

Johns Hopkins University
School of Education
Science of Learning
ED.855.815.1D

Fall 2022
SOE Room 116

Instructor(s):

Hunter Gehlbach

TA: Qiyang Zhang

410-516-8035

267-516-1997

gehlbach@jhu.edu

qzhang74@jhu.edu

www.huntergehlbach.com

<https://qiyangzh.github.io/>



@HunterGehlbach

@qiyang_zhang

Credit Hours: 3

Class Times: *Thursdays 1:00 – 4:00 pm; Office hours by appointment*

Course Description:

Official Course Description: The science of learning spans many disciplines (neuroscience, cognitive psychology, sociology, education, etc.) and can be investigated at all levels of analysis from the cellular and molecular bases to the application of principles in formal and informal learning environments. This course will offer an introduction to the fundamental issues in this area as they relate to educational research and practice, broadly defined. We will read primary and secondary sources that offer insights into how people learn, how we study learning, and how to take this information from the laboratory to the classroom.

Off-the-record Course Description:

A course on the science of learning offers a number of big questions and somewhat vexing challenges:

- Wouldn't it be most helpful to know how learning works before taking a class on learning so as to optimize one's learning?
- What is learning anyway? What are the key components of it? If different disciplines define it in different ways, how should I define it as someone in an interdisciplinary program?
- How does learning unfold according to the different grand theories of learning? How does learning unfold differently within different cultures and contexts? How do we assess learning in a way that we can fairly evaluate how much learning has occurred?
- At practical level, what needs to be in place before learning can occur in school settings?

These (and other) questions will structure how the course progresses... from thinking about how we can use scientific findings about how learning occurs to apply them to our own learning in the course to understanding the fundamental parts of learning to synthesizing those parts into a handful of different theories of learning to thinking about how the science gets applied in actual learning contexts such as schools. The not-so-secret agenda that is threaded throughout the

course is for you to be able to design your own study—with theoretical and practical implications—to improve our knowledge of how learning can and should occur

Course Learning Objectives:

Course Learning Objectives	Relevant Assessments
To not only understand but to implement evidence-based learning strategies as a means to facilitating your own learning in this course.	1) Blog post 2) Assessment 3) Preregistration
To identify key building blocks of learning and articulate how these fundamental components are synthesized to form different key theories of the science of learning.	2) Assessment 3) Preregistration
To provide examples of how these components and theories are impacted by culture and context.	1) Blog post 2) Assessment 3) Preregistration
To understand how learning occurs in applied settings such as schools e.g., what prerequisites must be in place for learning to occur.	1) Blog post 3) Preregistration
To design a study that answers a research question of theoretical and pragmatic interest regarding the science of learning.	Research journal 3) Preregistration

Required Text:

National Research Council. (2018). *How people learn II: Learners, contexts, cultures*. National Academies Press.

Recommended Texts:

The following texts might be particularly useful for folk who have had fewer opportunities to (or need refreshers on) study topics (like the Science of Learning) at the intersection of education and psychology.

Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2000). *Educational psychology: Developing learners* (10th ed.). Pearson.

Slavin, R. E. (2021). *Educational psychology: Theory and practice* (13th ed.). Pearson.

Woolfolk, A., & Usher, E. L. (2023). *Educational psychology* (15th ed.). Pearson.

Also feel free to browse through this website of Science of Learning readings and resources:

<http://scienceoflearning.jhu.edu/science-to-practice/resources/resources-for-educators>

Assignments

One “mini-assignment” is due semi-regularly on your own schedule as noted below. These are designed to help you maximize the feedback you get on your research ideas. Three major assignments (where you will receive feedback from the teaching team) will be turned in throughout the semester as follows:

Due Date	Assignment	Scope
Various	Research journal	4 brief (1 page-ish) entries on your study ideas
10/4/22	Major Assignment 1: Translational blog post	500-750 words; individual submissions
11/1/22 (draft) & 11/9 (final)	Major Assignment 2: Assess an aspect of class' learning	Target 5-10 minutes; design in pairs, take as individuals
12/6/22	Final Assignment: Preregistration	Please follow OSF template or get consent of the instructor

Evaluation and Grading: Your grade will consist of a possible total of 100 points.

