

Child Development in and Beyond Schools



EDUC 283 Pre Fall 2023

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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.

Pre-Fall Class Meeting schedule: 8/8-9/13

***Please Note there are some slightly different days and start times, ALL sessions will meet in CERAS 204**

Tuesday 8/8- 12:30-2:45

Thursday 8/10 12:30-2:45

Monday 8/14 12:15-2:30 (Placement Immersion Week)

Wednesday 8/23- 2:15-5:00

Friday 8/25- 12:45-3:30

Wednesday 8/30 2:15- 5:00

Wednesday 9/6- 2:15-5:00

Wednesday 9/13- 2:15-5:00

Course Overview

What constitutes a school culture is somewhat contingent on deeply held beliefs, understandings, and related practices in teaching (Lansford, 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

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit oae.stanford.edu If you already have an Academic Accommodation Letter, we invite you to share your letter with us. **Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.**

Course Procedures

This eight-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 complete the readings and review video resources outlined before each class to enrich our collective weekly discussions and learning experiences.

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:

Lansford, 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>

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied developmental science*, 24(2), 97-140

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 be responsive, and reflective in our work together.

Weekly Overview

Session 1: Tue. 8/8 12:30-2:45 pm - Welcome & Class overview

Objective: Students will be able to (SWBAT) distinguish conceptual frameworks of child development in cultural context and understand the value of applying these concepts in context of practical application to teaching.

Readings:

Lansford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 1, pp. 1- 26

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied developmental science*, 24(2), 97-140 ***pp. 97-102 & pp. 106-109**

Re-Visit/Skim

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Chapter 2 pp. 21-35

Optional Supplemental

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

Session 2: Thur. 8/10 12:30-2:45 pm – Cognitive Development Part I- Schema & Zone of Proximal Development (ZPD)

Objective: SWBAT describe a sociocultural approach to learning as it relates to social learning processes (i.e. observation, sharing, transmitting, and participation) in culture and cognitive development.

Readings:

Lansford, 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>

Optional Supplemental

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

Session 3: Monday 8/14 12:15-2:30 pm - Cognitive Development Part II- Memory & Intelligence

Objective: SWBAT discuss and interrogate theories on “Intelligence” and the ethical considerations for developing equitable and just pedagogy.

Readings:

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

Tefera, A., Thorius, K. K., & Artiles, A. J. (2013). Teacher influences in the racialization of disabilities. In *Handbook of urban education* (pp. 294-308). Routledge.

Videos:

[Howard Gardner of The Multiple Intelligence Theory](#)

[Multiple Intelligences explained](#)

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

Optional Supplemental

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Chapter 3.

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-california-black-students-it-didnt>

Blanchett, W. J. (2013). African American students and other students of color in special education. In *Handbook of urban education* (pp. 309-322). Routledge.

Session 4: Wed. 8/23 2:15-5:00pm - 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:

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

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

Session 5: Fri. 8/25 12:45-3:30 pm – 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:

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

Diáz-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>

Session 6: Wed. 8/30 2:15- 5:00 pm – Social-Emotional Development

Objective: *SWBAT understand the role school culture plays in the social emotional development of children and how racialized experiences in schools vary for diverse populations.*

Readings:

Lansford, J. E., French, D.C., & Gauvin, M. (2021). Chapter 5, pp. 105-124 & Chapter 7, pp. 149-156

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied developmental science*, 24(2), 97-140. pp.125- 133

Session 7: Wed. 9/6- 2:15-5:00 pm – Culture and conflict management

Objective: *SWBAT recognize conflict and management strategies through a sociocultural lens and identify practices that support culturally responsive classroom communities.*

Readings:

Lansford, et al, Chapter 7, pp. 149-156 Chapter 8 pp.165-174

Goldberg, M.J., Iruka, I.U. The Role of Teacher–Child Relationship Quality in Black and Latino Boys’ Positive Development. *Early Childhood Educ J* 51, 301–315 (2023).

Optional Supplemental

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.

Videos:

[Anti bias](#) lessons help ...

Session 8: Wed. 9/13- 2:15-5:00 pm - Culture and Academic Outcomes

Objective: *SWBAT analyze cultural contexts of our educational practices on various motivational approaches and the impact of intended (as well as unintended) academic outcomes*

Readings:

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

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied developmental science*, 24(2), 97-140. pp. 115-125

Optional Supplemental

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

Assignment: Due Sunday 9/17/23 @10 pm
Summative Final Reflection: Synthesis & Application

Objective: *SWBAT synthesize and apply theories of cognitive, linguistic, and social development to support growth and development in and beyond schools for all students*

Please respond to the following prompts in any of the following formats to demonstrate how the concepts of child development intersect from a cognitive perspective; linguistic perspective; and/or social perspective.

- Write a reflection (approx. 1000 words)
- Audio or visual representation of your reflection (5-7 min)
- Create a slideshow presentation that includes a narration of the interconnections between the elements in the overarching prompt
- Sample lesson plan in which you highlight and notate the considerations and practical applications.

Prompts to Consider:

1. 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?