Translational Child Development
Bringing theories of child development to life
to inform classroom practice

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Spring 2018
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Introduction

Bank Street College of Education has long assumed that to teach children it is necessary to know about how children learn and grow (Nager & Shapiro, 2000, 2007). This foundational assumption is embedded in the centrality of development in Bank Street’s developmental-interaction approach to education. Development refers to the changing patterns of growth, understanding, and response that characterize children and adults as they develop. Equally important is an emphasis on the interaction between cognitive and affective domains and engagement with the environment of people, materials and ideas.

Learning and growing, for children and the adults who teach them, involves a complex integration of processes of thinking, feeling, doing, and reflecting. Educating teachers has parallels to educating children: One must begin with an understanding of students as learners and thoughtfully provide opportunities for them to interact with ideas, reflect on one’s self and a growing body of knowledge, and engage with a community of learners.

This work begins with EDUC 500, Child Development.

I have taught Child Development at Bank Street for over 30 years. My experience provides a vantage point from which to observe and assess its unique role and responsibility. A major goal of EDUC 500 is to help students construct a developmental point of view. Students come to understand a body of knowledge about developmental concepts and processes and simultaneously construct a set of attitudes, beliefs and values about children, families, communities, teaching and learning, and themselves as educators. In EDUC 500, students grapple with new ideas and engage with their own possible resistance to these new ideas, all in the service of translating and using developmental concepts to support and promote learning and growth in children from diverse backgrounds.

Recent understandings of translational research articulate a critical shift from basic research to processes for using or applying that research. In child development, translational research can be understood as a way of thinking about both research and practice as mutually informing each other with the end goal of improving practices with children (Guerra, Graham & Tolan, 2011).

Many years ago Lortie (1975) famously observed that people think they know about teaching because everyone has had an ‘apprenticeship of observation.’ For example, conversations that begin “When I was in 2nd grade…..” reveal deep beliefs and attitudes that permeate understandings of classrooms and schools. Similarly, everyone was once a child and knows at least some children. On the one hand, this apprenticeship of experience can inform ideas about children and provide a helpful starting point for understanding child development. On the other hand, confirmation biases can occlude developmentally grounded concepts (McDevitt and Ormrod, 2008). Conversations which signal these biases often start with “It’s normal to…..” or “When I was a child (fill in the blank), and I turned out all right.” These deeply held beliefs can be durable and resistant to evidence. Unearthing and examining these assumptions in the context of developmental knowledge is central to a process of accepting, understanding and adopting new understandings.
Using this guide

This guide, *Translating Child Development: Bringing theories of child development to life to inform classroom practice*, offers a menu of options that faculty can use, build on, and revise in teaching child development. It begins with an exercise designed to help students uncover their assumptions about children. It then introduces Bank Street College’s developmental interaction approach as an underlying framework. The remaining sections correspond to three themes that categorize what teachers should know about child development. Specific knowledge within those themes will change but the basic content areas are central to a course in child development. Note that all activities address the construction of knowledge and the uncovering of assumptions that can interfere with new knowledge.
What should teachers know about child development?

**Principles.** Key principles underlie the study of child development, providing useful guidelines with which to examine and use developmental concepts and translations (i.e., theory and practice). These principles can be used to understand each of the three themes of the course.

- **Interactions between nature and nurture:** What are the complex interactions between nature and nurture? How can I use this knowledge to uncover my assumptions about children?

- **Continuity and discontinuity in development:** In what ways does development progress in discontinuous, stage-like patterns and/or in what ways does it follow a continuous pathway? What kinds of interventions make a difference in children’s development?

- **The active child:** In what ways is the child active in his/her development? How can I understand and support the ways in which children construct their understandings of themselves and the physical and social worlds in which they live?

- **The whole child:** In what ways do cognitive, emotional, social, physical, and linguistic developments interact? How can I understand and support children's growth in these interacting areas, recognizing that each has an impact on the others? How can I understand the intersectionality of students’ experience with all facets of identity (gender, race, ethnicity, culture, class) so that I can provide equitable opportunities for learning and growth?

**Themes.** Examining interactions among these inter-related themes of development helps students construct an understanding of the ‘whole child.’

- **The socio-cultural context of development**
  What do I need to understand about the diverse needs of students so that I can plan for them? What does competence look like in different environments? How can I uncover and discover my assumptions about what represents ‘normal’ or typical development? How can I sharpen my awareness of differences in – and intersections among – culture and class to build positive partnerships between school and home?

- **Children’s cognitive competence and motivation for learning**
  How do children make meaning? How can I promote competence and motivation for learning so that children have an opportunity to build their knowledge and understanding?

- **Psycho-emotional development**
  What do I need to understand about the role of emotion and self-regulation in school achievement so that I can support children in engaging with the task(s) at hand? How can I sharpen my awareness of differences in – and intersections among - race and gender to support children in developing a positive sense of self, other and community? How can I foster prosocial learning environments and optimize intellectual and social development in children?
Identifying biases and assumptions

McDevitt and Ormrod (2008) describe some of the challenges of teaching child development. They identify three biases that can interfere with learning new ideas.

1. Confirmation bias – a general tendency to look for information that supports existing beliefs and to ignore or discredit any contradictory evidence.
2. Ethnocentric bias – a tendency to take one’s own cultural teachers as general standards of what practices are ‘right’ or ‘best.’
3. Anti-research bias – tendency to distrust research methods and findings or to see research as irrelevant to individual children or particular classrooms and therefore rely on intuitive judgments and experiences.

Activity: Survey and discussion
A mini-survey helps students uncover their assumptions. Guide questions to facilitate discussion are provided.

Check and recheck your assumptions as you learn about child development
But first: Know what they are
Many beliefs are tacit, below the surface of conscious understanding and not readily available for reflection and revision. Our task is to begin lifting them up, making them visible and accessible for reflection and revising or replacing existing understandings. As a group we will help each other to do that. The purpose of this set of activities is to uncover and explore beliefs, not to get the ‘right answer’.

Activity 1. Survey
Circle the response that is closest to your belief/assumption.

Some children just can’t learn as well as others.
1 Strongly disagree    2 somewhat disagree    3 somewhat agree    4 strongly agree

So often new research contradicts older ideas. It makes me put more trust in my own ideas.
1 Strongly disagree    2 somewhat disagree    3 somewhat agree    4 strongly agree

I use my own childhood experiences to make sense of the children I work with.
1 Strongly disagree    2 somewhat disagree    3 somewhat agree    4 strongly agree

When I directly teach children what I want them to know it insures successful learning.
1 Strongly disagree    2 somewhat disagree    3 somewhat agree    4 strongly agree

If a child’s classroom behavior is problematic, the parent(s) usually hasn’t set limits.
1 Strongly disagree    2 somewhat disagree    3 somewhat agree    4 strongly agree

Small group discussion 1
Did your responses to the survey questions surface any biases or assumptions you might have? Did you uncover any of the ideas about children that McDevitt and Ormrod identify?
**Activity 2. Cognitive bias**
Cognitive biases can contribute to tacit barriers to broadening understanding of child development. Can you provide any examples where you’ve experienced any of these cognitive biases?

- **Confirmation bias** – general tendency to look for information that supports existing beliefs and to ignore or discredit any contradictory evidence

- **Ethnocentric bias** – tendency to take one’s own cultural teachings as general standards of what practices are ‘right’ or ‘best.’

- **Anti-research bias** – tendency to distrust research methods and findings or to see research as irrelevant to individual children or particular classrooms and therefore rely on intuitive judgments and experiences.

**Small group discussion 2**
What will help you become aware of any biases you might have? In other words, how will you check up on yourself?
Bank Street’s developmental-interaction approach to education

This course introduces the student not only to Child Development but to Bank Street’s developmental-interaction approach. Understanding that approach is foundational for the course and the student’s graduate experience.

