

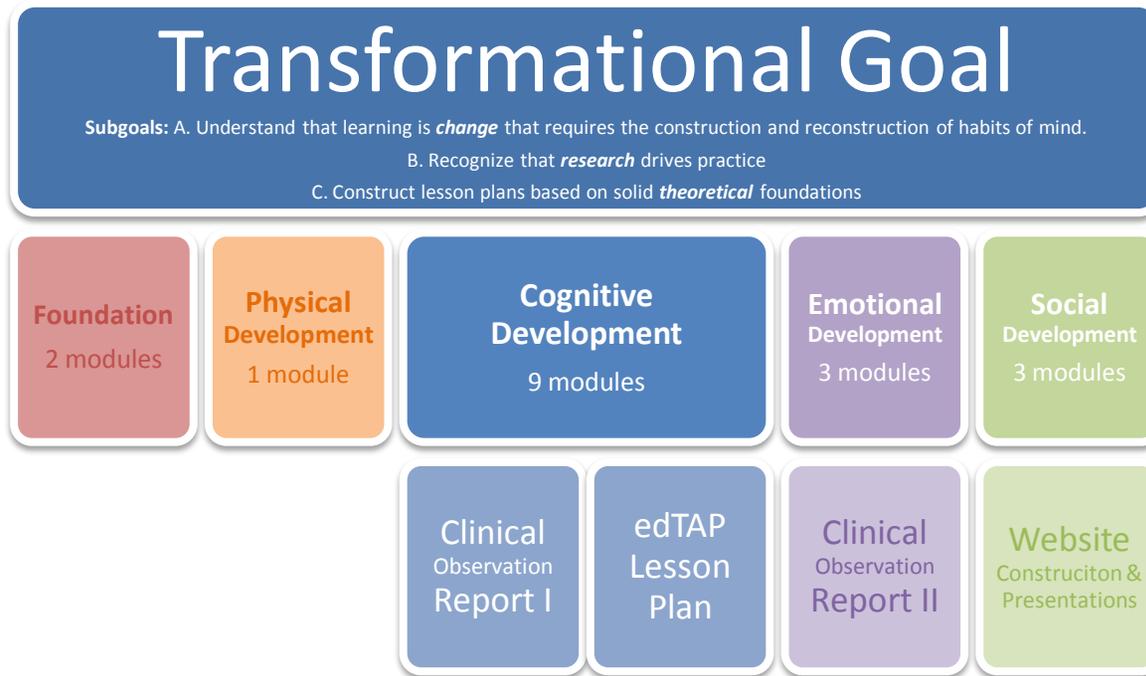
Course Module Outline

Course Title: Child Growth and Development

Semester: Summer 2014

Instructor: May Jadallah

Teaching assessment Techniques



Transformational Goal - The purpose of this course is to increase your awareness and understanding of the theoretical base of information in relation to child's physical, cognitive, emotional, and social development and use this information to construct lesson plans that promote children's growth and to create learning environments that nurture every child in the classroom regardless of his or her background. [Sub goals are indicated in small font in the box]

Learning Units - Those are the basic course units examined throughout the semester and the number of modules devoted for each. Learning unit are indicated in vertical text in the far left side of the table below. The table below is colored accordingly.

Assignments - Each major unit is linked to an assessment tool designed to measure students' attainment of the course objective. All together the assignments help students achieve the transformational goal. Assignments are indicated in ***italicized bold maroon*** in the table below.

A. Instructional methods that will be used to help students master the knowledge and skills of the course

1. Textbook readings
2. NPR programs
3. YouTube videos
4. Clinical observations
5. Case studies to analyze
6. Lessons plans to create
7. Concept maps to create
8. Quiz questions to be used

b. How do we know that the knowledge and skills were attained?

1. Observation Report
2. Website
3. Weekly Quizzes

Course objectives

Upon completion of this course and the accompanying field experience, you will:

A. Compare and contrast the various aspects of the child development theoretical base of information.

IPTS 1B, 1I, 2A, 2C, 2F, 2G, 4A, 4C, 4D, 5A, 5F, 8B

RDI EC1, EC2, EC4, IC1, IC2, IC3, IC4, IC5

ACEI 1.0, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4

B. Explain from a perspective of diversity the patterns found in the development of children in the following domains: Physical, socio-emotional, and cognitive.

