

ED240
Adolescent Development and Learning
Autumn, 2015
Stanford Teacher Education Program

Faculty:

Dr. Linda Darling-Hammond
Office: CERAS 326
Email: ldh@stanford.edu
Phone : 650-723-3555

Teaching Assistant:

Channa Cook
Office: CERAS 326
Email: channa.cook@gmail.com

Office Hours: By Appointment

Course Time, Location, Credits, and Grading

Time: Monday 3:15 to 6:05 p.m.
Location: CERAS 300
Credits: 5 Credits Grading: Letter Grade

Course Introduction

The focus of this course is on principles of adolescent development and learning in family, school, and community contexts. We examine adolescents from biological, psychological, cognitive, and social perspectives. We are particularly interested in school, community, and broader cultural influences on adolescent development. This includes how adolescents learn and what motivates them to learn, and how schools and teachers contribute to adolescents' growth by teaching in ways that "fit" their developmental and cultural needs.

The course is conducted as a **graduate reading seminar**. This means that the reading for each weekly session **must be completed ahead of time** so that class time can be devoted to discussion, answering of questions, probing of issues and – above all – to discussing how the material illuminates your interactions with adolescents in the school setting. To facilitate close reading of the class material, readings are carefully selected. To facilitate engagement with the material, the class is divided into three groups that meet with a faculty member who serves as discussion leader and resource person.

Course Materials. There will NOT be a reader for this course. However, articles and chapters will be made available online through Stanford Coursework. **We will also read substantial sections from several books. You may choose to purchase these books or read the chapters made available via Coursework. These include:**

Tatum, B. (2003), *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books.

Sadowski, M. (Ed.) (2008). *Adolescents at School: Perspectives on Youth, Identity, and Education.* Cambridge, MA: Harvard Education Press.

Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Ballantine Books.

Goleman, D. (2006). *Emotional Intelligence*. New York: Bantam Books.

The books are also on Reserve in the Cubberley Library and STEP library.

Course Requirements

Grades are based on your engagement with and mastery of concepts underlying adolescent development and learning. We expect you to participate through engagement with readings and discussions, and completion of all assignments in a timely manner. Five tasks will comprise our assessment of how well you engage with and master the class material: (1) participation in class discussions, (2) leading a class discussion about one of the week's topics; (3) weekly written logs that relate to the readings and your case study student, (4) your feedback to a case study partner about their logs and draft case study; and (5) a final case study report of an adolescent.

Class Participation. Participation in class discussion every week is an important part of the course. This means completing your reading assignments in order to contribute intelligently in class. Our goal is to create an engaging and productive classroom environment with and for you. Every student is expected to contribute in every class discussion and to take leadership of selected discussion topics. At the end of the quarter, the instructor will give class participation grades (**10% of grade**).

Leading Class Discussion. In groups of 2 or 3, you will be responsible for leading a class discussion of the readings. We will circulate a sign-up sheet on the first day of class. You can sign up for any week based on your interest in the topic. In terms of leading the class, you and your colleagues should be creative and prepare about 20 to 30 minutes worth of focused activity that deals with some aspect of the week's readings. There are different options for this activity; for example, develop a short group-work assignment based on the readings, present a videotape clip, articles or research studies related to the week's topic, etc. The group will develop a lesson plan of 1 to 2 pages in length and should email the Lesson Plan to the instructor by Sunday morning before the class. If you wish to consult with the instructor regarding your lesson plan, contact your instructor to make an arrangement to meet (**15% of grade**).

Weekly Written Logs. Each week, you are **required to write a log** that will be based on the readings and guided activities with your case study adolescent. The logs are designed as exercises that connect the readings to the adolescent whom you have chosen for your case study. Logs should be about 2 - 3 pages in length, unless you are presenting data on your case study adolescent and you require more space. ***You are required to make specific reference to the readings in your logs.***¹ The goal is to help you develop a strong understanding of your adolescent student based on skills of observation and inquiry and an understanding of the literature on adolescent development and learning. Take some time each week to reflect on connections to the readings and your experiences as a student and teacher. Developing a habit of informed reflection is essential in teaching. ***Logs should be submitted electronically to the instructors via Canvas before 3:15 each Monday (15% of grade). If you need extra time to***

¹ You may consider adopting a standard citation format (i.e. APA or MLA) early on in your writing to ensure consistency across logs and in your final case study.

complete a log because you have to meet with your student to complete an interview or activity, please seek your instructor's permission.