Establishing a theoretical foundation

“Theories have a profound influence on the ways we conceptualize our roles, interact with students, develop and enact curriculum and organize classrooms.” (Oldfather & West, 1999)

Activities

Theory. Co-constructing key ideas. Students work in small groups using text to identify and chart salient ideas in the developmental-interaction approach. A walk-through of the charts should show overlap in key ideas. Students thereby construct their understanding of theory.

Practice. Observing classroom practice through video.
Some options:
- They explore their world by recreating it: Block building after 9/11. https://www.youtube.com/watch?v=FnlKPe3VPss

From practice to theory. Video footage is a helpful way to ‘see’ a classroom and then infer the principles that underlie the pedagogy.

Post-film discussion:
Referring to the charts and your notes, what elements of the developmental-interaction approach did you observe in practice?

What is important to the approach that might not have been visible in the video?

Can you think of ways these principles do or can inform your teaching practice?
The socio-cultural context of development

What do I need to understand about the diverse needs of students so that I can plan for them? What does competence look like in different environments? How can I uncover and discover my assumptions about what represents ‘normal’ or typical development? How can I sharpen my awareness of differences in – and intersections among – culture and class to build positive partnerships between school and home?

Guiding assumption: We take our own experience as ‘normal’ and ‘normative,’ often unaware that we are shaped by powerful—often implicit and unacknowledged—social and cultural forces. To uncover and expand our understandings of ‘normal’ it is helpful to look at and analyze cultural variation in child rearing practices. Vygotsky’s work on the social construction of mind provides an important theoretical framework for translating ideas about social categories into classroom practice.

Activities

Some video selections:

- Margaret Mead’s classic studies of child care practices in a range of cultures
- Judy David’s video, Bathing Babies in the Cote D’Ivoire
- Any video footage that offers a view of non-Western child care practices


Select an ‘observation checker’ who will alert the group when an observation is veering into a judgment. Use these instances as opportunities to examine cultural assumptions.

Select a recorder/reporter who will share one ‘take-away’ big idea with the whole class about the enactment of culturally meaningful practices.

Questions:

- What did you observe (see and hear) about [bathing this baby]? [Note to observation checker: Stay alert!]

- What meanings might you make from your observations? (Remember, our inferences are tentative hypotheses.)

Raeff (2010) cites Miller & Goodnow’s 1995 definition of cultural practices as “actions that are repeated, shared with others in a social group, and invested with normative expectations and with meanings or significances that go beyond the immediate goals of the action (p.7).” In what ways might the observed practices reflect parental and cultural ideas and values?

What clues do your responses to the video provide about your assumptions (possible ethnocentric biases) about ‘normal’ child care practices?
Data collection
Interview with one parent to gather data on infant care practices. (Appendix B)
Helping students organize qualitative data to examine evidence, discern patterns and make meaning. (Appendix B)

Theoretical foundation for the cultural context of child development and the social formation of mind. Introduction to Vygotsky: https://www.youtube.com/watch?v=InzmZtHuZPY

Close reading. One approach to close reading of a text is identifying key quotes in advance (different than text based protocol in which students each identify a key quote. An advantage is that the faculty member focuses student attention on the most salient concepts. Small group discussion of each quote. The National School Reform Faculty (www.nsrfharmony.org) offers multiple protocols for discussion.

Role play can be an effective tool to help students get ‘inside’ the minds and language of people from backgrounds that differ from one’s own – or are the same as one’s own, raising awareness of often unexamined assumptions.

Scenario with families from different socio-economic class backgrounds re: use of non-school time (Lareau, 2011)

1. Review Lareau’s typology of differences in child rearing (provide this chart on a handout.) Role players should consider what elements of the cultural logic of child rearing they intend to enact.

2. Role play 1. It’s Saturday morning. You are a parent in a middle class family with two school aged children (ages 8 and 10). It’s 9:00 a.m. and the day is getting started...

3. Role play 2. It’s Saturday morning. You are a parent in a working class family with two school aged children (ages 8 and 10). It’s 9:00 a.m. and the day is getting started...

4. Debriefing
   • As a player, what elements of the ‘cultural logic of child rearing’ were you trying to enact?
   • As observers, what did you notice that aligns with Lareau’s typology of differences in child rearing?
   • What do you perceive as differential strengths and weaknesses in each model?
   • In what ways are differential advantages transmitted to children?
Children’s cognitive competence and motivation for learning

How do children make meaning? How can I promote competence and motivation for learning so that children have an opportunity to build their knowledge and understanding?

Helping children learn to think and solve problems is a primary function of schooling. Learning how children think is an important part of any Child Development course but unfortunately, one which students may find dry. The challenge is to engage students in how children are making sense of the world around them.

An understanding of Piagetian stages can help students dig below the surface of behavior and language to reach a deeper appreciation of the inherent meaning of what children say and do. Students must understand the key Piagetian insights (e.g., constructivism, assimilation, accommodation). They must also understand his stages as constructs for thinking about how children are making sense of the world – not as rigid, age-dependent categories. It is important to incorporate post-Piagetian understandings of children’s growing cognitive competence.

Working with stage theory

Activities

**Podcast.** Stories of everyday problem solving. Telling funny stories about kids is a good ‘hook’ to begin analyzing the very different ways in which young children think about the world around them. This podcast offers an engaging introduction to that concept. [https://www.thisamericanlife.org/radio-archives/episode/605/kid-logic-2016](https://www.thisamericanlife.org/radio-archives/episode/605/kid-logic-2016)

**Video.** Introducing Piaget. [https://www.youtube.com/watch?v=QX6JxLwMJeQ](https://www.youtube.com/watch?v=QX6JxLwMJeQ)

**Jigsaw activity.** This collaborative learning activity is helpful for many different content areas. It is an effective activity for helping students learn about the four Piagetian stages. [https://www.newcastle.edu.au/__data/assets/pdf_file/0016/109600/Jigsaw-learning-activity.pdf](https://www.newcastle.edu.au/__data/assets/pdf_file/0016/109600/Jigsaw-learning-activity.pdf)

Provide a graphic organizer for students and conduct a final class discussion to ensure that any misconceptions are addressed and clarified. Students can construct an electronic document to share on the course web site.

Students need to learn not only about general stages and processes of development but also particulars of how children learn to think and solve problems. A whole child perspective means providing a complementary overview of executive function and the development of strategies for reasoning and problem solving.
Analyzing student work. Examining a curriculum or student work samples can generate analysis of the cognitive underpinnings and learning goals of curricula.

Observation. Interviewing an in class panel of adolescents provides an ‘in vivo’ illustration of adolescent life.

Fiction and memoir. Coming of age stories are a popular genre that offer multiple entry points for making sense of the ‘whole adolescent.’ Students often recall the emotional and social aspects of adolescence more than the cognitive changes. Analysis of a fictional character or subject of a memoir can help students address all developmental aspects of adolescence.

**Multiple intelligences.** Introducing Gardner’s theory of multiple intelligences helps identify the ways in which thinking is uneven. While Piaget calls attention to the role of experience in intellectual growth, it is not a well developed part of the theory and ideas about multiple intelligences provide a good supplement.

**Activity**

Self assessment for multiple intelligences.  
https://www.youtube.com/watch?v=1wkFGXqJxas  
https://www.youtube.com/watch?v=l2QtSbP4FRg

Adult MI inventory (Also in Amstrong, 2009)


**Motivation for learning.** Carol Dweck’s (2006) work on growth and fixed mind set is always compelling for students who often recognize themselves in her description. They can begin with a self-awareness activity to think about how to motivate and support children’s motivation for learning. I find that students often feel awkward and uncomfortable using ‘growth mind set’ language in response to children. Practice with this language is essential to fully understanding and translating the concept.

