

EPSE 307: Applying Developmental Theories in the Classroom

COURSE UNIT VALUE: 1 Credit

(Module 1: 3.25 hours X 4 sessions OR 1 hour for 13 sessions = 13 hrs)

COURSE DESCRIPTION

u
@
u

Objectives/Critical Content:

1. Teacher candidates will begin by exploring their own beliefs/theories of child development and how they might impact their own teaching (e.g., their view of the child's mind).
2. Teacher candidates will explore a number of theoretical perspectives regarding child/adolescent development and learning, considering the implications of each for classroom practice.
3. Given that schools are one of the primary socialization forces for children and youth, teacher candidates will explore theories and models of socialization and consider their implications for the classroom and school context.
4. Drawing from some of the latest research and theory in the area of social and emotional learning (SEL), prospective teachers will learn strategies and approaches for promoting their students' social and emotional development and academic success.
5. Teacher candidates will learn about theories of motivation and how to enhance student engagement, self-regulation, and intrinsic motivation in order to create generations of life long learners.

COURSE OUTLINE

Course Outline Template

Unit 1/Week 1: <i>Developmental Theories and Education: An Introduction</i>	
Topic	Teachers' Beliefs and Understanding of Child Development
Guiding Questions	What do teachers need to know about child development, and why is it important? What are some of the prominent theories in education? (e.g., behaviourism, cognitive, social cognitive)
Possible Readings	<p>Killoran, I. (2003). Why is your homework not done? How theories of development affect your approach in the classroom. <i>Journal of Instructional Psychology</i>, 30, 309-315.</p> <p>Sigel, I. (1990). What teachers need to know about human development. In D. Dill (Ed.), <i>What teachers need to know: The knowledge, skills, and values essential to good teaching</i> (pp. 76–93). San Francisco: Jossey-Bass.</p> <p>Noddings, N. (2008). Caring and moral education. In L.P. Nucci & D. Narvaez (Eds.), <i>Handbook of moral and character education</i> (pp. 161-174). NY, NY: Routledge.</p> <p>Gallahue, D. & Ozmun, J. (1998). Chapter 11: Fundamental movement abilities. <i>Understanding motor development: Infants, children, adolescents, adults</i> (pp. 208-264). New York, NY: McGraw-Hill.</p> <p>Trawick-Smith, J. (2010). <i>From playpen to playground: The importance of physical play for the motor development of young children</i>. Reston, VA: Head Start Body Start.</p> <p>Bushnell, E. W. & Boudreau, J. P. (1993). Motor development and the mind: The potential role of motor abilities as a determinant of aspects of perceptual development. <i>Child Development</i>, 64(4), 1005-1021.</p>
Unit 2/Week 2:	
Topic 1:	Constructivist and Sociocultural Theories of Learning
Guiding Questions	What are some of the key theories for teaching and learning?
Possible Readings	<p>Piaget, J. (1972). Development and learning. In C. S. Lavatelli & F. Stendler (Eds.), <i>Readings in child behavior and development</i>, (3rd ed.). New York: Harcourt, Brace, Jovanovich.</p>

	<p>Duckworth, E. (1987). Chapter 1 - The having of wonderful ideas & Chapter 5 - The virtues of not knowing. <i>"The having of wonderful ideas" and other essays on teaching and learning</i>. New York: Teachers College Press.</p> <p>von Glasersfeld, E. (1989). Cognition, construction of knowledge, and teaching. <i>Synthese</i>, 80, 121-140.</p> <p>Davydov, V. V. & Zinchenko, V. P. (1993). Vygotsky's contribution to the development of psychology. In H. Daniels (Ed.), <i>Charting the agenda: Educational activity after Vygotsky</i> (pp. 93-106). New York, NY: Routledge.</p> <p>Cole, M. (1985). The zone of proximal development: Where culture and cognition create each other. In J. V. Wertsch (Ed.), <i>Culture, communication, and cognition: Vygotskian perspectives</i> (pp. 146-161). New York, NY: Cambridge.</p>
Topic 2:	Neuroscience and Learning
Guiding Questions	What does the latest research in neuroscience us about student learning? What are some ways in which teachers can be informed by this research to promote student learning?
Possible Readings	Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. <i>Mind, Brain and Education</i> , 1, 3-10.
Unit 3/Week 3: Promoting Social, Emotional, and Moral Development in Schools	
Topic 1:	Social, emotional, and moral development of children
Guiding Questions	What are the ways in which children develop – socially, emotional, and morally – during the school years? What are the factors – both individual and contextual – that influence development?
Possible Readings	<p>Elias, M. J., Parker, S. J., Kash, V. M, Weissberg, R. P., & Utne O'Brien, M. (2008). Social and emotional learning, moral education and character education: A comparative analysis and a view toward convergence. In L. P. Nucci & D. Narvaez (Eds.) <i>Handbook of moral and character education</i> (pp. 248-266). NY, NY: Routledge.</p> <p>Nucci, L. P. (2009). <i>Nice is not enough: Facilitating moral development</i>. Columbus Ohio: Pearson. (Selected chapters)</p> <p>Schonert-Reichl, K. A., & Hymel, S. (1995). Promoting social development and acceptance in the elementary school classroom. In J. Andrews (Ed.), <i>The inclusive classroom: Challenging issues and contemporary practices</i> (pp. 152-200). Scarborough, Ontario: Nelson Canada.</p>
Topic 2:	Social and Emotional Learning
Guiding Questions	What is SEL? How does SEL support successful student outcomes? How can SEL be taught in classrooms and schools? How does SEL relate to various instructional strategies and other school initiatives?

