

STL 330
Child Development and Learning for Teachers
Draft

Instructor:
Email:
Phone:
Office:
Office hours:

Required Texts:

Course Description:

This course explores the growth, development and learning of children from conception through adolescence. It addresses the relationship between development and learning and explores implications for teaching. Growth and learning are explored through a matrix of developmental domains and specific content knowledge areas.

BOT Standards: This course addresses Minnesota Board of Teaching Standards 8710.2000 Standards of Effective Practice standards 2A, 2B, 2C, 3E; 8710.3000 Teachers of Early Childhood Education Standards Subpart 3: A2, A3, A4, A6, B1, C1, C2, D1, K1; 8710.3200 Elementary Subpart 3: A2

Required Texts:

Owens, K. B. (2002). Child and adolescent development: An integrated approach. Belmont, CA: Wadsworth/Thompson Learning.

Cohen, D., Stern, V., & Balaban, N., (1997). Observing and recording the behavior of young children. (4th ed.) New York: Teachers College Press.

Committee on How People Learn, A Targeted Report for Teachers, Center for Studies on Behavior and Development, and National Research Council (2005). How students learn: History, math and science in the classroom. Washington, DC: National Academy Press.

Course Objectives:

The student will:

- Examine and demonstrate understanding of theories and research related to child development and learning.
- Demonstrate understanding of typical development of children from birth through adolescence in the areas of physical, social, emotional, cultural and cognitive development.
- Demonstrate understanding of core principles of how students learn core content knowledge.

- Demonstrate skills in observing, recording, describing, and analyzing children’s behaviors and learning as they relate to child development and teaching.
- Recognize and describe issues that impact the growth, development and learning of children and how these issues relate to teaching.

Course Requirements:

Students are required to read assigned text and be prepared to discuss the material in class. In addition, students will be required to complete the following:

1. **Participation in daily and online activities such as discussions, reflective writings, mini-quizzes or mini-presentations.** 15% of grade.
2. **Online Child Development Analysis** 10 % of grade. (Ongoing throughout semester.)

Purpose: The purpose of this assignment is to increase understanding of child growth and development concepts and milestones through the observation of children (through online video postings) and discussion of development observed.

Method: Each student will **post a link to 1 video** for each of the following age groups: Infant/Toddler, Pre-school, and Middle-Childhood (or School-Aged). Along with the video posting, the student will **include a description/comment briefly explaining the video using specific ideas or concepts explored in the course texts** that connect to the video posted. Each student will also view at least two other video postings and respond/reply to the video again using specific ideas or concepts explored in the text. Responses must **expand upon** the previous comments or **add ideas** not included in the original comments in an **intelligent fashion**. (Comments such as “I agree with you,” Or “I really like this,” although collegial, will not address this requirement.)

Assessment: Each student will be assessed for the posting and responses for each age-group using the following 10 point rubric:

Video Link Posted (2 pts)	Description/Comments (4 pts)	Response to Other Videos (4 pts—2 for each response)
Link posted connects to video displaying children’s behaviors connected to child development.	Comments included with the posting intelligently describes/discusses video content using specific child development concepts from course texts.	Response to other videos either intelligently expands upon or adds ideas to other comments connected to the video using specific child development concepts from course text.

This whole project (all three video analyses) is worth 10 percent of your overall grade. Each analysis will be assessed on a 10 point scale (as described above). The final grade assigned to the project will be determined by averaging the 3 video analyses grades.

3. **Child Observation and Analysis.** 25% of grade.

Observations: This project is designed to help students acquire observation/documentation skills and understanding of child development needed for responsive and appropriate teaching. Each student will observe **three different times**, create a narrative capturing what they observed, and analyze the three observations in order to create a final report.

There are two options for structuring your observations:

- A. Observe 1 child three different times,
- B. Observe 3 different children in the same age group, once each.

For each observation, plan on spending at least 20 minutes just observing the child. Take a notebook and jot down what you are observing. This should not be done when you are solely responsible for the care of the child. You are to observe.

After your observation, convert your running notes into a narrative of what you observed. The reader should be able to see/hear what you saw/heard. Provide an introductory paragraph describing the context of the observation (what you know of the child, the setting it took place in, other relevant information. Then describe what you saw. After the narrative, briefly discuss the development of this child by connecting the behaviors to the domains and milestones related to this aged child discussed in class and in assigned readings. The narrative will likely be at least three pages in length (double-spaced).

