HDFS 3113: Infant and Child Development  
Summer, 2020 (5W1)  
Department of Educational Psychology  
University of North Texas  

Online Beginning June 1st – July 2nd; Final Exam July 3rd  
Important Dates for 5W1:  
https://registrar.unt.edu/registration/summer-5w1-10w-and-8w2-sessions#5W1  

Instructor: Cynthia A. Frosch, PhD, IMH-E  
Office: Matthews Hall, 322-C  
Phone: 940-369-8369  
Email: cynthia.frosch@unt.edu  

“Virtual Office Hours” Available via Email/ Zoom/Phone  

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.  

Note regarding new online digital access: Any class-related recordings are reserved for use by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.  


HDFS 3113 Course Description: Growth and development of the child from conception through middle childhood, including the influence of the family and environment. Basic principles of physical, cognitive, and socio-emotional development will be covered.  

Learning Objectives: Students will be able to:  
1. Explore the basic developmental theories and key issues related to infants, toddlers, and early childhood.  
2. Recognize complementary connections between developmental domains that enable growth and development.  
3. Realize how parents, parenting, and the family system affect children’s development.  
4. Demonstrate an understanding of appropriate developmental expectations for infants and children.  
5. Integrate research and theory to inform practice when working with infants and children.  
6. Use critical thinking and reflection to assess information, examine personal assumptions, and gain skills essential for learning and development.
Course Requirements:

1. **Weekly Module Learning Checks (45 points each; 225 points total; due each SUNDAY at 11:59pm; except for the Week 5 Module Learning Check, which is due on FRIDAY at 11:59pm).** Check your reading and learning by completing each week’s Module Learning Check. These Module Learning checks may include multiple choice, matching, true/false, fill-in-the-blank, and short answer questions. You may use your textbook, notes, and all supplemental module material (e.g., videos; additional readings) to complete each week’s Module Learning Check. Time limit = 90 minutes; 15-20 questions.

2. **Learning Journal Posts and Replies (30 points each for Modules 1-4; 120 points total; initial posts due each THURSDAY at 11:59pm).** In these Discussion posts, you will have an opportunity to share what interested you and what challenged you from this week’s module material. You will also have an opportunity to share new connections/insights gained from the readings and supplemental material/videos. You are welcome to use each day’s “Reflect” question(s) to help get you started.

   **Learning Journal Replies. (Due the FOLLOWING MONDAY at 11:59pm)**
   Take an opportunity to review your fellow Learning Community members’ posts (5-7 students per community) each week to identify areas of similarity, difference, and curiosity before taking each week’s Module Learning Check. Respond to at least TWO peers’ posts. Your replies should be thoughtful, tied directly to course material, and include questions for your peers that deepen the conversation. Imagine you are participating in an in-class small group discussion. What questions might you ask to learn more about others’ perspectives? And how can you extend the week’s module material (textbook readings, supplemental material), by bringing it into the “conversation?” Rotate your responses to peers each week so that you have an opportunity to engage with all members of your Learning Community.

3. **Mini Research Project (75 Points). Multiple Due Dates.**

   **Weeks 1 & 2: Develop Your Research Question (10 points; due THURSDAY, June 11th at 11:59pm)**
   1. Take a look through your textbook, review the syllabus, and think about why you enrolled in this course. Then develop a specific research question (RQ) related to infant or child development. When writing your question, consider interrelationships among the various developmental domains we will study this semester (i.e., physical, motor, social, emotional, cognitive, moral, language). In addition, consider the age(s) of the children you are interested in understanding. Focus on infancy through middle childhood for the purposes of this assignment.

   Examples of specific research questions Dr. Frosch might ask if completing this assignment include: How does early child care relate to infant-parent attachment security? How does participation in gifted and talented education in elementary school relate to children’s social development? How does father involvement during early childhood relate to the development of children’s behavior problems?

   2. Post your specific research question to the discussion board by THURSDAY, June 11th at 11:59 pm.

   Then take a few minutes to read your peers’ RQ posts and get a sense of others community members’ interests.
Week 3: Conduct Your Library Research & Start Reading Your Articles
   Locate 3 empirical research studies, published in peer-reviewed journals during the last 10 years (2010-2020), that address your specific topic. The articles selected for this project should include an Abstract, Methods, and Results section. Do not include book chapters, meta-analyses, or literature review articles. The Psycinfo database at UNT may be very helpful to you. But there are many other databases that will work as well.

