

SYLLABUS FOR SEMINAR IN ADVANCED EDUCATIONAL PSYCHOLOGY (CI 285) "A pupil from whom nothing is ever demanded which he cannot do, never does all that he can." John Stuart Mill	
Spring 2020	California State University, Fresno Kremen School of Education and Human Development
A seminar series for educators and counselors with <i>Leadership for Diverse Communities</i>	Dr. Kathryn J. Biacindo
3 units	Office hours by appointment in LS room for class 6-7pm Tuesday OR Virtual hours 24/7
Wednesday 4:00-6:50pm Tuesday 7-9:50pm As determined by class, up to four sessions will be on-line. Remaining sessions will have on-line tasks to complete before and after each session.	E-mail kbiacindo@csufresno.edu Email is accessed every other day.
Location Lab School 133	Telephone General info 278-0240 Office 683-5228
Website You will receive an invite to the class from Blackboard, be sure to sign in as class materials will be provided through Blackboard Ultra.	Office Hours LS 133 Tuesday 6-7pm by appointment Virtual office hours 24/7 Other hours may be arranged by appointment

Catalog Description

Seminar on the psychological foundations of education, nature and characteristics of development, learning processes, and forces which affect educational growth.

Required Textbooks and Materials

Biacindo, K.J. (2000). *Perspectives: Educational Psychology*. Boulder, CO: Coursewise. Available pdf on BB Pdf is abridged version with added updates to 2017.

Intel Education (2015). Intel Teach Program: Essentials. USA: Intel Corporation. Will be using the Essentials Modules pdf and the Essentials resources pdf available on BB.

Course Organization

This course is organized as a series of seminars on a variety of educational psychology topics in learning and development. Students will actively participate in a seminar presentation of their choice, and use technology to enhance presentation skills and content. Participation in the all seminars is required, with participation peer reviews and discussion board posts completed to earn seminar participation credit.

This course is Web-enhanced. Material relevant to seminar participation will be available to review at least 1 day before each of the seminar (frontloading), Powerpoints and other relevant documents or Websites will be posted either on the seminar night or before, and all documents will remain available for the semester duration so that the material is available to complete the final. For the online seminars, you will be creating student/client interventions based on the material of the topic area covered for that seminar. For F2F (in-class) seminars, you will be asked to create hybrid course content, with F2F class sessions focused on activities that build upon and expand comprehension of frontloaded content and the required text readings to help ensure that students acquire real-world application of seminar content.

All materials used will be posted on Blackboard, with a folder for each topic. The information in these folders will be used to complete the final examination matrix (best done on a weekly basis, after each seminar is concluded; other personal choices for completion are your choice, but waiting until the semester end makes this final more cumbersome than it is).

Examinations and Major Assignments

Seminar presentation assessment (see attached rubric)—you will be scored on how effectively your seminar was run, including content and objectives coverage, methods of presenting, and innovation and inspiration.

Peer evaluations of seminar (see attached form)—your peers will evaluate how effectively you interacted with and taught them on your selected topic

Online class assignments all online seminars have interventions to be completed to demonstrate “attendance” and learning; graded on a rubric; also includes a capstone assignment

APA-literature review based on seminar topic—you will write an APA format abstract and literature review based on the seminar topic chosen by your group*

PLEASE NOTE: ECE accreditation students need to complete action research project, which will entail a literature review with supporting research (it is possible to implement your action research through the class seminar that you sign up for)

FINAL EXAM seminar matrix, graphic organizer, and reflection—you will complete a final examination listing examples of key issues that you learned from each seminar, design a graphic organizer showing four to six most important things that you learned, and a reflection on the seminar experience

Study Expectations

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 5-6 hours outside of class each week. Some students may need more outside study time and some less. This study time is devoted to the required readings for each seminar (both the Perspectives text and the Intel e-reader), in addition to completing the Discussion board post for each F2F seminar, and any frontloaded materials and hyperlinked materials sent to you via email. For free tutoring on campus, contact the [Learning Center](http://www.csufresno.edu/learningcenter) (www.csufresno.edu/learningcenter) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at