IPTS 1A, 1C, 2A, 2E, 2F, 4C, 5A, 5F

RDI EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC4

ACEI 1.0, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4

C. Apply developmental theory/knowledge/ diversity to children in classrooms and their social worlds.

IPTS 1A, 1B, 1I, 4A, 4D, 5A, 5F

RDI EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC4

ACEI 1.0, 3.1, 3.2, 3.3, 3.4

This course will be delivered in a 6 wk period, each week, you are expected to complete 3 modules for a total of 18 modules.

Weeks	Course Learning Objective(s)	Module Learning Objective(s)	Learning Activities & Assessments	Instructional materials
<p>Wk 1 Module 1</p> <p>Foundations of Child Development</p>	<p>A. Compare and contrast the various aspects of the child development theoretical base of information.</p>	<p>Build a learners' community</p> <ul style="list-style-type: none"> Introduce yourself to other students State what you hope to achieve by the end of the semester <p>List major research methods used in studying child development (Module1)</p> <ul style="list-style-type: none"> Define theory, model, and hypothesis Compare and contrast research methods identifying strengths and 	<ul style="list-style-type: none"> Students create personal profiles and respond to a set of questions to introduce themselves to others. Respond to a diagnostic assessment question or respond to a questionnaire that establishes the baseline of knowledge they are already familiar with. Read: Textbook <i>The science of Child Development</i> Construct a table that identifies the each research method, its strengths and weaknesses, and when it is suitable to use it. 	<ol style="list-style-type: none"> Discussion link for students to create their profiles with pictures. Students will respond to a set of questions to introduce themselves to others. Diagnostic assessment question (groups assigned by instructor) or a questionnaire Lecture file (PP) Sample of research studies for students to classify Table template for students to use if they

Weeks	Course Learning Objective(s)	Module Learning Objective(s)	Learning Activities & Assessments	Instructional materials
		<p>weaknesses of each</p> <ul style="list-style-type: none"> Identify the research method used in a sample of studies and determine the level of generalizability of the results of these studies 	<ul style="list-style-type: none"> Practice quiz – research and statistics concepts random questions from a pool of questions. Read the abstract of 4 studies and judging the kind of research method used in the study and the level of generalizability it involves. 	choose to.
<p>Wk 1 Module 2</p> <p>Foundations of Child Development</p>	<p>B. Explain from a perspective of diversity the patterns found in the development of children.</p>	<p>Use the bio-ecological model to examine the role of genes and the environment on child growth (Module Two)</p> <ul style="list-style-type: none"> Explain the role of genes on certain cognitive and social aspects of human nature Analyze the role of environment and culture on certain aspects of human nature <p>Identify risk and protective factors that affect children’s social behavior and academic achievement</p> <ul style="list-style-type: none"> Name 4 protective factors and 4 risk factors Explain how these factors affect students at school 	<ul style="list-style-type: none"> Read textbook: <i>Nature & Nurture, Risk & Resilience</i> Highlight information learned from text. Explain what was difficult to understand Give examples of (1) <i>cultural and financial capital</i> (2) <i>gene-environment correlations</i>, (3) risk and protective factors Guiding questions Simulations Unit Quiz 	<p>Provide computer simulations - Poverty Simulator</p> <p>Black-White gap in academic achievement</p> <p>PowerPoint slides</p>
<p>Wk 1 Module 3</p> <p>Physical Development</p>	<p>C. Apply developmental theory/knowledge / diversity to children in classrooms and their social worlds.</p>	<p>Explain how the brain develops in children and adolescents. (Module 3)</p> <ul style="list-style-type: none"> Use brain research to design lessons that take into account what keeps the brain nourished <p>Identify ways that teachers can use to promote optimal physical well-being among students.</p> <ul style="list-style-type: none"> Use Maslow’s hierarchy to 	<ul style="list-style-type: none"> Read textbook: <i>The Brain, Growth and Motor Development</i> Engage in an online discussion to discuss the NPR program they were assigned to listen to. Using an online self-quiz, identify one age trend per 	<ul style="list-style-type: none"> Listen to NPR program I on low birth weight Listen to NPR program II on health disparities and racism PowerPoint slides