**Activity**

Graphic organizer. Elements of fixed and growth mind set can be defined with a corresponding open space for examples in children’s behavior as well as examples of adult responses.
Language development. A course in Language Acquisition is part of the graduate curriculum. Content on language is included as a single session in Child Development to emphasize the functional value of language as a means of communicating and thinking.

Fernald’s (2013) work identifying a socio-economic word gap in how much language is addressed to young children prompted a bold social experiment in Providence, Rhode Island to intervene in the lives of young children. It offers a fruitful entry point for discussion of language, family, class, and the role of the teacher. The New Yorker article, Providence Talks, describes this social experiment and raises provocative questions to consider, including attention to socio-economic class differences and deficit models. http://www.newyorker.com/magazine/2015/01/12/talking-cure

Activities

Role play can be an effective tool for understanding the complexity of language development. Students can enact the various ‘players’ in the Providence Talks intervention (parents, social services, government representatives).

Video and discussion. What is language? http://www.youtube.com/watch?v=_JmA2CIUvUY

This video shows 18 month old twin boys interacting. The question I pose is: Is it language? Students must reference text to provide evidence for their thinking. The ‘Take a Stand’ activity provides an exercise in exploratory talk and dialogic thinking to facilitate this discussion. This website (http://www.hanen.org/Helpful-Info/Our-Views-on-the-News/Are-YouTube-Twins--talking--Viral-Video-Creates-M.aspx) provides helpful background information.

Take a Stand: An exercise in dialogic thinking (See Mercer, 2008)

Hypothesis: Language is a cultural tool that is used for collective reasoning and shapes individual reasoning.

Evidence: The quality of intersubjectivity (shared understanding) enables understanding to move from the Interpsychological to the intrapsychological. Other regulation to self regulation.

The expression of contrasting opinions during group work is the single most important predictor of learning gain.

Engaging in adventurous collaborative talk (thinking aloud) increases academic achievement, self-esteem and motivation.

Ground rules for activity: Engage in exploratory talk – joint coordinated form of co-reasoning. Speakers share relevant knowledge, challenge ideas, evaluate evidence, consider options and try to reach agreement.

Are these boys using language?

Yes. Because: 1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

No. Because: 1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
Psycho-emotional development

What do I need to understand about the role of emotion and self-regulation in school achievement so that I can support children in engaging with the task(s) at hand? How can I sharpen my awareness of differences in – and intersections among - race and gender to support children in developing a positive sense of self, other and community? How can I foster prosocial learning environments and optimize intellectual and social development in children?

Piaget famously observed that affect and cognition are two sides of the same coin, acknowledging that children’s emotions motivate their engagement in learning cognitive growth. Addressing this theme requires constantly flipping the coin to consider how children think and what they think about. At times the focus is age specific, at times a developmental sweep through a concept (e.g., play in infancy through early adolescence) deepens the student’s understanding. An introduction to Erik Erikson’s psycho-social stages of development is part of the content of this theme. Additional topics include: temperament, self regulation and executive control, attachment and object permanence.

Erikson’s psycho-social stages of development. Erik Erikson provides a comprehensive way to understand children and adults. He presents a series of potentials/opportunities counter posed against crises/constraints. Along this continuum lie basic, deep underlying personality constructs: trust, autonomy, initiative, industry, identity, intimacy, generativity and ego integrity. Conversely, there are equally deep permeating constructs of constraints – mistrust, shame and doubt, guilt, inferiority, role diffusion, isolation, and despair. The child encounters these potentials and crises as he or she grows; that is they correlate with physical, cognitive, social, emotional and behavioral changes.

Each nuclear crisis can be understood as a critical period, the child’s initial encounter with the construct from which she emerges with an enduring tendency toward one pole of the continuum (i.e., continuum from trust to mistrust). Equally important, each conflict is resolved through mutual regulation with significant others and institutions (e.g., schools) in the environment. Thus Erikson’s theory provides a guide to understanding self regulation throughout the life-span.

Erikson’s language and some of the concepts are dated to the 21st century audience. Anecdotes illustrating the crisis or opportunity of each stage allow students to get under what can be off-putting language to reveal essential heuristics and bring the theory to life.

Activities

Use the anecdote provided for the first five stages (infancy through adolescence) of Erikson’s psycho-social theory of development as a jumping off point to understand what the stage might ‘look like’ behaviorally. How do the constructs of the stage help you understand the ways the parent and child are negotiating the crisis/opportunity of the stage?

• Discuss the central conflict/crisis or opportunity of the stage. What is the general encounter between the child’s developing ego and the environment?
• Can you think of behaviors (perhaps that you’ve seen in schools, museums or home and community settings) that express this stage?
• In what ways does the organizing conflict of the stage help you think about your role with children?

Choose a reporter:

• What is important for the whole class to understand about this stage?
• Consider how to present this (role play anyone?)
1. TRUST VS. MISTRUST (first year of life)

Baby Christopher’s child care center assigns a primary caregiver to each baby. Christopher has seemed quite comfortable with his ‘primary’, Susan. Lately, there has been significant absenteeism and lateness among the personnel and Susan has had to take care of other children. Christopher has been at this center since he was six months old, now at 10 months he is showing some distress when his father drops him off in the morning. Developing trust is the first and enduring task of the ego.

- The child will let mother out of sight without anxiety and rage because she has become an inner certainty as well as an outer predictability.
- In attachment terms, the mother becomes a ‘secure base’ (safe haven) from which to explore, enabling cognitive exploration and social relationships.
- The balance of trust with mistrust depends largely on the quality of maternal relationship – her contingent caretaking and attunement with the child’s state structures the pattern of attachment.
- A sense of self develops and represents the initial representation of identity. All subsequent stages will build on this sense of identity until adolescence when it is revisited and integrated.

2. AUTONOMY VS. SHAME AND DOUBT (2nd and 3rd years)

At his early childhood center, Daniel immediately runs to the block area where he prefers to spend all his time. At times, Daniel can build with others but he generally STRONGLY prefers to build independently. Lately, his teacher has been trying to interest him in exploring the art area but Daniel often collapses in tears and refuses to leave the block area.

The opportunity of the stage is a sense of inner goodness, autonomy and pride. The crisis is a sense of ‘badness’, shame and doubt. If denied autonomy, the child will turn against him/herself urges to manipulate and discriminate.

- Early trust is necessary for autonomy. The child must feel that her basic trust in herself and the world will not be jeopardized by the sudden wish to have a choice and to have autonomy.
- Self certainty, the will to be oneself is an outcome of this crisis.
- Shame develops with the child’s self-consciousness.
- Doubt has to do with having a front and back -- a “behind” subject to its own rules. Left over doubt may become paranoia.
- The child experiences contradictory impulses – retention and elimination – putting stress on mutual regulation and setting the stage for a struggle between stubbornness and autonomy.
- The sense of autonomy fostered in the child and modified as life progresses serves the preservation in economic and political life of a sense of justice.
3. INITIATIVE VS. GUILT (between three and six years)

On the field trip to the grocery store, Alexander’s teacher asks each child to choose an item from their grocery list to put in their basket. Alexander quickly reaches for a quart of milk and in his haste, drops it on the floor and it opens and spills. The teacher quietly cleans up the mess and thanks Alexander for his “help.”

- Initiative adds to autonomy the quality of undertaking, planning, and attacking a task for the sake of being active and on the move.
- The child feels guilt over the goals contemplated and the acts initiated in exuberant enjoyment of new locomotor and mental powers.
- The castration complex (necessarily to the Freudian concept of the Oedipal conflict) occurring in this stage is due to the child’s erotic fantasies.
- A residual conflict over initiative may be expressed as hysterical denial, which may cause the repression of the wish or the abrogation of the child’s ego: paralysis and inhibition, or overcompensation and showing off.
- The Oedipal stage can result in the oppressive establishment of a moral sense restricting the horizon of the permissible (in Freudian terms, an overly harsh superego). It also sets the direction towards the possible and the tangible which permits dreams of early childhood to be attached to goals of an active adult life.

