EDC 2500: Psychological Foundations of Education

Course Description:This course provides an overview of human development from conception to adolescence and its application to teaching and learning. It focuses on historical and contemporary theories of childhood development. Learning is considered in relation to biological factors, child and family factors, program factors and sociocultural factors, particularly in diverse urban settings. Children's physical, cognitive, communicative, social, and emotional development is explored as contributors to and as consequences of learning experiences. This course includes a Child Abuse Recognition training that leads to a certificate to be applied toward NYS Teaching Certification.

This course is designated as a CUNY Pathways Major Gateway course for Early Childhood/Childhood/Secondary Education and thus, guarantees automatic transfer into an Early Childhood/Childhood/Secondary Education major across CUNY colleges and programs. This course requires a minimum of 15 hours of fieldwork that support the learning outcomes of a Psychological Foundations in Education course.

Learning Outcomes: Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning experience. Key learning outcomes for this course are:
- To understand the major theorists and their contributions to the discovery of child and adolescent physical, cognitive, social and emotional development.
- To understand physiological, cognitive, social, and emotional development within each age level from conception through adolescence.
- To understand that research in psychological development is ongoing and that discoveries in areas such as neuro-diversity, identity and how biological and environmental factors interact is continually challenging prior knowledge and research findings.
- To evaluate what is considered optimal in terms of processes, such as child-rearing and related child outcomes according to different cultural norms and values.
- To understand that development is affected by variables such as race, class, gender, and culture.
- To apply theoretical knowledge to increase and improve skills for working with a diverse population of students.
- To critique theories of child development according to how they apply to children and families from diverse cultures including how research on psychological development reflects the socio-cultural norms and assumptions of the researchers and participants.
- To understand the essential issues of child development by analyzing the role of family, community, and school as well as the impact of larger social contexts (i.e., race, class, and culture).
- To address how urban educational environments may impact learning and development.
- To examine how institutions such as schools, childcare and social welfare agencies serve children and families, given what is known about child development.

Scope and Sequence:

Week Number(s) and Topics	Objectives	Activities	Resources
Week 1 - 2: What is the study of human development?/ Connecting the study of development to personal experience	-Students will utilize personal experiences in reflecting on the definition of the study of human development (i.e., a science that seeks to understand how people change or remain the same over time) and the underlying principles of the lifespan perspective (i.e., development being lifelong, multidirectional, multidimensional, multicontextual, multicultural, plastic, and multidisciplinary). -Students will conduct interviews and analyze responses to understand the impact of context and culture on development. -Students will engage in argumentative writing or debating regarding key assumptions in the study of human development, including assumptions about human nature, causes of development, role of the individual, stability vs. change, continuity vs. discontinuity, universality vs. context specificity.	Students will read *What is Development?* and *Lifespan Perspectives* in Unit 1 of [What is Development? – Human Development (pressbooks.pub)](). Students will create visuals that define development <u>and</u> showcase their experiences or observations of development characterized as any of the following: lifelong, multidirectional, multidimensional. multicontextual, multicultural, plastic, multidisciplinary. Students will present their visuals in small groups and discuss take-aways. After reading *Contextualism as Paradigm*, *Domains of Development*, as well as *Contextual Perspectives and Poverty Level* in Unit 1 of [What is Development? – Human Development (pressbooks.pub)](), students will interview either someone from a culture other than their own or someone from a different generation. Students will ask about the interviewee's unique cultural or generational experiences. Students will write in their journals about lessons learned regarding the impact of context/culture on development. After reading about assumptions that guide the study of human development in Unit 1 of [What is Development? – Human Development (pressbooks.pub)](), students will work in small groups to pick one assumption that resonates with them and their experiences. In those groups, students will find supporting research articles to create cohesive arguments as to why their assumption is credible. Students will present their argument to the class. (Note: If students pick opposing sides - e.g., if one	[What is Development? – Human Development (pressbooks.pub)]() *Note that Unit 1 is the unit that focuses on answering the question - What is development? Click on Unit 1 under content.