Assignments will be weighted as follows:

Major Assignment 1: Blog	= 15 points
Major Assignment 2: Learning Assessment	= 20 points
Final Assignment: Preregistration	= 40 points
Citizenship/Making others better learners*	= 25 points
	= 100 points

*Please see ‘the fine print’ section at the end.

Grading Scale

A	= 93 -100%
A-	= 90 - 92%
B+	= 87 - 89%
B	= 83 - 86%
B-	= 80 - 82%
C+	= 77 - 79%
C	= 73 - 76%
C-	= 70 - 72%
F	= 69% and below

Please note: The grades of D+, D, and D- are not awarded at the graduate level.

COURSE OUTLINE¹:

WEEK	CONTENT
WEEK 1	Overview
9/1	<i>How should we learn the Science of Learning?</i>
Themes	The big picture Bounding the course Strategic approaches to learning
Required Reading	<p>Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? A topographical perspective considered. <i>Educational Psychologist, 44</i>, 176-192.</p> <p>Barshay, J. (2022). PROOF POINTS: College students often don't know when they're learning. <i>The Hechinger Report</i>. https://hechingerreport.org/proof-points-college-students-often-dont-know-when-theyre-learning/</p> <p>Hulleman, C. S., & Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. <i>Science, 326</i>(5958), 1410-1412. https://doi.org/10.1126/science.1177067</p> <p>Mayer, R. E. (2020). Advances in designing instruction based on examples. <i>Applied Cognitive Psychology, 34</i>(4), 912-915. https://doi.org/10.1002/acp.3701</p> <p>Meltzoff, A. N., Kuhl, P. K., Movellan, J., & Sejnowski, T. J. (2009). Foundations for a new science of learning. <i>Science, 325</i>(5938), 284-288. https://doi.org/10.1126/science.1175626</p> <p>Pain, E. (2016, March 21). How to (seriously) read a scientific paper. <i>Science</i>.</p> <p>Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. <i>Psychological Science, 17</i>(3), 249-255. https://doi.org/10.1111/j.1467-9280.2006.01693.x</p> <p>Ruben, A. (2016, January 20). How to read a scientific paper. <i>Science</i>.</p>
UNIT 1	Building blocks of learning
WEEK 2	The End Game
9/8	Intelligence Knowledge Wisdom
Themes	Experience
Required Reading	National Research Council. (2018). <i>How people learn II: Learners, contexts, cultures</i> . National Academies Press. Chapter 5.

¹ Articles are available online unless otherwise noted. Highlighted articles = empirical pieces.

WEEK	CONTENT
	<p>Gehlbach, H., & Robinson, C. D. (2021). From old school to open science: The implications of new research norms for educational psychology and beyond. <i>Educational Psychologist</i>, 1-11. https://doi.org/10.1080/00461520.2021.1898961</p> <p>Perkins, D. N., Tishman, S., Ritchhart, R., Donis, K., & Andrade, A. (2000). Intelligence in the wild: A dispositional view of intellectual traits. <i>Educational Psychology Review</i>, 12(3), 269-293.</p> <p>Plucker, J. A., & Shelton, A. L. (2015). General Intelligence (g): Overview of a Complex Construct and Its Implications for Genetics Research. <i>Hastings Center Report</i>, 45(5), S21-S24.</p> <p>Snow, R. E. (1996). Aptitude development and education. <i>Psychology, Public Policy, and Law</i>, 2(3/4), 536-560. https://doi.org/10.1037/1076-8971.2.3-4.536</p> <p>...and viewing Barry Schwartz on wisdom: https://www.ted.com/talks/barry_schwartz_using_our_practical_wisdom</p>
WEEK 3	Learning and Memory
9/15	Brain myths Life-long learning Memory/Retrieval
Themes	
Required Reading	<p>National Research Council. (2018). <i>How people learn II: Learners, contexts, cultures</i>. National Academies Press. (Chapters 3 & 4)</p> <p>Sherry, D. F., & Schacter, D. L. (1987). The evolution of multiple memory systems. <i>Psychological Review</i>, 94(4), 439-454.</p> <p>Squire, L. R. (2009). The legacy of patient H.M. for neuroscience. <i>Neuron</i>, 61(1), 6-9.</p> <p>Shelton, A. L., Marchette, S. A., & Furman, A. J. (2013). A Mechanistic Approach to Individual Differences in Spatial Learning, Memory, and Navigation. In B. H. Ross (Ed.), <i>Psychology of Learning and Motivation</i> (Vol. 59, pp. 223-259). Waltham, MA: Academic Press.</p> <p>Wixted, J. T., & Squire, L. R. (2011). The medial temporal lobe and the attributes of memory. <i>Trends in Cognitive Sciences</i>, 15(5), 210-217.</p> <p>Karpicke, J. D., & Roediger, H. L. (2008). The critical importance of retrieval for learning. <i>Science</i>, 319, 966-968.</p> <p>Karpicke, J. D., & Blunt, J. R. (2011). Retrieval practice produces more learning than elaborate studying with concept of mapping. <i>Science</i>, 331, 772-775.</p>
WEEK 4	Educational Neuroscience