4. INDUSTRY VS. INFERIORITY (ages six through twelve)

Third grader Jonathan is working with a small group of children on a math problem. While the other children start discussing the problem and offer ideas about solving it, Jonathan twirls his pencil, makes noises and the attention of the group goes to him. Some of the children start laughing and imitating his noises. The teacher sits just outside the table group and quietly observes. She believes that Jonathan feels that he can’t do the math and she doesn’t want to harm his self esteem.

- The child begins acquiring the tools of his society which admits him to a meaningful role within it.
- The child experiences an ‘apprenticeship’ in life, beginning to be a worker and potential provider.
- The child develops a relationship to the world of skills and those who teach skills.
- The opportunity is one of positive identifications.
- If the child despairs of her tools, skills or status or if society does not admit the child to a meaningful role, a sense of inferiority (futility) can set in.
- To lose the hope of such “industrious” association may pull the child back to the more isolated, less conscious familial rivalry of the Oedipal time.
5. IDENTITY VS. ROLE CONFUSION (adolescence)

Annie's parents are doctors. Her grandparents are doctors. In fact, Annie's parents have told her that after her high school graduation, they are looking forward to her entering the same college and medical school they attended. Annie waits for just the right time to announce her plans to go to art school after high school to pursue her interest in drawing and painting.

- This stage represents the concluding stage of childhood. Childhood ends with the child's establishment of a good relationship to the world of skills and tools and with the advent of sexual maturity (puberty).
- Identity is the central crisis of development.
- The adolescent assesses her strengths and weaknesses, searching for a meaningful self concept to form a unified whole.
- Ego identity is the accrued confidence that the inner sameness and continuity experienced in the past are matched by the sameness and continuity of one's meaning for others, as evidenced in the promise of a career.
- The active construction of identity is accompanied by challenges to identity formation. There is a re-evaluation and re-synthesis of all earlier senses of self.
- Avoidance of choices, isolation, disintegration of inner continuity lead to self doubt and possible withdrawal and self destruction.
- The inability to settle on a school or occupational identity is a negative resolution, expressed in role diffusion or role confusion.

Self-regulation encompasses an integrated set of adaptive skills related to self control, autonomy, and capacity for compliance. See Appendix B for a sample assignment on self-regulation and executive control.

Activity

Practicing self-regulation. A game of “Red light, green light” or “Simon Says” can serve as a quick warm up to the topic. After a few moments of play, students can consider what they needed to activate or inhibit to play the game.
Temperament represents a constellation of inborn traits that determines a child’s unique behavioral style and way of experiencing and reacting to the world. In every classroom teachers will find a range of expressions of temperament. Not all children experience the ‘same’ environment in the same way.

Activities

Classroom story to elicit discussion of temperament and goodness of fit.

Megan's kindergarten teacher, Ms. Roth, complained that Megan was not compliant and disrupted the class, especially at circle time. Ms. Roth said she feared something was wrong because she had not seen behavior like this before. Megan’s parents claimed she had no difficulties in pre-school and that no changes at home had triggered the negative behavior.

Megan’s parents consulted a temperament specialist who assessed her temperament and then observed her at school. A temperament assessment revealed that Megan was active, that she readily approached new situations and people, and that she was easily frustrated. This was very evident during circle time, which came immediately after vigorous outdoor play. Megan was one of the most active children on the playground; she was in constant motion the entire time. When the whistle sounded, all activity ceased and the children were expected to line up and come inside to find their carpet square. The square defined their area of movement and they were to sit cross-legged, hands folded in their laps.

At the beginning of the observation of circle time, Megan sat as she was instructed at first. She raised her hand to report on the weather. The story began, and she listened. As she became more interested, she leaned forward to see the illustrations. Soon, she was off her carpet square and on her knees. The teacher reprimanded her. She sat still again. The story continued and she started to fidget as she lost interest and whispered to her neighbor. At this point, her hands were on her friend, not her lap, and Megan was giggling. She and her friend were then separated and moved to another part of the classroom. After that, Megan was quiet, but she became restless again as the story ended. By the end of circle time, 20 minutes had passed. She was not allowed to get up when circle time was over, but had to sit for two minutes and “practice” sitting still. (Kristal, 2005, p. 10)

Questions for discussion
• What are some of the demands of Megan’s classroom?
• Is there a goodness-of-fit between this child and her environment?
• Moving away from blaming or punishing Megan, how might a teacher help her achieve a better ‘fit’ or adaptation?
Observing classroom systems to provide a 'goodness-of-fit' for children in a classroom

<table>
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<th>Strategies for applying temperament systems in the classroom (Rothbart and Jones (1998))</th>
<th>Examples from video clips of classrooms</th>
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<td>encouraging attentional control and effort</td>
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<td>helping children inhibit some responses and activate others</td>
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<td>giving children some control over the direction of their effort</td>
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<tr>
<td>involving children in meaningful and challenging goals</td>
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Intersectionality is a helpful construct in understanding the construction of a sense of self and other. Identity development consists of multiple, interrelated aspects of self. Gender and racial identity are two that are central and that students are eager to explore.

Activities

**Gender messages.** A warm up exercise from *The Teaching Transgender Toolkit* (Green & Maurer, 2015, pp. 65-67), Thinking About Gender Messages, can help students surface their own experience and perhaps uncover any biases that inform students’ thinking and responses to their pupils before examining the research literature. Green and Maurer (2015) provide a set of questions to elicit students’ early experiences and knowledge about gender.

**Messages about race.** This same set of questions (Green & Maurer, 2015, pp. 65-67) can be enacted to activate students’ early experiences and knowledge about race. The goal is to identify the ways in which peers, parents and the media influence knowledge about race. This is a helpful foundation to building an in-depth understanding of intersectionality.

Play is a topic that crosses all the themes of the course. The video series, Learning to Teach (https://www.bankstreet.edu/research-publications-policy/snapshots-of-practice/learning-to-teach-observing-and-reflecting/) offers authentic classroom footage of four year olds in a Head Start classroom, accompanied by a facilitated reflective conversation about children and practice. Many of these video clips provide a point of entry for a discussion of play. Two in particular focus on psycho-emotional elements of play: self-regulation and the expression of strong emotion.

Activities

**At the sand table** shows three children at play and reveal a range of emerging developmental tendencies: language, imaginary play, and self-regulation skills such as turn taking and problem-solving. This clip can be found in Part 3 of the series: Materials and environments.

**Doll play** reveals two young boys expressing strong emotions through their play. It is ripe for discussion as it can evoke strong feelings in teachers, too. Play as a vehicle for dramatic expression of feeling is important to psycho-emotional development. This clip can be found in Part 2 of the series: Dramatic play.
Teaching resources


Helpful protocols for discussions: https://www.nsrpharmony.org/free-resources/protocols/a-z

Sample EDUC 500 Child Development syllabus (Nager 2018): Appendix A

Videos

Nature and nurture in attachment. Harry Harlow’s studies of infant rhesus monkeys.
- http://www.youtube.com/watch?v=hsA5Sec6dAI

Attachment: A glimpse into 'The Strange Situation' (Ainsworth).
- http://www.youtube.com/watch?v=QTsewNrHUHU

An introduction to attachment, starting from John Bowlby’s work in World War II London.
- https://www.youtube.com/watch?v=kwxjfuPlArY

Affect attunement/resonance. The Still Face Experiment (Tronick).
- http://www.youtube.com/watch?v=apzXGEbZht0

Thomas and Chess. Origins of temperament research
- http://www.youtube.com/watch?v=mgXwCqzh9B8&feature=related

Individual differences in temperament
- http://www.youtube.com/watch?v=1EcA9mgxBwk

