



EDUC 240 | Summer 2023  
**ADOLESCENT DEVELOPMENT & LEARNING**

Course time: Tuesdays and Thursdays 3:15-6 p.m. | Credits: 3 | Grading: Letter grade  
 Location: CERAS 300

**DRAFT VERSION**

**Instructors and TA:**

Dr. Farzana Saleem (she/her) [fsaleem1@stanford.edu](mailto:fsaleem1@stanford.edu)

Shameeka Wilson (she/her) [smwilso8@stanford.edu](mailto:smwilso8@stanford.edu)

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Office hours: By appointment

**Objective:** 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 AND EXPECTATIONS**

- 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 completion of all assignments in a timely manner.
- On time attendance is required at all sessions. There is flexibility to accommodate emergencies and COVID-related situations. Please communicate and discuss any accommodations you may need with the instructor and communicate in advance if you are going to miss class.
- If you are having difficulties in this class for any reason, please meet with the instructor(s) as soon as possible. The sooner we talk about your concerns, the more we can help you.

**Academic Integrity:**

You are required to fully understand and abide by the Stanford University Honor Code. First written by students in 1921, the Honor Code articulates the university's expectations of students and faculty in the matter of academic integrity. The violation of the code will lead to no credit for the course and further disciplinary action. See:

<https://communitystandards.stanford.edu/policies-guidance/honor-code>

**Academic Accommodations and Support for Each Learner:**

Students who would like an academic accommodation based on the impact of a disability should initiate the request with the Office of Accessible Education (OAE). Contact the OAE as soon as possible and coordinate

accommodations. 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. Please let me know if any aspect of the class or assignments impedes your learning. All disability-related information will be treated as confidential.

The OAE: 563 Salvatierra Walk; #723-1066; <http://studentaffairs.stanford.edu/oae>

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.

### **Stanford University Counseling and Psychological Services:**

If you have mental health needs or concerns the Stanford Counseling and Psychological Services (CAPS) Center is an on campus resource <https://vaden.stanford.edu/caps>.

Additionally, the Weiland Health Initiative is another resource designed to promote mental health and wellness across the spectrum of gender identities and sexual orientations through education, training and clinical services at Stanford and beyond <https://weiland.stanford.edu/>.

### **Modifications to the Course:**

Please note that as the class evolves, Dr. Saleem has the right to make changes to the course.

### **COURSE REQUIREMENTS (See Below For Directions):**

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

1. **Class Participation (10%).** 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 is an important part of the course. Our goal is to create an engaging and productive classroom environment with and for you.
2. **Teaching Philosophy (15%).** You will develop a 500-600 word teaching philosophy that reflects your beliefs, values, and pedagogical approach as an educator specializing in adolescent development. This initial philosophy assignment will allow you to begin critically reflecting on your teaching practices, integrate current educational theories, and articulate your vision for fostering effective and impactful adolescent development education. This philosophy will be revised and refined in a later course within your program, so make sure you hold on to this.
3. **Weekly Reading Summary and Professional Development Slides (15%).** There are two selected readings each week, and each student will be assigned to one reading during weeks 2, 3, and 4 ([See the assigned log](#)). Once a week you will 1) Write a 1.5-2 page double spaced summary of your assigned selected reading. 2) Create a powerpoint (no more than 5 slides) that conveys the 1) main takeaways + recommendations from the assigned reading that you would want your colleagues to have in a professional development (PD).
4. **Professional Development Group Presentation (15%).** Students are assigned to groups to create a professional development presentation to present to the class ([See assigned log](#)). The presentation should 1) Convey the main takeaways + recommendations from the assigned reading that you would want your colleagues to have in a professional development (PD) (10-15 minutes) and 2) include an interactive activity (e.g., group or

individual) for the class to engage with and reflect on the reading topic. Please fill out the group presentation planning document.

**5. Consultation with Adolescent (10%)** - In week 2, consult with an adolescent at your school placement and get feedback on the final project product that you are interested in creating. Write a one page summary of the key takeaways of the conversation, how you plan to incorporate their insights into your final project, and what you plan to create for your final project.