Week 4: Summarize & Synthesize - Discussion Board Post (50 points; due SUNDAY, June 28th at 11:59pm).
1. Start your post by stating your specific Research Question (RQ) at the top.
2. Then, list the key findings from the 3 articles you read. Use your own words to summarize the research, rather than using quotations from the article. Use APA citation format when referring to specific studies.
3. Next, briefly summarize what you learned across the 3 studies.
4. Generate some questions that could help guide next steps for researchers.
5. Conclude by suggesting at least 1 way these findings could be used in practice by parents, educators, and/or practitioners.
6. List your references, following APA-style (note that APA indentation on subsequent lines in References may not work for you in a Canvas Discussion Board – that is ok!)

Week 5: Learning from Our Community - Discussion Board Replies (15 points; due THURSDAY, July 2nd at 11:59pm)
1. Reflect on what you learned from other students’ Mini Research Project posts.
2. How might you apply this new knowledge in your own life and work? Reply with your insights and questions via the Discussion Board.

SUMMARY OF COURSE REQUIREMENTS:

Module Learning Check 1 /45 points
Module Learning Check 2 /45 points
Module Learning Check 3 /45 points
Module Learning Check 4 /45 points
Module Learning Check 5 /45 points
Module 1 Learning Journal Post/Replies /30 points
Module 2 Learning Journal Post/Replies /30 points
Module 3 Learning Journal Post/Replies /30 points
Module 4 Learning Journal Post/Replies /30 points
Mini Research Project /75 points
   Research Question (10 points)
   Research Summary & Synthesis (50 points)
   Reflection & Replies (15 points)

Total Possible Points /420 points
Final Course Grading Scale:
A = 378+ points  B = 336 - 377
C = 294 - 335  D = 252 - 293  F = below 252

THERE IS NO EXTRA CREDIT AVAILABLE FOR THE COURSE. Borderline grades may be rounded up to the next letter grade at instructor’s discretion, based on overall course engagement and/or the patterning of grades across the semester. If, at any time, you are concerned about your grade in the course, please make an appointment to speak with me. There are many resources available at UNT to help you succeed!

LINKS FOR SUCCESS

CANVAS: https://unt.instructure.com/

UNT Student Help Desk: 940-565-2324; https://it.unt.edu/helpdesk

Library: http://www.library.unt.edu/
If you are unfamiliar with the UNT library system, electronic databases, etc., consider attending a library tour and orientation. Please check the UNT library website for scheduled times: www.library.unt.edu.

Student Counseling Services:
http://studentaffairs.unt.edu/individual-counseling (Individual Counseling)
http://studentaffairs.unt.edu/counseling-testing-services#programs (Other programs and services)

Student Learning Center:
https://learningcenter.unt.edu/ (General)
http://learningcenter.unt.edu/studentresources (Student resources)

UNT Food Pantry: https://deanofstudents.unt.edu/resources/food-pantry

Dean of Students Office: https://deanofstudents.unt.edu/resources
  DOS lists a range of resources available to Students, Faculty, Staff, and Parents!
  Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support.

UNT Writing Center (Sage 150): 940-565-2563
https://writingcenter.unt.edu/welcome-unt-writing-center

Opportunities to Learn More About Children and Families
Home Instruction for Parents of Preschool Youngsters (HIPPY): http://hippy.unt.edu
Zero to Three: www.zerotothree.org
First3Years: www.first3yearstx.org
National Council on Family Relations: https://www.ncfr.org/

Key Dates for the Semester (Add/Drop/Withdraw) can be found here:
http://catalog.unt.edu/content.php?catoid=21&navoid=2287
TIPS FOR SUCCEEDING IN HDFS 3113

1. LOG IN to CANVAS every day https://unt.instructure.com/ and CHECK your UNT email each day. View any/all written and video Announcements each and every day.

2. READ the syllabus and the assignment guidelines carefully. If you read and follow all instructions carefully, you will complete all the major requirements for the course. Everything you need to know about the class (i.e., detailed course schedule, my contact information) is provided in the syllabus.

3. ASK for help when you need it. Please take your success, health, and wellness seriously and seek out support as needed. You are not alone and COVID-19 has created unique challenges to learning and well-being for many students.
   http://studentaffairs.unt.edu/counseling-testing-services#programs
   http://studentaffairs.unt.edu/student-health-and-wellness-center#programs

4. MEET all deadlines. This 5W1 class is fast paced! Plan ahead to be sure that your assignments post in advance of the due date/time. Networks can and do fail.

