Changing Conceptions of Learning and Human Development:
Research and Practice

EDU 7214
12-Week Term

Instructor:
Northeastern E-Mail:
Office Phone:
Office Hours: Upon Arrangement

Required Reading:

Readings will be assigned throughout the course. These readings will appear as links to PDF documents or as links to the NEU library system. There is no required textbook for purchase.

Course Description:

Examines how interdisciplinary fields in the social sciences and the humanities provide frameworks for thinking about changing conceptions of learning and human development at the levels of the individual, the individual in relationship with others, and the individual in varied social contexts. Close examination of primary source readings offers students an opportunity to investigate the ways these ideas have influenced educational research and practice. Requires students to deeply reflect about how conceptions of learning and human development matter when designing and conducting their own doctoral research. Prereq. EDU 7209; EdD students only

Course Outcomes:

1. Reflect on the role of interpretation in learning and human interaction. This outcome supports the Doctor of Education Program Student Learning Outcomes 1 & 2 (Specialized Knowledge; Broad and Integrative Knowledge).
2. Consider the connection between identity and interpretation. This outcome supports the Doctor of Education Program Student Learning Outcomes 3 & 4 (Applied and Collaborative Learning; Global & Civic Learning).
3. Reflect on the differences and similarities between your beliefs about the purpose of education and others' beliefs. Consider how education and development is applicable across multiple professions. This outcome supports the Doctor of Education Program Student Learning Outcomes 1 & 2 (Specialized Knowledge; Broad and Integrative Knowledge).
4. Use knowledge of positionality, research design, and research methodology to deepen your understanding of interpretation and a work-
Based problem of practice. This outcome supports the Doctor of Education Program Student Learning Outcomes 1, 2, 3, 4, & 5 (Specialized Knowledge; Broad and Integrative Knowledge; Applied and Collaborative Learning; Civic and Global Learning; Experiential Learning).

5. Describe and define your personal understanding of a scholar-practitioner. This outcome supports the Doctor of Education Program Student Learning Outcome 1 & 2 (Specialized Knowledge; Broad and Integrative Knowledge).

6. Based on the role and description of a scholar-practitioner, articulate ethical guidelines. This outcome supports the Doctor of Education Program Student Learning Outcomes 1 & 2 (Specialized Knowledge; Broad and Integrative Knowledge).

7. Use an academic writing style to convey your ideas including use of evidence, organization, grammar and mechanics, as well as use of APA format and style. This outcome supports the Doctor of Education Program Student Learning Outcome 1 (Specialized Knowledge).

See Appendix for Doctor of Education Program Student Learning Outcomes

Course Structure:

We will develop a collaborative learning community that will employ a variety of pedagogical approaches given the tools available to us through the Blackboard platform and beyond. The course topics and activities prioritize analytical thinking and exploration about what it means to integrate a Scholar Practitioner identity. These include:

- Exploring each other’s’ thoughts, ideas and perspectives about course materials, sharing the role of course author as opposed to course recipient
- Using research tools, like research memos and journaling (continued from first two foundation courses), interviewing, deep and iterative analysis, and exploration of perspective and possibility toward new understanding
- Working together with idea and writing development toward improved understanding and use of scholarship skills and processes
- Exploring the role of academic writing as structured approach to argument and thought

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction—Doctoral Work in a Multi-Disciplinary Field: Interpretation, Research, Education, and Ethics</td>
</tr>
<tr>
<td>2</td>
<td>Positionality</td>
</tr>
</tbody>
</table>
Course Assessments:

You will be expected to accomplish the following:

1. **Participation (10% of the course grade)** The most important aspect of course participation online and at the doctoral level is to understand it is not a simple matter of logging in twice a week and producing a basic or superficial response to a “prompt”. Above I mention shared responsibility for course authorship, a more descriptive term to capture what I mean by participation. You are expected to participate on time, respond to classmates’ views in a respectful manner, and be able to incorporate ideas that reflect both weekly readings, readings you’ve found in your own exploration, and other course materials. You will also be required to engage with each other’s thinking on the discussion board and/or in live discussion (See Discussion Board Guidelines).

2. **Research Memos (45% of course grade)** Students will develop two research memos that will ultimately support the final paper assignment. Detailed in the Assignment Guidelines. The memos not only support the course expectations; they also represent tools and processes that help us identify and communicate the analytical process and the arguments that emerge. Each of the memos will be submitted to the discussion board for peer feedback. Instructor feedback will be direct to each individual.

3. **Final Paper (45% of the course grade)** (15-20 pages). See Final Paper Guidelines. Much as is the case with the memo assignments, the final paper provides a foothold in your development as a scholar in practice. It should be a formative process that captures new learning and types of thinking; it should also be of use to you moving forward as you tackle what it means to earn a doctorate and become a Doctor of Education.

Grading Guidelines:
Letter grades will be assigned to each of the graded assessments and based on rubrics. All writing must follow APA (6th edition) format and style. Assignments must be completed on time. Papers turned in late or missed in class assignments are subject to grade reduction or failure. Any exception must be discussed with
the instructor prior to the due date. Full participation in discussion board is required. If more than one discussion is missed for any reason, your final grade may be penalized beyond the 10% participation grade and could potentially lead to you failing the course.

Grading/Evaluation Standards for Assignments
*Please note, this EdD assignment grade scale is used to calculate course assignment grades. Your final cumulative course grade is determined according to the University’s graduate catalog (pg 23 http://www.northeastern.edu/registrar/catgrad1516.pdf)

Points/Letter Grade
95-100=A
90-94=A-
87-89=B+
83-86=B
80-82=B-
77-79=C+
73-76=C
70-72=C-
60-69=D
<60=F

Student Accommodations
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit http://www.northeastern.edu/drc/getting-started-with-the-drc/.

Academic Integrity Policy
The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic integrity; the complete policy is available in the Student Handbook. The Student Handbook is available on the CPS Student Resources page > Policies and Forms.

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise
Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual’s independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

College of Professional Studies Policies and Procedures
For comprehensive information please see the download the Student Handbook also available on the Student Resources page of the Northeastern University College of Professional Studies website.

End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at https://neu.evaluationkit.com. Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

APPENDIX

Doctor of Education Program Student Learning Outcomes
1: Specialized Knowledge
Draw upon the expertise of the academy to develop sophisticated inquiry about their problems of practice, apply appropriate theoretical frameworks to enhance their understanding and description of their problems, and employ research tools to examine the local problem of practice.

2: Broad and Integrative Knowledge
Use knowledge, theory, and research to identify, articulate, and then collaboratively inquire and address problems of practice within communities of practice.

3: Applied and Collaborative Learning
Work collaboratively within their own organizations to identify challenges, attending in particular to how different interpretations and descriptions of the problem and approaches to the change cycle might embody liberation through action.

4. Civic and Global Learning
Creatively address significant problems of practice in collaboration with others using inquiry informed by observation, multiple perspectives, research, and theory toward improving the human condition.

5. Experiential Learning
Articulate and address educational problems through employment and development of research tools, theoretically sound analysis, and the resulting action plans, all within the context of thoughtful leadership models.