**6. Final Project (25%)**. Pick one of the weekly class topics and 1) Create a product that can serve as a resource for students and/or families on the topic. The product should be informed by empirical and theoretical evidence and be beneficial for the classroom setting or help facilitate connection/understanding between schools and families. 2) Include a 1-1.5 page single space direction sheet on the purpose of the project and direction on how to use it. 3) Include 1-2 paragraphs about how the cited theory / empirical evidence informed the product.

**7. Final Presentation at the Gallery Walk (15%)**. Present a five minute presentation on your final project and include:

Slide 1) Product name and what class thematic topic it aligns with; Slide 2) What the product is and why it is relevant to adolescent development; Slide 3) Who uses it, for what; and how; Slide 4) How you hope to use it and/or disseminate it in the future; Slide 5) Share the product or an excerpt of it (e.g., one page of a brochure, clip from a podcast episode, etc.); Slide 6) Cite references that supported the document / content.

#### Assignment Table

Week 1		Due Date	% of Grade
	Class 1: Review the Syllabus	Before Class 1 (08/22)	
	Class 2: Teaching Philosophy	08/27 (Sunday)	15%
Week 2			
	Class 1: Reflection ( <b>one per week</b> )	08/28 (Monday)	5%
	Class 2: Reflection ( <b>one per week</b> )		
	Class 2: Consultation with adolescent	09/03 (Sunday)	10%
Week 3			
	Class 1: Reflection ( <b>one per week</b> )	09/04 (Monday)	5%
	Class 2: Reflection ( <b>one per week</b> )		
Week 4			

	Class 2: Final Presentations	09/14 (Last day of Class)	15%
	Class 2: Final Project	09/20 (Sunday)	25%
	Group Presentation/PD ( <b>one per course</b> )		15%
	Class Participation		10%
	<b>TOTAL</b>		<b>100%</b>

### 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 only under emergencies. If there are foreseeable circumstances, students are expected to express needs as early as possible.

The following grading scale will be used to assign a cumulative course grade:

95-100	A	87-89	B+	80-82	B-	73-76	C	67-69	D+	<60	E
90-94	A-	83-86	B	77-79	C+	70-72	C-	60-66	D		

### Readings and Assignments

Class	Date	Readings
1	8/22	<p><b><u>Introduction to Adolescent Development and Psychosocial</u></b></p> <ul style="list-style-type: none"> <li>Syllabus review</li> <li>Rogoff, B., Dahl, A., &amp; Callanan, M. (2018). The importance of understanding children's lived experience. <i>Developmental Review</i>.</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>Bronfenbrenner, U. (1994). Ecological models of human development. <i>International encyclopedia of education</i>, 3(2), 37-43.</li> <li>Miller, J. (2020). The four pandemics. <i>Smith College Studies in Social Work</i>, 90(4), 207-220.</li> <li>Nakkula &amp; Toshalis (2006). Educators as Applied Developmentalists</li> <li>Khasnabis, D., &amp; Goldin, S. (2020). Don't be fooled: Trauma is a systemic problem. Trauma as a case of weaponized educational innovation. <i>Bank Street Occasional Paper Series</i>. (43).</li> </ul>
2	8/24	<p><b><u>Cognitive Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>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. <i>Educational Researcher</i>, 37, 267-279.?</li> </ul>

