EDUC 283 Fall 2022

Instructors: Maritza Dortrait and Nicole Henderson

Email: mdortrai@stanford.edu
nhenderson@stanford.edu

Office hours: Office hours are available as needed and flexible weekly. Please email us to find a mutually convenient time to meet either in person or via Zoom.

Class

Meeting schedule: Friday, September 30 - December 2, 2022 @ 9:00 - 11:30am
*Class on Friday, October 21, 2022 will be 1:00 - 3:30pm

Course Overview

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 communities. Together we will explore how to make meaning of educational theory so that you can make informed and intentional decisions that best support your teaching and, ultimately, foster equitable and culturally responsive learning for your students and school communities.

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 to ignite your own inquiries and inform your own theoretical position about the learning and development process.
4. Enhance your understanding and application of these theoretical concepts in your instructional planning.

**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](http://studentaffairs.stanford.edu/oae))

**Course procedures**

This nine-session course is designed to support and reinforce content knowledge from other STEP courses. 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. Our goal is to have dynamic class meetings where we actively work with the materials through experience, discussion, and application. 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](https://searchworks.stanford.edu/catalog?f%5Bcourse%5D%5B%5D=EDUC-283-01&f%5Binstructor%5D%5B%5D=Hill-Bonnet%2C+Laura+Anne)

*We want this to be a dynamic reciprocal experience; therefore additional materials and readings on course content may be considered on an ongoing basis throughout the quarter to meet the demands of reflection and feedback in our work together.*
Weekly Overview

Class 1 (9/30): Class overview
Objective: Students will be able to (SWBAT) identify practices and elements of classroom activity and interaction that are culturally based.


Class 2 (10/7): Cognitive Development Part I- schema & ZPD
Objective: SWBAT describe a sociocultural approach to learning as it related to observation, sharing, transmitting, and participation


Class 3 (10/14): Cognitive Development Part II- memory & intelligence
Objective: SWBAT compare and contrast orienting theories on “what is intelligence?” and the influence of memory

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

Videos: Multiple Intelligences explained
Controversy of Intelligence: Crash Course Psychology #23 Intelligence
**Class 4 (10/21): Language Part I- structure of language & language learning**

Objective:  
SWBAT analyze how structures of language work together to shape a person’s (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


**Class 5 (10/28): 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


**Class 6 (11/4) : 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:  


**Class 7 (11/11): Culture and conflict management**
Objective:  
_SWBAT recognize conflict and management strategies from a cultural and developmental perspective._

Readings:  


**Class 8 (11/18): 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


**Class 9 (12/2): Synthesis, application, & course wrap up**

Objective:  
_SWBAT synthesize and apply theories of cognitive, linguistic, and social development to support academic achievement in schools_

Readings:  
None for this class

**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?