

EDUCATION 144 – Child Development and Schooling

Fall Pre-Term 2009, Wed. & Fri. 9 – 12, August 19-Sept. 16*, 204 CERAS

Co-Instructors:

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Course Description: This course is designed to provide an introduction to the topic of how schools form a context for development during early and middle childhood. The main goal of the course is to provide opportunities to explore and understand how development in school involves transactional processes that occur between children and the learning opportunities afforded in classroom contexts. Throughout the course, we focus both on basic developmental processes as well as how these are related to the development of core academic topics such as early language, literacy and numeracy development. We also highlight the ways that students are navigating multiple developmental contexts (e.g. home and school), which impact children's transition into early schooling.

Three main ideas underlie the selection of topics: 1) developmental processes are transacted through social relationships and mediated by artifacts that are often created by others; 2) that great diversity exists in children's experiences and that these differences are central to understand from a learning perspective; and 3) that learning environments are productively thought about as designed activity-spaces and have very different affordances for development depending on the specifics of their design. Throughout the course we will ground the theoretical concepts in examples of classroom contexts and/or cases of individual children developing within the classroom. The major assignment for the course involves a case study of one student, conducted in a series of classroom observations and a written analysis of these observations in relation to concepts introduced in the readings and to a specific applied problem or issue (e.g. designing and conducting appropriate assessments). This assignment will serve to help us see how theoretical ideas are translated into practices, activities, and ways of doing things.

Course Text: Course Reader (available in class through Field Copy & Printing)

How you will be graded: *Please note that course assignments and due dates may change with fair notice.*

1. Class participation (20% of total grade: 45 points, 5 possible per class) includes attendance, completing the weekly readings, preparing for and participating in small group discussions and engaging in class discussions and activities. It is expected that each student will come to Wednesday's class having read all of the readings for the week. Each student will be responsible for preparing for and participating in small group discussions about their case study student each week. These discussions will focus on integrating the case with the week's class readings and class content (including any in-class presentations from guest speakers, video, lectures, etc.) and examining how students at different ages and stages are developing across different contexts.
2. Weekly logs (40% of total grade: 90 points, 18 possible per log)
3. Final case study paper (40% of total grade: 90 possible points)

Keeping Track of Your Grades and Important Dates:

<u>Assignment</u>	<u>Date Due</u>	<u>Possible Points</u>
Participation	Per each of 9 meetings	45 points
Weekly Log 1	Fri., August 21	18 points
Weekly Log 2	Wed., August 26	18 points
Weekly Log 3	Wed., September 2	18 points
Weekly Log 4	Wed., September 9	18 points
Weekly Log 5	Wed., September 16	18 points
Draft of Case Study	Wed., September 30	(optional, no points, place in our box by 5pm)
<u>Final Case Study</u>	<u>Fri., October 16</u>	<u>90 points (place in our box by 5pm)</u>
TOTAL		= 225 points

Grading Scale (Percentage out of 225 points)

A (93-100); A- (90-92.5); B+ (87-89.5); B (83-86.5); B- (80-82.5); C+ (77-79.5); C (73-76.5);

C- (70-72.5); D (60-69.5); F (59 or below).

* **Note:** The first class meeting on 8/19 will take place in 204 CERAS from 1:30-4:30pm, NOT 9am-12pm.

Elementary School Student Case Study

Goals:

- 1) To look carefully at a developing child to understand his/her physical, emotional, social, academic, and cognitive development in school and non-school contexts and to evaluate the interaction among these areas of development.
- 2) To examine how different social systems – school, classroom, peer groups, family – influence identity development, motivation, cognition, and learning of the child.
- 3) To apply insights and principles from research on child development and learning to a specific case.
- 4) To learn to see and interpret the world from another's perspective.

Tasks:

To examine how a developing child thinks and reasons, interacts with others, and views her/himself as a maturing person and part of a social group. How does she/he learn? What motivates him/her? What are her/his concerns, behaviors, attitudes, and beliefs? How do these change in different contexts?

Choose a student who poses a puzzle or question for you, not someone with whom you identify strongly. For instance, it might be useful to select someone from a different social, cultural, language, racial, ethnic group from your own.

You will collect data about your student from a number of sources, including:

- At least 8 formal observations of your student including:
 - At least 4 classroom observations
 - At least 3 non-classroom observations (recess, athletics, etc.)
 - At least 1 home observation (which may be a phone call rather than in-person)
- 1 interview of the student,
- 1 teacher interview,
- 1 shadowing the student throughout a full school day,
- 1 cognitive assessment of the student's learning and self-perceptions,
- Examination of the student's cumulative folder, and
- Analysis of samples of the student's work

Case Study observations will be arranged with your cooperating teacher at your fall school placement. You may receive more detailed information about the content of each of these observations as the course progresses.

