Development Foundations of Schooling
(previously Child Development in and Beyond Schools)
EDUC 283 Summer 2020

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Office hours: by appointment

Class

Canvas link: https://canvas.stanford.edu/courses/121946

Meeting schedule: Monday-Thursday, Aug 3-13 at 1:30p-3:15p

Zoom link: https://stanford.zoom.us/j/2894942121?pwd=b1RCaXo1VnptQ3JjcFhOZEVnNm9Jdz09

General description

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.

Learning goals
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.

**Students with documented disabilities**

Students who may need academic accommodation based on the impact of a disability must initiate the 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 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, URL: http://studentaffairs.stanford.edu/oae

**Course procedures**

This seven-session course lays the groundwork for a variety of courses in STEP, but in particular serves as a precursor to *Developmental Foundations, Dis/ability, Access & Inclusion*, which begins on 8/13. There will be a synchronous learning component via zoom in which we will discuss and actively engage with the materials assigned. Some asynchronous learning activities (readings, short videos, and tasks) need to be completed in preparation for the next Zoom meeting. The goal is to have dynamic online meetings where we actively work with the materials through exercises and discussion. It is therefore key that students prepare the readings before class and 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 in-class assignment materials for the day you missed. In addition, you will need to contact the instructors for further directions on meeting course requirements for material missed.

**Materials**


**Recommended**


Additional assigned articles/videos/resources on CANVAS course website
**Daily overview**

**Class 1: Intentional Teaching & Good Intentions**

Objective: *Students Will Be Able To (SWBAT) articulate their beginning understandings of what counts as “intentional teaching” and its relationship to "good intentions" articulate their own questions about such a perspective.*


**Class 2: Cognitive Development Part I**

Objective: *SWBAT identify developmental differences in cognitive abilities.*


Schema/assimilation/accommodation

Schema song

Course Text: McCormick & Scherer, Chapter 3 (pp. 53-66, 74-80)

**Class 3: Cognitive Development Part II**

Objective: *SWBAT describe the differences between constructivism and socio constructivist theory. SWBAT apply ZPD.*


Course Text: McCormick & Scherer, Chapter 6 (pages: 151-166)

**Class 4: Intelligence**
Objective: SWBAT compare and contrast orienting theories on “what is intelligence?”


Course Text: McCormick & Scherer, Chapter 8 (227-240)

Multiple Intelligences explained
Controversy of Intelligence: Crash Course Psychology #23 Intelligence

Recommended:

Class 5: Motivation and Feedback

Objective: SWBAT analyze various motivational approaches and forms of feedback for intended (as well as unintended) outcomes.


Course text: McCormick & Scherer, Chapter 9

Class 6: Identity Development

Objective: SWAT understand the role school culture plays in the development of children in general and how racialized experiences in schools vary for minoritized students.


**Class 7: Application & Wrap up**

**Objective:** SWBAT evaluate models of instruction and determine an approach for best practices in a given context.


**Assignment:** Summative reflection on course content and simulation activity

**Class 8: Developmental Foundations, Dis/ability, Access & Inclusion with Chris Lemons**