



EDUC 240 | Fall 2021

# ADOLESCENT DEVELOPMENT & LEARNING

Course time: Thursdays 3:15-6:15 p.m. | Credits: 3 | Grading: Letter grade

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## INSTRUCTORS

Nikole Richardson [nikoler@stanford.edu](mailto:nikoler@stanford.edu) Shayna Sullivan [shaysullylang@gmail.com](mailto:shaysullylang@gmail.com)  
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**Office hours:** By appointment

This course focuses on principles of adolescent development and learning in family, school, and community contexts. We examine adolescents from psychological, cognitive, social, and academic perspectives. This includes how adolescents learn and what motivates them to learn, and how schools contribute to adolescents' growth through educational experiences that are developmentally appropriate, culturally responsive and sustaining.

## COURSE MATERIALS

Articles and chapters for each week's class will be made available online through Canvas. We expect you to participate through engagement with readings and discussions, and through completion of all assignments in a timely manner.

We will also read substantial sections from several books. You may choose to purchase these books or read the chapters made available via Canvas. The books are also on Reserve in the Cubberley Library.

Hammond, Z. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin.

Tatum, B. (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations about Race*. New York: Basic Books.

## COURSE REQUIREMENTS

Four tasks will comprise our assessment of how well you engage with and master the class material:

**1. Class Participation.** The course is conducted as a graduate reading seminar. Complete the readings for each week ahead of time so that class time can be devoted to discussing texts, answering of questions, probing of issues and —above all—to exploring how the material illuminates your

interactions with adolescents in the school setting. Participation in class discussion every week is an important part of the course. Our goal is to create an engaging and productive classroom environment with and for you.

**2. Case Study Logs.** According to the schedule, submit a log that connects the readings and guided activities with your case study of an adolescent. Logs should be about 2 pages in length (double spaced, 12 pt. font, 1" margins), unless you are presenting data on your case study adolescent and you require more space. Make specific reference to the readings in your logs, using either APA or MLA citation format. Submit logs electronically via Canvas before 3 p.m. every Thursday.

**3. Feedback to Case Study Partner.** You will be assigned to a case study partner with whom you will give feedback on the entire case to a partner when it is in draft form (in the week between class meetings 9 and 10).

**4. Case Study.** Your logs will form the basis of your case study project, a holistic close look at a developing adolescent and their cognitive, social, emotional, and physical development. You will have the opportunity to review case studies from previous years. A full draft of the case study will be due no later than November 21. You will receive feedback from your case study partner and instructor, and the final case study report is due on December 6.

## GRADING

Our expectation is that everyone will achieve a satisfactory grade in the course. To that end, we will invite you to revise and resubmit assignments in a timely manner if necessary. Assignment extensions may be granted by your instructors, if requested in writing. Additionally, we want to remind you to review the Stanford honor code related to academic integrity found [here](#).

## ACCOMODATIONS

Students who need academic accommodations related to a disability should initiate a request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-6666; <https://oae.stanford.edu/>

## SUPPORT FOR EACH LEARNER

This course is designed to support your development as a professional educator. As educators, we are tasked with ensuring the success of EACH learner. Please let us know if the need arises for additional resources or support and we will work together to develop a plan for success.

## READINGS AND ASSIGNMENTS

### Week 1: Introduction to Adolescent Development and Learning (September 2)

- What is adolescence?
- Who was I as an adolescent, and what does that mean for my practice as a teacher?
- How do I apply a developmental lens to my practice?

#### Readings for today

- Giroux, H. (2010). Teachers as transformative intellectuals. *Microscope: Contemporary and classic readings in education* 35-40. (4 pages)
- Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Routledge. Ch 1. (5 pages)
- Nakkula & Toshalis (2006). *Educators as Applied Developmentalists* (4 pages)

#### Additional Resources

- Rogoff, B., Dahl, A., & Callanan, M. (2018). The importance of understanding children's lived experience. *Developmental Review*
- Lee, C. D. (2008). The Centrality of Culture to the Scientific Study of Learning and Development: How an Ecological Framework in Educational Research Facilitates Civic Responsibility. *Educational Researcher*, 37, 267-279.

### Week 2: Schools and Classrooms as Contexts for Development and Learning (September 30)

**Due:**  
Permission form  
& Log #1 (on  
Canvas)

- How do schools and teachers influence adolescent development and learning?
- How do I apply a developmental lens to my school context?
- How do I provide a supportive and engaging educational experience for all students?