Using knowledge of temperament to work with young children
- https://www.youtube.com/watch?v=tkNyaOe-ty4

Ted talk on goodness of fit
- https://www.youtube.com/watch?v=-TH_3h_6bgk

‘Learning to Teach’ A set of vignettes of classroom life in a 4 year old class in a Head Start Center. Each clip is introduced by a Bank Street faculty member. Following classroom footage, three Bank Street graduate students reflect on what they observed and consider possible meanings.
‘They explore their world by recreating it: Block building after 9/11.’
  •  https://www.youtube.com/watch?v=FnlKPe3VPss

Introduction to Piaget
  •  https://www.youtube.com/watch?v=QX6JxLwMJeQ

Introduction to Vygotsky
  •  https://www.youtube.com/watch?v=InzmZtHuZPY

Introduction to Gardner’s Multiple Intelligences Theory
  •  https://www.youtube.com/watch?v=1wkFGXqJxas
  •  https://www.youtube.com/watch?v=l2QtsbP4FRg

Three core concepts in early development:
1. Experiences build brain architecture
2. Serve and return interaction shapes brain circuitry
3. Toxic stress derails healthy development
  •  http://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/

Translating infant brain development for caregivers
  •  http://www.youtube.com/watch?v=_0EYXx9il64
References


To construct an understanding of the ‘whole child,’ we will examine interactions among three interrelated themes of development:

- The socio-cultural context of development
  What do I need to understand about the diverse needs of students so that I can plan for them? What does competence look like in different environments? How can I uncover and discover my assumptions about what represents ‘normal’ or typical development? How can I sharpen my awareness of differences in – and intersections among – culture and class to build positive partnerships between school and home?

- Children’s cognitive competence and motivation for learning
  How do children make meaning? How can I promote competence and motivation for learning so that children have an opportunity to build their knowledge and understanding?

- Psycho-emotional development
  What do I need to understand about the role of emotion and self-regulation in school achievement so that I can support children in engaging with the task(s) at hand? How can I sharpen my awareness of differences in – and intersections among – race and gender to support children in developing a positive sense of self, other and community? How can I foster prosocial learning environments and optimize intellectual and social development in children?

Three foundational principles will guide our investigation of course themes:

1. **Interactions between nature and nurture:** What are the complex interactions between nature and nurture? How can I use this knowledge to uncover my assumptions about children?
2. **Continuity and discontinuity in development:** In what ways does development progress in discontinuous, stage-like patterns and/or in what ways does it follow a continuous pathway? What kinds of interventions make a difference in children’s development?
3. **The active child:** In what ways is the child active in his/her development? How can I understand and support the ways in which children construct their understandings of themselves and the physical and social worlds in which they live?
In and out-of-class instructional time

28 hours of the requisite 37.5 hours for this three-credit course will occur in 14 two-hour class sessions, Thursdays from 4:45 – 6:45.

The remaining 9.5 hours of out-of-class instructional time will occur throughout the course in ongoing reading notes and formative feedback (see p. 3 of this syllabus for details).

Educational Standards.

Bank Street College’s graduate courses seek to address the standards established by the following Specialized Professional Associations (SPAs) in the preparation of teachers and school leaders:

· Association for Childhood Education International (ACEI)
· Council on Exceptional Children (CEC)
· Educational Leadership Constituent Council (ELCC)
· International Reading Association (IRA)
· National Association for the Education of Young Children (NAEYC)

The specific SPA standards addressed by EDUC 500 (Child Development) are indicated below by number. The definitions for each can be found on the Bank Street website.

ACEI 1.0 ACEI 5.1 ACEI 5.2
NAEYC 1a,b,c NAEYC 6 a,b,c,d,e
Appendix A: Sample EDUC 500 Syllabus

READING ASSIGNMENTS

Required:

Recommended reading – especially for those with limited background knowledge

Readings for each session can be located in the Nager & Shapiro text, the library’s database, handouts folder on course website, ereserves, or ebook. Each location is specified on the required list for each session.

Library.  [http://bankstreet.edu/library/](http://bankstreet.edu/library/)
Activate your library account (bring ID to library circulation desk).
Attend a research workshop as well as a workshop on using APA Style.
[https://www.bankstreet.edu/library/how-can-i/research-classes/#APA-Workshops](https://www.bankstreet.edu/library/how-can-i/research-classes/#APA-Workshops)
For assistance locating readings in the database, view the library’s screencast, *Find an article with a citation*.  [http://www.screencast.com/t/TCGgbUkZz](http://www.screencast.com/t/TCGgbUkZz)

Ereserves
To access the ereserves course page, click on the link below and use the password **veryyoungchildren**.


**Ereserves works best using Mozilla Firefox, rather than Chrome, Explorer or other browsers, with which there are problems accessing the readings.**

If you are outside Bank Street, you will first be prompted to enter your library barcode number.


Materials provided through ereserves are for members of the class only. The link, password and the materials shouldn't be shared, as doing so is a violation of our agreement with the rights holder, and of copyright law.
PREPARING FOR CLASS SESSIONS
Activate your mybankstreet account (https://my.bankstreet.edu/ics).
For assistance with mybankstreet, call the Help Desk at 212-875-4642 or email, helpdesk@bankstreet.edu.
Post a picture of yourself in the ‘roster and email’ folder on the course website.

The agenda for each class is posted in the Weekly Agenda folder of the course website. Review the agenda and any handouts (handouts folder) before each class session.

Reading notes required for each class except the first meeting.

Logistics.
● Class engagement is vital to your learning. To prepare for each session, prepare reading notes, 2-3 pages of double-spaced typed notes, to ‘actively’ read, think and question. Share your notes with Nancy Nager as a Google doc by 4:45 on the day of the class session. Notes may not be handed in late unless there are exceptional circumstances.
● No notes are required for the reading for which you are leading discussion. (Notes are required for additional readings that day.)

Substance. Experiment with how you format your notes.
● What helps you think more deeply about the readings?
● Respond to the guide questions to prepare your reading notes or
● Select two to three ideas, quotes, or concepts from each of the readings that interest, intrigue, surprise or confuse you. Identify the quote or passage and provide a full citation (e.g., Nager and Shapiro, 2000, p. 39).
● Did you encounter any confirmation or ethnocentric biases? Anti-research biases? Did you experience any disequilibrium? What are you thinking now?
● What questions/issues/connections to practice do these ideas raise for you?
● Be prepared to share insights or questions you explore in your notes.
COURSE POLICIES

Students with disabilities. Bank Street College has both a legal obligation and philosophical commitment to making reasonable accommodations in order to meet the needs of students with disabilities. Any student requesting specific accommodations should contact Peggy McNamara, at (212) 875-4586. E-Mail address: mam@bankstreet.edu. If you are already registered with the Disabilities Services Office, please let Peggy know your particular needs and how she can help you successfully complete this course.

Attendance policy. Students are expected to attend every class and actively participate. In the unusual event that a student is unable to attend, please contact me by email to arrange to make up the work. No more than two classes may be missed to receive credit for the course.

Re-write policy. I may require or you may opt to rewrite the first two assignments if substantive changes are required. The rewrite must be handed in within one week of the day the paper is returned to you along with the original paper with my comments.

Incomplete policy. Incompletes are granted only if the student is in good academic standing in the class, has completed all but the final assignment and circumstances prohibit on time completion of the final assignment.

Academic integrity. See Bank Street Graduate School of Education Catalog, 2011-12, p. 116. Students at Bank Street are expected to adhere to high standards of academic integrity. Students should be aware of the definition of plagiarism (see below); all violations will be taken seriously, and may result in consequences as serious as expulsion.

Plagiarism is the use of another person’s ideas, words, or theories as one’s own – or without citation – in an academic submission.

What does this mean?

