



EDUC 240 | Fall 2022

ADOLESCENT DEVELOPMENT & LEARNING

Course time: Thursdays 3:15-6:00p.m. | Credits: 3 | Grading: Letter grade

INSTRUCTORS

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Office hours: By appointment

This course explores adolescent development and learning from a *whole child perspective* which honors the interconnectedness of a student's social, emotional, cognitive, and academic development. Also grounded in *sociocultural* understandings of development and learning, we explore how adolescents experience school as an important context for development, and the unique impact teachers have on developmental and learning outcomes.

This course is designed for aspiring teachers to *humanize* teaching and learning by understanding and applying theories of adolescent development to the context of their teaching and schools. A case study method is employed to understand one focal student along multiple dimensions of their development and to encourage honing pedagogical perspectives and practices that support the development and learning of adolescent students with diverse profiles.

COURSE MATERIALS

Articles and chapters for each week's class will be available online through Canvas. We expect you to participate through engagement with readings and discussions and through the completion of all assignments on time.

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.

Pope, D. C. (2008) *Doing school: How we are creating a generation of stressed out, materialistic, and miseducated students*. Yale University Press.

Sadowski, M. (Ed.). (2021). *Adolescents at school: Perspectives on youth, identity, and education*. Education Press.

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 questions, probing issues, and—above all—exploring how the material illuminates your interactions with adolescents in the school setting. Participation in class discussions 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 2-3 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. each 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 **December 12**.

GRADING

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

ACCOMMODATIONS

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: 723-1066; <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 there are any barriers for additional resources or support, and we will work together to develop a plan for success.

SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: Introduction to Adolescent Development and Learning (September 9)

- What is adolescence, and how do I apply a developmental lens to my practice as an equity and justice-oriented teacher?
- What is the case study method, and how does this method support my development as a teacher prepared to understand and support all students?
- How does my adolescent experience serve as an asset and possible barrier to my orientation as a teacher?

Readings for today

- Giroux, H. (2010). Teachers as transformative intellectuals. *Microscope: Contemporary and classic readings in education*, 35-40. (4 pages)
- Nakkula & Toshalis (2006). *Educators as Applied Developmentalists*. (4 pages)
- Darling-Hammond, L., & Cook-Harvey, C. (2018). Educating the Whole Child: Improving School Climate to Promote Student Success. Learning Policy Institute. (Brief)

Additional Resources

Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Routledge. Ch 1. (5 pages)

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 (October 6)

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

- In what ways do schools (and teachers) influence adolescent development and learning?
- How do I provide a developmentally supportive, equitable, and engaging educational experience for all students?
- How does reflection on my school contexts serve as an asset and possible barrier to my work designing developmentally supportive school contexts?

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
- Video: [The Science of Learning & Development](#) (5 minutes)

Additional Resources

Pope, D., Brown, M., & Miles, S. (2015). *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*, 32), 37-43.c

Week 3: Peers & Friendships (October 13)

Due to Canvas:

Log #2

****class session is from 4:16:00**

- How does school influence the development of social relationships, and how do those relationships influence school engagement and learning?
- How do teachers foster the development of positive relationships and understand those relationships to support learning?
- How does my high school social experience serve as an asset and possible barrier to understanding the social realities of my students and the connections of those realities to learning?

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.
- [Anderson, M., & Jiang, J. \(2018\). Teens' social media habits and experiences.](#)
- Shankleman, M, Hammond, L., & Jones, F. W. (2021). Adolescent social media use and well-being: A systematic review and thematic meta-synthesis. *Adolescent Research Review* 4), 471-492. (Research Summary: [The pros and cons of social media for youth](#))

Additional Resources

- Akiva, T et al. (2017). Reasons youth engage in activism programs: Social Justice or sanctuary? *Journal of Applied Developmental Psychology* 19), 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, 114-120.
- 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*. 658-671 (14 pages)
- Way, N. (2013). Boys' friendships during adolescence: Intimacy, desire, and loss. *Journal of Research on Adolescence*, 23(2), 201-213. (12 pages)

Week 4: Cognitive Development & Learning (October 20)

Due to Canvas:

Log #3

- What impact do teachers and schools have on adolescents' cognitive development, motivation and achievement?
- How do teachers notice and support the cognitive development and neurodiversity of all students?
- How does my cognitive learning profile serve as an asset and possible barrier to my work ability to support neurodiverse learners?

Readings for today

- 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).
- Sadowski, M. (Ed.). (2021). *Adolescents at school: Perspectives on youth, identity, and education*. Harvard Education Press. (Chapter 9)
- Steinberg, Chapter 2, Cognitive Transitions (28 pages: Read p 655-672, read 727-766, skim 768-83)
- Video: [Why the teenage brain has an evolutionary advantage](#) (4 minutes)
- Video: [Brain development in teenagers](#) (2 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 'grit' to poor kids? They already have it. Here's what they really need. *Washington Post* (3 pages)

Nadworney, Elissa. (2018). Why teens should understand their own brains (and why teachers should too). NPR Ed. www.npr.com

Week 5: Social-Emotional Learning (SEL) and Mental Health (October 27)

Due to Canvas:

Log #4

Log #4a

Shadow Notes

- What role do schools play in social-emotional development and mental health during adolescence?
- What role do teachers play in supporting positive social development and mental health for students?
- How do my social-emotional development and mental health function as an asset and possible barrier to supporting students?

