

# Development Foundations of Schooling

(previously Child Development in and Beyond Schools)

## EDUC 283 Summer 2020

Instructors: Laura Hill-Bonnet, PhD  
Christopher Cormier, PhD

Email: [laurahb1@stanford.edu](mailto:laurahb1@stanford.edu)  
[cormierc@stanford.edu](mailto:cormierc@stanford.edu)

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/oea>)

### **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**

McCormick, C.B. & Scherer, D.G. (2018). *Child and adolescent development for educators* (2<sup>nd</sup> ed.). Guilford Press.

<https://ebookcentral.proquest.com/lib/stanford-ebooks/detail.action?docID=5321262>

### *Recommended*

Wong, H.K. & Rosemary, T. W. (2018). *The first days of school: How to be an effective teacher* (5th ed.). Harry K Wong Publication.

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.*

Readings: Dewey, J., & McLellan, J. (1964). *What psychology can do for the teacher*. In John Dewey (Eds.), *On education: Selected writings* (pp. 195-211). University of Chicago Press.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom. Education in a multicultural society* (pp. 167-184). The New Press.

Recommended: Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom. Education in a multicultural society*. The New Press.

### **Class 2: Cognitive Development Part I**

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

Readings: Kissner, E. (2009). How do we know what we know? A look at schemas. *Science Scope*, 33(1), 48-50.

[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.*

Readings: 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.

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

### **Class 4: Intelligence**

Objective: SWBAT compare and contrast orienting theories on “what is intelligence?”

Readings: Sternberg, R. J., & Grigorenko, E. L. (2004). RETRACTED ARTICLE: Successful Intelligence in the Classroom. *Theory into practice*, 43(4), 274-280.

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

[Multiple Intelligences explained](#)

[Controversy of Intelligence: Crash Course Psychology #23 Intelligence](#)

*Recommended:*

Romney, L. (2019, October 28). A landmark lawsuit aimed to fix special ed for California’s Black students. It didn’t. *KQED*.

<https://www.kqed.org/news/11781032/a-landmark-lawsuit-aimed-to-fix-special-ed-for-californias-black-students-it-didnt>

### **Class 5: Motivation and Feedback**

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

Readings: Stipek, D, J. (2002). *Motivation to Learn* (pp. 97-110). Allyn & Bacon.

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.*

Readings: Darling-Hammond, L., & Cook-Harvey, C. (2018). *Educating the whole Child: Improving school climate to support student success*. Palo Alto, CA: Learning Policy Institute.

Swanson, D. P, Cunningham, M., Youngblood, J., Spencer M. B., (2009). Racial Identity development in childhood. In Neville, H. A., Brendesha, M., Utsey, S. O (Eds), *Handbook of African American Psychology* (pp. 269-281). Sage.

*Recommended:* Dubois, W.E.B. (1903). *The souls of Black folk: Essays and sketches*. A.C. McClurg & Co.

### ***Class 7: Application & Wrap up***

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

Readings: Dell'Olio, J. & Donk, T. (2007). *Models of teaching, Connecting student learning with standards* (pp. 71-103 or pp. 169-193). Sage.

Assignment: Summative reflection on course content and simulation activity

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

Reading: Zigmond, N., & Kloo, A. (2011). General and special education are (and should be) different. In Kauffman, J., Hallahan, D. P., Pullen, P. C. (Eds.). *Handbook of special education* (pps. 160-172). Routledge.