● All work submitted must be original.
● Any reference to another person’s work (including ideas, theories, or concepts) must be cited explicitly. See APA Citation Guidelines.
● Work presented as actual experience cannot be invented or fabricated.

Religious observance. The College respects individuals’ religious observances. If you are unable to make any class session, including a Friday session, because of religious observance, please notify the course instructor by the first class session so that an alternative means can be identified for fulfilling missed class material and course assignments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<td>Introduction and overview: Thinking developmentally</td>
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<tr>
<td>January 25</td>
<td>Theory and practice in child development</td>
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<tr>
<td>February 1</td>
<td>Socio-cultural context of development <em>(bring interview data)</em></td>
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<td>February 8</td>
<td>Socio-cultural context of development: The social construction of mind</td>
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<td><strong>Paper due. Google docs submission. Patterns of culturally meaningful</strong></td>
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<td>February 15</td>
<td>Self and other; Gender and race: Intersections of identity and social context</td>
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<td>February 22</td>
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<td>March 1</td>
<td>Cognition: In the beginning. Perception, cognition and core concepts</td>
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<td>March 8</td>
<td>Self and other: The emergence of self-regulation</td>
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<td>March 15</td>
<td>Cognition: Early to middle childhood. Learning to think on their own</td>
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<td><strong>Bring observation data on executive function and self regulation</strong></td>
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<td>March 22</td>
<td>Cognition: Language and thought</td>
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<td><strong>Paper due, Google docs submission. Executive function and self regulation</strong></td>
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<td>March 29</td>
<td>Self and other: Attachment and mutual regulation</td>
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<td>April 5</td>
<td><strong>No Class. Spring Break</strong></td>
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<td>Play: An expression of the ‘whole child’</td>
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<td><strong>Newsletter topic due. Follow format on p. 24</strong></td>
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<tr>
<td>April 19</td>
<td>Toward a unified theory of development: The case of adolescence</td>
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<tr>
<td>April 26</td>
<td>Furthering and communicating our knowledge</td>
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<td><strong>Paper due: Newsletter article and presentation</strong></td>
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WEEKLY AGENDA
Check the website before each class for agenda and handouts.

January 18. Introduction and overview: Thinking developmentally
Guiding questions:
- What should those working with children (in schools, museums and community organizations) understand about development to translate theoretical concepts into practice that supports and fosters children’s learning and growth?
- McDevitt and Ormrod (2008) is directed toward college faculty. I think it is equally useful for students of child development. As you read, consider your assumptions about children, families, and the study of child development.

Topic: Thinking developmentally

Required reading for this session (reading notes are not required):
Course syllabus. Read thoroughly and come to class with questions or requests for clarification.

Further reading:

January 25. Theory and practice in child development
Guiding questions:
- What are some of the themes and principles that indicate developmental thinking?
- In what ways can theoretical frameworks inform my approach to education?
- Identify key concepts in the developmental-interaction approach (we will work with these in class)
- How does the developmental-interaction approach guide practice?

Topic: The developmental-interaction approach
Film: *Block building at Bank Street School for Children after Sept. 11*
Sound quality on this video is uneven. A transcript is available in the Handouts folder.

Required reading for this session:
The Final Word. (Protocol for text-based discussion). Read the protocol and follow instructions to identify quotes or passages from Sameroфф for class discussion. (handouts folder on course website)
Further reading:

For a discussion of enacting a Bank Street approach as a school reform effort in the Newark, New Jersey public school system see:

**February 1. Socio-cultural context of development (bring interview data to class)**

Guiding questions:
- What is culturally meaningful activity and how are culturally meaningful practices embedded in everyday life?
- What does it mean to be competent? What happens when school and home differ in their developmental goals?
- How has the field evolved from a notion of independence *vs.* interdependence (Morelli et al., 1992) to independence and interdependence (Raeff, 2010)? How might this inform (or complicate) your thinking? What questions do you now have regarding your assumptions about ‘normal’ development?

**Topic:** Adaptation as a developmental goal

**Film:** *Bathing Babies*

Required reading for this session. Read Raeff and Morelli et al. after conducting your maternal interview:


**Further reading:**

Appendix A: Sample EDUC 500 Syllabus


See also Special Section on Cultural Issues in Child Development in March 2012 *Child Development Perspectives, 6*, 1-41.

February 8. Socio-cultural context of development: The social construction of mind

Paper due. Electronic submission: Patterns of culturally meaningful activity

Guiding questions:
● Identify key ideas from Vygotsky and their implications for educators.
● What does it mean to thinking about the growth of the mind in context, including the context of socio-economic class?
● What is intelligence? Adaptation? Competence? School success? How are they shaped?

Topic: Cognitive development in a social context

Required reading for this session:

Further reading:
February 15. Self and other; Gender and race: Intersections of identity and social context

Guiding questions:

- Intersectionality. How do developing children form social categories and make sense of self and other?
- *Girl/Boy/Trans/Gender Non-Binary.* In what ways do social, interpersonal, cognitive and biological influences interact in gender identity development?
- What do we need to understand about children’s differential experience of race? Do the empirical findings make sense? What are their implications for the teaching role?

**Topic:** Promoting positive identity development in school

**Required reading for this session:**
**Nealy, E.C. (2017). Transgender children and youth: Cultivating pride and joy with families in transition (pp.3-14). New York: W.W. Norton & Company. (ereserve folder)

**Further reading:**
Gaines, N. Research guide on transgender issues. [http://libguides.bankstreet.edu/transchildren](http://libguides.bankstreet.edu/transchildren)
Gender bias in the classroom: current controversies and implications for teachers.. (n.d.) >The Free Library. (2014). Retrieved Jan 07 2015 from [http://www.thefreelibrary.com/Gender+bias+in+the+classroom%3a+current+controversies+and+implications...a0134312027](http://www.thefreelibrary.com/Gender+bias+in+the+classroom%3a+current+controversies+and+implications...a0134312027)
[https://www.genderspectrum.org/](https://www.genderspectrum.org/)

Guiding questions:
- Consider the significance of the symbolic function.
- What does representational thought look like across multiple intelligences?
- In what ways does a constructivist approach help you understand the development of representational thought?
- What’s the baby and what’s the bathwater? Evaluating what remains useful about Piagetian theory

Topic: The symbolic species

Required reading (and listening) for this session:

Further reading:

March 1. Cognition: In the beginning. Perception, cognition and core concepts

Guiding questions:
- How do we know what babies know? How confident can we be in that knowledge?
- How can we help infants and toddlers interact with the social and physical world?
- Object permanence and attachment: Two sides of the same coin?

Required reading for this session:
Further reading
Brain Facts.
http://www.brainfacts.org/~/media/Brainfacts/Article%20Multimedia/About%20Neuroscience/Brain%20Facts%20book.ashx

March 8. Psycho-emotional development: The vital role of self-regulation
Guiding questions:
● Consider the interaction between nature and nurture in temperament.
● Self-regulation in context: What does it look like – for children in early childhood programs, elementary school, middle school and life! – What does it look like for you?
● In what ways can we support and promote self regulation? Should it be a fourth ‘r’?

Topic: Laying the foundations for school – and life – success

Required reading for this session:

Further reading:
March 15. Cognition: Early to middle childhood. Learning to think on their own
Bring observational data on self regulation
Guiding questions:
● What are the elements of executive function?
● What do children learn to do and not to do? How can we help them?
● What examples do you have of children using strategies and solving problems?

Topic: In what ways can we support children as thinkers and problem solvers?

Required reading for this session:
Review Piagetian stages of preoperational and concrete operational thought in Bjorklund (Oct. 19 reading)

Further reading
https://www.mindsetworks.com

March 22. Cognition: Talking and thinking
Paper Due
Guiding questions:
● What develops? What is the interdependence of language and thought?
● Consider the ways in which language and ‘talking’ are valued at home and in school.
● How can we foster talk at all ages and stages?