Participation Standards

You are required to attend all 8 seminars based on eight core educational psychology topic areas. You are allowed to miss one face-to-face (F2F) seminar; but you will need to complete a make-up document for the missed seminar (please see seminar make-up document). Participation credit for each seminar is awarded based on the completion of a peer review sheet at the end of each seminar with your name written on it. Your name and seminar topic listing will be removed from the peer evaluation, so that an anonymous review can be returned to your peers, and your name slip is then retained to give you credit for participation in that seminar. **All online seminars are required, which means that you must complete and email your intervention for each online seminar (and receive a passing grade) to satisfy course requirements.** For the remaining 6 classes, review and practical application of Canvas material will be covered, ranging from introductory seminars to APA writing workshops to matrix design sessions to group clinical consultations to the capstone intervention planning. For your chosen topic, you are required to attend a consultation session to help you design and run an effective seminar using multimedia and co-teaching. To insure digital privacy, all documents and document sharing shall be through Canvas, using Course Docs, Course Groups, Wikis (file share and editing), and Blogs (file and idea sharing with comments and editing). Due to lack of privacy and the creation of an undeletable digital footprint with Google docs, this course shall only employ Blackboard and the use of Microsoft Office documents, which assures privacy and professionalism. Please recognize that Google has no file fidelity, meaning that creating docs in Google and then transferring to Microsoft Office will create loss of format and data, creating a document that is unreadable or unopenable. This type of usage represents digital literacy.

Grading

Seminar presentation assessment.....	25% <i>GROUP GRADE</i>
Peer evaluations of seminar.....	05 % <i>GROUP GRADE</i>
APA lit review (or ECE action research paper).....	20% <i>GROUP GRADE</i>
FINAL EXAM matrix, graphic organizer, and reflection.....	20% <i>INDIVIDUAL GRADE</i>
On-line assignments must all be completed.....	20% <i>INDIVIDUAL GRADE</i>
Capstone intervention.....	10% <i>INDIVIDUAL GRADE</i>

Rubrics will be provided for each online assignment

Course Goals and Primary Learning and Skill Outcomes

Course Goals:

Advanced educational psychology is, per course title, a seminar. If one refers to the Webster's Dictionary, a seminar is defined as "a group of *supervised* students doing research and advanced study". The key word in this definition is the modifier for students-- supervised. This means that, in a seminar, students will have an active involvement in the learning and presentation of course content, with the instructor serving as a mentor or supervisor. The research that students will be involved in is action research, in which we will compare before and after results of learning from interactive and on-line learning environments.

Student interaction is vital for seminars, as this creates a learning environment where students learn from doing and interacting with others of their own intellectual caliber. One must remember that, at a graduate level of study, students have already demonstrated superior aptitudes and talents, which can then be accessed to the benefit of all in that select group. Learning vicariously from other's successes and faux pas is an important venue to utilize in advanced degree careers, as well as the positive benefits gleaned from networking, collaborating, and the sharing of one another's experiences. Based on this understanding as to the purpose of a seminar, the advanced seminar in educational psychology will immerse class members in

the content through instruction focused around students' interests, using high quality technology-infused curriculum that focuses on rigor, relevance, relationships, and reflective thought; based on new and innovative educational delivery systems that are a part of current school reform (see Willard R. Daggett [2008], Rigor and relevance: From concept to reality). As a result, students will develop presentation, leadership, and educational psychology content skills, founded on a working knowledge base of educational psychology developmental theories. The class will use the understanding of developmental theories of educational psychology to enhance and expand one's ability to plan for student/client interventions, as well as create more effective interpersonal skills for information dissemination, human interaction, and networking, in tandem with technology and digital literacy skills. (For ECE students, the use of developmental theories to design action research in ECE will require application of select theories focusing on the early childhood stages of development.)

Primary Skill Learning Outcomes:

- ☑ Demonstrate a real-world use of educational psychology concepts in learning and development through active learning in each seminar (requires hands-on activities and participation) (CCTC 2, 5, 9, 10, 11, 18, 19, 30)
- ☑ Develop expertise in professional presentation methods using technology and constructivism, as measured by the use of a variety of technology applications, including visually-rich Powerpoints, frontloaded materials through Blackboard, use of groups on Blackboard, Survey Monkey, You Tubes, hyperlinked material, and other technology tools (CCTC 2, 4, 11, 29)
- ☑ Learn to apply educational psychology concepts to real life, career, and educational environments, as measured by use of content in class that educators and counselors can use on the job (3, 4, 6, 11, 30)
- ☑ Employ current technology applications for presenting, researching, and paper writing, as demonstrated by Powerpoint (with visuals, animations, and hyperlinks), advanced google scholar literature searches, Turnitin to review papers, and use of Intel e-reader formats for APA paper writing and copyright acknowledgement
- ☑ Create an APA literature review based on the seminar topic presented on or Action Research paper (ECE option) (CCTC 8, 29, 30)

PRIMARY CONTENT LEARNING OUTCOMES:

1. Students have the opportunities to explore previously-learned, research-based psychological frameworks important to explaining and planning behavior (CCTC 9, 11, 30)
2. Students have the opportunities to identify psychological principles that operate in human learning (CCTC 2, 5, 11)
3. Students have the opportunities to become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention (CCTC 2, 5, 10, 11, 18, 19)
4. Students become more conversant with professional ethics and implications for practice (CCTC 6)
5. Students become more conversant with culturally-based theories of learning and implications for practice (CCTC 3)
6. Students will identify a context for brief intervention, develop an assessment plan, collect data, interpret results, and describe implications for planning and change (CCTC 4, 30)
7. Students will identify the roles of parents and other caregivers in the support of pupil

learning (CCTC 5, 23)

8. Students will examine the effects of grade retention on achievement, learning, and social and emotional development
9. Students will examine the effects of demographic shifts in California on pupil learning

Assignment and Examination Schedule

	Assignment	Grade weighting
YOUR SEMINAR— You choose a date during 2 nd class, when you sign up for a seminar topic	Participate in seminar consultation to help design action seminar, frontload material 3 days before seminar, present using Professor Evaluation Form to guide you in what to produce on the night of the seminar. Must cover a minimum of five course content outcomes.	25%
SEMINARS THAT YOU PARTICIPATE IN	You must attend all seminars to “keep your A”; attendance is recorded by your completion of the peer evaluation form for each. On-line seminars are not absence/excusable; all must be completed to receive a grade for the course.	2 or more incomplete seminars will result in an incomplete for the course
PEER EVALUATIONS	In addition to handing in a peer evaluation for credit in seminar participation, your group will also be awarded a grade based on the quantitative and qualitative results of peer evaluations for the seminar your group designs	05% of grade Seminar peer eval slip is required for attendance credit
APA LITERATURE REVIEW/ECE ACTION RESEARCH OPTION	Based on your seminar topic, a literature review is due by the end of the semester; paper is joint-authored by all members of the seminar group. ECE students will create an action research design that they will conduct and write an APA paper on their findings. APA paper must be cleared through Turnitin.	20%
ONLINE SEMINARS	Based on the listed topic area, you will learn from materials in an online folder; outcomes include planning an intervention for a student/client in your field of study. All online seminars must be completed at a passing level to contribute towards receiving a grade in the course.	20%
DISCUSSION BOARD RESPONSES	You must post your response to post-seminar prompts asking for your reactions and thoughts on the seminar	Required to earn seminar attendance

	Assignment	Grade weighting
		credit
CAPSTONE INTERVENTION	At the completion of all seminars, a film chosen by class will be analyzed by developmental theories and interventions for designated film characters.	10%
FINAL EXAMINATION MATRIX	Can be completed ongoing throughout the semester, or at the end of the semester, when it is due. Matrix represents learning for each seminar, linking to content learning outcomes. There is a column which shows your use of the content specifically for your degree focus.	20%

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

As all course materials will be provided on-line, so please check your email at least 1 day prior to class to access materials, and either hard copy or save to your computer hard drive so that you will have required material for class. Bringing your laptop to class would be useful to access other materials, as well as to work on your final matrix.

When you present your seminar, be sure to bring a back-up in case of technology failure. Methods of back-up include 1) having materials loaded onto folder on Blackboard, 2) hard copy of Powerpoint slides (in case of system failure during class; hard copy will be displayed using doc camera)

Course Assignments and Files. Students must keep a copy of their submitted materials (e.g. emails, discussion postings, assignments, etc.) as part of their coursework. Students are fully responsible for the timely re-submission of their work upon the instructor's request.

University Policies

Students with Disabilities:

As this course employs differentiated learning, students are allowed choices regarding the content they will engage the class with so that information and skills disseminated will accommodate individual backgrounds, professional goals, and personal learning styles.

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

(Instructor may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”)

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.csufresno.edu/ITS/) (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

The University requires that you have Microsoft Office on your personal computer with which to create and submit assignments. If you do not have Office, the university has provided free access to Office 360.

◆ Restricted and confidential data should not be stored in Office 365 OneDrive.

- a) **If you already have Office software, such as Word, installed on a state-owned computer, such as your faculty laptop or staff computer, please do not download and install the Office 365 versions of that software as this will interfere with the proper operation of your existing software.**

- When you sign up for Office 365, you will be asked if you want to "Install Office on your PC". Please do not click the "Install Now" button on your Fresno State computer.
- While you may install Office 365 software on up to five computers, all your installs of Office 365 will share the same @mail.fresnostate.edu cloud account.

Available programs of Fresno State's Office 365 Suite include:

For PCs: Word, Excel, PowerPoint, Publisher, Access, OneNote, and OneDrive.

