

EPSY 3010 Child & Adolescent Development for Education

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Who should take this course?

If you are interested in learning about how child development applies to educational settings, this course is for you. This course has a **service learning element** so that by the end of the term, you should be able to identify developmental patterns in individual children with whom you are working. The focus of this course is on typical child development. This course has EPSY 2020 Learning and Development in Education as a prerequisite.

What are the class requirements?

A. Tutoring Reflection Paper (30% of your final grade; course final exam)

It is important to learn to recognize developmental patterns that emerge in the heat of action as you work with children. Tutoring reflections are designed for contextualizing class content in light of a particular child. You will be asked to tutor a child at Barrow Elementary on Fridays during this term during our normally scheduled class hour. **Your job as a tutor** is to aid the teacher in fulfilling her instructional mission for a particular child. **Attendance for tutoring is mandatory** because your tutee will come to expect you and will not understand why you are not there.

Your reflection should be a by-product of whatever happens as the result of a normal tutoring session and should typically be approximately 10 double spaced pages. Throughout the term, you should take notes after each tutoring session attempting to relate the week's materials to your tutee. If you don't observe some things, so be it. Questions you might address can be found in the attachment at the back of the syllabus. These reflections are **due on the day of the final exam**. Reflections will be graded on the following scale:

- F There was an unexcused absence from tutoring.
- C Problematic in that you had limited understanding of how the material related to your tutee.
- B Good work, but you had some minor difficulties relating the class material to your tutee or only covered limited aspects of this child's development.
- A Very good work and you should feel good about your ability to relate the class material to your tutee.

B. Exams (50% of your final grade). The exams will revolve around interviews I have conducted with a child of my acquaintance based on class materials. These interviews will be similar to those we will use in the small group discussions.

C. Small Group Discussions (10% of your final grade). Attached to this syllabus are some interviews that my former students and I have conducted with children that deal with issues surrounding the class materials. At least 10 times this term, we will form small groups to discuss these interviews on the topics covered that week. A very brief summary of notes on the discussion will be handed in and signed by each group member in attendance. There will be no opportunity to make up missed small group discussions. If you participate, you will receive full credit.

D. Tutoring Notes (10% of your final grade). On Mondays, you will hand in notes regarding the previous Friday's tutoring session which describe: (a) what you noticed in your tutee that related to class materials; (b) how you plan to use that information to better meet the needs of your tutee; (c) any progress or lack of progress that your tutee has made. I will simply record whether or not you have taken such notes, so if you do you should receive full credit. These notes can be written and need not exceed a page in length. I will hand these back to you so that you can use them to support your reflections presented in your final tutoring reflections paper.

Readings

Textbook: Berk, L.E. (2000). **Child Development** (Edition 5). Boston: Allyn & Bacon

If you are tutoring reading:

Mayer, R.E. (1998). The promise of educational psychology: Learning in the content areas. (Pp. 24-115)

If you are tutoring math: Geary, D.C. (1994). Children's mathematical development. (Pp.37-130).

Schedule

- Week 1 Introduction, Piagetian Cognitive Stages Theory
pp. 21-22, 221-235
- Week 2 Piagetian Cognitive Stage Theory, Vygotsky
pp. 235-267, 539-541
- Week 3 Information Processing Theory: Development of Attention & Working Memory.
pp. 271-286
- Week 4 Information Processing Theory: Development of Long Term memory & its organization.
pp. 287-298.
- Week 5 Information Processing Theory: Metacognition, pp. 299-313
- Week 6 Language Development, bilingualism, language, language dialects, pp. 357-395
- Week 7 Exam 1
- Week 8 Development of Attachment, pp. 421-435
- Week 9 Attachment Security
- Week 10 The Family: parenting, family variation and change, cultural variations, pp. 556-594
- Week 11 More Development, pp. 488-508.
- Week 12 Peers and Friendships, pp.597-613
- Week 13 Developing a Concept of Self, Ethnic Identity, and Adult Identity, pp. 439-464
- Week 14 Exam 2
- Week 15 Final thought on child development and teaching

Final Exam (Tutoring Reflection Paper) due 8 am, May 7.

