



EDUC 240 | Summer 2024  
**ADOLESCENT DEVELOPMENT & LEARNING**

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

**Instructors and TA:**

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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, highlighting risk and protective factors to development. This includes how adolescents learn, what motivates them to learn, and how schools contribute to adolescents' growth through educational experiences that are developmentally appropriate, culturally responsive, sustaining, and holistic.

**COURSE MATERIALS AND EXPECTATIONS**

- Articles and chapters for each week's class will be available online through Canvas. We expect you to participate by engaging in readings and discussions and completing all assignments in a timely manner.
- On-time attendance is required at all sessions. However, there is flexibility to accommodate emergencies and COVID-related situations. Please 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):**

Seven 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 questions, probing issues and —above all—exploring how the material illuminates your interactions with adolescents in the school setting. Participation in class discussions 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. **Due 08/25 (Sunday) by 7 PM.**
3. **Weekly Reading Summary and Daily Reading Question (15%).** There are two selected readings each week (one primary and one secondary), and each **student will be assigned to one primary reading during weeks 2, 3, and 4** ([See the assigned log](#)). **Once a week, you will write a 1.5-2 page double-spaced summary of your assigned selected reading** (you will write 3 reflections in total). The reading summary should include a) the main points the author is conveying, b) how you can apply this knowledge to the classroom, and c) what strengths or challenges you might have applying these concepts in your specific learning environment. **Due the day of the session of your assigned reading by 9 am.** 2) **For each class session, students must submit one question** (you will submit 8 questions in total) on either of the two readings (primary or secondary) via weekly Google forms (see table below). **Due each class session by 9 AM.**
4. **Professional Development Group Presentation (15%).** Students are assigned to groups to create a **professional development presentation to present to the class based on the primary reading assigned for**

**that class session (See assigned log).** The presentation should 1) include a **broad summary/main takeaways** from the reading, 2) highlight **direct applications** from the reading to teaching/classroom practices + recommendations from the assigned reading that you would want your colleagues to have in a professional development (PD) and 3) include an **interactive activity** (e.g., group or individual) for the class to engage with and reflect on the reading topic. **The PD presentation should be roughly 30 minutes in length.** Please fill out the **Group Planning Document** (please make sure you File> Make a Copy) with your group members' names, project roles, and project contributions. Choose one group member to upload this document for the entire group. **You will submit the PD slides the morning of your presentation by 9 am.**

**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 (20%).** 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 directions 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 (08/20)	
	Class 1: Daily Reading Question - <a href="#">See Google form</a>	8/20 at 9 am	
	Class 2: Teaching Philosophy	08/25 (Sunday) at 7 pm***	15%
	Class 2: Daily Reading Question - <a href="#">See Google form</a>	8/22 at 9 am	
Week 2			
	Class 1: Reflection ( <b>one per week</b> ) <a href="#">See the assigned log</a>	08/27 at 9 am	5%
	Class 1: Daily Reading Question - <a href="#">see Google form</a>	08/27 at 9 am	

	Class 2: Reflection ( <b>one per week</b> ) <a href="#">See the assigned log</a>	08/29 at 9 am	
	Class 2: Daily Reading Question - <a href="#">see Google form</a>	08/29 at 9 am	
	Class 2: Consultation with adolescent	09/01 (Sunday) at 7 pm	10%
Week 3			
	Class 1: Reflection ( <b>one per week</b> ) <a href="#">See the assigned log</a>	09/03 at 9 am	5%
	Class 1: Daily Reading Question - <a href="#">See Google form</a>	09/03 at 9 am	
	Class 2: Reflection ( <b>one per week</b> ) <a href="#">See the assigned log</a>	09/05 at 9 am	
	Class 2: Daily Reading Question - <a href="#">See Google form</a>	09/05 at 9 am	
Week 4			
	Class 1: Reflection ( <b>one per week</b> ) <a href="#">See the assigned log</a>	09/10 at 9 am	5%
	Class 1: Daily Reading Question - <a href="#">See Google form</a>	09/10 at 9 am	
	Class 2: Reflection ( <b>one per week</b> ) <a href="#">See the assigned log</a>	09/12 at 9 am	
	Class 2: Daily Reading Question - See Google form	09/12 at 9 am	
Post Pre-Fall			
	Final Project	09/19 (Thursday)	20%
	Final Presentations / Gallery Walk	09/30 (Monday)	15%
	Group Presentation/PD ( <b>one per course</b> )	Morning at 9 am	15%
	Class Participation		10%
	<b>TOTAL</b>		<b>100%</b>