		<ul style="list-style-type: none"> <li>• 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. <i>Educational Researcher</i>, 37, 267-279.</li> <li>• Video: Why the teenage brain has an evolutionary advantage. University of California. <a href="https://www.youtube.com/watch?v=P629TojpvDU">https://www.youtube.com/watch?v=P629TojpvDU</a>(4 minutes) <u>Additional Resources</u></li> <li>• Dweck, C. (2015). Revisiting the ‘growth mindset.’ <i>Education Week</i>, 35(5), 20-24. (3 pages)</li> <li>• Strauss, V., &amp; Ris, E. (2016). The problem with teaching ‘grit’ to poor kids? They already have it. Here’s what they really need. <i>Washington Post</i>. (3 pages)</li> <li>• Flannery, Mary Ellen. (2015). Surviving the Teenage Brain: What educators should know. <i>NEA Today</i>. <a href="http://www.npr.org">www.npr.org</a></li> <li>• Nadworney, Elissa. (2018). Why teens should understand their own brains (and why teachers should too). <i>NPR Ed</i>. <a href="http://www.npr.com">www.npr.com</a></li> </ul>
3	8/29	<p><b><u>SEL + Mental Health</u></b></p> <ul style="list-style-type: none"> <li>• DeMartino, L., Fetman, L., Tucker-White, D., &amp; Brown, A. (2022). From freedom dreams to realities: Adopting transformative abolitionist social emotional learning (TASEL) in schools. <i>Theory Into Practice</i>, 61(2), 156-167.</li> <li>• Goldin, S., Duane, A., &amp; Khasnabis, D. (2021) Interrupting the Weaponization of Trauma-Informed Practice: “... Who Were You Really Doing the ‘Saving’ for?”, <i>The Educational Forum</i>.</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• Jagers, R. J., Rivas-Drake, D., &amp; Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. <i>Educational Psychologist</i>, 54(3), 162-184.</li> <li>• Uhlhaas, P. J., Davey, C. G., Mehta, U. M., Shah, J., Torous, J., Allen, N., ... &amp; Wood, S. (2023). <a href="#">Towards a Youth Mental Health Paradigm: A Perspective and Roadmap</a>. <i>Molecular Psychiatry</i>.</li> </ul>
4	8/31	<p><b><u>Risk and Protective Factors</u></b></p> <ul style="list-style-type: none"> <li>• Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i>, 8(1), 69-91.</li> <li>• Verhoeven, M., Poorthuis, A. M., &amp; Volman, M. (2019). The role of school in adolescents’ identity development. A literature review. <i>Educational Psychology Review</i>, 31, 35-63.</li> </ul> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <li>• <a href="https://www.immschools.org/">https://www.immschools.org/</a> (immigrant-led non-profit organization that partners with K-12 schools and educators to support undocumented students and families)</li> <li>• <a href="https://www.glsen.org/resources/educator-resources">https://www.glsen.org/resources/educator-resources</a> (GLSEN Educator Resources)</li> <li>• <a href="#">McKiben, S. (2018) Creating a gender-inclusive classroom.</a></li> </ul>

		<ul style="list-style-type: none"> <li>Adolescent Identity Development Toolkit</li> </ul>
5	9/5	<p><b><u>Social Media, Peers, and Friendships</u></b></p> <ul style="list-style-type: none"> <li>Shankleman, M., Hammond, L., &amp; Jones, F. W. (2021). Adolescent social media use and well-being: A systematic review and thematic meta-synthesis. <i>Adolescent Research Review</i>, 6(4), 471-492. (Research Summary: <a href="#">The pros and cons of social media for youth</a>)</li> <li>Brown, B. B. (2004). <i>Adolescents' relationships with peers</i>. In R. M. Lerner &amp; L. Steinberg (Eds.), <i>Handbook of adolescent psychology</i> (p. 363–394). John Wiley &amp; Sons Inc.</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li><a href="#">Anderson, M., &amp; Jiang, J. (2018). Teens' social media habits and experiences.</a></li> <li>Choi, M. H. K. (2016, August 25). <i>Like. flirt. ghost: A journey into the social media lives of teens</i>. Wired. Retrieved October 7, 2022, from <a href="https://www.wired.com/2016/08/how-teens-use-social-media/">https://www.wired.com/2016/08/how-teens-use-social-media/</a></li> <li>Albert, D., Chein, J., &amp; Steinberg, L. (2013). The Teenage Brain: Peer Influences on Adolescent Decision Making. <i>Current Directions in Psychological Science</i>, 22, 114-120.</li> <li>McFarland, D. A., Moody, J., Diehl, D., Smith, J. A., &amp; Thomas, R. J. (2014). Network ecology and adolescent social structure. <i>American sociological review</i>, 79(6), 1088-1121.</li> </ul>
6	9/7	<p><b><u>Schools and Classrooms as Contexts for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Eccles &amp; Roeser (2011). Schools as Developmental Contexts During Adolescence. <i>Journal of Research on Adolescence</i> . 21(1). pp. 225-241. (13 pages)</li> <li>Lee, C. D. (2017). An ecological framework for enacting culturally sustaining pedagogy. <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i> , 261-273.</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>Saleem, F. T., &amp; Byrd, C. M. (2021). Unpacking school ethnic-racial socialization: A new conceptual model. <i>Journal of Social Issues</i>, 77(4), 1106-1125.</li> <li>Pope, D., Brown, M., &amp; Miles, S. (2015). <i>Overloaded and underprepared: Strategies for stronger schools and healthy, successful kids</i> . John Wiley &amp; Sons.</li> <li>Dewey, J. (1964). School conditions and the training of thought. <i>How we think</i>, 45-55. (10 pages)</li> <li>Bronfenbrenner, U. (1994). Ecological models of human development. <i>International encyclopedia of education</i>, 3(2), 37-43.</li> </ul>
7	9/12	<p><b><u>Radical Healing, Hope, and Possibilities for the Future</u></b></p> <ul style="list-style-type: none"> <li>French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., &amp; Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. <i>The Counseling Psychologist</i>, 48(1), 14-</li> </ul>