Topic: From learning to talk to talking to learn -- Fostering language and thought

Required reading (and listening) for this session:
http://www.newyorker.com/magazine/2015/01/12/talking-cure

Further reading:

March 29. Self and other: Attachment and mutual regulation
Guiding questions:
● In what does Erikson provide a way of thinking about attachment across the children’s development?
● What does it mean to conceptualize development as a series of mutual regulations?
● The dialectic of crisis and opportunity provides another way of conceptualizing development. What is helpful/not helpful about this model?

Topic: Attachment and relationships

Required reading for this session:

Further reading:
Appendix A: Sample EDUC 500 Syllabus


April 5. No Class. Spring Break

April 12. Play: Its role in development
Newsletter topic due (Follow format on p. 24)
Guiding questions:
● What does Vygotsky mean when he writes, “In play a child is ahead of himself?”
● Why is play so valued in the developmental-interaction approach?
● What is the significance of play in the curriculum for children and adolescents?
● Be prepared to share an observation of a child at play that helps you make sense of the readings.

Topic: The role of play in school

Required reading for this session:

Further reading:
Appendix A: Sample EDUC 500 Syllabus

Stuart Brown, a psychiatrist with NIH. TED talk “Why play is vital—no matter your age”  http://www.youtube.com/watch?v=HHwXlcHcTHc

April 19. Toward a unified theory of development: The case of adolescence
Guiding questions:
● What is adolescence – a universal developmental stage? a cultural invention? a time of crisis?
a time of opportunity?
● What is the intersection of cognitive growth, self and other regulation, and socio-cultural contexts of development in adolescence?
● Examining Piaget’s legacy: What endures? What needs to be updated or revised? What’s the evidence to support a revision?
● In rereading Sameroff, what now stands out? What insights do you achieve?

Topic: Goodness of fit and adaptation revisited

Required reading for this session:

Further reading:

April 26: Translating, furthering and communicating our understandings
Presentation of newsletter articles: Learning from and with each other
Purpose.
- Written work provides an opportunity to integrate readings, deepen understandings, achieve new insights and communicate formally.
- Student-led discussion provides an opportunity for students to work collaboratively, teach complex ideas and think developmentally and practice translating developmental concepts.

Style.
Each paper must be typed, double spaced and provide an abstract, citations and references in APA style. Use the third person voice for essays; you may use first person within a final section on implications. For help with APA style, take the library’s workshop (see library home page for dates) and consult:
- A web-based resource such as http://owl.english.purdue.edu/owl/resource/560/01/

Bank Street Writer’s Guide
*A Writer’s Handbook*

Re-write policy. I may require or you may opt to rewrite the first two assignments if you receive a grade of B- or below. The rewrite must be handed in within one week of the day the paper is returned to you. Please hand in the original paper with my comments along with the re-write.

Due dates.
The due date for your student-led discussion is the date of the **selected reading (see syllabus).** Reflection on your discussion (see p. 23 for format) is due the following class session.

Additional dates noted on weekly syllabus.

Assessment. Assessment criteria are provided for each of the assignments. The final grade will be based on all class and written work.

1. Patterns of culturally meaningful activity paper 20%
2. Self-regulation paper 20%
3. Engagement, including reading notes 20%
4. Student-led discussion and reflective analysis 20%
5. Translational newsletter article and presentation 20%
DETAILED INFORMATION ABOUT THE ASSIGNMENTS

Culturally meaningful activity (5-7 pages).
Electronic submission through Google Docs.
“parents and teachers [must] examine their assumptions about the ways that development, culture – including race, ethnicity, language, gender, sexual orientation, class, special needs – and education intersect” (Wasow, 2000, p. 281).

Purpose. To investigate the socio-cultural context of development by critically examining class readings, gathering and analyzing data, exploring your assumptions, thinking developmentally and communicating an informed point of view.

Part One. Gathering data through interview. Conduct a maternal interview. See following pages for protocol. Attach your typed interview notes (data) as an appendix to your essay.

Part Two. Essay. In a 5-7 page essay, draw upon class readings to date to:
● Examine the notion of culturally meaningful activity within a unified theory of development
● Analyze your interview data to examine the relationship between infant care taking practices and parental beliefs about parenting and development.
● Examine the relationships between parental and cultural beliefs.
● Translate your theoretical understandings of culturally embedded practices into their implications for practitioners. How will you use what you are learning to construct opportunities that support individual students’ learning and development?

Style. This paper is a formal academic paper with citations and references in APA Style. Use the third person voice; final reflection section may use 1st person voice. Provide an abstract.

Your paper should have four sub-headings:

Introduction to the issues and literature review. Discuss the relevant literature related to your topic. Identify and analyze the key concepts that frame your paper. Be sure to discuss the changing concept of independence and interdependence in development. Rely on course readings as well as readings that you pursue independently to deepen your understanding.

Method. Describe what you did.

Findings. What did you find? Organize your interview data by themes (an organizational template is posted on the course web site). What does your chart describe? Provide a narrative to accompany your data chart. Walk the reader through your findings.

Analysis, reflection and implications.

Analysis. Interpret, i.e., make sense of your data (interviewee’s responses) in light of the literature. Discuss themes that you are exploring and examine your data for evidence of themes (see Morelli et al., for model).

Reflection. This represents your opportunity to draw larger conclusions and consider the big picture of culturally embedded values and practices. For example: In what ways does your data
align – or not— with your beliefs and assumptions about ‘normal’ child rearing? What did you learn about your expectations and values regarding children’s behavior?

Implications. (i.e., translate theory into practice). What might your data and analysis suggest for children in a range of settings (e.g., school, museum, community)? How will you use what you are learning to construct opportunities that support children’s learning and development?

Appendix. Transcript of interview

Assessment.

- Essay provides a thorough literature review communicating understanding of the relevant concepts
- Data and analysis are differentiated (i.e., analysis makes good use of interview data)
- Good organization (clear topic sentence; clear transitions between ideas) and accurate writing mechanics (grammar, spelling, syntax)
- APA style abstract, citations and references. (5-7 references used.)
- Paper raises issues or questions that educators must consider in constructing learning opportunities for children from diverse backgrounds.
Patterns of Culturally Meaningful Activity: Maternal Interview

Assignment adapted from Dr. Patricia Greenfield, Developmental Psychology, UCLA

Infant care-taking practices as patterns of culturally meaningful activity

Interview a mother (it could be your own). Your subject should not be a stranger, but rather someone with whom you have a relationship, whose background you know and who will feel comfortable talking with you. It is important for meaningful data, for the participant's protection, and for your relationship with the person that you not be judgmental concerning the person’s responses. If you interview your own mother or another mother who is close to you and you find yourself having emotional reactions to your interviewee’s responses please discuss your reactions with me.

INTERVIEW

Explain that infant care practices differ in different cultures around the world and in the United States and that you would like to do an interview for a project that will explore infant care practices and the reasons behind them.

Don’t worry if you get more extensive information in response to some questions than to others. You will be basing your write-up on the totality of information and ideas you elicit.

Where questions are grouped together under one number, get the answer to each question before going on to the next. Sometimes an earlier question is more open-ended and therefore involves less “cueing” than a later question in the series. You may in some cases have more confidence in the information if it comes out more spontaneously and with less cuing. You therefore will want to elicit answers to the more open-ended questions before adding the cues from the more structured questions.

Sleeping
1. Where did your infant(s) sleep at birth? Did anybody share the same bed or room? What were your reasons for these arrangements? Did your reasons have anything to do with your goals for your baby’s (ies’) development, the baby’s (ies’) physical well-being or the nature of the child?

2a. Were there any changes in these arrangements through the first year of life? What were they? When did they occur? Why did you make these changes? Did your reasons have anything to do with your goals for your baby’s (ies’) development, the baby’s (ies’) physical well-being or the nature of the child?

