EDUC 283
Child Development In and Beyond Schools
Pre-Fall/Fall 2019

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Canvas: classes.stanford.edu

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 inquiries and decide on your own theoretical position about the learning and development process.

Class texts:
McCormick, C.B. & Scherer, D.G. (2018). *Child and adolescent development for educators* (2nd ed.) New York, NY: Guilford Press.
https://ebookcentral.proquest.com/lib/stanford-ebooks/detail.action?docID=5321262

Additional assigned articles/videos/resources on CANVAS course website

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/or excessive class-time 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.**

Professional Learning Community – 25%

- http://edglossary.org/professional-learning-community/

In groups of 4 or 5, you will work together as a mini Professional Learning Community (PLC) to facilitate an in-class learning experience that will engage your colleagues with resources related to the theory/research topic of the week. The goal of the presentation is to provide your colleagues with an **interactive and informative experience that will directly engage them** in practical applications of the week's topic.

To prepare: Read the background reading on PLCs (see link above). As a group, you will locate at least **3 artifacts/resources** (e.g., books, websites, articles, activities, songs) that you find useful as a teacher to help support teaching through a particular theoretical lens. For example, if the topic of the week is "constructivism," then you might consider finding activities for your TK-6 students that demonstrate a constructivist approach to learning. You are encouraged to use the readings assigned for the week to ***begin*** your exploration of the topic. You must identify artifacts/resources other than those already provided in the syllabus (i.e., already on the course Canvas page).

In class, your group will lead a 20 minute interactive and informative experience to share your resources with the class. Please plan accordingly. You will have no more than 20 minutes, including 3-4 minutes for questions at the end --- this may mean that you do not discuss all 3 artifacts/resources in class. In addition, the group will **submit a short written description of the resources, where they can be located and their connection to theory (see google sheet).**

Your presentation should require a level of participation other than listening and should demonstrate your understanding the topic. This assignment is an opportunity for you to demonstrate some "intentional teaching" of your own!

Requirements:

I. Interactive
II. Appropriate to topic
III. Explicit connection to key ideas of research/theory and child development
IV. Application to current practice and child development

Observation logs- 25%- (see handout on course website)

Throughout the course you will document and submit 3 formal (written) observations of a focal student 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 through data to facilitate intentional teaching. Your observations will assist you in making decisions about instruction and learning, and inform your final assignment.

Based on work by N. Merino & L. Hill-Bonnet (2010)

The focus of each observation will be:

- Observation 1: Cognitive Development
- Observation 2: Motivation and Intelligence
- Observation 3: Social Development

Observations will include:

a. "What?" - Description of observed phenomena (*data*)
b. "So What?" - Connection to theory and research (*analysis*)
c. "Now What?" - Reflection (*current thinking, observation 3*)

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?

Child Development in and Beyond Schools			
Week Date	**Topic**	**Objective**	**Content and Assignments Due**
Class 1 Aug. 21	***Intentional teaching***	SWBAT articulate their beginning understandings of what counts as "intentional teaching" as well as articulate their own questions about such a perspective.	**READ (REQUIRED):** Dewey, *J., & McLellan, J. (1964). What psychology can do for the teacher. John Dewey on education: selected writings, 195-211.*
Class 2 Aug. 28	***Cognitive Development Part I***	SWBAT identify developmental differences in cognitive abilities. SWBAT practice their research/observational techniques by conducting an in class observation.	**READ (REQUIRED):** Krahenbuhl, K.S. (2016) Student-centered Education and Constructivism: Challenges, Concerns, and Clarity for Teachers, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 89:3, 97-105. Ferlazzo, L (2017) Response: Ways to Use Questions Effectively in the Classroom Course Text: McCormick & Scherer, Chapter 3 (pp. 74-80)

Based on work by N. Merino & L. Hill-Bonnet (2010)