Feedback to a Case Study Partner. In addition to completing your own log you will be assigned to a case study partner with whom you will periodically share logs; you will be responsible for commenting on each other's logs. You will also give feedback on the entire case to a partner when it is in draft form (in the week between November 20th and 30th). Your comments should aim to be helpful to your partner in achieving the objectives of the writing prompts and the overall case study. (10% of grade)

Case Study. Through your adolescent case study project, you will learn to look closely at a developing adolescent and to link what you learn from observations and interviews to the readings on adolescents' cognitive, social, emotional, and physical development. The goal is to understand your student's thoughts and feelings, motivation to learn, and identity-related goals, commitments, and aspirations; as well as the student's interpersonal relationships with peers and teachers; the outcome is to understand the development and behaviors of your student from the various social contexts such as family, school, peer group, and community that serve as the major influences in her/his life.

In both this course and the practicum, you will be learning inquiry techniques related to the case study. Your report will link your observations and analyses about your student to the readings you have done in practicum and in other courses as well as EDUC 240. You will have the opportunity to review case studies written by other students who have previously engaged in this kind of activity. You will also have the opportunity to have your case study reviewed by a peer and your faculty instructor before completing the final version. Penultimate drafts of the case study will be **due no later than November 20** to your peer case reviewer and faculty reader. You will also receive a case to review on that date. By or before **November 30**, you will trade written feedback with your peer reader and will receive feedback from your instructor. ***When you provide feedback to your partner, please cc: the instructors if you send it electronically, or make a copy of the written feedback if you give it in hard copy.***

The final case study report is due on Friday, **December 11 (50% of grade).**

Schedule of Weekly Readings

Understanding Adolescent Development and Learning

Week 1 September 21

Overview of Topic

Human development and learning occur at the interface of the inner world of the person and the outer circumstances of his or her existence, including the social and historical context in which an adolescent is “coming of age.” Adults’ roles in promoting healthy development of adolescents revolve around the provision of safe, nurturing, and challenging opportunities for young people. Such opportunities should be designed to draw the young person’s intellectual, emotional, and social growth along desirable developmental, educational, and cultural lines – lines that lead toward acquired knowledge and skills, social roles, and fulfillment of personal and socially valued ends. Understanding adolescent development requires not only a consideration of the whole adolescent, but also of the places in which he or she is living and growing.

Adolescence is a time of many life changes in the child and his or her environment. Changes in the growing child include puberty, formation of a psycho-sexual-social identity, and transformations in cognitive capacities. Social changes include the transitions to new, often larger schools; transformations in relationships with parents; deepening intimacy with peers and entry into dating; and gradual emergence into a world in which one is perceived as an increasingly mature person. Three important themes are central to understanding adolescence as a developmental stage. First, changes in body, thought, emotion, and social relationships are all occurring simultaneously in youth. The interdependence of these changes suggests that we need to understand adolescents’ experience, behavior, and learning in a holistic manner. Second, all of the internal changes that adolescents are experiencing are mirrored by profound changes in their peer, school, and family lives. Third, the development of identity -- a sense of “who I am” as a person, a social member, and a student -- is a critical aspect of adolescence. We will examine development and learning with an emphasis on these issues of identity development.

Readings (read for today):

- Kolbert, E. (Aug. 31, 2015). *The Terrible Teens*.
- Somerville, L. H. (2013). *The Teenage Brain: Sensitivity to Social Evaluation*. *Current Directions in Psychological Science*, 22, 121-127.

Special Reading for Case Study Project

- Florio-Ruane, S. (1990) *Creating Your Own Case Studies: A Guide for Early Field Experience*.

Log #1 (due next week): By now you should have identified a student to serve as your case study student for this course. Observe the student. 1) Write a paragraph about the adolescent you have chosen to study. Include your rationale for choosing this teenager, any questions you now have about him or her and any conjectures or impressions you currently hold about him/her. 2) Conduct an observation of the student for at least 20 minutes in a classroom or non-classroom setting, and write a summary of that observation. When taking notes and writing them up, be careful to be concrete, specific, and nonjudgmental. (See the case study article by Susan Florio-Ruane.) Note the context within which the adolescent is operating (who and what is in the environment; what is going on) and how the student reacts to events and people in the environment. Record specific questions or hypotheses pertaining to your observations in a separate column or section of your notes. 3) Include a physical description of the student. Describe the students’ physical attributes – gender, race/ethnicity, approximate height and

weight, your impression of the student's level of physical maturity; note, for example, facial hair for boys, body piercings, style of dress, personal grooming and hairstyle, special mannerisms, etc. 4) What do you currently believe or wonder about the inner development and outer context of this student?