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
- Website & Video: [Social and Emotional Learning Youth Toolkit](#)

Additional Resources

[Rideout, V., & Fox, S. \(2018\). Digital health practices, social media use, and mental well-being among teens and young adults in the US.](#)

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), 564-575 (10 pages)

Week 6: Identity Development: Gender and Sexuality (November 3)

Due to Canvas:

Log #5

- What role does school play in how adolescents understand gender and sexual identities, and how are those understandings linked to students' school experiences and outcomes?
- In what ways can teachers develop identity-safe, culturally responsive & sustaining classrooms that support positive gender and sexual identity understanding and development and engender a sense of belonging for all students?
- How do my gender and sexual identities serve as an asset and create possible blind spots for me as a teacher?

Readings for today

- Sadowski, M. (Ed.). (2021). *Adolescents at school: Perspectives on youth, identity, and education* Harvard Education Press. (Chapters 1, 5, 6, 7)
- 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.

Additional Resources

[McKibben, S. \(2018\) Creating a gender-inclusive classroom.](#)

Miller, S. (2015). A Queer Literacy Framework Promoting (A)Gender and (A)Sexuality Self-Determination and Justice. *The English Journal*, 104(5), 37-44.

[Understanding Gender Spectrum.](#)

[GLSEN Webstie](#)

[ACT Identity Development Toolkit](#)

Week 7: Identity Development: Race and Ethnicity (November 10)

Due to Canvas:

Log #6

- What role does school play in how adolescents come to understand ethnic and racial identities, and how are those understandings linked to students' school experiences and outcomes?
- In what ways can teachers develop identity-safe, culturally responsive & sustaining classrooms that support positive ethnic and racial identity understanding and development and engender a sense of belonging for all students?
- How do my own ethnic and racial identities serve as an asset and create possible blind spots for me as a teacher?

Readings for today

- Sadowski, M (Ed.). (2021). *Adolescents at school: Perspectives on youth, identity, and education* Harvard Education Press. (Chapter 2)

- Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. (Chapters 2, 4)
- From the following, choose what is most applicable to your case study:

Black

Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapter 4

Asian American/Pacific Islander

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.

Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapter 8

Latinx

Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapter 8

-and/or-

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.

Native American

Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapter 8

Middle Eastern

Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapter 8

Multiracial

Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapter 9

White

Tatum, Beverly (2017) *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books. Chapter 6

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*, 261-273.

Paris, D., & Alim, H. S. (2014). What Are We Seeking to Sustain? *Culturally Sustaining Pedagogy? A Loving Critique Forward*. *Harvard Educational Review*, 84(1). (12 pages)

Fulgini, A. J. (Ed.). (2007). *Contesting stereotypes and creating identities: Social categories, social identities, and educational participation*. Russell Sage Foundation.

[ACT Identity Development Toolkit](#)

Week 8: Family, Social Class, & Culture (November 17)

- What role does the family, community, and cultural context play in adolescent development and school engagement?

Due to Canvas:

Log #7

(include in the

- How do teachers learn about and partner with families and communities to support adolescent development and learning?
- How do my own family, community, and cultural backgrounds serve as an asset and possible barrier to connecting with the families, communities, and cultures of my students?

Readings for today

- Sadowski, M. (Ed.). (2021). *Adolescents at school: Perspectives on youth, identity, and education*. Harvard Education Press. (Chapters 3, 8, 10)
- Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational research*, 32(5), 1925. (5 pages)

Additional Resources

Yosso, T. J. (2005). [Whose culture has capital? A critical race theory discussion of community cultural wealth](#). *Race Ethnicity and Education*, 8(1), 69-91. (abridge to be accessed in class)

Moll, L. C., & Gonzalez, N. (2004). [Engaging Life: A funds-of-knowledge approach to multicultural education](#) in JA Banks & CAM Banks (Eds.). *Handbook of research on multicultural education*.

**CASE STUDY DRAFT IS DUE NOVEMBER 21 BY 11:59 p.m.
NO CLASS NOVEMBER 21 FALL BREAK**

Week 9: Case Study Workshop Day (December 1)

Due in Class:
Notes from

- How does the case study method and understanding of the interplay between adolescent development and schooling support my work as an equity and justice-oriented transformative intellectual educator?

Readings for today

- Darling-Hammond, L., & CookHarvey, C. (2018). *Educating the Whole Child: Improving School Climate to Promote Student Success*. Learning Policy Institute.
- Giroux, H. (2010). Teachers as transformative intellectuals. *Arctos: Contemporary and classic readings in education*, 45-40. (4 pages)
- Nakkula & Toshalis (2006). *Educators as Applied Developmentalists*. (4 pages)

Additional Resources

Girod, M., Pardales, M., Cavanaugh, S., & Wadsworth, P. (2005). By turns for a descriptive study. *American Secondary Education*, 33(2). (14 pages)

Week 10: Wrapup of Course: Sharing Case Studies (December 8)

Come prepared to share important insights from your case study

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