5. CONTACT the UNT help desk with any questions related to Canvas, Turnitin, and/or technology.
   http://it.unt.edu/help-desk-resources-students; http://it.unt.edu/helpdesk

COURSE POLICIES

RESPECT FOR OTHERS IN CLASS. The University of North Texas values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution, responsive leadership and prepare us for the complexities of a pluralistic society. As such, the University of North Texas is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success.

Students are expected to listen to and respect each other’s insights throughout the course. During the course, students may be asked to work in pairs or small groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution.

RESPECT FOR STUDENTS AS INDIVIDUALS. As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. If these change at any point during the semester, please do let me know.

ADDITIONAL UNIVERSITY POLICIES

ACADEMIC DISHONESTY. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond
those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior may be referred to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: essc.unt.edu/registrar/ferpa.html

STUDENT PERCEPTIONS OF TEACHING (SPOT). Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT. The University of North Texas endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to https://success.unt.edu/
5W1 Schedule: HDFS 3113

Module 1 - Week 1 (Monday, 6/1 – Sunday, 6/7): Textbook Chapters 1, 2, & 3

Monday, 6/1
Read Chapter 1: An Introduction to Child Development
Explore Today’s Deep Dive Topic: Conducting Library Research
   New to Library Research? Start here:
   https://guides.library.unt.edu/c.php?g=941651&p=6787125
   Explore the Psycinfo database* in preparation for your research project:
   https://iii.library.unt.edu/record=e1000133~S12
Reflect: Am I prepared to use the UNT library to find the kinds of studies required for this semester’s Mini Research Project? What resources and supports do I need to be successful this semester? Do I have the time available to devote to the course? *Note: There are many other library databases available to you!

Tuesday, 6/2
Read Chapter 2: Theoretical Perspectives and Research
Explore Today’s Deep Dive Topic: Learning About & Applying Developmental Theories
   View two different web-based “lessons” on developmental theories:
   https://www.youtube.com/watch?v=BI2hrSRbmHE
   https://www.youtube.com/watch?v=aYCBdZLCDBQ
   Read Today’s Featured Article
Reflect: Do you think the Sprouts videos were accurate and effective in teaching the content? Why or why not? How can developmental theory inform research and practice related to infant and child development during COVID-19?

Wednesday, 6/3
Read Chapter 3: The Start of Life: Genetics and Prenatal Development
Explore Today’s Deep Dive Topic: Epigenetics and Child Development
   View This Video on Epigenetics: https://developingchild.harvard.edu/science/deep-dives/gene-environment-interaction/
   Read This Article on Epigenetics and Child Development and View the Infographic:
   https://developingchild.harvard.edu/resources/what-is-epigenetics-and-how-does-it-relate-to-child-development/
Reflect: How can a basic understanding of epigenetics help shift the way we think of gene-environment interactions and child development?

Thursday, 6/4
Catch-Up on Reading and Module Content
*Post Your Module 1 Learning Journal to the Discussion Board (DUE THURSDAY 6/4 at 11:59PM)
Module 2 - Week 2 (Monday, 6/8 – Sunday, 6/14) -- Textbook Chapters 4, 5, & 6

**Friday, 6/5 – Sunday, 6/7**

**Review** All Module Content

*Complete* the Module 1 Learning Check DUE SUNDAY, 6/7 at 11:59pm

**Monday, 6/8**

**Read** Chapter 4: Birth and the Newborn Infant

**Explore** Today’s Deep Dive Topic: Newborn Assessments

- View this Instructional Video on the Apgar Scale: [https://www.youtube.com/watch?v=cQKaTCMFjwc](https://www.youtube.com/watch?v=cQKaTCMFjwc)
- View/Read more about the NBAS here: [https://www.youtube.com/watch?v=ZisX_F6HAfE](https://www.youtube.com/watch?v=ZisX_F6HAfE)
- [http://www.childrenshospital.org/research/centers-departmental-programs/brazelton-institute/nbas](http://www.childrenshospital.org/research/centers-departmental-programs/brazelton-institute/nbas)

**Reflect:** How are the APGAR and NBAS similar and different? What do these assessments tell us about newborn infants?

*Post* Your Module 1 Learning Replies to the Discussion Board DUE MONDAY, 6/8 at 11:59PM

**Tuesday, 6/9**

**Read** Chapter 5: Physical Growth and Health

**Explore** Today’s Deep Dive Topic: Motor and Perceptual Development and the Interrelatedness of Developmental Domains

- View This Video on Motor and Perceptual Development (featuring Dr. Karen Adolph’s Lab at NYU): [https://www.youtube.com/watch?v=WanGt1G6ScA](https://www.youtube.com/watch?v=WanGt1G6ScA)

**Reflect:** How does children’s motor development (gross; fine) relate to other aspects of children’s development, including cognitive, language, social, and emotional development?