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		understand the levels of human physical and intellectual needs	<p>growth period related to brain development.</p> <ul style="list-style-type: none"> • Select two textbook suggestions for classroom implications that they think are important and indicate why. • Complete classroom observation - I 	
<p>Wk 2 Module 4</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cognitive Development</p>	<p>A. Compare and contrast the various aspects of the child development theoretical base of information.</p>	<p>Explain the basic principles of behaviorism (Module 4)</p> <ul style="list-style-type: none"> • Identify the difference between Pavlov's classical conditioning and Skinner's operant conditioning • Given a classroom example, recognize basic elements in operant conditioning <p>Create a lesson focused on behaviorist perspective</p> <ul style="list-style-type: none"> • Using a subject matter that you like most, explain how you would teach it using this theory. <p>Describe Bandura's theory of social cognition</p> <ul style="list-style-type: none"> • Differentiate between <u>Bandura's</u> <u>Skinner's</u> theories 	<ol style="list-style-type: none"> 1. Read textbook – Skinner's Behaviorism + Bandura 2. Using a quiz, differentiate between classical and operant conditioning on the one hand, and operant conditioning and imitation on the other hand. 3. Using a video clip from elementary classroom, identify basic elements of behaviorism <ul style="list-style-type: none"> • Create a short lesson that is based on the principles of the theory, indicate why would you teach this lesson using this theory 4. Criticize the limitations of the theory in a short discussion 5. Complete two online classroom observations - II + III 	<ul style="list-style-type: none"> • Watch YouTube videos of B.F. Skinner performing his experiments on both animals both birds and humans • Watch a video clip of a lesson based on behaviorism. • Examine the science of feedback by scrutinizing a recent study that examined the effects of immediate and delayed feedback on learning and recall. • Examine a YouTube video of Albert Bandura's Bobo Doll Experiment • Examine a research paper that was published based on this experiment.
<p>Wk 2 Module 5 + 6</p>	<p>A. Compare and contrast the various aspects of the child development theoretical base of information.</p>	<p>Explain the basic principles of Piaget's theory (Module 5 + 6)</p> <ul style="list-style-type: none"> • Explain essential theory terms: schema, assimilation, accommodation, equilibrium, egocentrism, deferred imitation, operation, animism, hierarchical 	<ol style="list-style-type: none"> 1. Read textbook – Piaget 2. Using a video clip from elementary classroom, identify basic elements of Piaget's theory. 3. Create a short lesson that is based on the principles of 	<ul style="list-style-type: none"> • Watch two 30 min video segments (can be broken down into 15 or 20 min segments) that fully explain the theory. • Watch and classify video

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Cognitive Development	C. Apply developmental theory/knowledge / diversity to children in classrooms and their social worlds.	<p>classification, collective monologues, conservation, centration.</p> <ul style="list-style-type: none"> Recognize the four basic mental operations specified by the theory. Given classroom examples, indicate the correct theoretical concepts that explain the examples and the stage at which the child is at. <p>Create a lesson focused on Piaget's theoretical perspective Explain how you would teach using this theory.</p>	<p><u>the theory, indicate why you would teach this lesson using this theory</u></p> <ol style="list-style-type: none"> Compare and contrast Piaget's theory to B.F. Skinner's theory including a criticism of the limitations of both theories. Complete two online classroom observations - IV + V 	segments from the publisher's website.
Wk 3 Module 7+8 Cognitive Development	<p>A. Compare and contrast the various aspects of the child development theoretical base of information.</p> <p>C. Apply developmental theory/knowledge / diversity to children in classrooms and their social worlds.</p>	<p>Explain the basic principles of Vygotsky's theory (Module 7+8)</p> <ul style="list-style-type: none"> Explain essential theory terms: zone of proximal development, scaffolding, private speech, self-directed speech, psychological and technological tools. <p>Recognize apprenticeship and guided participation as new additions to the theory by Barbara Rogoff.</p> <p>Apply the principles of the theory to classroom examples Illustrate the overlap between reciprocal teaching and Vygotsky's theory Outline the role of classroom discussions on cognition Explain reciprocal teaching as an example of theory application in classroom settings</p>	<ul style="list-style-type: none"> Read textbook – Vygotsky Using a video clip from elementary classroom, identify basic elements of Vygotsky's sociocultural theory <u>Create a short lesson that is based on the principles of the theory, indicate why you would teach this lesson using this theory</u> Compare and contrast Piaget's to Vygotsky's theory. Complete two online classroom observations - VI + VII Chapter 3 Quiz 	<ul style="list-style-type: none"> Watch Constance Kamii's applying Piaget's theory in the classroom with a modification borrowed from Vygotsky's theory - 20 min. Watch YouTube video of mother scaffolding a child. Watch YouTube videos of Reciprocal Teaching (RT) - 5 min. Read a research paper that describes what RT is and what teachers do - 10 min. Using the published videos, other aspects of the theory will be explained
Wk 3 Module 9	A. Compare and contrast the various aspects of	Explain the basic principles of Information Processing Model and Memory (Module 9)	<ol style="list-style-type: none"> Read textbook – Information Processing Model Using a video clip from 	<ul style="list-style-type: none"> Watch Gwen Larsen in a 6th grade classroom -20 min. What theories can be