Who am I – Physically (Gender and Sexuality) and Mentally (as a Learner)?

Week 2 September 28

Overview of Topic

This week we discuss the important and varied ways in which adolescents are identifying themselves both physically and mentally. Adolescents are working to figure out who they are and how they fit into the world around them. Much of the active work of adolescence is engaged in the ongoing work of developing a sense of gender and sexuality, on the one hand, and a sense of intellectual / aesthetic / vocational interests and pursuits, on the other. Teaching and learning are human and interpersonal endeavors. In what ways do personal, social, cognition, and gender identities matter for learning? How can teachers create learning spaces that affirm and build on students' identities, regardless of what they might be? The challenge for teachers and students alike is to create the most supportive contexts for development and to draw on identity development to reinforce students' sense of themselves as learners.

Readings for today:

- Sadowski, M. (2010). *Adolescents at School: Perspectives on Youth, Identity, and Education*. Chapters 1, 5, 7
- Pascoe, C. J. (2007). *Dude, You're a Fag*. Chapters 1 & 2

For deeper study:

- Perry, D. G., & Pauletti, R. E. (2011). *Gender and Adolescent Development*. *Journal of Research on Adolescence*, 21, 61-74.

Log #2 (due next week):

This week we discuss the important and varied ways in which adolescents are engaged in the ongoing work of developing a sense of gender and sexuality and who they are and how they fit into the world around them. Teaching and learning are human and interpersonal endeavors. Your student as a physically maturing teen: How do physical maturation and gender identity interact in the case of your student? How does your student express his/her gender identity / sexuality in his / her dress and behavior, and how does this affect his/her interactions with peers? Is your student involved in dating or a romantic relationship? Does s/he only date only one person? If there is a special boy or girlfriend, what is the nature of this special friendship? Are there ways in which the student's activities or behavior inside or outside of class reflect or express his or her gender identity?

We know that students differ in what they bring to the task of learning and what motivates them to want to learn. The challenge for teachers and students alike is to find the best teaching and learning strategies that reinforce students' sense of themselves as learners and affirm and build on their identities, whatever those may be. Your student as a mentally maturing teen: How does your case study student think of him/herself as a learner? What does s/he think s/he is "good at" or interested in? Which subject matter does s/he find most interesting and possibly most boring? Why? What other interests does s/he have? How important is school to the student's life and identity? What kinds of things get your student excited about learning?

Peers, Friendships, and Social Media

Week 3 October 5

Overview of topic

Identity development is not only an “inside out” personal and psychological project, but is also constructed from the “outside in” and is an interpersonal, social project. That is, significant people in one’s life – parents, siblings and other relatives; teachers, friends and classmates; romantic partners and others in the community all have important influences on our sense of who we are, what we can become, and where we should be going. The people that comprise our lives shape, in significant ways, our values and morals, goals and aspirations, and beliefs and ideologies (e.g., our identities). Indeed, one conception of identity is that we come to “see ourselves as others see us” and we come to accept the “self narrative” that others have constructed for us through their spoken (and unspoken) words to us. Identity is internalized dialogue in some sense, borne from the many voices that comprise our lives. In adolescence, friends and peers are very important in constructing identity.

Today, media is also highly influential in guiding young people in nearly every aspect of their life and plays a great role in how adolescents form and express their cultural values, attitudes, and preferred identities. For some adolescents some aspects of the media (e.g., music, TV, Video games, YouTube) have come to be nearly as important as the family in directing an adolescent’s life. Often actors or performers serve as role models for adolescents who set their own moral and/or behavioral compass by these role models who they see on TV or in media of one form or another. Teachers must learn to integrate media, new and old, into their teaching in order to connect to the experiences of their students. In addition, adolescents have new technologies for communicating with peers in ways that their parents and other adults around them are not as sophisticated in using. The media and these new technologies for staying informed can be used as teaching-learning devices. Whether this happens depends on the technological and social / cultural knowledge of parents and teachers.