WEEK	CONTENT
9/22	Learning styles (or lack thereof)
Themes	
Required Reading	<p>Sawyer, R. K. (2014). Chapter 1: Introduction. In R. K. Sawyer (Ed.), <i>The Cambridge handbook of the learning sciences</i> (2nd ed., pp. 1-20). New York, NY: Cambridge University Press.</p> <p>Dekker, S., Lee, N., Howard-Jones, P., & Jolles, J. (2012). Neuromyths in education: Prevalence and predictors of misconceptions among teachers. <i>Frontiers in Psychology</i>, 3(429), 1-8.</p> <p>Pasquinelli, E. (2012). Neuromyths: Why do they exist and persist? <i>Mind, Brain, and Education</i>, 6(2), 89-96.</p> <p>Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning Styles: Concepts and Evidence. <i>Psychological Science in the Public Interest</i>, 9(3), 105-119.</p>
UNIT 2	Theories of Learning
WEEK 5	Behaviorism
9/29	Punishment Rewards
Themes	
Required Reading	<p>Araiba, S. (2020). Current diversification of behaviorism. <i>Perspectives on Behavior Science</i>, 43(1), 157-175. https://doi.org/10.1007/s40614-019-00207-0</p>
...and listening	<p>Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, Cognitivism, Constructivism: Comparing critical features from an instructional design perspective. <i>Performance Improvement Quarterly</i>, 6(4), 50-72.</p> <p>Watson, J. B. (1994). Psychology as the behaviorist views it. <i>Psychological Review</i>, 101(2), 248-253. https://doi.org/10.1037/0033-295X.101.2.248</p>
Due by 11:59pm on 10/4	Blog post assignments due
WEEK 6	Cognitive revolution
10/6	Mind metaphors Piaget
Themes	

WEEK	CONTENT
Required Reading	<p>Zak, P. J. (2014, October, 28). <i>Why your brain loves good storytelling</i>, Harvard Business Review. https://hbr.org/2014/10/why-your-brain-loves-good-storytelling</p> <p>Byrnes, J. P. (2008). Chapter 2: Theories of cognitive development and learning. <i>Cognitive development and learning in instructional contexts</i> (3rd ed.). Boston, MA: Pearson.</p> <p>Huntsinger, J. R., Isbell, L. M., & Clore, G. L. (2014). The affective control of thought: Malleable, not fixed. <i>Psychological Review</i>, <i>121</i>(4), 600-618. https://doi.org/10.1037/a0037669</p> <p>Lourenço, O., & Machado, A. (1996). In defense of Piaget's theory: a reply to 10 common criticisms. <i>Psychological Review</i>, <i>103</i>, 143-164. https://doi.org/10.1037/0033-295X.103.1.143</p> <p>Nisbett, R. E., & Miyamoto, Y. (2005). The influence of culture: Holistic versus analytic perception. <i>Trends in cognitive sciences</i>, <i>9</i>(10), 467-473. https://doi.org/http://dx.doi.org/10.1016/j.tics.2005.08.004</p>
WEEK 7	Socio-cultural approaches
10/13 Themes	<p>Situated cognition (Social) Constructivism Vygotsky</p>
Required Reading	<p>Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. <i>Educational Researcher</i>, <i>18</i>, 32-42. https://doi.org/10.3102/0013189X018001032</p> <p>Cobb, P., & Bowers, J. (1999). Cognitive and situated learning perspectives in theory and practice. <i>response to J. R. Anderson and others</i>, <i>28</i>(2), 4-15. https://doi.org/10.2307/1177185</p> <p>Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. <i>Annual Review of Psychology</i>, <i>49</i>(1), 345. https://doi.org/10.1146/annurev.psych.49.1.345</p> <p>Wertsch, J. V., & Tulviste, P. (1992). L. S. Vygotsky and contemporary developmental psychology. <i>Developmental Psychology</i>, <i>28</i>, 548-557. https://doi.org/10.1037/0012-1649.28.4.548</p>
WEEK 8	Context
10/20	Bioecological model