**Wednesday, 6/10**

**Read** Chapter 6: Cognitive Development: Piaget and Vygotsky

**Explore** Today’s Deep Dive Topic: Theory and Research on Early Cognitive Development

- View This Video on Piagetian Conservation Tasks: [https://www.youtube.com/watch?v=gnArvcWaH6I](https://www.youtube.com/watch?v=gnArvcWaH6I)
- View This Video on Infants’ Responses to Magical and Real Events: [https://www.youtube.com/watch?v=b1tQOR5L0iI](https://www.youtube.com/watch?v=b1tQOR5L0iI)

**Reflect:** How have researchers innovated to study young children’s cognitive development?

**Thursday, 6/11**

**Catch-Up** on Reading and Module Content

*Post* Your Module 2 Learning Journal to the Discussion Board DUE THURSDAY 6/11 at 11:59PM

*Post* Your Mini Project Research Question to the Discussion Board DUE THURSDAY 6/11 at 11:59pm
Friday, 6/12 – Sunday, 6/14

Review All Module Content
*Complete the Module 2 Learning Check DUE SUNDAY, 6/14 at 11:59PM

**Module 3 - Week 3 (Monday, 6/15 – Sunday, 6/21) – Textbook Chapters 7, 8, & 9

Monday, 6/15

Read Chapter 7: Cognitive Development: Information Processing

Explore Today’s Deep Dive Topic: “Thinking” More About Young Children’s Thinking

View Two Videos on the Amazing Minds of Babies:
  https://www.ted.com/talks/laura_schulz_the_surprisinglylogical_minds_of_babies
  https://www.ted.com/talks/alison_gopnik_what_do_babies_think

Reflect: How has research helped us to discover the depth and breadth of young children’s cognitive development?

*Post Your Module 2 Learning Replies to the Discussion Board DUE MONDAY, 6/15 11:59PM

Tuesday, 6/16

Read Chapter 8: Language Development

Explore Today’s Deep Dive Topic: Language and Bilingualism: Research, Policy, & Practice

View this popular TedTalk on Language Development by Dr. Patricia Kuhl (former 2033 students of mine may recognize this video!): https://www.youtube.com/watch?v=M-ymanHajN8

View this brief video on Bilingualism and the Brain:
https://www.ted.com/talks/mia_nacamulli_the_benefits_of_a_bilingual_brain

Review Dr. Castro’s practice/policy brief here:
https://ccf.utdallas.edu/media/Castro_Briefs.pdf

Reflect: How can we best support young children’s language development from birth and what unique challenges and opportunities may be faced by dual language learners?

OPTIONAL: Interested in learning more about early education & bilingual language learners?

View this video presentation (NOT captioned) by Dr. Dina Castro
https://www.youtube.com/watch?v=FoGyegwn8dI&feature=youtu.be

Dr. Castro’s presentation slides are available here:

Wednesday, 6/17

Read Chapter 9: Intelligence

Explore Today’s Deep Dive Topic: Early Intervention and Intelligence

Learn about the Abecedarian Project
https://www.youtube.com/watch?v=8YyZ8FkFsK4
https://www.pbs.org/wgbh/nova/article/science-of-preschool/
https://www.youtube.com/watch?v=fXf3CCyhLGU

Reflect: How can environmental factors (such as early intervention) support or undermine children’s intellectual development?