Readings for today:

- Steinberg, Chapter 5, *Peer Groups*
- Albert, D., Chein, J., & Steinberg, L. (2013). *The Teenage Brain: Peer Influences on Adolescent Decision Making*. *Current Directions in Psychological Science*, 22, 114-120.
- Subrahmanyam & Smahel, *Constructing identity online: Identity exploration and self-presentation*. In *Digital Youth*, pp. 59-80.

For deeper study:

- Rodkin, P., Espelage, D., Hanish, L. (2015). A Relational Framework for Understanding Bullying: Developmental Antecedents and Outcomes. *American Psychologist*, 70(4), 311-321.

Log #3 (due next week): What kinds of friendships / peer relationships does your case study student have? How does s/he view the functions of these friendships? How does s/he define friendship? What does he/she look for in a friend? How does he/she distinguish between a friend and an acquaintance? How many friends does the student have and how long have these friendships lasted? What does the student do with their friends? Specifically, what does it mean to “hang out with their friends”? [Here we do not mean “friends” as in the context of Facebook, but actual peers they interact with at school, at home, and in the community. However, feel free to comment on on-line social networking relationships if they are part of your student’s life.] How does the student use social media? And which social media technologies does the student use and with whom? Has the student ever experienced bullying (or cyberbullying) directly or through the experiences of a peer?

Social and Cultural Dimensions of Identity Formation: Race and Ethnicity

Week 4 October 12

Overview of topic

Identity development is the central life task of the adolescent period. The question of social identity goes beyond “*Who am I?*” to the question of “*Where do I belong?*” Membership in various groups is an activity with important identity consequences in terms of self-perceptions and other’s perceptions of us. Psychological and social characteristics of adolescents (e.g., their interests and activity choices, racial-ethnic group membership, academic track, and so on) affect their peer choices. Peer groups, in turn, affect the adolescent’s academic motivation, future aspirations, kinds of after-school activities, etc. Such relationships fulfill the strong need for affiliation during these years, and can reflect pro-social commitments (e.g., academically supportive friends) or problematic commitments (e.g., gang membership). If adolescents cannot find productive channels at home, in the neighborhood, and at school that fulfill their affiliation needs, they may turn to risky behaviors to fulfill such needs. Schools can shape the development of constructive social identities and the creation of relationships among and across adolescent groups. In addition to peer group memberships, group memberships related to culture, race, ethnicity, and religion are important and central dimensions of the identity formation process. Importantly, adolescents of color eventually must address issues of discrimination associated with their group membership, integrate positive aspects of their racial and cultural identity, and address issues of negative stereotypes as they forge a sense of personal and social identity related to their reference group.

Readings for today:

- M. Sadowski, *Adolescents at School*, Chapters 2-4
- B. Tatum, *Why are all the Black Kids Sitting Together in the Cafeteria?* (Chapters 2, 4).
- P. Carter, *Keepin’ it Real* (Introduction, Chapters 5, 6).

For deeper study:

- B. Tatum, *Why are all the Black Kids Sitting Together in the Cafeteria?* (Chapters 3, 6, 8-10).

Log #4 (due next week): Identity includes the many social contexts we inhabit simultaneously. Family, community, geographical location, designations of race and ethnicity, language preference, social class, strong interest affiliations, religion, gender and sexual orientation are just some of the cultural contexts through which we acquire our ways of being in the world and by which we may identify ourselves or be identified by others. In addition, there is immigration status of the student and/or their parents – how might this determine the type of student they are and how they interact with peers. Another important factor is mixed racial status – where do these students fit in at school socially and in their affiliations. Based on your knowledge of your student and the readings for this week and next week discuss some of the cultural contexts which are most salient in your student’s life. Describe which contexts your student inhabits and how they appear to shape his/her perceptions as well as those of others in the family, community, and/or school. You may have observations about your adolescent’s racial / ethnic awareness and identity development. Feel free to include excerpts of interview transcripts or observation notes to provide evidence about the student’s views and behaviors.

Development in Multiple Contexts: Home and School Cultures

Week 5 October 19

Overview of topic

Identity development is not only an “inside out” personal and psychological project, but is also constructed from the “outside in” and is an interpersonal, social project. That is, significant people in one’s life – parents, siblings and other relatives; teachers, friends and classmates; romantic partners and others in the community all have important influences on our sense of who we are, what we can become, and where we should be going. The people that comprise our lives shape, in significant ways, our values and morals, goals and aspirations, and beliefs and ideologies (e.g., our identities). Indeed, one conception of identity is that we come to “see ourselves as others see us” and we come to accept the “self narrative” that others have constructed for us through their spoken (and unspoken) words to us. Identity is internalized dialogue in some sense, borne from the many voices that comprise our lives. At a deep level, for instance, the child who is taught she “can be anything” may develop a fundamentally different self-identity than the one whose parents tell her “you’ll never amount to anything.”