WEEK	CONTENT
Themes	Developmental models Cultural context
Required Reading	<p>National Research Council. (2018). <i>How people learn II: Learners, contexts, cultures</i>. National Academies Press. Chapter 2.</p> <p>Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), <i>Handbook of child psychology: Theoretical models of human development</i>. (6th ed., Vol. 1, pp. 793-828). John Wiley & Sons Inc.</p> <p>Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. <i>Journal of Research on Adolescence</i>, 21(1), 225-241. https://doi.org/10.1111/j.1532-7795.2010.00725.x</p> <p>Nasir, N. S. (2000). 'Points ain't everything': Emergent goals and average and percent understandings in the play of basketball among African American students. <i>Anthropology and education quarterly</i>, 35(1), 283-305.</p>
WEEK 9	Assessment of learning
10/27	Testing and measurement Validity Formative and summative assessment
Themes	
Required Reading	<p>Borsboom, D., Mellenbergh, G. J., & Van Heerden, J. (2004). The concept of validity. <i>Psychological Review</i>, 111(4), 1061-1071. https://doi.org/10.1037/0033-295X.111.4.1061</p> <p>Diamond, J. B. (2007). Where the rubber meets the road: Rethinking the connection between high-stakes testing policy and classroom instruction. <i>Sociology of Education</i>, 80(4), 285-313. https://doi.org/10.1177/003804070708000401</p> <p>Sackett, P. R., Borneman, M. J., & Connelly, B. S. (2008). High stakes testing in higher education and employment: Appraising the evidence for validity and fairness. <i>American Psychologist</i>, 63(4), 215-227. https://doi.org/10.1037/0003-066X.63.4.215</p> <p>Shepard, L. A., Penuel, W. R., & Pellegrino, J. W. (2018). Using learning and motivation theories to coherently link formative assessment, grading practices, and large-scale assessment. <i>Educational Measurement: Issues and Practice</i>, 37(1), 21-34.</p>
Due by 11:59pm on 11/1	Draft learning assessments

UNIT 3	Prerequisites of Learning
WEEK 10	Social connectedness
11/3 Themes	Belongingness Peer relationships SEL Social perception Teacher-student relationships
Required Reading	<p>Denham, S. A., & Brown, C. (2010). 'Plays nice with others': Social-emotional learning and academic success. <i>Early Education and Development</i>, 21(5), 652-680. https://doi.org/10.1080/10409289.2010.497450</p> <p>Gehlbach, H., & Chuter, C. (2020). Conceptualizing the core of "social emotional learning". <i>ACCESS: Contemporary Issues in Education</i>, 40(1), 24-33. https://doi.org/10.46786/ac20.8910</p> <p>Gehlbach, H., & Vriesema, C. C. (2019). Meta-bias: A practical theory of motivated thinking. <i>Educational Psychology Review</i>, 31, 65-85. https://doi.org/10.1007/s10648-018-9454-6</p> <p>Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. <i>Educational Researcher</i>, 38(5), 365-379. https://doi.org/10.3102/0013189X09339057</p> <p>Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. <i>Science</i>, 331(6023), 1447-1451. https://doi.org/10.1126/science.1198364</p>
WEEK 11	Motivation
11/10 Themes	Grand theories Key motivational components Motivational context
Required Reading	<p>National Research Council. (2018). <i>How people learn II: Learners, contexts, cultures</i>. National Academies Press. Chapter 6.</p> <p>Ford, M. E., & Smith, P. R. (2007). Thriving with social purpose: An integrative approach to the development of optimal human functioning. <i>Educational Psychologist</i>, 42(3), 153-171.</p> <p>Linnenbrink-Garcia, L., & Patall, E. A. (2016). Motivation. In L. Corno & E. M. Anderman (Eds.), <i>Handbook of educational psychology</i>, 3rd ed. (pp. 91-103). Routledge/Taylor & Francis Group.</p> <p>Carr, P. B., & Steele, C. M. (2010). Stereotype threat affects financial decision making.</p>