Possible Readings	<p>Elias, M. J. (2004). Strategies to infuse social and emotional learning into academics. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), <i>Building academic success on social and emotional learning: What does the research say?</i> (pp.113-134). New York, NY: Teachers College Press.</p> <p>Hymel, S., Schonert-Reichl, K. A., & Miller, L. D. (2006). Reading, 'Riting, 'Rithmetic, and relationships: Considering the social side of education. <i>Exceptionality Education Canada</i>,16, 149-191.</p> <p>Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In G. G. Bear & K. M. Minke (Eds.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 1-14). Bethesda, MD: National Association of School Psychologists.</p>
Unit 4/Week 4: Motivation and Complex Cognitive Processes	
Topic 1:	Motivation in Education
Guiding Questions	What are the critical issues in motivation, and what does the latest research tell us about how to motivate students? What are the ways in which teachers can facilitate or impede student motivation?
Possible Readings	<p>Hickey, D. T. (2003). Engaged participation vs. marginal non-participation: A stridently sociocultural model of achievement motivation. <i>Elementary School Journal</i>, 103(4), 401-429.</p> <p>Dweck, C. (2007). Boosting student achievement with messages that motivate. <i>Education Canada</i>, 47, 6-10.</p> <p>Reeve, J. (2006). Extrinsic rewards and inner motivation. In Evertson, C. M., & Weinstein, C. S. (Eds.) <i>Handbook of classroom management: Research, practice, and contemporary issues</i>. NY: Routledge.</p>
Topic	Understanding, Problem-Solving, and Thinking
Guiding Questions	Teaching something doesn't mean that children learn it. How do we link teaching and learning? How do we develop and ensure that understanding has taken place. What are the components that help children monitor their own understanding?
Possible Readings	<p>Blake, P., & Gardner, H. (2007). A first course in mind, brain, and education. <i>Journal of the International Mind, Brain, and Education Society</i>, Vol. 1, No. 2, June.</p> <p>Moran, S., & Gardner, H. (2006). The development of extraordinary achievements. In D. Kuhn & R. Siedler (Volume Eds.), <i>Handbook of child</i></p>

	<p><i>psychology, 6th Edition</i>, Vol. 2: Cognition, perception, and Language. New York: Wiley, pp 905–949.</p> <p>Robinson, K. (2001). <i>Out of our minds: Learning to be creative</i>. NY: Wiley. (Selected chapters)</p> <p>Sternberg, R. J. (1997). Educating intelligence: Infusing the triarchic theory into school instruction. In R. J. Sternberg & E. L. Grigorenko (Eds.), <i>Intelligence, heredity, and environment</i> (pp. 343-362). New York: Cambridge University Press.</p>
--	--

PARTICIPATION AND GRADING

Participation

Participation is essential to the experiential learning that is necessary within a professional program. Participation in class activities and discussions forms the basis of professional inquiry and development. Teacher candidates are expected to attend all scheduled classes, lectures and/or seminars. Teacher candidates who miss a significant amount of class time (more than 15% of course hours) may be required to repeat the course. If you are going to be absent, please inform me by e-mail, by phone or in writing. Full details regarding Attendance and Participation are described in full in the BEd Program Handbook found at: <http://teach.educ.ubc.ca/publications/index.html>

“Pass” is equivalent to at least B+ (76% in UBC’s standard marking system).

