td><strong>Assessment</strong></td>
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<tr>
<td>1. Ability to critically analyze common beliefs about human growth and development for underlying source and accuracy.</td>
<td>a. The student will review common beliefs, myths, and misconceptions about human growth and development and evaluate child rearing and educational behaviors based on these ideas. A.1.1.1; 1c</td>
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<td>2. Ability to analyze viewpoints about human growth and development in order to become sensitized to multiple perspectives on principles and issues.</td>
<td>a. The student will choose a growth and development issue from a set discussed in class to research and will produce a list of related beliefs and or practices which impact on educational and or parental practice. A.1.1.2</td>
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<td>3. Ability to synthesize major issues in educational psychology and thinking.</td>
<td>a. The student will synthesize major issues in the field of human growth and development and the impact these theorists have had on educational and parental practices. A.1.1.3</td>
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<td>4. Ability to recognize culture in values, living styles, environment, traditions, and behaviors.</td>
<td>a. The student will reflect in details his/her journey to cultural sensitivity will be rubric analyzed by a team of students. A.1.1.4; A.1.1.6; 6d</td>
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</table>
5. Ability to recognize culture in parental and educational practices.  
   a. The student will study the impact of culture on educational and parental practices. Entrance points into the study of culture could be gender equity, race, ethnicity, and multiple intelligences. A.1.1.4; A.1.1.6

6. Ability to synthesize brain research and other sources of knowledge to parental and educational practices.  
   a. The student will report on brain research and other selected sources of knowledge to the class. A.1.1.4; 6d

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**DISPOSITIONS:**

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<tr>
<th>Outcome: Candidate will demonstrate</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Willingness to questions common beliefs (including personal beliefs) about human growth and development.</td>
<td>a. The student will review common beliefs, myths, misconceptions about human growth and development and evaluate child rearing and educational behaviors based on these ideas. A.1.1.6</td>
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<td>2. A willingness to explore the relevance of growth and development theories for impact on parental and educational practices.</td>
<td>a. The students will choose a growth and development issue from a set discussed in class to research and will produce a list of related beliefs and or practices which impact on educational and or parental practice. A.1.1.3; A.1.1.4</td>
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<tr>
<td>3. A willingness to become aware of and sensitive to culture (including personal culture) as a variable in human growth and development</td>
<td>a. The student will reflect details his/her journey to cultural sensitivity will be rubric analyzed by a team of students. A.1.1.4; A.1.1.6</td>
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<td>4. A willingness to suspend value judgments about child raising practices when confronted with culture.</td>
<td>a. The student will study the impact of culture on educational and parental practices. Entrance points into the study of culture could be gender equity, race, ethnicity, and multiple intelligences. A.1.1.4; A.1.1.6</td>
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<td>5. A willingness to commit to a study of human growth and development as fundamental to understanding and assessing students.</td>
<td>a. The student will write a synthesis paper analyzing how the theories of multiple intelligence and emotional intelligence can impact on other developmental ideas including motivation and self-concept. A.1.1.1 1c; 4c;; 6d</td>
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</table>
6. A willingness to be open-minded yet critically cautious about new developments in the field of brain research and other sources of knowledge.

7. A willingness to view human growth and development from multiple perspectives and to expect insight and connections from areas that on the surface may seem diverse.

### Work Product for Course

#### 1) Group Project

Each student will participate in a small group with 3-4 other students. The group will choose one area of brain/child/adolescent development that is of common interest to its members. Each project will be graded according to how well it meets the following five essential criteria:

1. Review and presentation of at least one empirical (original research) article from a research journal relative to the chosen topic. 20 points
2. The results of classroom data (use the school/classroom data you have available within your group) to the discussion of the empirical journal article findings 20 points
3. At least one clearly defined teaching implication (teach us a strategy) of the combined information from items #1 and #2, with demonstration of a relevant classroom intervention/strategy to the class 20 points
4. Active involvement of the EDUC 606 class in at least one of the three components of the presentation mentioned above (this could mean surveying us, collecting information from us, or any other creative way your group chooses to involve the rest of us) 20 points
5. The presentation must make clear use of at least one developmental theory we have studied. It will be up to the group to choose one of the four areas above and incorporate the theoretical content into the discussion at that chosen point.

Each of the five criteria will be graded as follows:

- 18-20 points A
- 16-17 points B
- 14-15 points C

All grades are group **assigned**.

I will not participate in group disputes or differential grading of individual members except in the most extreme circumstances. It is incumbent upon the group to **make it work**.
2) Individual Presentation
This reflective practice exercise is an extension of the group project and will focus on the student’s ability to synthesize understanding in the following areas: brain research, theories/theorists, culture & diversity. Consider one area of the presentation and extend understanding. APA, 6th edition is expected to be used as part of graduate writing. 100 pts – 50 points content, 50 points presentation

3) Modules and Thought Question Responses
Lessons will vary in format: note/lecture, web cast, or live chat. This is an experiential course which means very rarely will the students be passive in learning. As interactive as possible is the goal of the course. Discussion questions will be listed here, in the syllabus and on the DB. Each week there will be a thought question that the student will be expected to respond to and discuss with classmates. These though questions will help the student to form the reflective paper. All discussion board modules will require one original posting and two responses. Make sure you read the entries of all your classmates. Make sure you are not the last one to post or no one will respond to you. 300 points