\*\*\*If you have a reading summary and PD presentation due during week 2 of the class you will have an extra week (09/01 at 7 pm) to submit the teaching philosophy (your name will be highlighted yellow in this [sheet](#) if

**this applies to you)**

### **24-Hour Extension**

Each student is granted **one 24-hour extension** for one assignment during the course. You do not need to communicate with the teaching team about this extension. If you need more than this one extension due to an emergency situation please communicate with the teaching team as early as possible.

### **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 their 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

<u>Class</u>	<u>Date</u>	<u>Readings</u>
Meet and Greet	Mon 8/19	<p><b>Zoom Meet and Greet (1-1:45)</b></p> <ul style="list-style-type: none"> <li>● <a href="https://stanford.zoom.us/j/91560352205?pwd=ZWUeTypMdH4UrbembMS8lcaau3WcrM.1&amp;from=addon">https://stanford.zoom.us/j/91560352205?pwd=ZWUeTypMdH4UrbembMS8lcaau3WcrM.1&amp;from=addon</a> <ul style="list-style-type: none"> <li>○ Students who want to say hello, have questions, or want to discuss accommodations are free to zoom into the link below.</li> </ul> </li> </ul>
1	8/20	<p><b><u>Introduction to Adolescent Development and Psychosocial (FA)</u></b></p> <ul style="list-style-type: none"> <li>● Syllabus review</li> <li>● <b>Primary:</b> Rogoff, B., Dahl, A., &amp; Callanan, M. (2018). The importance of understanding children's lived experience. <i>Developmental Review</i>.</li> <li>● <b>Secondary:</b> <a href="#">Stages of Adolescent Development</a></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>● 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> <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> </ul>
2	8/22	<p><b><u>Cognitive Development and Learning (Shashank V. Joshi)</u></b></p> <ul style="list-style-type: none"> <li>● <b>Primary:</b> Blakemore, S. J., &amp; Choudhury, S. (2006). Development of the adolescent brain: implications for executive function and social cognition. <i>Journal of child psychology and psychiatry</i>, 47(3-4), 296-312. <ul style="list-style-type: none"> <li>○ Video: Why the teenage brain has an evolutionary advantage. University of California. [Everyone watch] <a href="https://www.youtube.com/watch?v=P629TojpvDU">https://www.youtube.com/watch?v=P629TojpvDU</a> (4 mins)</li> </ul> </li> <li>● <b>Secondary:</b> <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. <ul style="list-style-type: none"> <li>▪ Short article: <a href="#">Learning Theories: Five Theories of Learning in Education</a></li> </ul> </li> </ul> </li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>● <b>ABC Study:</b> <a href="https://abcdstudy.org/about/">https://abcdstudy.org/about/</a></li> <li>● Resilience to COVID-19: Socioeconomic Disadvantage Associated With Positive Caregiver-Youth Communication and Youth Preventative Actions PMCID: PMC8865385 DOI: 10.3389/fpubh.2022.734308</li> <li>● Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and</li> </ul>