*Most courses in the Teacher Education Program use a pass/fail grading system including this course. For this course, only “pass” or “fail” will appear on your transcript. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities. **Students are expected to meet all criteria to receive a passing mark.** If assignments do not meet expected standards, you will have one opportunity to revise and resubmit assignments. In such cases, I ask that you please attach the first version of the assignment and that you highlight the changes you have made in response to my comments. If you have continued difficulty meeting expectations, I will discuss your situation with you and also with the Teacher Education Office. It is my responsibility to provide you with timely, specific and helpful responses to your assignments.*

POTENTIAL ASSIGNMENTS

1. Class Participation (15% of final mark)

Participation in class assignments, activities, discussion, and readings is critical for learning in this course. Active participation will facilitate the development of skills essential to supporting student learning. This participation will take several forms, including some of the following: asking questions and making comments in the large group, completing in-class activities (e.g., Exit Slips, Website Scavenger Hunt – described below), and discussing topics in small groups. Active participation also includes being present and ready to learn at the start of class and after breaks. Students are expected to stay for the entire class session. Excessive tardies or lack of preparation will result in a significant reduction in points.

Website Scavenger Hunt. Teacher candidates will be given the opportunity to search through a vast array of educationally relevant websites that provide lesson plans, teaching strategies, etc. on the promotion of children's cognitive, social and emotional development, and motivation. For this assignment, they will be asked to select one website and to critically review the website's content, and then provide some of the key strategies that will be helpful to them as they prepare to teach.

2. Knowledge Translation (35% of final mark). In recent years there has been an increased emphasis on translating research findings in a way that is accessible to people who need it most; teachers, practitioners, parents, and policy makers. For this assignment, teacher candidates will choose an outside reading (either from the additional readings/resources or another source) on a topic of their interest *in the area of children's cognitive, social and emotional learning/development, or motivation* and summarize it in a way that would be accessible to a specific target group (e.g., teachers, parents). A critical focus of this exercise is to outline the implications of developmental research or theory for educational practice. Accordingly, in this assignment, students need to consider how an understanding of development, as reflected in the article chosen for translation, can enhance our efforts to foster success and learning in children.

3. Developing Educational Activities and Activity Fair (50% of final mark). Teacher candidates will create a theoretically based activity that can be utilized in a classroom. Specifically, each student will develop an activity that they think would provide an appropriate learning experience for students at a specific age or grade level. This activity should take the form of a game, poster, puzzle, inquiry task, or experiment—i.e., it should be “active”. This activity should be based upon a topic that is a part of the curriculum, such as cognitive development, social and emotional learning, motivation, or is a current issue of concern, such as bullying. Teacher candidate's topic must be must consider the development, learning and cultural issues that are involved in teaching the chosen skill or area to a particular age group.

This course contributes to the attainment of the British Columbia College of Teachers standard #3: Educators understand and apply knowledge of student growth and development.

RESOURCES AND READINGS

- Bear, G. G., Manning, M. A., & Izard, C. E. (2003). Responsible behaviour: The importance of social cognition and emotion. *School Psychology Quarterly*, 18, 140-157.
- Berkowitz, M. W., & Bier, M. C. (2005). *What works in character education: A research_driven guide for educators*. Character Education Partnership.
- Brackett, M.A., Katulak, N., Kremenitzer, J. P., & Caruso, D. (in press). Emotionally literate teaching. In M.A. Brackett, J. P. Kremenitzer with M. Maurer, M. Carpenter, S. E. Rivers, & N. Katulak (Eds.), *Emotional literacy in the classroom: Upper elementary*. Portchester, NY: National Professional Resources.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology: Vol 1. Theoretical models of human development* (6th ed., pp. 793- 828). Hoboken, NJ: John Wiley & Sons, Inc.
- Daniels, D.H., & Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. *Applied Developmental Psychology*, 23, 495-526.