Psychological Science, 21(10), 1411-1416.
<https://doi.org/10.1177/0956797610384146>

...and listening S. Adler & A. Aronczyk (Producer). (2017). *Stereothreat*. Retrieved from
<http://www.radiolab.org/story/stereothreat/>

WEEK 12 Self-regulation

11/17 Emotion regulation
 Delay of gratification
 Self-control
 Themes

Required Reading Blair, C., & Raver, C. C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual Review of Psychology*, 66(1), 711-731. <https://doi.org/10.1146/annurev-psych-010814-015221>

Duckworth, A. L., Gendler, T. S., & Gross, J. J. (2014). Self-control in school-age children. *Educational Psychologist*, 49(3), 199-217.

Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science*, 244(4907), 933-938.

S. Vedantam (Producer). (2017). *Hidden Brain*. Retrieved from <https://www.npr.org/2017/08/14/542426391/you-2-0-woop-there-it-is>

Doupleff, M. (Producer). (Want To Teach Your Kids Self-Control? Ask A Cameroonian Farmer, January 3, 2018). 2017. [News report] Retrieved from http://www.npr.org/sections/goatsandsoda/2017/07/03/534743719/want-to-teach-your-kids-self-control-ask-a-cameroonian-farmer?utm_source=npr_newsletter&utm_medium=email&utm_content=20170709&utm_campaign=&utm_term=

...and viewing How childhood trauma affects health across a lifetime | Nadine Burke Harris
<https://www.youtube.com/watch?v=95ovIJ3dsNk>

WEEK 13 THANKSGIVING... NO CLASS

11/24

WEEK 14 Applications of learning to schools and classrooms

12/1 Applications to practice
 Applications to policy
 Themes

Required Reading National Research Council. (2018). *How people learn II: Learners, contexts, cultures*. National Academies Press. Chapter 7.

Choi, B. C. K., Pang, T., Lin, V., Puska, P., Sherman, G., Goddard, M., Ackland, M. J., Sainsbury, P., Stachenko, S., Morrison, H., & Clottey, C. (2005). Can scientists and policy makers work together? *Journal of Epidemiology & Community Health*, 59(8), 632-637. <https://doi.org/10.1136/jech.2004.031765>

Daniel, D. B. (2012). Promising principles: Translating the science of learning to educational practice. *Journal of Applied Research in Memory and Cognition*, 1(4), 251-253. <https://doi.org/10.1016/j.jarmac.2012.10.004>

Penuel, W. R., & Spillane, J. P. (2014). Learning sciences and policy design and implementation: Key concepts and tools for collaborative engagement. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences.*, 2nd ed. (pp. 649-667). Cambridge University Press. <https://doi.org/10.1017/CBO9781139519526.039>

Phippen, J. W. (2015, July 19). How one law banning ethnic studies led to its rise. *The Atlantic*, Retrieved from: <https://www.theatlantic.com/education/archive/2015/07/how-one-law-banning-ethnic-studies-led-to-rise/398885/>. **(For lecture)**

Roediger, H. L., III, & Pyc, M. A. (2012). Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and Cognition*, 1(4), 242-248. <https://doi.org/10.1016/j.jarmac.2012.09.002>

