EDUC 283
Child Development In and Beyond Schools
Pre-Fall/Fall 2015

Instructors:

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Course Overview:

The value of the science, the history and philosophy of education acquired in the training school, resides in the enlightenment and guidance it supplies to observation and judgment of actual situations as they arise. – Dewey (1929)

What constitutes good teaching practices within a classroom is open to debate and so, the purpose of this course is to strengthen your understanding of how educational psychology and child development are involved in teaching so that you are able to make thoughtful choices in your classroom. Together we will explore how to make meaning of educational theory so that you can make informed and intentional decisions to best support your teaching and, ultimately, your students’ learning.

This class is designed to help prepare you as a teacher and a professional. Specifically this course seeks: 1) to help you better understand how children develop in regard to their physical, cognitive, and social-emotional abilities, 2) to expose you with the theoretical roots and empirical research that support the many classroom practices you have previously experienced and will encounter throughout your development as a teacher, and 3) to provide you with the tools and background knowledge for you to pursue your own inquires and decide on your own theoretical position about the learning and development process.

Class texts:

Assigned articles on STEP course website (distributed online)

Required activities and assignments:
Class participation/attendance – 25%
You are required to attend every class meeting. Contact us prior to class if you cannot attend or will be late.
If you are absent, you are responsible for collecting hand-outs and in-class assignment materials for the day you missed. In addition, you will need contact the instructors for further directions on meeting course requirements for material missed. Missing assignments and excessive class-time missed will result in a lowering of your course grade.

Discussion Questions and in-class assignments: You are required to complete all readings for each class meeting. Each class period there will be discussion questions or in-class assignments. Completing the class reading is essential for meaningful learning in this class.

Expert presentations – 25%
In groups of 4, you will work together to read and discuss an article and then make a presentation to the class. This article will be one that was assigned as class reading (e.g. everyone will have read it!). The presentation should be engaging and interactive (the presentation should require a level of participation other than listening!) and demonstrate your understandings of the key points of the article. This is an opportunity for you to engage some “intentional teaching” of your own!
- a. 4 members per group
- b. 20 minutes, including 3-4 minutes for questions at the end.
- c. Requirements of the presentation:
  - i. Should be interactive
  - ii. Brief overview of article-key points
  - iii. Further questions or concerns
  - iv. Application to current practice
    1. This requirement could take place in the form of:
      - a. An activity for the group to further understanding
      - b. An example of an activity for elementary students to assist with their learning/development

Observation logs- 25%- (see handout on course website)
Throughout the course you will document and submit 3 formal (written) observations of your students from your placement. These observations will be used in class and turned in on an ongoing basis to the instructors for reflection and feedback. Your syllabus documents which weeks you should plan to do an observation. Our goal is to scaffold the observations throughout the course in order to help you examine and build a theory of development and learning to facilitate intentional teaching. Your observations will assist you in making decisions about instruction and learning, and inform your final assignment.
Observations will include:
- a. Description of observed phenomena
- b. Connection to theory and research
- c. Reflection
Annotated lesson plan and summative reflection- 25% (see handout on course website)
As your summative assignment you will annotate a lesson plan for your current classroom. The goal of this assignment is to allow you to show intentional decisions made when planning for your students. Using your formal observations and feedback (as well as any informal observations), readings, and in-class discussions and activities, you will provide a rationale for decisions present in your lesson plan. Your rationale should be theory and research based. In addition you will include a written reflection that answers the following questions: How is my lesson plan developmentally appropriate? How is my lesson plan theoretically grounded?
<table>
<thead>
<tr>
<th>Week Date</th>
<th>Class</th>
<th>Topic</th>
<th>Objective</th>
<th>Readings and/or Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Aug. 19 (2:45-5:15)</td>
<td>1</td>
<td>Intentional teaching</td>
<td>SWBAT articulate their beginning understandings of what counts as a “intentional teaching” as well as articulate their own questions about such a perspective.</td>
<td>Dewey - <em>What Psychology can do for the teacher.</em> Pressley &amp; McCormick – Ch. 1 (pages 3-8)</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Objectives</td>
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<td>4 Sept. 9</td>
<td>(2:45-5:15)</td>
<td><strong>Memory and Thinking</strong></td>
<td>SWBAT identify various instructional techniques of supporting and hindering memory and thinking processes</td>
<td>Chapter 4 &lt;br&gt; Willingham, D.T. (2003). Students remember...What they think about. &lt;br&gt; Scruggs, T.E., &amp; Mastropieri, M. A. (1992). Remembering the forgotten art of memory. &lt;br&gt; <strong>Due: Observation 1- teacher directed lesson</strong></td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>SWBAT Activity</td>
<td>Reading Sources</td>
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| Sept. 23   | 3:15 | Motivation and Feedback       | SWBAT analyze various motivational approaches and forms of feedback for intended (as well as unintended) outcomes. | Chapter 9  
Stipek (2002) chapter 7 or 11  
Due: Observation 2- teacher directed lesson #2 |
| Sept. 30   | 3:15 | Social-Emotional development  | SWBAT identify practices that facilitate positive social-emotional development. | Chapter 10 (pages: 310-334)  
| Oct. 7     | 3:15 | Gender Identity, Puberty      | SWBAT identify ways in which gender and gender stereotypes get constructed and propagated in schools | Chapter 11  
Other reading TBD  
Due: Observation 3- peer to peer interaction |
| 5:15) | **Wrap-up** | for best practices in a given context. | Due: Lesson plan final 10/18 |