2b. (For babies that shared the same bed with another family member): What was the baby’s reaction when this changed?
3a. Did you see any connection between a baby’s sleeping location and arrangements and the baby’s development when your children were infants?

3b. Has your view changed in any way?

4. How do you feel about the practice of a baby sleeping in the same bed with another family member?

5. How do you feel about the practice of a baby sleeping alone in a separate room?

Feeding
6. Was your baby breast or bottle fed at birth? If breast fed, for how long?

7. What influenced your decision about these particular feeding arrangements? How satisfied or comfortable were you with them?

Bedtime routines
8. Did your baby (ies) fall asleep alone or in someone’s company? Whose? Did this change over the first year of life? When and how? What were your reasons for choosing to do it this way?

9. Did your baby (ies) fall asleep at the same time as you or separately? What were your reasons for choosing to do it this way?

10. Did your infant(s) receive special bedtime activities (e.g., bedtime story, lullaby, bathing or tooth brushing routine)? Why or why not?

11. Did your baby (ies) use a security object (e.g., blanket or stuffed animal) for falling asleep? Why or why not?

12. If the interviewee has more than one child): Were there any differences in the sleeping and feeding arrangements for your first and later children?
   If no: What influenced your decision to stay with the same arrangements?
   If yes: What influenced your decision to change these arrangements?
Self regulation and executive function
Submit electronically using Google Docs.

Before conducting your observation, read:

Purpose.
- To refine skills in observation and using theory to make sense of observational data.
- To understand the importance of self-regulation to school and life success.
- To enhance understanding of school practices which promote self-regulation and executive function skills in children of all ages.

Assignment.

Part One: Gathering data through observation
Observe a child between two and ten years in a school setting. Productive times to observe self-regulation and executive function can include play time (for young children), open work time, transitions, meetings, etc. The start of the school day (an important transition) can provide helpful information as well.

Engage in detailed, focused looking. Take descriptive (not evaluative) notes of what you actually see. Do not place any particular meaning or analysis. Rather, focus on observable details.

Note any directions the teacher provides (before and during the activity; to individuals or group).
Note any materials and signs in the classroom that indicate aids to support self regulation and executive function.

Turn in a description of an episode which involves self-regulation and executive function. What are the demands on the child? How does he/she manage those demands? How is the environment organized to promote self regulation?

Part Two: Formal essay (5-7 pages)

Style. APA Style. Include an abstract. Third person voice. Reflection may use first person voice.

Your paper should have four sub-headings:

Introduction to the issues and literature review. Discuss the concepts in the literature that you are drawing upon for this paper. Use class readings as well as readings you select to deepen your understanding.

Method
- Setting. Age, setting, time of day, other significant contextual facts
Results
Provide your observational evidence organized by themes (an organizational template will be posted on the course web site). A narrative should accompany your data display. In this narrative walk the reader through the findings.

Analysis
Find reasonable meaning in your observations. What might the episode suggest or illustrate about the child’s self-regulation skills and executive function capacity? What supports are provided by the teacher to promote these skills? Make sure your analysis makes use of the theoretical literature.

Reflection
Choose a theme that helps you take your thinking and practice to the next level. These questions are designed to stimulate your thinking NOT to indicate a list of issues to which you must respond. This section of the paper provides an opportunity to ‘expand’ your thinking and consider the ways in which classrooms and schools promote self-regulation and executive function skills. For example,

- What classroom structures promote self-regulation and executive function?
- When is it helpful for the teacher to step in or stay out? In other words, how much and what kinds of other-regulation facilitates self-regulation?
- In what ways does close observation enhance your practice?
- Are there any contextual aspects you are aware of that make the child’s behavior particular to his or her culture, neighborhood, socioeconomic class and/or historical period?

Appendix: Observation write up

Assessment criteria. Students should demonstrate a deep understanding of the concept as evidenced by:

- Literature review provides a thoughtful integration of relevant literature
- Objective, detailed observation presented by themes with a narrative.
- Thoughtful analysis of findings, utilizing ideas from relevant readings to make sense of data
- Organized and clear writing; appropriate use of transitions between ideas and accurate writing mechanics (grammar, spelling, syntax)
- Abstract, citations and references in APA Style. (5-7 references)
- Selection of significant theme(s) for reflection. Communication of an informed point of view: How will you use developmental principles and knowledge to construct opportunities that support self-regulation and executive function?
Student-led discussion
This assignment has two parts:
1. Collaboratively prepare and co-lead class discussion (if you have a partner).
2. Use the assessment criteria to write an individual reflective analysis (2-3 pages). This is due as a google doc the week after your discussion.

Due: Date of assigned reading. See articles marked by ** in the syllabus.
You do not need to prepare reading notes for the article on which you are leading discussion.

Purpose.
● To achieve a graduate seminar in which students take responsibility for critically examining and discussing the reading.
● To practice translational child development, using developmental literature as a foundation for supporting children’s learning and growth
● To provide an opportunity for students to examine the complexity of teaching and learning by preparing, enacting, and analyzing a lesson.

Preparation.
● Decide what you think are the ‘big ideas’ in this reading and what content knowledge you want the class to understand (e.g., identify big ideas, consider what concepts might be confusing or difficult and plan accordingly, build on students’ prior knowledge).
● Create an educational plan to help your classmates consider not only the content knowledge but how these ideas translate into supporting children’s learning and growth.
● Your presentation and discussion should be designed to take approximately 30 minutes.
● Select instructional methods that will facilitate class understanding of both content and how to use that content (e.g., ‘lecturette’ on key ideas, PowerPoint presentation – do not read your PowerPoint slides! – handouts, demonstration, video footage, YouTube clips, questions for discussion, illustrative anecdotes or observations).
● Consider your assessment criteria. How will you know that students understand?
● Submit a plan (it can be a draft) of your discussion to me in time for me to provide feedback.

Assessment criteria:
● Clear communication of content knowledge, illuminating potentially difficult or confusing concepts
● Explicit connections between any activity and the concepts students should understand. Activity should ask students to make connections to the text.
● If you co-led this activity, what did you learn about collaboration?
● What did you want students to understand and/or be able to do? What is your evidence of student learning?
● Final reflections: What – if anything –would you revise?
Research project prepared as translational newsletter.
Upload an electronic copy to the newsletter folder on the course web site. Instructions for uploading are there.
Submit a hard copy on the last day of class.

Purpose. Educators must continuously examine new ideas about child development to intelligently inform practice and communicate effectively with colleagues, administrators and parents.

Choosing a topic. Select a narrow, well defined focus and/or question about which you have not written or led discussion. The topic should take you beyond required course readings.

Format for submission of topic
Title:
Statement of importance.
Sources. Provide a list of preliminary reference materials

Newsletter submission.
Prepare a 3-4 page newsletter that could appear in a school or museum parent communication. (See sample student newsletters in folder.)

The newsletter article should not be prepared in APA Style. Instead, cite sources the way a newspaper or magazine does (e.g., Researchers at Bank Street College recently identified...; Sameroff, a psychologist at the University of Michigan, describes a unified theory of development)

Upload your newsletter to the student newsletter folder on the course web site and also turn in a hard copy.

Provide a separate reference list in APA Style identifying your sources.

Presentation. Prepare a 5 minute presentation directed to a parent audience that you will deliver at the last class session. Consider how to engage your parent audience. What will you do to make it interesting? Thought provoking? Relevant? Consider this as another teaching opportunity. Practice giving this presentation!

Assessment criteria
- Communicates a well written and informed point of view, translating key ideas for a parent audience
- Style and design choices facilitate communication of ideas (e.g., format facilitates access to ideas, sections on frequently asked questions, further reading, illustrative anecdotes, tips to parents).
- Engaging focused presentation
- Newsletter acknowledges sources and provides an APA Style reference list including 8-10 relevant readings