For Macs: Word, Excel, Powerpoint, OneNote, and OneDrive.

Lynda.com has a wide selection of informational trainings on Office 365. You can access Lynda.com from within the [My Fresno State Portal](#). Visit <http://www.fresnostate.edu/academics/cfe/toolsforteaching/ovt.html> for more information.

How to get Office 365

To sign up for Office 365 using your mail.fresnostate.edu account, please [click here](#) to access the Office Portal. **Please note** that you must use a mail.fresnostate.edu account, and not your csufresno.edu account to sign up for Office 365.

Once you are signed up, you will use your mail.fresnostate.edu credentials (username@mail.fresnostate.edu) to access Office 365 at <http://login.microsoftonline.com>.

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](#) (<http://csufresno.edu/library/information/copyright/>).

Technology Center course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the

original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Tentative Course Schedule

CLASS (scheduled dates will be listed on BB Calendar)	TOPIC (w/accreditation standards listed)	ASSIGNMENTS/READINGS
1	A forum for the future (CCTC 1,2,3,4,6; NAEYC 1a-c, 1.2, 1.5)	Dr. Biacindo
2	Mini-seminar Education, Counseling, & Therapy <i>Freud, Jung</i> (CCTC 8, 11, 29, NCATE 1.2,1.5, 1B, CACREP A9, C2a/h, B1/7)	Project chars checklist Resources
3	Production/Consultation session (pre-selected topics) (CCTC 1.3.2.1, NAEYC 1,3,4, NCATE 1C, 1D, CACREP A7/11)	Dr. Biacindo INTEL MOD1
4	Multicultural Education and ELL--- <i>culturally based learning; language</i> <i>Darin, Lorenz, & Tinbergen, Bowlby & Ainsworth</i> (CCTC 3-6, 10, NAEYC 2, 3, 4a, CACREP A1-4, B2-5, C2-3, NCATE 1.6, 1.9, 4)	Readings 7, 14, & 16 INTEL Differentiation resources MOD 6
5	ONLINE session APA format –Turnitin lit review & <i>APA drafting</i> (CCTC 11, NCATE 1B, 1D, CACREP C1ag)	INTEL Internet resources MOD 1 Article analysis and citation quiz
6	Cognitive Psychology— <i>emotional intelligence, Piaget, Vygotsky, memory</i> (CCTC 1,3,4,6, NAEYC 1,3)	Readings 9 & 10 INTEL MOD 7 Ped Practices-thinking Revised Bloom’s taxonomy Resources
7	Clinical Consultation (pre-selected topics) (CCTC 1.3.2.1, NAEYC 1,3,4, NCATE 1C, 1D, CACREP A7/11)	Dr. Biacindo
8	Management-- <i>motivation & self regulation; psychosocial growth</i> <i>Pavlov, Watson, Skinner, Bandura, Erikson</i> (CCTC 3/4, NAEYC 1a-c,4b-c, NCATE 1,2,1.5,1A,1B, CACREP A9,B1/7, C2adh)	Readings 5, 6, & 24 INTEL MOD 2 Resources- 21 st century skills
9	ONLINE SESSION Testing & Assessment--- <i>authentic, interventions</i> (NAEYC 3, 4ab, NCATE 1.2,1.5,1B, 1D, CACREP C1ag)	Readings 29 & 33 INTEL Module 6 Resources formative Intervention 7 step case study
10	Technology Advances and Uses--- <i>Multimedia,Internet, Werner</i> (CCTC 11, NAEYC 3,5,6, NCATE 1B, 1D, CACREP C1a/g)	Readings 25 & 26 INTEL MOD 7 Computing Management
11	Seminar Development night (pre-selected topics) (CCTC 1.3.2.1, NAEYC 1,3,4, NCATE 1C, 1D, CACREP A7/11)	Dr. Biacindo
12	Special Education/Counseling— <i>IDEA Act, inclusion, Schachtel</i> (NAEYC 4ab, NCATE 1,6, 1B, 1D, CACREP C1ag)	Readings 3 & 18 INTEL MOD 3- Internet activities 2-5
13	Online session SEMINAR MATRIX and APA REPORT	Dr. Biacindo
14	Presentation and Teaching Strategies – <i>ed’l reform, Montessori</i> (CCTC 2-4, 10-11, NAEYC 1-4, NCATE 1.2, 1.5)	Reading 27 & 28 INTEL MODULE 2 Curriculum Framing Questions
15	Character, Ethics, & the Law— <i>ethics character development</i> (CCTC 10, 11, 12, NAEYC 1,2, 3, 4a/b, NCATE 1.3, 1.6, 1C, 1D, CACREP A7,11)	Reading 12 – Socratic INTEL MOD 3 Activity 2 Ethics
16	Capstone —video analysis using all developmental theories FINAL EXAMINATION DUE: _____	Use graphic organizer (GO) to complete