		<p>linguistically diverse students. Corwin Press. Ch 1, 2, 3 &amp; 8 (41 pages).*</p> <ul style="list-style-type: none"> <li>• Steinberg, Chapter 2, Cognitive Transitions (28 pages: Read pg. 56-65, skim 65-72, read 72-76, skim 76-83)*</li> </ul>
3	8/27	<p><b><u>SEL + Mental Health (JO)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Primary:</b> Lin, M., Olsen, S., Simmons, D. N., Miller, M., &amp; Tominey, S. L. (2023, January). <a href="#">“Not try to save them or ask them to breathe through their oppression”: Educator perceptions and the need for a human-centered, liberatory approach to social and emotional learning.</a> In <i>Frontiers in Education</i> (Vol. 7, p. 1044730). Frontiers Media SA.</li> <li>• <b>Secondary:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Kids’ mental health is in crisis. Here’s what psychologists are doing to help</a></li> <li>○ <a href="#">Mental Health in Schools: The Kids Are Not All Right</a></li> </ul> </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>• 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>• Hoover, S., &amp; Bostic, J. (2021). Schools as a vital component of the child and adolescent mental health system. <i>Psychiatric Services</i>, 72(1), 37-48.</li> <li>• <a href="#">Understanding Teachers’ Perspectives on Student Mental Health</a></li> </ul>
4	8/29	<p><b><u>Risk and Protective Factors (JO)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Primary:</b> Acevedo, N., &amp; Solorzano, D. G. (2023). <a href="#">An overview of community cultural wealth: Toward a protective factor against racism.</a> <i>Urban Education</i>, 58(7), 1470-1488.</li> <li>• <b>Secondary:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Creating Identity-Safe Schools and Classrooms</a></li> <li>○ <a href="#">How to Help All Students Feel Safe to Be Themselves</a></li> </ul> </li> </ul> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Adolescent Identity Development Toolkit</a></li> <li>• <a href="#">Students Exploring Gender Identity</a></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="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> </ul>
5	9/3	<p><b><u>Social Media, Peers, and Friendships (SW)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Primary:</b> 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. <ul style="list-style-type: none"> <li>○ (Research Summary: <a href="#">The pros and cons of social media for youth</a>)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Secondary:</b> 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>● 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>● <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>● 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	9/5	<p><b><u>Schools and Classrooms as Contexts for Development and Learning (Guest Lecture: Troya Ellis)</u></b></p> <ul style="list-style-type: none"> <li>● <b>Primary:</b> 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>● <b>Secondary:</b> Giroux, H. A. (2018). Teachers as transformative intellectuals. In <i>Thinking about schools</i> (pp. 183-189). Routledge.</li> </ul> <p><u>Additional Resources.</u></p> <ul style="list-style-type: none"> <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> <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> </ul>
7	9/10	<p><b><u>Radical Healing, Hope, and Possibilities for the Future (FA)</u></b></p> <ul style="list-style-type: none"> <li>● <b>Primary:</b> 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), 14-46.</li> <li>● <b>Secondary:</b> Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. <i>Educational Review</i>, 67(2), 135-157.</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>● Lam, K. D. (2015). Teaching for liberation: Critical reflections in teacher education. <i>Multicultural Perspectives</i>, 17(3), 157-162.</li> <li>● Milner, H. R. (2003). Reflection, racial competence, and critical pedagogy: How do we prepare pre-service teachers to pose tough questions? <i>Race, Ethnicity and Education</i>, 6(2), 193-208.</li> <li>● Mosley, D. V., Neville, H. A., Chavez-Dueñas, N. Y., Adames, H. Y., Lewis, J.</li> </ul>



		A., & 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.
8	9/12	<p><b><u>Wrap Up + Office Hours to Discuss Final Projects via Zoom (FA)</u></b></p> <ul style="list-style-type: none"> <li>● <b>Primary: Reading TBD</b></li> <li>● Final Project Meetings</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>.</li> </ul>
	9/30	<p><b><u>Gallery Walk Presentations (3:30-5:00 PM)</u></b></p> <ul style="list-style-type: none"> <li>● Gallery walk of final presentations (Directions forthcoming)</li> </ul>

## Additional Assignment Directions:

### Teaching Philosophy:

Write a 500-550 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 that supports adolescent development, well-being or learning. 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.

**Scaffolding Final Project Planning:**

Week	Project Progress	
Week 1	Brainstorm final project idea	<ul style="list-style-type: none"> <li>- In groups (pairs or larger groups) share project ideas (5Ws) -&gt; 30 min</li> <li>- <a href="#">Individual planning time</a> (complete the google sheet)</li> </ul>
Week 2	Complete adolescent assessment	
Week 3	Research theory / empirical work that informs the final project	
Week 4	Outline / draft of final project	
Monday 09/30 3:30-5	Presentations	