Due 12/6/22	Major assignment#3: Preregistration
WEEK 15	Metacognition
12/8	Reflecting on learning Review
Themes	
Required Reading	Winne, P. H., & Azevedo, R. (2014). Metacognition. In R. K. Sawyer (Ed.), <i>The Cambridge handbook of the learning sciences.</i> , 2nd ed. (pp. 63-87). Cambridge University Press. https://doi.org/10.1017/CBO9781139519526.006

The fine print

Grading. This course is very much conceptualized as a team effort. If this is something you have struggled with historically (e.g., you prefer to approach your work independently), you will have to figure out some strategies to adapt (the teaching team is happy to help you brainstorm). Because a dominant learning theory argues that learning is fundamentally social and schools are intrinsically social places—not to mention that the research strongly indicates that students learn more via cooperative learning—this is a strong norm. Of course, happy to hear evidence-based counter-arguments!

Auditing. Auditing the course is fine. Auditors will not be getting feedback from peers or the teaching staff unless they are teaming up with a classmate who is taking the course for credit. Bear in mind that you will not get nearly as much out of the course if you decide to attend lectures but not do the work.

Citizenship. In a class where students depend upon each other to a significant extent for advice, critique, and inspiration, the effort and attitude of everybody matters critically—we are all on the same team. I expect everybody to participate, to listen, and to build off of each other's ideas. Thus, this component of your grade allows the teaching team to ensure that each of you does all the little things that help make each other better and are key to a productive learning experience for all.

Late Assignments. I deduct 5% of the total possible points per day that an assignment is late.

Academic Conduct

The School of Education places the highest value on intellectual integrity and personal trust within our community. All SOE students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Refer to the school's website for more information regarding the academic misconduct policy.

Please note that student work may be submitted to an online plagiarism detection tool at the discretion of the course instructor. If student work is deemed plagiarized, the course instructor shall follow the policy and procedures governing academic misconduct as laid out in the School of Education's Academic Catalog.

Attendance/Participation

Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss a class should inform me of the reasons for absences at least 36 hours ahead of time as it may influence certain activities we have planned. Students who expect to miss several class sessions for personal, professional, religious or other reasons should speak with the instructor before enrolling.

Class will start on time. If you are late, please do not ask questions regarding what we have already covered. If you have to miss class, I expect you to catch up on what you missed with a classmate or two first, then if you have additional questions, please see the teaching team.

Academic Continuity

Please note that in the event of serious consequences arising from extreme weather conditions, communicable health problems, or other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. (For example, a class session may be delivered online or asynchronously in the event that the regularly scheduled face-to-face class session is cancelled.) In the event such changes become necessary, information will be posted on the School of Education website and communicated to you via email and/or Canvas.

Classroom Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Cathie Axe, University Disability Services Officer, caxe1@jhu.edu.

(For more information please visit the [School of Education's Disability Services website](#).)

Managing Stress. Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with the ability of students to succeed and thrive. For helpful resources, please reach out to Teri Murray (410) 516-5430 or [Johns Hopkins Student Assistance Program](#) (JHSAP), at 443-287-7000.

Diversity

The Johns Hopkins School of Education (SOE) defines diversity as follows:

The United States is rich in diversity and its influence is global. Mindful of this, the SOE defines diversity in a myriad of ways: by ethnicity, religion, race, gender identity, age, national origin, exceptionalities, ideology, sexual orientation and socioeconomic status. The education of our candidates involves a respect for diversity, meaning that each individual should be recognized for his or her own abilities, interests, ideas and cultural identity.

General Academic Support & Writing. Students are encouraged to take advantage of various writing resources at the SOE and across campus more broadly. For example, the SOE offers some [Writing Support Resources](#) that you may find helpful. These [How To Guides](#) from the library and this [Library Services](#) page may also be helpful.

Zoom

Your instructor may choose to record a synchronous class meeting in Zoom. Students may opt-out from identification in the recording by muting their audio, not enabling video, and not typing in the chat window. Class meetings recorded by the instructor may be shared with students in the class for instructional purposes related to this class. Students are not permitted to copy or share the recording with others.