Observations will be graded holistically. Each observation will be worth 5 points, for a total of 15 points. Following are criteria used for grading:

- Narrative clearly and descriptively represents what was observed
- Observation is objective and focused on behaviors of the child
- Brief description of development is based on behaviors of the child
- Writing (spelling, grammar, mechanics)

Final Analysis of Child Observations: The purpose of the final analysis is to analyze and synthesize the information you have gathered from the observations that you have done. The final analysis is worth 10 points.

Each final analysis will include:

- An introduction (1 paragraph)
- An description of what was observed within **each of the developmental domains** explored in class (physical, cognitive, social/emotional). (3-6 paragraphs) (So, describe what you observed using child development concepts from the class.)

- **Evidence connecting** what was observed with development as addressed in text and class. (0-3 paragraphs) (So, analyze what you saw, explaining it using child development concepts from class.)
- Summary statement about what **you learned about child development** (specifically about each domain as well as overall) by doing these observations. (2-4 paragraphs) (Identify developmental progressions within each domain that you learned about.)

If you observed 1 child 3 times:

Your analysis will specifically, thoroughly, and carefully examine the development of one child in the three domains.

If you observed 3 different children at 1 level:

Your analysis will specifically examine the developmental changes of the aged children you observed in each domain.

The following criteria will be used for grading:

- Observations are analyzed and synthesized.—3 pts
- Evidence from observations and development ideas as addressed in class/text are connected.—3 pts
- Development concepts and progressions are identified in summary learning statements.—2 pts
- Writing (spelling, grammar, mechanics)—2 pts

4. **Learning Knowledge Case Study Project.** 15% of grade.

Purpose: The purpose of this assignment is to practice applying the core principles of student learning to a student's learning.

Method: You will use a case study approach to examine the learning of a child and create a framework that will support the child's learning of particular content knowledge. You will create a project that addresses the following areas:

1. Interview and observe a child undertaking the learning of particular content knowledge. Describe what the child already knows about what they are trying to learn. Describe misconceptions that the child has related to understanding this content knowledge. Describe the processes that the child is engaging in to learn this knowledge.
2. Describe (by digging into the literature) what basic facts and ideas the child would need lots of experience with in order to master the content that they are trying to learn. What conceptual framework can these facts and ideas be put into in order to offer clear organization for the child's learning of this knowledge?

3. What can be done to support this student's self-monitoring of his/her own progress toward learning this knowledge?
4. What can be done to create a learning environment that will support the student's learning of this knowledge?
5. Using the model from p. 13 in How Students Learn, summarize the findings of your case study by creating a figure that addresses each area above.

Grading: 15 pts.

4 pts—Student's prior knowledge and current learning processes are clearly described.

4 pts—Facts and concepts related to the knowledge based being learned are organized into a conceptual framework supported in the literature related to that field.

4 pts—Appropriate self-monitoring strategies and learning environment supports are described.

3 pts—Case is summarized into venn diagram. Project is of professional quality.

5. **Coming of Age project.** 10 % of grade.

Purpose: To explore the developmental changes of adolescence through the reading of "coming of age" literature and to critically examine the impact of culture on the "coming of age" process.

Most cultures and religions have "coming of age" rituals or ceremonies that signify when a child becomes an adult. However, for most of us "coming of age" happens through a series of developmental (particularly social/emotional) events. Literature that explores this development is called "coming of age" literature or *bildungsroman*.

Requirements:

- 1) Read a book that addresses coming of age through a cultural lens that is not your own. It can be fiction or non-fiction.
- 2) Through a medium of your choosing (must be able to hand it in) provide the title and author of the book, a clear description of the story line and discuss the transition of the main character from child to adult that occurred during the story.
- 3) Analyze the development of the main character by connecting that development to concepts explored in class/text (Physical, Cognitive, Social-Emotional and/or any appropriate theory application.) Connections must be clearly represented.
- 4) Analyze the cultural values and experiences that impacted the development of the main character using concepts from class/text. (Children are socialized in ways that lead to outcomes valued by the society they live in. Look for/describe examples of this!)
- 5) Submit project for evaluation on _____. Be prepared to share your findings with a small group in class.

6. **Quizzes/Exams.** 25 % of grade. Scheduled throughout semester

Grading: Grades will be based on the percentage of points you earn in the course: 90 percent and over = A, 89 to 80 percent = B, 79 to 70 percent = C, 69 to 60 percent = D. Students will be provided an addendum to the syllabus that clarifies each assignment.