Both families and schools can help shape the development of constructive social identities and the creation of relationships among and across adolescent groups. In addition, the similarities and differences in the contexts that youth experience can influence their lives. Helping students navigate the borders (“differences”) that sometimes exist between the ethos of home and the ethos of school can cultivate motivation, learning, and identity formation in youth. Facilitation of such transitions for youth requires that teachers develop mechanisms for open dialogue with adolescents about how their lives in and out of school are (or are not) related.

Readings for today:

- Davidson, A.L. & Phelan, P. (1999), *Students’ Multiple Worlds: An Anthropological Approach to Understanding Students’ Engagement with School* (pp. 233-273).
- L. Olsen, *Made in America*, Chapter 2 *The Maps of Madison High* and Chapter 3 *We Make Each Other Racial: The Madison High World as Perceived by the ‘American’ Student*
- Sadowski, Chapter 8

For deeper study:

- Davidson, E. (2011). *The Burdens of Aspiration: Schools, Youth, and Success in the Divided Social Worlds of Silicon Valley. Chapter 2 and 3*

Log #5 (due next week): Based on your interviews and observations, what messages do you think your case study student feels s/he receives about appropriate roles, ways of being in the world, and aspirations from the different contexts in which s/he lives? Are these consistent or inconsistent with one another? Using the conceptualization offered in Davidson and Phelan, how would you describe the way in which the student is navigating the psychosocial borders s/he encounters? If your student belongs to an immigrant family, how does that affect his/ her experience of school? Feel free to include excerpts of interview transcripts or observation notes to provide evidence about the students’ views and behaviors. An important exercise with your student is to have him/her draw a **social map of the school and show where s/he believes they “fit.”**

What have you learned about your student’s family? Who does the student live with? What are the parents’ / guardians’ aspirations for the student? How stable is the family? Are there aspects of family life that influence the student’s experience or achievement at school? How would you characterize your student’s evolving relationship with his/ her family? How does the student’s family intersect with his/ her expectations or experiences of school?

By this time, you should have interviewed the student about his or her family and home life. Some of you will have spoken to his or her parent(s) or guardian(s) and visited with them at their home or at school. The home visit / parent conversation should occur no later than week 7. You will want to update this log when you are prepared to add those observations about the family context.

Understanding the Role of Motivation and Effort in Learning

Week 6 October 26

Overview of topic

Motivation to learn comprises a pattern of achievement-related beliefs, emotions, and goals that predispose the student to act and invest his/her energy in different ways in the classroom and in the learning process. In particular, *achievement-related goals* and *perceptions of being able* to accomplish what the teacher asks or what one wants to pursue (e.g., efficacy beliefs) are two of the most important “motivational variables” in determining if students engage in curricular tasks. Students want to know what is expected of them; want to feel confident that they can succeed and can draw on supports to help them do so; and want to connect their learning with something in their lives and experiences that is of value and importance.

Readings:

- Blumenfeld, P.C., Puro, P., & Mergendoller, J.R. (1992). Translating motivation into thoughtfulness. In H.H. Marshall (Ed.), *Redefining student learning* (pp. 207-239).
- Dweck, *Mindset*, Chapters 1-3, 7 & 8

Log #6 (due next week)

Describe your observations as you **shadowed** your student to his/her different classes. What kind of teaching does your student experience throughout the day? How would you characterize the instruction going on in the various classes? How does this influence your student as a learner in these classes: the quality of his/ her work, attention, understanding and motivation? Describe the features of one or more specific classrooms experienced by your student that illustrate how his/her understanding is influenced (positively or negatively) by different learning environments. How would you describe your student’s level of engagement in school generally, and in different classes? What features of those classrooms seem associated with the student’s level of engagement? Connect your observations to this week’s readings as well as any prior readings you have done in class. Use specific quotes from interviews and evidence from observations (including descriptions of classroom dialogue, work, interviews and assignments) to support your views.

