Child Development in and Beyond Schools

Image Description: Children's silhouette raised hands against the sunset

EDUC 283 Pre Fall 2024

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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:

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

Pre-Fall Sessions 8/13-9/17

Tuesday- 8/13 11:30-2:30pm
Friday- 8/16 12:45-3:30 pm
Tuesday- 8/20 3:15-6:00pm
Friday- 8/23- 12:45-3:30 pm
==*Week of August 26th-30th Placement Focused Intensive No Class==
Tuesday- 9/3- 1:30-3:30pm
Tuesday- 9/10- 1:30-3:30pm
Friday- 9/13- 12:45-3:30 pm
Tuesday- 9/17- 1:30-3:30pm

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 inclusive, equitable and culturally sustaining learning communities for your students.

Course Learning Goals:

This class is designed to help prepare you as a teacher and a professional. Specifically this course seeks:

- ❖ Understanding how children develop regarding their cognitive, linguistic, and social-emotional abilities.
- ❖ Exposure to 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.
- ❖ Ignite your own inquiries about the learning and development process in and beyond schools.
- ❖ Enhance your understanding and application of these theoretical concepts in your instructional planning, delivery, and advocacy for yourselves as Teacher Leaders and for the students and families in your school community.
- ❖ Critically examine concepts of normative development and intelligence, while deeply exploring and reflecting on neurodivergence and learning differences. Emphasizing the science of individuality and interrogating the idea of the average learner.

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.

Note: *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, engaging, and reflective in our work together.*

<p align="center">Weekly Overview</p>

Session 1: Tue. 8/13 11:30-2:30 pm - Welcome & Class Overview

Objective: SWBAT explore and analyze conceptual frameworks of child development in cultural context and build towards understanding 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: Fri. 8/16 12:45-3:30 pm – Cognitive Development Part I- Schema &
Zone of Proximal Development (ZPD)**

Objective(s): SWBAT explore and 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.

Consider practical ways to design opportunities for neurodivergent children to be
included in peer culture using guided participation.

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: Tue. 8/20 3:15-6:00 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:

The Myth of Average- TedTalk (T.Rose, 2013)

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-californias-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: Fri. 8/23 12:45- 3:30pm - 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 and communicative competence.*

Readings:

Lansford, 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

Session 5: Tue. 9/3 1:30-3:30 pm – Language Part II- Pragmatics

Objective: *SWBAT describe language use from both a linguistic and sociocultural perspective in order to promote access and meaningful participation in the classroom community.*

Readings:

Lansford, 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

Session 6: Tue. 9/10 1:30-3:30 pm – Social-Emotional Development

Objective: *SWBAT understand the role school culture plays in the development of children emphasizing social emotional development while considering the intersectional identities of our students in and beyond the classroom community.*

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. <mark>pp.125- 133</mark>

Session 7: Wed. 9/13 12:45-3:30 pm – Culture and Conflict Management

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

Session 8: Wed. 9/17- 1:30-3:30 pm - Culture and Academic Outcomes

Objective: *SWBAT explore, reflect and interrogate various educational practices on motivational approaches and the impact of intended (as well as unintended)academic outcomes for all cultural contexts of our*

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: Summative Final Reflection: Synthesis & Application
Due: Monday 9/23/24 @ 10:00 pm

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

Assignment Prompt:
For your final assignment, reflect deeply on the theoretical frameworks we've studied, particularly cognitive theories, socio-cultural theories, or theories of language development. Choose one or two of these theories and discuss how they play out in classroom settings.

Your reflection should consider and include:

1. **Theory Explanation:** Provide a detailed explanation of the chosen theory or theories, ensuring clarity on the key concepts and principles.
2. **Classroom Connection:** Illustrate how these theories are being leveraged, connected, and implemented in actual classroom practices. Provide specific examples of how these theoretical frameworks support the creation and sustainability of inclusive learning environments.
3. **Practical Application:** Reflect on how the theories influence teaching strategies, classroom interactions, and student engagement. Highlight concrete examples from your observations or experiences that demonstrate the practical application of these theories in fostering inclusivity, access and meaningful integration for your students or future students.
4. **Personal Reflection:** Consider your own experiences and future practice as an educator. How will you apply these theoretical insights to create and maintain an inclusive classroom? What challenges might you face, consider some possibilities to address the challenges you have identified.

Note: The following formats are some ideas for your final reflection.
   - Write a reflection (approx. 1000 words/3-5 pages)
   - 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 prompts.
   - Sample lesson plan in which you highlight and notate the considerations and practical applications.
   - Other formats that you feel may best capture your reflection and demonstrate your understanding and applications are welcome. Please connect with us to discuss your ideas.

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