Weeks	Course Learning Objective(s)	Module Learning Objective(s)	Learning Activities & Assessments	Instructional materials
Cognitive Development	the child development theoretical base of information. C. Apply developmental theory/knowledge / diversity to children in classrooms and their social worlds.	<ul style="list-style-type: none"> Explain essential theory terms: sensory register, attention, working memory, executive functions, long term memory, metacognition. Associate age trends with cognitive processing Apply Information Processing Model and Memory to every day examples <ul style="list-style-type: none"> Predict 4 classroom implications including one related to ADHD children. 	<p>elementary classroom, identify basic elements of this theory</p> <p>3. Create a short lesson that is based on the principles of the theory, <u>indicate why you would teach this lesson using this theory</u></p> <p>4. Chapter 4 Quiz</p> <p>5. Complete one online classroom observation - VIII + IX</p> <p>6. <u>Start composing the skeleton of your clinical report</u></p>	seen in action in this clip?
Wk 4 Module 10 Cognitive Development	A. Compare and contrast the various aspects of the child development theoretical base of information. C. Apply developmental theory/knowledge / diversity to children in classrooms and their social worlds.	Identify how each cognitive theory discussed so far is manifested in classroom observations <ul style="list-style-type: none"> After watching a video clip from a first grade math lesson, you will recognize the aspects that align with Skinner, Bandura, Piaget, and Vygotsky's theories and the information processing model. After reading a research article, you will compare and contrast constructivism with traditional teaching approaches highlighting the strengths and weaknesses of each. 	<ul style="list-style-type: none"> Dissect the learning segment from the video into elements and attempt to figure out the aspects of each theory that explain those segments. Compare and contrast a constructivist and traditional lesson <u>Continue working on your clinical report draft. Exchange your draft with a peer for comments and feedback.</u> 	<ul style="list-style-type: none"> First graders divide 52 by 5 – Constance Kamii (video) Constructivism – Schifter (research article)
Wk 4 Module 11-12		Write a report applying cognitive developmental theory to children in classrooms	<ul style="list-style-type: none"> <u>Turn in the first clinical report on Reggienet</u> 	<ul style="list-style-type: none"> It is expected that the students will utilize all the previous instructional materials to complete a quality clinical report.

Weeks	Course Learning Objective(s)	Module Learning Objective(s)	Learning Activities & Assessments	Instructional materials
Wk 5 Module 13 Emotional Development	A. Compare and contrast the various aspects of the child development theoretical base of information.	<p>Indicate how the emotional state of a child can affect school achievement</p> <ul style="list-style-type: none"> Identify traits, types, stability, and trends of the following theoretical constructs: attachment, temperament, and personality. Provide examples that illustrate these constructs Design a website that explains the impact of certain social and emotional challenges on child's growth and development proposing solutions or plans at the school and classroom level to deal with these challenges. 	<ol style="list-style-type: none"> Read Textbook Attachment, Temperament, & Personality Students watch the videos and respond to multiple choice questions about them. <p>3. Chapter 6 Quiz</p> <p>4. Start working with the assigned partner on designing the required website for this part of the course.</p>	<ul style="list-style-type: none"> Watch video from Rene Spitz's research in the late 1930s to examine the early beginnings of the study of children's emotionality Mary Ainsworth's strange situation procedure's video Korand Lorenz's video of bird imprinting and the impact of ethology and critical periods on our understanding of human attachment.
Wk 5 Module 14 Emotional Development	B. Explain from a perspective of diversity the patterns found in the development of children.	<p>Demonstrate the impact of self-control on discipline</p> <ul style="list-style-type: none"> Identify traits, types, stability, and trends of the following theoretical constructs: <i>self-control, discipline, parenting styles</i> Design a website that explains the impact of certain social and emotional challenges on child's growth and development proposing solutions or plans at the school and classroom level to deal with these challenges. 	<ol style="list-style-type: none"> Read Textbook Self-Control, Parenting Styles, & Discipline Respond to multiple choice questions after watching video. <p>3. Unit Quiz</p> <p>4. Continue working with the assigned partner on designing the required website for this part of the course.</p>	<ul style="list-style-type: none"> Watch Gene the abused child. <p>* Developing the website is time consuming and requires considerable time. However, the learning experience is worthwhile. This is why the readings and learning activities are primarily focused on getting the required information for this assignment.</p>

