

Child Development in and Beyond Schools

EDUC 283 Summer 2021

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Office hours: by appointment

Class

Meeting schedule: Thursday July 22 @10:30-12:15

Mondays/Wednesdays, July 26-Aug 18 @3-5:50pm

General description

What constitutes a school culture is somewhat contingent on deeply held beliefs, understandings, and related practices in teaching (Landsford, French Gauvin, 2021). The purpose of this course is to strengthen your understanding of how educational psychology and theories of child development shape classroom environments so that you are able to make thoughtful choices in your own practice. 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 cognitive, linguistic, 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 nine-session course lays the groundwork for a variety of courses in STEP. So, while this course does not address the pedagogy of any one discipline, its aim is to ground current practices in a theoretical and cultural framework. To that end, our goal is to have dynamic class meetings where we actively work with the materials through experience and discussion. It is therefore key that students prepare the readings before class and attend every class meeting. Please be in contact 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 instructor for further directions on meeting course requirements for material missed.

Materials

Course text:

Landsford, J. E., French, D.C., & Gauvin, M. (2021). Child and adolescent development in a cultural context. American Psychological Association: Washington, D.C.

<https://searchworks.stanford.edu/catalog?f%5Bcourse%5D%5B%5D=EDUC-283-01&f%5Binstructor%5D%5B%5D=Hill-Bonnet%2C+Laura+Anne>

Additional materials and readings on course Canvas site

Daily overview

Class 1 (7/22): Class overview, GTKY, GTK “C”

Objective: *Students will be able to (SWBAT) identify practices and elements of classroom activity and interaction that are culturally based.*

Readings: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 1, pp. 1-10, 21-26

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

Class 2 (7/26): Cognitive Development Part I- schema & ZPD

Objective: *SWBAT describe a sociocultural approach to learning as it related to observation, sharing, transmitting, and participation*

Readings: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 3, pp.61-72

McCormick, C.B. & Scherer, D.G. (2018). *Child and adolescent development for educators* (2nd ed.). Chapter 6 (pages: 151-166)

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

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

Class 3 (7/28): Cognitive Development Part II- memory & intelligence

Objective: *SWBAT compare and contrast orienting theories on “what is intelligence?” and the influence of memory*

Readings: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 3, pp. 72-84

[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 4 (8/2): Language Part I- structure of language & language learning

Objective: *SWBAT analyze how structures of language work together to shape a person’ (teacher’s, student’s) linguistic repertoire and begin to construct an additive framing for language variation*

Readings: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 4, pp.85-96

Diàz-Rico, L. & Weed, K. Z. (2010). *The Crosscultural, language and academic development handbook*. Chapter 2, pp. 32-41

Class 5 (8/4): Language Part II- pragmatics

Objective: *SWBAT describe language use from both a linguistic and sociocultural perspective in order to promote linguistic justice in classrooms.*

Readings: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 4, pp.96-103

Diàz-Rico, L. & Weed, K. Z. (2010). *The Crosscultural, language and academic development handbook*. Chapter 2, pp. 41-47

Lee, A. (2021, July 15). Build Language Justice. Retrieved from <https://www.antiracismdaily.com/archives/build-language-justice-anti-racism-daily>

Class 6 (8/9): Social-Emotional 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: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 5, pp. 105-124 & Chapter 7, pp. 149-156

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.

Class 7 (8/11): Culture and conflict management

Objective: *SWBAT recognize conflict and management strategies from a cultural and developmental perspective.*

Readings: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 8, pp.165-174

McLeod, S. A. (2018, May 21). Maslow's hierarchy of needs. Retrieved from <https://www.simplypsychology.org/maslow.html>

Class 8 (8/16): Culture and academic achievement

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

Readings: Landsford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 11, pp.221-238

Stipek, D. (2002). Motivation to learn: From theory to practice (4th edition). . Needham Heights, MA: Allyn & Bacon. chapter 7 (p. 97-110)

Class 9 (8/18): Synthesis, application, & course wrap up

Objective: *SWBAT synthesize and apply theories of cognitive, linguistic, and social development to support academic achievement in schools*

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 assignment (500-1000 words):

Please respond to the following questions in a short paragraph for each:

1. We began the class by considering the relationships between community, culture, and learning. How do you see these concepts intersecting, if at all?
2. As you make thoughtful choices in your classroom, how do you see educational psychology and child development involved in doing so? From a cognitive perspective? From a linguistic perspective? From a social perspective?
3. In our summative activity you had to situate your practice in a theoretically grounded framework for a school board member. Dewey cautions us that this can be an uncomfortable and/or challenging space. Describe your own experience making the argument for this activity (e.g. from your stakeholder position, from a perspective that you may or may not have initially agreed with, if your initial inclinations changed, etc.).