Thursday, 6/18

Catch-Up on Reading and Module Content

*Post Your Module 3 Learning Journal to the Discussion Board DUE THURSDAY 6/18 at 11:59PM
Friday, 6/19 – Sunday, 6/21
Review All Module Content
*Complete the Module 3 Learning Check DUE SUNDAY, 6/21 at 11:59PM

Module 4 - Week 4 (Monday, 6/22 – Sunday, 6/28) – Textbook Chapters 10, 11, & 12

Monday, 6/22
Read Chapter 10: Social and Emotional Development
Explore Today’s Deep Dive Topic: Temperament and Emotional Development in Early Childhood
   View This Video on Toddlers’ Responses to Anger
   https://www.youtube.com/watch?v=7FC4qRD1vn8
   View This Video on Infant Temperament: https://www.youtube.com/watch?v=fAmyt5gRd3k
Reflect: How might children’s temperament impact parenting/caregiving behavior? What is the role of early relationships with parents and caregivers in supporting children with differing temperaments?
*Post Your Module 3 Learning Replies to the Discussion Board DUE MONDAY, 6/22 11:59PM

Tuesday, 6/23
Read Chapter 11: Development of the Self
Explore Today’s Deep Dive Topic:
   View This Video on “The Shopping Cart” Study and Awareness of the Self:
   https://www.youtube.com/watch?v=k-rWB1jOt9s&list=PL77CAB2E3A52296C1
   View This Video on “Scale Errors” and Awareness of Self
   https://www.youtube.com/watch?v=OtnqSHTz-cc&list=PL77CAB2E3A52296C1&index=2
Reflect: What development changes are present in children’s self-awareness? What clever methods have researchers developed and used to explore children’s awareness of self?

Wednesday, 6/24 (No Deep-Dive Today: Research Summaries Due This Weekend!)
Read Chapter 12: Gender and Sexuality (pp 326-336 only)
Explore Today’s Mini-Topic: The Development of Gender Stereotypes and Expectations
https://www.youtube.com/watch?v=mv6VwQMn-EQ
Reflect: How do families, schools, and the media contribute to children’s understanding of gender?

Thursday, 6/25
Catch-Up on Reading and Module Content; Focus on Your Research Summaries
*Post Your Module 4 Learning Journal to the Discussion Board (DUE THURSDAY 6/25 at 11:59PM)

Friday, 6/26 – Sunday, 6/28
Review All Module Content
*Complete the Module 4 Learning Check DUE SUNDAY, 6/28 at 11:59PM
*Post Your Mini Research Project Summaries to the Discussion Board on Canvas (DUE SUNDAY, 6/28 at 11:59PM)
Module 5 - Week 5 (Monday, 6/29 – Friday, 7/3) – Textbook Chapters 13, 14, & 15

Monday, 6/29
Read Chapter 13: Moral Development and Aggression
Explore Today’s Deep Dive Topic: Moral Development and Bystander Behavior
Learn About Dr. Paul Bloom and colleagues’ research on the Moral Lives of Babies in these two video clips:
https://www.youtube.com/watch?v=FRvVFW85lCw
https://www.youtube.com/watch?v=HBW5vdhr_PA
Reflect: What factors contribute to moral development across childhood and how has new research helped us question the moral lives of young children?
*Post Your Module 4 Learning Replies to the Discussion Board DUE MONDAY, 6/29 at 11:59PM

Tuesday, 6/30
Read Chapter 14: Friends and Family
Explore Today’s Deep Dive Topic: Fathering, Gatekeeping, and the Family System
View This Video on Fathering: https://www.youtube.com/watch?v=y2HG9rgpRpl
Read this popular press article on Fathering and Gatekeeping: https://www.nytimes.com/2019/06/16/well/family/dad-shaming-parenting-judgment.html
Reflect: What role do fathers play in children’s development? How can mother/partners support fathers’ involvement within the family?

Wednesday, 7/1
Read Chapter 15: Schooling, Culture, and Society: Living in a Multicultural World
Explore Today’s Deep Dive Topic: Issues and Opportunities in Education
View Two Videos on Sudbury Schools: An Alternative Approach to Education
https://www.youtube.com/watch?v=PmYZ9WUePP0
https://www.youtube.com/watch?v=1xe0s9nmF9Q
View Two Video Clips on Implicit Bias in Early Education
https://www.youtube.com/watch?v=ucEAcIMk50c
https://www.youtube.com/watch?v=EQqAQgBwJxY
Reflect: How might children’s diverse educational experiences – from early childcare through middle childhood – shape their developmental trajectories? And how can schools and educators promote equity, access, and inclusion for all students?

Thursday, 7/2 – Friday 7/3
Catch-Up on Reading and Review all Module content
*Post Your Research Project Replies to the Discussion Board DUE THURSDAY, 7/2 at 11:59PM
*Complete the Module 5 Learning Check DUE FRIDAY, 7/3 at 11:59PM

THE END.

Like this course and want to DISCOVER MORE about children and families? Become an HDFS Major/Minor/Accelerated Master’s Degree Student!