Other Policies

This syllabus details certain key policies. You should refer to the online syllabus supplement webpage for a fuller listing of other important policies of which all students should be aware.

Course Evaluation

Please remember to complete an online course evaluation survey for this course. These evaluations are an important tool in the School of Education's ongoing efforts to improve instructional quality and strengthen its programs. The results of the course evaluations are kept anonymous – your instructor will only receive aggregated data and comments for the entire class. An email with a link to the online course evaluation form will be sent to your JHU email address towards the end of the course. Thereafter, you will be sent periodic email reminders until you complete the evaluation. There is also a module on the My Institution page where you can access the evaluation and prompts to complete the evaluation. Please remember to activate your JHU email account and to check it regularly. (Please note that it is the School of Education's policy to send all faculty, staff, and student email communications to a JHU email address, rather than to personal or work email addresses.) If you are having difficulty accessing the course evaluation, you haven't received an email notification about the course evaluation, or if you have any questions in general about the course evaluation process, please contact SOEEvalKit@jhu.edu. (Please note that if a course has fewer than three enrolled students, SOE will not conduct an online course evaluation survey for the course.)

Above all, please come see me – we'll work something out!

APPENDIX A

Dispositions of the School of Education

The goal of these dispositions is to illustrate our continued commitment, as a member of Johns Hopkins University, to produce candidates who are aware and ethical in pursuing their chosen practice.

All candidates who complete a certificate, master's degree, and/or doctorate in the School of Education will be:

1. Research Centered

1.1 Committed to Inquiry and Innovation

Candidates will a) be prepared to foster in others and engage in themselves the pursuit of life-long learning, continuous self-reflection, and research within their own practice or beyond; b) maintain fluency in scholarship in their field, professional knowledge, as well as in effective and ethical practices; c) evaluate and effectively implement appropriate new methods and tools; and d) incorporate appropriate knowledge-building technologies in their practice.

1.2 Committed to Being a Reflective Practitioner

Candidates will a) actively engage in critical, creative, and metacognitive thinking to support conceptual understanding; and b) engage in independent and interdependent problem solving and experiential approaches to learning.

1.3 Committed to Practice-Centered Research

Candidates will a) seek links between research in the field and application in professional practice; b) define their professional identity not only as scholars, but also as producers of research as a method of improving professional practice; and c) seek to understand the context of professional practice to deepen the understanding and application of their research.

2. Collaborative

2.1 Committed to Creating Positive Climates

Candidates will a) promote a climate in which learning is valued and on-going; b) provide choices to enable all to share in and contribute to social and intellectual life; and c) uphold fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every member of the community.

2.2 Committed to Active Engagement

Candidates will a) actively engage in a community of learners that develop relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional; and b) contribute professionally to the field at local, regional, state, and national levels.

3. Socially and Culturally Conscious

3.1 Committed to Fostering Social Justice

Candidates will a) seek to understand their own privileges and/or prejudices, the stereotypes embedded in educational materials, rules/laws, policies and the cultural bias that exist in schools and other education-related or societal institutions; b) work toward a global society where equality is recognized as a basic human right; c) promote social and environmental responsibility; and d) empower self and others to identify opportunities for growth toward excellence and equity.

3.2 Committed to Developing Cross-Cultural Competence

Candidates will a) promote respect for self, students, families, and cultures; b) demonstrate a belief that everyone can learn and values human diversity and equity in the learning environment; and c) examine own biases and prejudices and develop necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

4. Ethical

4.1 Committed to Acting Responsibly

Candidates will a) act with integrity, are considerate, respectful, punctual, appropriate in appearance, conduct, and in all interactions with students, families, mentors, and colleagues; and b) be creative and self-reliant in finding appropriate solutions to problems and managing dilemmas.

4.2 Committed to Acting with Integrity

Candidates will a) conduct themselves in a professional manner; b) be honest, open to constructive feedback from others, manage situations of conflict and their own stress appropriately, and take responsibility for own actions; and c) conduct research and practice efforts intended to discover what is rather than to prove what may be anticipated.