#### Readings for today

- Eccles & Roeser (2011). Schools as Developmental Contexts During Adolescence. *Journal of Research on Adolescence* 21(1). pp. 225-241. (13 pages)
- Pope, D (2001) *Doing School*. Chapters 1 and 7 (33 pages) Jigsaw: Chapter 2, 3, 4, 5 or 6

#### Additional Resources

- Pope, D., Brown, M., & Miles, S. (2005). *Overloaded and underprepared: Strategies for stronger schools and healthy, successful kids*. John Wiley & Sons.
- Dewey, J. (1964). School conditions and the training of thought. *How we think* 45-55. (10 pages)
- Bronfenbrenner, U. (1994). Ecological models of human development. *International encyclopedia of education* 3(2), 3743.

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## Week 3: Cognitive Development & Learning (October 7)

Due to Canvas:

[Class will be held 4:16:15 pm]

Log #2

- What cognitive changes do adolescents undergo, and how do these changes influence the student as a learner?
- What impact do teachers and schools have on adolescents' cognitive development, motivation and achievement?

### Readings for today

- Steinberg, Chapter 2, Cognitive Transitions (28 pages: Read pg. 56-65, skim 65-72, read 72-76, skim 76-83)
- Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press. Ch 1, 2, 3 & 4 (41 pages).
- Video: Why the teenage brain has an evolutionary advantage. University of California. <https://www.youtube.com/watch?v=P629TojpvD4> (4 minutes)

### Additional Resources

- Chouinard, R., Roy, N., Archambault, I., & Smith, J. (2017). Relationships with Teachers and Achievement Motivation in the Context of the Transition to Secondary School. *Interdisciplinary Education and Psychology*, 1, 1
- Dweck, C. (2015). Revisiting the 'growth mindset'. *Education Week*, 35(5), 2024. (3 pages)
- Strauss, V., & Ris, E. (2016). The problem with teaching to poor kids? They already have it. Here's what they really need. *Washington Post* (3 pages)
- Flannery, Mary Ellen. (2015). Surviving the Teenage Brain: What educators should know. NEA Today. [www.npr.org](http://www.npr.org)
- Nadworney, Elissa. (2018). Why teens should understand their own brains (and why teachers should too). NPR Ed. [www.npr.com](http://www.npr.com)

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## Week 5: Peers & Friendships (October 14)

- What is the nature of adolescent relationships with their peers and how do teens experience the social scene of school?
- How do peer groups and friendships work in the development of sense of self and school engagement?

Due to Canvas:

Log #3

### Readings for today

- Brown, B. B. (2004). *Adolescents' relationships with peers*. R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (363–394). John Wiley & Sons Inc.
- Way, N. (2013). Boys' friendships during adolescence: Intimacy, desire, and loss. *Journal of Research on Adolescence*, 23(2), 201-213. (12 pages)

### Additional Resources

- Sadowski, M. (2008). *Adolescents at School*. Ch. 10. (22 pages)
- Akiva, T et al. (2017). Reasons youth engage in activism programs: Social Justice or sanctuary? *Journal of Applied Developmental Psychology*, 100, 1-10. (10 pages)
- Albert, D., Chein, J., & Steinberg, L. (2013). The Teenage Brain: Peer Influences on Adolescent Decision Making. *Current Directions in Psychological Science*, 22, 120-124.
- McFarland, D. A., Moody, J., Diehl, D., Smith, J. A., & Thomas, R. J. (2014). Network ecology and adolescent social structure. *American sociological review*, 79(6), 1088-1121.
- Cole, M & Cole, S. R. (1993). *The Development of Children*, pp. 658-671 (14 pages)

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## **Week 4: Social Emotional Learning (SEL) and Mental Health (October 21)**

**Due to Canvas:**  
Log #4

- What socialemotional and mental health issues are particularly salient during adolescence? For whom and why?
- What role do schools play in the development of socialemotional and mental health during adolescence?

### Readings for today

- Domitrovich, C., Syvertsen, A., & Calin, S. (2017) Promoting social and emotional learning in the middle and high school years. The Pennsylvania State University. (14 pages)
- Ginwright, S. (2018). The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement.
- Simmons, DN., Brackett, MA., & Adler, N. (2018). Applying an equity lens to social, emotional, and academic development. The Pennsylvania State University (13 pages)
- CASEL Website [www.casel.org](http://www.casel.org)

### Additional Resources

- Society for Research in Child Development report on SEL (12 pages)
- Rogers-Sirin, L., & Gupta, T. (2012). Cultural identity and mental health: Differing trajectories among Asian and Latino youth. *Journal of Counseling Psychology*, 59(4), 555-564. (10 pages)

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## **Week 6: Identity Development: Becoming Themselves Spotlight: (A)Gender and (A)Sexuality (October 28)**

**Due to Canvas:**  
Log #5

- What are the dimensions of identity development and what role do schools play in this process?
- What role does school play in how adolescents come to understand (a)gender and (a)gender identities?

- What role does school play in how adolescents develop romantic relationships and (a)sexual identities?