		<p>46.</p> <ul style="list-style-type: none"> <li>• Mosley, D. V., Neville, H. A., Chavez-Dueñas, N. Y., Adames, H. Y., Lewis, J. A., &amp; French, B. H. (2020). Radical hope in revolting times: Proposing a culturally relevant psychological framework. <i>Social and Personality Psychology Compass</i>, 14(1), e12512.</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• Gannon, K. (2020). Radical hope: A teaching manifesto. <i>Journal of Public Relations Education</i>, 6(2), 193-199.</li> </ul>
8	9/14	<p><b><u>Gallery Walk + Reflections</u></b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• French, B. H., Neville, H. A., Lewis, J. A., Mosley, D. V., Adames, H. Y., &amp; Chavez-Dueñas, N. Y. (2023). “We can create a better world for ourselves”: Radical hope in communities of color. <i>Journal of Counseling Psychology</i>. (Radical Hope)</li> </ul>

### **Additional Assignment Directions:**

#### **Teaching Philosophy:**

Write a 500-600 word (excluding references) teaching philosophy, highlighting the importance of adolescent development in education. Discuss your motivations for teaching and your commitment to promoting holistic growth in adolescents. The write up should touch on these components:

- 1. Core Beliefs and Values** Articulate your core beliefs and values as they relate to adolescent development education. Reflect on key principles, ethical considerations, and personal experiences that have shaped your perspective. Consider how these beliefs inform your teaching strategies and interactions with students.
- 2. Learning Theory Integration** Integrate at least 1 relevant learning theory and/or educational framework (e.g., cognitive, socio-emotional, and constructivist) that underpins your teaching philosophy. Discuss how this may shape your approach, influence your instructional design, assessment methods, and/or classroom management strategies.
- 3. Pedagogical Strategies** Discuss at least 1 pedagogical approach or practice that helps you understand or support adolescent development. Explain how you may create a learner-centered environment, promote active learning, foster critical thinking, and/or facilitate meaningful discussions about the complexities of adolescent development.
- 4. Inclusivity and Diversity** Address how you promote inclusivity, diversity, and cultural sensitivity in your classroom. Discuss how you incorporate diverse perspectives, experiences, and identities to create a safe and respectful learning environment that prepares educators to address the unique needs of diverse adolescent populations.

Remember that your teaching philosophy is a dynamic document that reflects your evolving understanding of education and adolescent development. This assignment offers an opportunity for introspection and self-discovery as you shape your approach. This assignment will also inform another assignment on your STEP Classroom Leadership Plan.

Use [APA citation style](#) for referencing theories or any sources.

**Final Project:**

Pick one of the weekly class topics and 1) Create a product that can serve as a resource for students and/or families on the topic. The product should be informed by empirical and theoretical evidence and be beneficial for the classroom setting or help facilitate connection/understanding between schools and families. 2) Include a 1-1.5 page single space direction sheet on the purpose of the project and direction on how to use it. 3) Include 1-2 paragraphs about how the cited theory / empirical evidence informed the product.

Below are a few examples of the types of products you might consider developing:

- A resource toolkit on a mental health topic (e.g., what is depression and anxiety) and resources for adolescents
- A brochure on how to promote radical hope and healing in the classroom
- A lesson plan on identity development for adolescents (e.g., racial, gender, ect)
- An commentary for possible publication in a professional newsletter or outlet addressing how to promote healthy use of social media for adolescents
- A interactive activity (e.g., jeopardy game that references a reading or class knowledge) on the adolescent brain that can be used as a teaching resource
- A community antiracist YouTube/Twitter campaign (do not make it public) that encourages parents and teachers to talk and take action

Use [APA citation style](#) for referencing theories or any sources that informs the content.