Weeks	Course Learning Objective(s)	Module Learning Objective(s)	Learning Activities & Assessments	Instructional materials
Wk 5 Module 15 Social Development	<p>A. Compare and contrast the various aspects of the child development theoretical base of information.</p> <p>C. Apply developmental theory/knowledge / diversity to children in classrooms and their social worlds.</p>	<p>Examine the different theoretical perspectives in relation to morality</p> <ol style="list-style-type: none"> 1. Identify traits, types, stability, and trends of <i>morality</i> 2. Create a table that shows Kohlberg's views on moral <u>reasoning</u> and <u>behavior</u>; providing evidence that supports and negates these views. 3. Design a website that explains the impact of certain social and emotional challenges on child's growth and development proposing solutions or plans at the school and classroom level to deal with these challenges. 	<ol style="list-style-type: none"> 4. Read Textbook <i>Moral Development and Kohlberg's theory</i> 5. Respond to multiple choice questions after watching video. 6. Compare and contrast Piaget's and Kohlberg's theories of moral development by a matching activity. 7. Chapter 7 Quiz 8. Continue working with the assigned partner on designing the required website for this part of the course. 	<ul style="list-style-type: none"> • Read a table provided by me about the different stages of moral development. • Watch videos of young people discussing Heinz's story focused on a moral dilemma and make a decision about the stage of moral development of the people. • Watch another video on baby's morality.
Wk 6 Module 16 Social Development	<p>B. Explain from a perspective of diversity the patterns found in the development of children.</p>	<p>Judge the status of our society's perspective on racial disparities based on moral grounds.</p> <ul style="list-style-type: none"> • Analyze and criticize the role of media and culture on the public's perception of children from diverse background and victimized children 	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Reconstructing Race, an article by <u>Nathaniel W. Smith</u>. ○ School to Prison Pipeline by Rethinking Schools ○ Nurturing children to care about History by Mary Cowhey • Finalize the website • Start a draft of your second report. 	<ul style="list-style-type: none"> • Watch PBS' <i>Race: Power of Illusion</i> and complete a set of activities to understand the myth of race as conceived by most people in the <u>current era</u>. • Michelle Alexander's <i>New Jim Crow: Mass Incarceration Of The Age Of Color Blindness</i> • Watch <i>Class Divided</i> on PBS by Jane Eliot.
Wk 6 Module 17	<p>B. Explain from a perspective of diversity the patterns found in the development of children.</p> <p>+ C. Apply developmental</p>	<ul style="list-style-type: none"> • Present a website that explains the impact of certain social and emotional challenges on child's growth and development proposing solutions or plans at the school and classroom level to deal with these challenges. 	<ul style="list-style-type: none"> • In groups of 3 and while using Google Hangout, students (in pairs) present their websites, each group taking no more than 15 minutes of presentation. Other students (the two other groups) ask questions. 	

Weeks	Course Learning Objective(s)	Module Learning Objective(s)	Learning Activities & Assessments	Instructional materials
	theory/knowledge / diversity to children in classrooms and their social worlds.	<p>Assess the impact of training students to resolve conflicts based on moral grounds on their cognitive and social growth.</p> <ul style="list-style-type: none"> Analyze the research focused on prosocial behavior and conflict resolution on students' well-being, physically, socially, emotionally and cognitively. 	<ul style="list-style-type: none"> Provide recommendations to a school to solve issues related to bullying and other student-related conflicts. 	Watch videos of students in conflict – bullying in particular.
Wk 6 Module 18	B. Explain from a perspective of diversity the patterns found in the development of children.	<ul style="list-style-type: none"> Complete second observation report 	<ul style="list-style-type: none"> Complete second observation report 	No further readings are expected at this point.