Course Policies:

Class Cancellations: If I am unable to make it to class, I will notify the Elementary and Early Childhood Education Office (477-2216) and a sign will be posted on the door of the classroom.

Attendance Policy: More than two absences will lower your daily participation points. If you miss an in-class activity, for whatever reason, you are not allowed to make it up. Papers/projects handed in late may receive a reduced grade.

Professionalism: Professionalism is a basic expectation of this course. This includes such behaviors as coming to class on time, reading assignments before the class when due, contributing to class discussion, and typing all out of class projects. The appearance of assignments will be considered when assigning points. Academic honesty is also expected. (Please see MSUM Student Handbook: www.mnstate.edu/sthandbook/POLICY/index.htm.)

Special Accommodations: Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved,

new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

Bibliography:

Kamii, C. (2000). *Double-Column Addition: A teacher uses Piaget's theory* [film].

Moats, L. (2005). *Language essentials for teachers of reading and spelling: The challenge of learning to read*. Longmont, CO: Sopris West.

Marzano, R. (2004). *Building background knowledge: What works in schools*. Alexandria, VA: ACSD.

STL330 Tentative Schedule

Week/Date	Unit	Topic/Assignments	Assignments Due	Standards Assessed
1. Aug 25	Theories/ History of Child Development	Introductions, Syllabus, Assignments Read Ch 1-Owens—pp 5-31, 44-47		EC 2: A2, A4
2. Sep 1	Observing Children	Review Theories (Ch 1-Owens), Observing Children (Ch 1 & 2- Cohen)		
3. Sep 8	Culture	Examine Cultures (Ch 2-Owens) Heredity /Prenatal Dev (Ch 3 & 4-Owens)		
4. Sep 15	Infants/Toddlers	Infants: Physical (Ch 5-Owens—pp 157-181) and (Ch 11—Cohen)		
5. Sep 22	Infants/Toddlers	Infants: Cognitive (Ch 6-Owens—pp192-208, 212-224)	Observation 1 Due	StEP 2A, 2B, 2C
6. Sep 29	Infants/Toddlers	Infants: Social/Emotional (Ch 7-Owens—pp 226-236, 238-239, 242-254)	Infant/Toddler Video Analysis Due Quiz	StEP 2A, 2B, 2C, 3E EC2: B1
7. Oct 6	Domains/Content Matrix Preschoolers	Preschoolers: Physical (Ch 8-Owens—pp 267- and Ch 3-Cohen)	Observation 2 Due	StEP 2A, 2B, 2C
8. Oct 13	Preschoolers	Preschoolers: Cognitive (Ch 9- Owens—pp 298-318, 322-329 and Cohen Ch 5, 7, 8, 9)		
9. Oct 20	Preschoolers How Students Learn in the	Preschoolers: Social/Emotional (Ch 10-Owens—pp 338- 370, Ch 4-Cohen)	Observation 3 Due Preschool Video Analysis Due	StEP 2A, 2B, 2C

	Classroom	How Students Learn (Ch 1)		
10. Oct 27	Elementary-aged	Middle Childhood: Physical (Ch 11- Owens— pp 376-395, 403-409)		
11. Nov 3	Elementary-aged	Middle Childhood: Cognition (Ch 12- Owens—pp 413-425, 441-451 and Ch 6 in Cohen)	Final Analysis Due Quiz	StEP 2A, 2B, 2C ELE: A2 EC2: A2, A3, C1, C2, D1, K1
12. Nov 10	How Student Learn Math & Science in the Classroom	How Students Learn (Math--Ch 5 & 6, Science Ch 9-10)	Middle Childhood Video Analysis Due	StEP 2A, 2B, 2C
13. Nov 17	Elementary-aged	Middle Childhood: Social/Emotional (Ch 13—Owens—pp 455- 478)	Learning Project Due	StEP 2A, 2B, 2C
14. Nov 24	Adolescence	Adolescence: Physical (Ch 14-Owens—pp 488-511, 518-527)		
15. Dec 1	Adolescence How Students Learn Social Studies in the Classroom	Adolescence: Cognition (Ch 15- Owens—pp 513-548) How Students Learn History—Ch 2&3	Coming of Age Due	StEP 3E EC2: K1
16. Dec 8	Adolescence	Adolescence: Social/Emotional (Ch 16-Owens—pp 568- 583, 591-597)		