The School Context: Engagement and Achievement in High School

Week 7 November 2

Overview of topic

Students have different reactions to school. Many students are highly motivated to excel in school while others are more ambivalent about academics and fill the time socializing with friends and/or engaging in activities that are more interesting to them such as school sports or clubs. Also students differ on the pressure they feel to do well in school based on what their parents expect of them. Some go through the motions of schooling by engaging in demanding courses and/or school based activities without really being concerned for deep learning, but rather for the sake of earning good letter grades to boost their G.P.A. Other students find the school environment too stressful or irrelevant and cope by withdrawing either physically (i.e. dropping out) or psychologically. The ways in which schools are designed can lead to different outcomes for students.

Readings (read for today):

- Eccles, J., & Roeser, R. (2011). *Schools as Developmental Contexts during Adolescence*. Journal of Research on Adolescence, 21, 225-241.
- Pope, *Doing School*, Chapters 1 (everyone), 2-7 (jigsaw), Epilogue (everyone)

For Deeper Study:

- Cushman, K. (2013). *The Motivation Equation: Designing lessons that set kids' minds on fire*. Providence, Rhode Island. ebook that can be downloaded to an ipad or computer for free at: http://www.howyouthlearn.org/educator_resources_motivationequation.html.

Log #7 (due next week)

This week the log will focus on analyzing student learning in the context of his / her school experience. For your student, write a commentary in which you:

- a) Describe the student as a learner. What are his/her strengths and approaches to learning, levels of knowledge and skills, academic needs, individual learning goals, and other relevant characteristics? [The background for this will have already been touched on in earlier logs.]
- b) In your judgment, how is the school environment working positively to engage your student in learning and/or working negatively to turn your student off from learning? Discuss what influences you believe have supported or impeded the student's achievement.
- c) Does the school support this student's development in productive ways? What features of the school environment are most / least supportive?
- d) Is your student "doing school?" Explain.

Cognitive Development in Adolescence

Week 8 November 9

Overview of topic

Adolescence heralds a new stage in the cognitive and reflective capacities of the person. Developmental changes and experience enable increased capacity for abstract thinking (e.g., formal operations), perspective taking, self-reflection, and higher-order integration of ideas, means-end thinking, and other changes in cognition. Because of the integrated nature of the biological, psychological, and social changes adolescents are experiencing, changes in intellectual capacity transform adolescents' ability to think about themselves and their social worlds in a more nuanced, critical, and integrative way. Adolescents become more adept at understanding others' perspectives through reason and emotion; and thereby are able to enter into more intimate relationships with others and to have a broader understanding of the social world around them. Thus, cognitive changes not only herald new possibilities for learning, but also for psychosocial, emotional, and moral development.

The readings for this week discuss the biological and socio-cultural factors that shape learning. Piaget described an "unfolding of cognitive structures" linked to biological maturation and emphasized the individualistic nature of cognitive development. In contrast, Vygotsky emphasized the environmental (social, cultural, historical) influences that shaped the cognitive structures and contents of the child's mind across development. He stressed that cognitive development is supported socially through language, cultural symbols and tools, and the nurturing of learning by caregivers and peers – especially within the child's "zone of proximal development" (ZPD). The development of higher order thinking in the subject matter disciplines requires not only confronting children's misconceptions about the world, but also providing them with assisted inquiry and practice in the child's ZPD.

Readings (read for today)

- Cole, M. & Cole, S. R. (1993). *The development of children*. (p. 608-640)
- Cognitive Assessment Packet

Log #8 (due next week): Describe an aspect of your student’s cognitive development. Use one or more samples of the student’s work (**BE SURE TO INCLUDE COPIES OF THE STUDENT’S WORK**) as the basis for discussing what the student can do in terms of higher order thinking and reasoning and what areas are still developing. Analyze his/her thinking in terms of both domain-specific understanding and cognitive development toward formal reasoning (e.g., concreteness vs. abstractness; ego-centricity vs. capacity for taking perspectives of others). How does your thinking differ from that of your student (or from the students in your classes)? Also consider *how* your student learns. Relate your findings to the readings. *In addition, having examined the student’s **cumulative folder**, provide an overview of what you have learned about the student’s academic development over time from the perspective of former teachers, tests, records, parents and others.* How does this add to what you understand about your student? What does this view of your student miss about his or her abilities?