- Defrates-Densch, N. (2007). *Case studies in child and adolescent development for teachers*. McGraw-Hill.
- Eccles, J. (1999). The development of children ages 6 to 14. *The Future of Children*, 9, 30-44.
- Elias, M. J. (2003). *Academic and social-emotional learning*. International Academy of Education, International Bureau of Education (UNESCO).
- Elias, M.J. & Arnold, H. (2006). *The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom*. Thousand Oaks, CA: Corwin.
- Gardner, H. (2009). The five minds for the future: Cultivating and integrating new ways of thinking to empower the education enterprise. *The School Administrator Magazine*, February, 16–20.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14, 835–854.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, 811–826.
- McDevitt & Ormrod, J.E. (2009). *Child Development and Education 4th Edition*. Prentice-Hall.
- Nakkula, M.J., & Toshalis E. (2006). *Understanding Youth: Adolescent Development for Educators*. Harvard Education Press.
- Pons, F., & Harris, P. L., & Doudin, P. A. (2002). Teaching emotion understanding. *European Journal of Psychology of Education*, 17, 293-304.
- Reeve, J., Deci, E. L., & Ryan, R. M. (2004). Self-determination theory: A dialectical framework for understanding socio-cultural influences on student motivation. In D. M. McInerney & S. Van Etten (Eds.), *Big theories revisited* (pp. 31-60). Greenwich, CT: Information Age Press.
- Ryan, R. M., & Brown, K. W. (2005). Legislating competence: The motivational impact of highstakes testing as an educational reform. In A. E. Elliot & C. Dweck (Eds.), *Handbook of competence* (pp. 354-374). New York: Guilford Press.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Schonert-Reichl, K. A., & Hymel, S. (2007). Educating the heart as well as the mind: Why social and emotional learning is critical for students' school and life success. *Education Canada*.
- Solomon, D., & Watson, M. S., Battistich, V. A. (2001). Teaching and schooling effects on moral/prosocial development. In V. Richardson (Ed.), *Handbook of Research on Teaching*, 4th Edition (pp. 566-603). Washington, DC: American Educational Research Association.
- Singer, T., & Lamm, C. (2009). The social neuroscience of empathy. *The Year in Cognitive Neuroscience, New York Academy of Sciences*, 1156, 81-96.
- Staub, E. (1988). The evolution of caring and nonaggressive persons and societies. *Journal of Social Issues*, 44, 81-100.
- Stepien, W., & Gallagher, S. (2003). Problem-based learning: As authentic as it gets. *Educational Leadership*, April, 25-28.
- Sternberg, R. J. (1986). Three heads are better than one. *Psychology Today*, 20, 56-62.
- Torp, L., & Sage, S. (1998). *Problems as possibilities: Problem-Based Learning for K-12 Education*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Warneken, F., Hare, B., Melis, A. P., Hanus, D., & Tomasello, M. (2007). Spontaneous altruism by chimpanzees and young children. *PLoS Biology*, 5, 1414–1420.
- Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *Science*, 311, 1301–1303.
- Warneken, F., & Tomasello, M. (2008). Extrinsic rewards undermine altruistic tendencies in 20-month-olds. *Developmental Psychology*, 44, 1785–1788.

- Warneken, F. & Tomasello, M. (2009). The roots of human altruism. *British Journal of Psychology*. Target article with commentaries, 100, 445-471.
- Warneken, F. (2009). Digging deeper: A response to commentaries on 'The roots of human altruism'. *British Journal of Psychology*, 100, 487-490.
- Wispé, L. G. (1972). Positive forms of social behaviour: An overview. *Journal of Social Issues*, 28, 1-19.

WEB RESOURCES

Collaborative for Academic and Social and Emotional Learning (CASEL) www.casel.org

Find Youth Info - Resources and effective programs to help youth-serving organizations and community partnerships www.findyouthinfo.gov

Edutopia- What works in public education, George Lucas Foundation www.edutopia.org

What Works, US Dept of Education's Institute for Education Sciences www.ties.ed.gov/nceewwc/

Centre for Social and Emotional Education www.csee.net

Developmental Studies Center (Caring School Communities Project) www.devstu.org

Teach Safe Schools www.teachsafeschools.org

Educators for Social Responsibility (ESR) www.esrnational.org/home.htm

Education.com - Online Magazine with special issue on bullying by researchers from around the globe www.education.com

Feelings Factory (<http://www.feelingsfactory.com/>)

The Human Early Learning Partnership (<http://www.earlylearning.ubc.ca/>)

Public Health Agency of Canada's (PHAC) Best Practices Portal (<http://cbpp-pcpe.phac-aspc.gc.ca/>)

The Hawn Foundation (www.thehawnfoundation.org)

Project EXSEL (<http://pd.ilt.columbia.edu/projects/exsel/index.html>)

The Roots of Empathy (www.rootsofempathy.org)

Committee for Children (<http://www.cfchildren.org/>)

Responsive Classroom (<http://www.responsiveclassroom.org/>)

Developmental Studies Center (<http://www.devstu.org/>)

Promoting Alternative Thinking Strategies (PATHS: <http://www.channing-bete.com/prevention-programs/paths/>)

Search Institute (focus on developmental assets: <http://www.search-institute.org/>)