4) Active Participation & Attendance
Each week, please make sure you have visited the Module Section of Canvas, clicked on all links requested, and posted in a timely manner. I can “see” you even when you can’t see me. Please make sure you attend to each session. A deduction of one letter grade for each lesson incomplete. 100 points

5) Final Exam
At the end of this course a final exam will be given to assess the student’s overall learning and understanding of the concepts presented in this course. This multiple choice exam is organized as an application of knowledge, skills, and dispositions. 100 points
Grading

Modules & Thought Question Responses (Discussion Participation)
   300 points (50 points each Lesson Module)
   Including but not limited to IRIS Modules and Lessons
Group Presentation - 100
Individual Presentation - 100
Final Exam – 100
Participation - 100

Final grades will be assigned on a total point basis as follows:
700-650 points A
649-600 points B
599-550 points C
549 or lower - F
Course Schedule

All students will complete the following modules:

**Module 1** Woolfolk Chapters 1, 7, and 11  
Properties of Theory  
Learning Theory: Skinner & Behaviorism  
Social Learning Theory: Bandura  
Theories on Learning: Bloom’s Taxonomy  
Early Childhood

**Thought Question:**  
Bandura’s theory and subsequent work explain the power of observational learning in educational settings; students learn as much from watching teachers (and other students) as they do from listening to them. Does this research, suggest to you that teachers are responsible for students’ moral education as well as their academic progress? Is there an interface between modeling morality and teaching academic subjects?

**DUE:** February 2nd

**Module 2**  
Woolfolk Chapters 2, 8, and 10  
Cognitive Developmental Theory: Piaget (stage of learning)  
Cognitive Development Theory: Vygotsky (zone of proximal development)  
Constructivist Theory: Bruner  
Early Childhood

**Thought Question:**  
Piaget’s theory suggests that children progress through cognitive developmental levels in an age-dependent, stage-like progression. In your opinion, which of the two (Piaget v. Vygotsky) makes the best use of the adolescents’ resources for learning?

**DUE:** February 23rd
Module 3
Woolfolk Chapters 3 and 12
Psychoanalytic Theory: Freud
Psychosocial Theory: Erikson
Moral Development: Kohlberg

Thought Question:
Is Freudian theory relevant to our contemporary understanding of adolescent behavior? You will see evidence of many students searching for their identity in your daily work. Is it important for your area-specific curriculum to support this process? If so, how can you change your current interventions to more strongly reflect this philosophy? Please discuss all three theorists and their implications to learning.

DUE: March 9

Module 4
Woolfolk Chapters 4 and 5
Socialization/Parenting: Paulson, Marchant, & Rothlisberg: Early adolescents’ perceptions of patterns of parenting, teaching, and school atmosphere: Implications for Achievement. (Reading provided by instructor)
Adolescence

Thought Question: Based on the Paulson et al. reading, how would you describe the association between your teaching style and the type of parenting your students receive at home? Does this relationship have an effect on your students’ achievement? At least one hour of this class will be reserved for group work time.

DUE: March 30th

Module 5
Woolfolk Chapter 6
Culture and Community: This week’s module is designed to prepare you for today’s diverse classroom.

Topic: Socialization/Teaching v. Parenting
Wentzel: Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. (Reading provided by instructor)
Thought Question: Are good teachers like good parents? Discuss Wentzel’s findings and your own experiences in light of those results.

Due: April 13

Module 6
Woolfolk Chapters 9 and 15
Motivation’s Role in Teaching and Learning
Adolescent Brain Development and Decision-Making

Topic: Resiliency, Self-Regulation, Tolerance, and Creativity

Thought Questions: In your previous teaching experiences how much time have you spent considering the notion of a student’s developmental readiness to learn the material presented?

Due: April 27

April 27th – Group Project Presentations Submissions
April 27th midnight, classmates review projects.
May 3rd – Final Exam
May 3rd – Individual Paper

Live Class via ZOOM from 8:00-9:00

February 2
February 23
March 9
March 30
April 13
April 27 - this Zoom will run from 8:00-10:00 pm to do presentations

You will attend live class OR you will post on discussion for each module. It is your decision.

EXCEPT for April 27th - presentation are on April 27th.
Purchasing/Activating your Taskstream Subscription
Open a web browser (Internet Explorer, Mozilla Firefox, Safari, etc.)
1. In the Address field or Location bar of the browser - type in the following URL:

   http://www.taskstream.com

2. You should now see Taskstream’s homepage.

3. At the top of the screen, click Create/Renew Account to go to the registration page.

4. Choose the option that applies to you. First time subscribers should choose the “Create a new Taskstream subscription” option.

   Authors
5. To purchase by credit card, use Option 1.

6. Click the appropriate Continue button to proceed. Follow the directions on the resulting forms to complete the subscription purchase or activation process.

7. Please ensure that a valid email address has been entered so that Taskstream can send your Taskstream username and password to you. All email addresses are confidential and will not be made available to third parties. Please note: We suggest that you add the taskstream-subscriptions@taskstream.com email address to your email application’s address book to help ensure that your login information will be delivered and will not blocked by any spam software/settings that you may have enabled on your computer.

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