Fostering the Adolescents’ Social-Emotional Development
Week 9 November 16

Overview of topic

Emotional intelligence is as important as academic intelligence in the life of an adolescent. The ability to persevere when learning is difficult or to handle frustrations and to solve problems productively are learned abilities, as is the capacity to treat others with concern and compassion. Parents, peers, and schools influence how adolescents develop into emotionally healthy and morally grounded individuals, whether intentionally or unintentionally. Intentional emotional support for development can make a difference in young people’s abilities to work well with others in the world. Zins et al provide us with a useful overview of how emotional intelligence has been conceptualized by different researchers.

Readings (read for today)

- Zinis et al., *Social and emotional learning for successful school performance*. Pp. 376-395
- D. Goleman. (2006) *Emotional Intelligence* chapters 3-8 (jigsaw) & 16 (everyone)

Resources for your teaching:

- Educators for Social Responsibility, *Advisory Guide* activities

Log #9

Give at least 2 examples of things you have observed about your student’s socio-emotional development using the descriptors of emotional intelligence from what Goleman and Zins et al discuss and/or from your knowledge of this topic from other sources including websites such as CASEL (www.casel.org). These examples could be based on a sample of student work or on a naturally occurring event you have seen or heard about involving teachers, peers, or family members. Use specific evidence from interviews or observations to guide your discussion and analysis.

NOVEMBER 23 – NO CLASS - THANKSGIVING WEEK
YOUR CASE STUDY DRAFT IS DUE TO YOUR PEER REVIEWER AND
INSTRUCTOR NO LATER THAN NOVEMBER 20 AT 5 p.m.

What Schools and Communities need to do to Raise Caring and Responsible Adolescents
Week 10 November 30

Overview of topic

There is a saying that “it takes a village to raise a child” and for the fortunate child many positive benefits accrue when there is a caring community. Unfortunately, many children are raised in communities and attend schools in environments that are more toxic than caring. This week we will delve into the concept of resilience and examine how some child and adolescent advocates hope to raise the awareness of communities by assessing how well a community is doing (or NOT doing) to meet the needs of children and adolescents. The perspective in this Development Assets approach is that parents, teachers, neighbors and community members can play a part in raising caring and responsible adolescents. We will examine how internal and external assets are critical to whether an adolescent engages in risky behavior (sex, alcohol, drugs) or in positive youth thriving behaviors (school success, helpful to others, assumes school/community leadership activities).

Readings:

- Benson, P. (2006). *All Kids Are Our Kids*. Chapter 2, Naming the Positive: The Concept of Developmental Assets, (pp. 23-58); Chapter 3, Developmental Assets, (pp. 59-96).
- Palo Alto Report Developmental Assets Initiative.

Log #10

For this log you will discuss with teachers/administrator at your school site whether the school has engaged in conversations about fostering developmental assets for its students. If the school or community has completed a developmental assets assessment what was learned from this and what student interventions/prevention programs were implemented at the school or in surrounding community youth organizations. Secondly, you will conduct a brief developmental assets profile for your student using materials discussed in class. You will also discuss with your student what their impressions are of developmental assets that may or may not exist in the community (e.g., presence or absence of community sponsored youth activities) and at the school (e.g., caring adults willing to listen).

Wrap-up of Course: Sharing Case Studies

Week 11 December 7

In today’s class, come prepared to share with the class two or three key things that you learned about your student while doing the data collection for the case study report.

Log #11

Provide a personal reflection on what was most meaningful to you in this course. You will have a chance to fill out a course evaluation, but if there is anything you’d like to add here regarding suggestions for the course, you are welcome to do so.

FINAL CASE REPORT DUE Friday, DECEMBER 11, 2015
Enjoy your holidays!