Class 3 Sept. 4	***Cognitive Development Part II***	SWBAT describe the differences between constructivism and socio constructivist theory. SWBAT apply schema theory	**WATCH (REQUIRED):** TBD **READ (REQUIRED):** Course Text: McCormick & Scherer. Chapter 3 (pp. 53-66) Chapter 6 (pages: 151-166) Kissner. E. (2009). How do we know what we know? A look at schemas. *Science Scope, (September 2009)* 48-50. **OPTIONAL:** Schema/assimilation/accommodation: https://youtu.be/Xj0CUeyucJw Schema song: https://youtu.be/lyBCnzcb0J0
Class 4 Sept. 11	***Intelligence***	SWBAT compare and contrast orienting theories on "what is intelligence?"	**READING (REQUIRED):** Sternberg, R. J., & Grigorenko, E. L. (2004). Successful intelligence in the classroom. *Theory Into Practice, 43*, 247-280. **WATCH (REQUIRED):** Multiple Intelligences explained: https://www.youtube.com/watch?v=s2EdujrM0vA Myths and Realities of MI: http://davidlazeargroup.com/Multi-Intell/articles/MI-Myths.htm **OPTIONAL**: Sternberg on Successful Intelligence: https://www.youtube.com/watch?v=ow05B4bjGWQ Controversy of Intelligence: Crash Course Psychology #23 Intelligence: https://youtu.be/9xTz3QjcloI **Due: Observation 1**

Based on work by N. Merino & L. Hill-Bonnet (2010)

Class 5 Sept. 18	***Motivation and Feedback***	SWBAT analyze various motivational approaches and forms of feedback for intended (as well as unintended) outcomes.	**READ (REQUIRED):** Course Text: McCormick & Scherer, Chapter 9 (pp. 249-279) **SKIM TO USE IN CLASS:** Stipek, D. (2002). Motivation to learn: From theory to practice (4th edition). . Needham Heights, MA: Allyn & Bacon. chapter 7 (p. 97-110) **OPTIONAL:** Dweck, C. S. (2007). The perils and promises of praise. *Educational Leadership, 65*, 34-39. Schwartz, D., Tsang. J.M., & Blair, K. (2016) The ABC's of How We Learn: 26 Scientifically Proven Approaches, How They Work, and When to Use Them**.** W. W. Norton & Company**.** *F is Feedback* (p. 64-75)
Class 6 Sept. 25	***Memory and Thinking***	SWBAT identify various instructional techniques of supporting and hindering memory and thinking processes	**READ (REQUIRED):** Willingham, D.T. (2003). Students remember.... What they think about. (p. 78-82). Schwartz, D., Tsang. J.M., & Blair, K. (2016) The ABC's of How We Learn: 26 Scientifically Proven Approaches, How They Work, and When to Use Them**.** W. W. Norton & Company**.** *E is for Elaboration (pp. 52-63)* *G is for Generation (pp. 78-85).* **OPTIONAL:** Course Text: McCormick & Scherer, Chapter 4 **Due: Observation 2**

Class 7 Oct. 2	***Social-Emotional development and Identity***	SWBAT identify practices that facilitate positive social-emotional development.	**READ (REQUIRED):** Zajac, R. J., & Hartup, W. W. (1997). Friends as coworkers: Research review and classroom implications. (p. 3- 13). Course Text: McCormick & Scherer, Chapter 10 (pages: 306-318). Learning Policy Institute report, Educating the Whole Child: Improving School Climate to Support Student Success (pp 1-27).
Class 8 Oct. 9	***Neuroscience and Education***	SWBAT relate the concept of executive functioning to classroom practice.	**WATCH AND READ (REQUIRED):** Executive Functioning: https://youtu.be/efCq_vHUMqs Associated paper: http://developingchild.harvard.edu/wp-ctent/uploads/2011/05/How-Early-Experiences-Shape-the-Development-of-Executive-Function.pdf **WATCH (OPTIONAL):** Marshmallow Test: https://youtu.be/QX_oy9614HQ PBS Newshour: https://www.youtube.com/watch?v=BLtQaRrDsC4&t=1s **Due: Observation 3**
Class 9 Oct. 16	***Direct vs. Indirect instruction & Wrap-up***	SWBAT evaluate models of instruction and determine an approach for best practices in a given context.	**READ (REQUIRED):** Dell'Olio, J. & Donk, T. (2007). Models of teaching, Connecting Student learning with Standards. *Chapters 4 and 6 (Direct and indirect instruction)* **Due: Lesson plan final 10/23**