Final Reflection Paper

(Please address as many of these as you can in approx. 10 double-spaced pages)

What I have noticed about my tutee's thinking in a Piagetian sense that makes me think that she is pre-operational, concrete operational, or formal operational? (Things I might consider are evidence of deferred imitation, undue attention to particular aspects of a stimulus array, inability to consider several aspects of a situation at a time, difficulty with reversibility, heavy reliance on concrete manipulatives for understanding, egocentricity, hypothetical reasoning, among others.) Have I noticed aspects of different stages? What implications might my knowledge of my tutee's Piagetian level have for teaching her?

What I have noticed about my tutee's attention (grasping, dividing, selection, inhibition), automatically, and short term memory? How have I/might I have used this knowledge to better my tutoring?

What have I noticed about my tutee's recognition memory and long term memory capabilities? Have I noticed the use of any kinds of strategic learning? Does my tutee have a realistic metamemory? How can I use this knowledge in my tutoring?

How has my tutee's knowledge base impacted his learning and comprehension? How has my tutee's vocabulary impacted his ability to read with comprehension? Does my tutee show an ability to monitor her comprehension? Have I been able to use information about knowledge representation to help me tutor better?

Am I displaying interactional synchrony with my tutee while I am tutoring? Did my tutee show some reservations with me at first? Does my tutee seem to have developed an attachment with me in any way? Does the child show a secure attachment to his teacher (to the degree that you have had any opportunity to observe this?) Are your child's personal characteristics more typical of children with secure or insecure parental attachment? What implications do these observations have for teaching this child?

What has been your parenting style with your tutee? To the extent that you have had the opportunity to observe it, what style does the child's primary teacher have? Do your tutee's characteristics best resemble those of children raised by parents with a democratic, authoritarian, permissive, or neglectful style? To your knowledge, are there any unique characteristics of your child's family (such as divorce, extended family-hood, or maternal employment) that might impact the parenting that the child receives? According to the book, what are the issues that might be involved with these? How would this knowledge be used if you were the child's classroom teacher?

To the extent that you have had the opportunity to observe it, does your child seem popular, average, or rejected by her peers? What implications might this observation have for teaching this child?

How might a tutor or teacher be important in the development of a self concept? How might teachers help to foster a positive ethnic identity in children?

Was I able to adjust my tutoring in some way to take advantage of the cognitive or developmental attributes of my tutee? Did I notice any improvement in my tutee's learning as a function of these changes?

Small Group Discussion and Study Guide

Hayden, Age 6

Conservation and Constancy (for children 2-10 years)

1. Conservation of liquid. Do the conservation of liquid task. What developmental stage does this represent?

I began this portion by filling two identical, square glasses with water and asking Hayden if one glass has more water. He replied that the levels were the same. I then poured one glass into a taller, cylindrical vase and restated the question. This time, Hayden confidently stated that the tall vase had more because the water was higher.

2. Conservation of number. Do the conservation of number task. What developmental stage does your child's response represent?

I laid out 12 pennies in 2 rows of six and asked H. if one row had more pennies. He replied that the levels were the same. I then spread one row out in a long row and restated the question. This time, H. confidently stated that there was still the same number of pennies.

3. Gender Constancy. Are you a girl or a boy? (If the child doesn't know, stop here.) (If child is a boy) Could you ever be a mommy when you grow up? If you wore a girl's clothes, would you still be a boy? (If child is a girl, reverse the gender in these two questions). According to Slaby & Frey, does your child possess gender identity, stability, and consistency?

When asked if he was a boy or a girl, Hayden quickly responded Aboy. This suggests that he has attained gender identity, which should be expected since most children reach this by age 2.5 years. When asked if he could ever be a mommy, he laughed and said no.

Has your child obtained concrete operational thought? If so, from a Piagetian perspective, what other skills is the child also likely to have? Did you notice horizontal decalage? What questions have arisen regarding Piaget's assessment of observation?

Andy, Age 10

Conservation and Constancy (for children 2-10 years)

1. Conservation of liquid. Do the conservation of liquid task. What developmental stage does this represent?

Q1) Is there the same amount of water in the two glasses, or does one have more?

A) Ayeah, they're the same

(After water was poured from one glass into a taller, thinner glass)

Q2) Is there the same amount of water in the two glasses now, or does one have more?

A) Yes, they still both have the same amount of water

Q3) How do you know?

A) Because I saw you pour the water out of the cup with the exact same amount of water in it.

2. Conservation of number. Do the conservation of number task. What developmental stage does your child's response represent?

Q1) Are there the same number of pennies in the two rows or does one have more?

A) Same

(After one row is spread out)