Course References

- Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Influences on adolescent decision making. *Current Directions in Psychological Sciences*, 22, 114-120.
- Cushman, K. (2013). *The Motivation Equation: Designing lessons that set kids' minds on fire*. Providence, RI. http://www.howyouthlearn.org/educator_resources_motivationalequation.html.
- Davidson, A.L. & Phelan, P. (1999). Students' multiple worlds: An anthropological approach to understanding students' engagement with school. In Urdan, T.C. (Ed.) *Advances in motivation*, 11, 233-273.
- Davidson, E. (2011). *The Burdens of Aspiration: Schools, Youth, and Success in the Divided Social Worlds of Silicon Valley*. New York: New York University Press.
- Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Ballantine Books.
- Florio-Ruane, S. (1990). Creating your own case studies: A guide for early field experience. *Teacher Education Quarterly*, 17, 29-41.
- Goleman, D. (2006). *Emotional Intelligence*. New York: Bantam Books.
- Lenhart, A. (December 15, 2009). Teens and Sexting: How and why minor teens are sending sexually suggestive nude or nearly nude images via text messaging. Pew Research Center, Washington D.C.
- Pope, D. (2003). *Doing school: How we are creating a generation of stressed-out, materialistic, and miseducated students*. New Haven: Yale University Press.
- Sadowski, M. (Ed.) (2008). *Adolescents at School: Perspectives on Youth, Identity, and Education*. Cambridge, MA: Harvard Education Press.
- Somerville, L. H. (2013). The teenage brain: Sensitivity to social evaluation. *Current Directions in Psychological Science*, 22, 121-127.
- Steinberg, L. (2014). *Adolescence*. (10th ed.). New York: McGraw Hill.
- Subrahmanyam, D., & Smahel, D. (2011). Constructing identity online: Identity exploration and self-presentation. *Digital Youth*. Advancing Responsible Adolescent Development, DOI 10.1007/978-I-4419-6278-2_4.
- Tatum, B. D. (2003). *"Why are all the Black kids sitting together in the cafeteria?"* New York: Basic Books. (5th Anniversary Revised Edition)
- Zins, J. E., Payton, J. W., Weisberg, R. P., & O'Brien, M. M. (2007). Social and emotional learning for successful school performance. In G. Matthews, M. Moshe, & R. D. Roberts (Eds.), *The science of emotional intelligence: Knowns and unknowns*. New York: Oxford University Press. (pp. 376-395).

CALENDAR: Approximate Timeline for Doing the Work of the Case Study

NOTE: The date in Column 1 is the day/week of the class session. The topic for the class session each week (Column 2) will be the focus of the log/task that is due in class the following week (Column 3).

WEEK	Topic in Adolescent Development	Case Study Logs & Tasks (due the following week)
9/21	Understanding Adolescent Development & Learning	Choose student; permission forms signed; Conduct non-judgmental observation; Log 1: Describe your student (observation). Begin collecting class work for your student.
9/28	Who am I – Physically (Gender and Sexuality) and Mentally (as a Learner)?	Student interview(s) & observations Log 2: Describe your student as a physically and mentally maturing teen.
10/5	Peers, Friendships, and Social Media	Student interview(s) & Observations Log 3: What have you learned about your student’s relationships with peers? How extensive is the peer network and what does he/she do with his/her friends? Consider also your student’s online identity and social media presence.
10/12	Social and Cultural Dimensions Identity Formation: Race and Ethnicity	Create a plan for shadowing student in all/most of his/her classes (to be completed b/w now and end of October). Log 4: Explore social and cultural aspects of student considering especially their racial and ethnic self-identification
10/19	Development in Multiple Contexts: Home and School Cultures	Make plans for home visit ; talk to parents. Log 5: Continued exploration of cultural contexts. Have your student draw a social map of their school and where they fit. Also, begin exploring the family context.
10/26	Understanding the Role of Motivation and Effort in Learning	Log 6: Observe student throughout the day (shadowing); describe classrooms experienced by student and their influence on understanding & motivation; connect to our readings on school engagement and motivation.
11/2	The School Context: Engagement and Achievement in High School	Student interview(s) & Observations Log 7: discuss student’s strengths and approach to learning – how is school accommodating students learning? Does school provide good stage-environment fit for student? Is student engaged in real learning or “doing school”?
11/9	Cognitive Development in Adolescence	Examine student’s cumulative folder Log 8: Describe your case study student as a learner and consider his/her formal reasoning. Also, analyze 1 or 2 samples of student’s work for cognitive understanding. Does the cumulative folder confirm and/or complicate what you know about your student’s cognitive development?
11/16	Fostering the Adolescents’ Social-Emotional Development	Log 9: discuss student’s socio-emotional development; use evidence from interviews and/or observations.
11/23	Electronically Submit DRAFT case study by 5 p.m.	Penultimate draft due Nov 20 to peer and faculty reader. Remember to cc instructors on peer review feedback.
11/30	What Schools and Communities Need to do to Raise Caring and Responsible Adolescents	Log 10: determine whether the community in which your student lives has conducted a development assets assessment. Then conduct a brief developmental assets profile for your student using materials discussed in class.
12/7	Course wrap-up: Sharing Case Studies	Class: sharing out of case study students Log 11: Provide a personal reflection on what was most meaningful to you in this course.