On your presentation night, come prepared by having:

1. peer evaluation forms for each class member
2. student frontloaded docs (provided 1-3 days before seminar)
3. POWERPOINT presentation with back-ups (BB group has file upload for)

SOME DO's FOR AN EFFECTIVE SEMINAR

An effective seminar is:

- ❖ INTERACTIVE; audience must participate, not just be lectured to (student-centered)
- ❖ pre-selected OBJECTIVES; based on both theory, research, and practical knowledge
- ❖ MEANINGFUL CONTEXT; audience understands how they can use info, with focus on intervention outcomes
- ❖ fulfill all areas listed on SEMINAR PRESENTATION RUBRIC
- ❖ have a real-life connection through use of POWERPOINT, VIDEO and SOCRATIC DEBATE which demonstrate the "real world" of application
- ❖ include a VALID and RELIABLE MEASURE of audience learning (pre-test using Survey Monkey and discussion board post-seminar responses)

Seminar technology should include a variety of the following (items in blue italics are required)

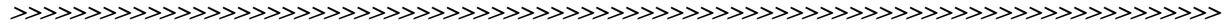
- *film clips or You Tube*
- learner interactive technology use (Blogs, wikis, etc.)
- Intel Essentials e-reader and Perspectives readings use of material
- *hands-on activities*
- education and counseling-based practicums
- *visually rich Powerpoints (clip art + animated text)*
- educational and counseling issues forum
- *practice activities (real world connection)*
- political and legal implications
- *Web site exploration or use with hyperlinked sites*

ALL MULTIMEDIA CHOSEN TO BE USED IN SEMINAR MUST BE REVIEWED BY PROFESSOR FOR APPROVAL OF CONTENT BEFORE USE IN SEMINAR

Name _____

This is a blind review, as your name will be removed before evaluation is returned to presenters; this name slip provides you with credit for participation in the listed seminar

SEMINAR DATE _____ **SEMINAR TITLE** _____



PEER SEMINAR EVALUATION for (topic) _____

A whole-class handout at the completion of each seminar ---- Feedback provided on the following week

BEST POINTS OF THE SEMINAR WERE:

- 1.
- 2.
- 3.
- 4.

**THINGS LIKED LEAST ABOUT THE SEMINAR
(CONFUSION and/or BOREDOM PREVAILED):**

- 1.
- 2.
- 3.
- 4.

WHAT FORMS OF INTERVENTION HAVE YOU LEARNED?

WHAT DEVELOPMENTAL OR PSYCHOLOGICAL THEORY WAS EMPLOYED?

WHAT SUGGESTIONS DO YOU HAVE FOR THE SEMINAR PRESENTERS?

ON A SCALE OF 1 to 10, RATE THIS SEMINAR

USE THIS RUBRIC 8-10=A 6-7=B 4-5=C 2-3=D 0-1=F

RATING (circle choice) 10 9 8 7 6 5 4 3 2 1 0

APA literature review Or Action Research Paper—this is an overview; the APA online seminar will provide practice in abstract writing and more information on the lit review using Turnitin)

Please use Google Scholar for your search to ensure you are reviewing scholarly articles that have been vetted and approved by professionals. Simple searches may not contain valid or correct information.

COVER PAGE

Cover page has seminar title, presenters' names, course title and number.

ABSTRACT Brief overview of topic area, focus points, and active learning results, with associated keywords (APA format).

LITERATURE REVIEW, 5-8 pages in length, with a minimum of 15 references:

general discussion of topic area to demonstrate superior knowledge in pre-selected topic (all information included here is not necessarily covered in the actual seminar; this paper demonstrates your ability to research a topic and provide a review of the current literature on that topic)

- ◆ a minimum of fifteen recent (i.e., 2012-20) journal articles that demonstrate and document the current views and uses of the topic covered
- ◆ proper citations format in the literature review (APA format)
- ◆ satisfactory Turnitin review (17% or less, when references have been filtered out; initial review will include references, which should all be listed as an exact copy if correctly cited)
- ◆

REFERENCES

Cited in proper APA format (most research articles listed by Google Scholar have the citations posted in APA and other formats to cut-and-paste)

ECE students must also include these sections for their action research:

Methodology

Results

Discussion

Based on their action research findings from either in the field or in the classroom. As this component includes more data and section writing, the lit review will be reduced to a minimum of 7 articles.