### Readings for today

- Nakkula, M. (2008) Identity and possibility: Adolescent development and the potential of schools. In M. Sadowski, *Adolescents at School* (Cambridge: Harvard pp. 419
- Miller, S. (2015). A Queer Literacy Framework Promoting (A)Gender and (A)Sexuality Self-Determination and Justice. *The English Journal*, 104(5), 37-44.
- Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. New York: GLSEN.
- McKiben, S. (2018) Creating a gender inclusive classroom. Retrieved from <https://www.ascd.org/el/articles/creating-a-gender-inclusive-classroom>
- *Understanding Gender* Gender Spectrum. <https://genderspectrum.org/articles/understanding-gender>

### Additional Resources

- Sadowski, M. (2008) *Adolescents at School* 1, 6, 7
- Biegel, S., & Kuehl, S. J. (2010). Safe at school: Addressing the school environment and LGBT safety through policy and legislation.
- Furman, W. (2002). The emerging field of adolescent romantic relationships.
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & society*, 1(2), 125-151.
- GLSEN website
- Harter, S. (1990). Self and identity development. In S. S. Feldman & G. R. Elliott (Eds.), *At the threshold: The developing adolescent* (excerpt p. 352–370). Harvard University Press. (18 pages)

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## **Week 7: Identity Development: Becoming Themselves Spotlight: Race and Ethnicity (November 4)** Due to Canvas: Log #6

- How do students develop ethnic and racial identities?
- What role does school play in how students develop ethnic and racial identities?

### Readings for today

- Sadowski, M. (2008) *Adolescents at School* Chapter 2 (Race and School)
- Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapters 1, 2, 4
- From the following, choose what is most applicable to your case study:
  - Tatum, Chapter 6 (White Identity), Chapter 8 (Latinx, Native, Pacific Islander, Asian, African, Middle Eastern), Chapter 9 (multiracial),
  - Kim, J. (2001). Asian American Identity Development Theory. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 67-85). New York: New York University Press.
  - Ferdman, B. M., & Gallegos, P. I. (2001). Racial identity development and Latinos in the United States. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives*

on racial identity development: A theoretical and practical anthology (pp. 32-66). New York: New York University Press.

### Additional Resources

- Lee, C. D. (2017). An ecological framework for enacting culturally sustaining pedagogy. *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*, 26-47.
- Paris, D., & Alim, H. S. (2014). What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique Forward. *Harvard Educational Review*, 84(1). (12 pages)
- P. Carter, Keepin' it Real (Introduction, Chapters 5, 6).
- Root, Maria PP, and Matt Kelley, eds. Multiracial child resource book: Living complex identities. Mavin Foundation, 2003, pp. 63
- Markus, H. (2010). Who Am I? Race, Ethnicity, Identity. In *Doing Race: 21 essays for the 21st century*. New York: Norton, pp. 35-66
- Nasir, N. I. (2011). *Racialized identities: Race and achievement among African American youth* Stanford University Press.
- Fuligni, A. J. (Ed.). (2007). *Contesting stereotypes and creating identities: Social categories, social identities, and educational participation* Russell Sage Foundation.

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## **Week 8: Identity Development: Family & Culture (November 11)**

**Due to Canvas:**  
Log #7

- How do families influence students' identity development? What role do family and cultural identity play in how we learn?
- How do students develop cultural identities? What does that process look like for immigrant students and/or students whose primary language is not standard English?
- How do cultural identities interact with ethnic and racial identities, and with immigration status?
- What role does school play in how students develop cultural identities?

### Readings for today

- Sadowski, M (2008). *Adolescents at School* chapter 3. (15 pages)
- Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational researcher*, 32(5), 19-25. (5 pages)
- TBD

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## **Week 9: Case Study Workshop Day and Implications for Teaching (November 18)**

**Due in Class:**  
Notes from  
Home Visit

- How can I apply a developmental lens to instruction in my content area?
- How can I continue to grow as a teacher? What do I still need to learn about adolescent development?

### Readings for today

- Darling-Hammond, L., & CookHarvey, C. (2018). Educating the Whole Child: Improving School Climate to Promote Student Success. Learning Policy Institute.
  - Girod, M., Pardales, M., Cavanaugh, S., & Wadsworth, P. (2005). By teens, for teens: A descriptive study. American Secondary Education, 33(2). (14 pages)
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**CASE STUDY DRAFT IS DUE NOVEMBER 21 AT 11:59p.m.  
NO CLASS NOVEMBER 21 THANKSGIVING BREAK**

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**Week 10: Wrapup of Course: Sharing Case Studies (December 2)**

Come prepared to share 2-3 key learnings from your case study.

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**FINAL CASE STUDY IS DUE DECEMBER 11:59p.m.**

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