You will keep detailed, nonjudgmental observations of the student during the class term. We recommend keeping a notebook or setting aside part of your log for this purpose. The data gathered from your observations will be linked to the topics, discussions and readings from class in the form of Case Study Logs (see below).

Case Study Weekly Logs:

Each week you will write a short essay that applies one or two concepts from the readings to the interactions and observations you are making of your case study student (2 pages). This essay should be completed by class each Wednesday and will focus on your interactions from the previous week. The logs will be the integrated write up of your observations/ interviews for the week, so please be sure to make specific reference to ideas in the readings in your logs. We will also ask you to submit the data from your case study observations. Our goal is to have you consider how the concepts and ideas in the readings help you explore some particular aspect of your chosen student's development, and her/his experiences in school. Further descriptions of these assignments and criteria for content and grading will be handed out in class. These weekly logs will become the foundation and essential elements of your case study paper.

Final Case Study Paper:

Integrate all areas of development as they concern and are related to your observations of one student and how the child's development has implications for practical issues (e.g. classroom management, parent involvement, assessment). Further descriptions of these assignments and criteria for content and grading will be handed out in class, but here is a list of the general requirements.

Assessment Criteria for Evaluating the Case Study:

1. Does the case study provide a clear, thorough, detailed picture of the student's thinking and learning, physical and emotional development, social interactions and development, and views of her/himself?
2. Does the case study provide an adequate understanding of the contexts within which the student is operating and how these influence his/her development?
3. Is the description careful, detailed, and nonjudgmental? Are data kept distinct from analysis?
4. Does the analysis integrate observations (interviews) across the areas of development to suggest how they interrelate?
5. Is the discussion and analysis grounded in and informed by the research and theory on child development?
6. Does the analysis use data to substantiate statements and conclusions? Does it examine patterns and relationships among various pieces of data? Does it describe carefully while avoiding labeling?
7. Does the analysis pay attention to concerns of role group identification, gender, cultural or racial/ethnic identity and other socially constructed self-perceptions where they are relevant?
8. Is the paper well written- easy to read and well-structured, with proper use of spelling, grammar, and other conventions? Does it meet acceptable standards of academic writing and scholarly referencing (APA style) to lecture materials and readings?

Week 1: Development in Context

- Eccles, J. (1999). Development of Children Ages 6 to 14. From: *The Future of Children*, 9 (2), (http://www.futureofchildren.org/usr_doc/vol9no2Art3done.pdf).
- Weinstein, R. (2002). Chapter 2, pages 38-65. *Reaching Higher: The power of expectations in schooling*. Cambridge: Harvard University Press.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley: University of California Press. Chapters 1 and 2.

Week 2: Physical & Emotional Development

- Pellegrini & Bohn, (January/February 2005). The role of recess in children's cognitive performance and school adjustment, *The Research News and Comment of AERA*.
- Lewis & Wolan Sullivan (2006). The development of self-conscious emotions, Chapter 11 in *The Handbook of Competence and Motivation*, Elliot & Dweck, Eds.
- Emotional intelligence – watch video: <http://www.edutopia.org/daniel-goleman-sel-video>
And read.... <http://www.edutopia.org/emotional-intelligence-sampler>
- Thorne, B. (1995). *Gender Play: Girls and Boys in School*. Chapter 5 and pp. 162-167.

Week 3: Social & Identity Development

- Harter, S. *The construction of the self: A developmental perspective*, Chapter 2.
- Nesdale & Flessler (2001). Social Identity and the development of children's group attitudes, *Child Development*, 72(2), 506.
- McKown & Weinstein, (2003). The development and consequences of stereotype consciousness in middle childhood. *Child Development*, 74(2), 498.

Week 4: Cognitive Development

- Flavell, J., Miller, P., & Miller, S. (2002). *Cognitive development, (4th Ed.)*. Englewood, NJ: Prentice Hall. Chapter. 5.
- Marks Greenfield (1984). A theory of the teacher in the learning activities of everyday life. Chapter 5 in *Everyday Cognition*, Rogoff & Lave, Editors.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey Bass. Chapter 4

Week 5: Motivation and Resiliency

- Wigfield, Eccles, & Rodriguez, The development of children's motivation in school contexts, *Review of Research in Education*, 23. Sections on Teacher Beliefs, Practices, and Support of Students & Peer Group, pages 94-107.
- Graham & Hudley, Race and ethnicity in the study of motivation and competence, Chap. 22 In *Handbook of Competence and Motivation*.
- Stipek (2001). *Motivation to Learn: Integrating Theory and Practice (4th ed)*. Chps 7 and 11.