		group chooses to focus on development being shaped mostly by nature and another on development being shaped mostly by nurture - this assignment can be developed into a debate.)	
Weeks 3 - 5: Theories of Child Development	-Students will research and present main tenets of the following theories: psychoanalytic (Freud and Erikson), behaviorism (Pavolv, Watson, Skinner, Bandura), cognitive theory (Piaget and information processing), socio-cultural (Vygotsky), and evolutionary. -Students will collectively analyze the assumptions (discussed during Weeks 1 and 2) that are evident in psychoanalytic, behaviorist, cognitive, socio-cultural, and evolutionary theories. -Students will sequence historical highlights of developmental science. -Students will analyze how their educational experience connects to behaviorism. -Students will reflect on their own lives utilizing Brofenrenner's Ecological Model.	-Students will work in small groups to research main tenets of a specific theory (psychoanalytic/behaviorism /cognitive/sociocultural/ evolutionary). Each group will focus on a different theory and each group will present their findings to the class. (Some sources are in the next column) -After each presentation, the class will analyze the assumptions (discussed during Weeks 1 and 2) that are evident in each theory. -Utilizing the deliverables for the theorist presentation, as well as the *Historical Theories of Development* and *Contemporary Theories on Development* sections of Unit 1 in What is Development? – Human Development (pressbooks.pub), students will collectively create a timeline of historical highlights of developmental science. -Students will read Behaviorism – Social Foundations of K-12 Education (pressbooks.pub). Inspired by the chapter, students will analyze how their own classroom, school, and educational experience connects to behaviorism. -After studying Bronfenbrenner's work, students will journal about their life/experiences in relation to the Ecological Model.	Psychoanalytic (Freud): Updating Freud's Psychology	Psychology Today Psychoanalytic Theory & Approaches – American Psychoanalytic Association (apsa.org) Psychoanalytic (Erikson): Erikson's Stages of Development (verywellmind.com) Behaviorism: Behaviorism (edtechbooks.org) Cognitive Theory: Piaget Cognitive Stages of Development (webmd.com) Cognitivism (edtechbooks.org) Socio-cultural theory: Vygotsky's Sociocultural Theory (manchester.ac.uk)

| | | | Evolutionary theory: [Evolutionary Psychology | Psychology Today](#)

[What is Development? – Human Development (pressbooks.pub)](#)

Behaviorism in the Classroom: [Behaviorism – Social Foundations of K-12 Education (pressbooks.pub)](#)

Brofenbrenner: [Bronfenbrenner's Ecological Systems Theory (simplypsychology.org)](#) |
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| Weeks 6 - 7: Prenatal Development and Birth | -Students will analyze cultural attitudes about pregnancy and birth, including their potential impact on development.

-Students will apply their knowledge of prenatal development, environmental risks/teratogens, and birthing options to provide sound advice to expecting mothers.

-Students will explore the injustices that black mothers face in the healthcare | -The teacher will bring in several greeting cards about pregnancy and birth. Students will analyze cultural attitudes that are reflected in the cards. Utilizing the theories of development studied last week, students will analyze the potential effect of these attitudes on child development.

-After reading about prenatal development and environmental risks in pregnancy in [Prenatal Development – Parenting and Family Diversity Issues (pressbooks.pub)](#), as well as various [birth options](#), students will work in groups to create pamphlets for expecting mothers, informing them about their baby's developmental milestones in utero, environmental risks and teratogens, as well as birth options. | [Prenatal Development – Parenting and Family Diversity Issues (pressbooks.pub)](#) *Note: Relevant information is found under *VI. Developmental Milestones: Prenatal Development*

[What Happens During Childbirth? | Right as Rain by UW Medicine](#) |

	system. Students will define the problem, contextualize it, and offer research-based solutions. -Students will reflect on lessons learned within their journals.	-After watching the PBS video of black women facing disproportionately high rates of maternal mortality and researching about the work of the CMQCC, students will work in small groups to define the problem, discuss the factors that contribute to it, and what can be done to ameliorate it. -Students will reflect in their journal about surprises or take-aways regarding content learned about prenatal development and birth.	American Black women face disproportionately high rates of maternal mortality | PBS NewsHour Who We Are | California Maternal Quality Care Collaborative (cmqcc.org)
Week 8: The First Two Years	-Students will analyze cultural similarities and differences across contexts in relation to their impact on child development in the first two years of life. -Students will analyze how specific caregiver/baby interactions influence attachment style. -Students will select developmentally appropriate educational materials for babies and justify their choices utilizing articles and videos from class.	-Students will watch the documentary Babies. (It can be bought/rented from YouTube and Amazon Prime). Students will discuss the following - What was unique about the birthing experience for each baby? What kind of developments did you see in all of the babies, regardless of their culture? What kind of unique experiences did each baby have? How did these experiences shape their development? -Students will read about attachment and discuss main tenets of attachment theories. Students will analyze the parent/caregiver interactions within the Babies documentary. In small groups, they will discuss how these interactions influence attachment style. -Using the images and the text within How babies develop in the first two years of life to orient themselves with developmental milestones in the first two years. Utilizing this information, students will create a design of a play space for a baby of a specific age. They will justify their choices using the information presented within the article.	Babies - YouTube Attachment Theory: Bowlby and Ainsworth's Theory Explained (verywellmind.com) How babies develop during the first two years of life: A month-by-month guide | Science | EL PAÍS English (elpais.com)
Weeks 9 - 11: Early Childhood	-Students will summarize the needs of children in early childhood, as well as major cognitive,	-After Harvard's exploring the Center on the Developing Child's videos and list about the importance of safe and supportive environments for children, students will	Three Core Concepts in Early Development (harvard.edu)

socio-emotional, and physical developments.

-Students will draw connections between contemporary understandings and expectations of child development and classical theories in relation to early childhood.

-Students will evaluate current social policies and their impact on young children.

-Students will describe a situation or design an activity that teaches about race to young children in a just and developmentally appropriate manner.

-Students will understand the unique situations that immigrant families face and the way that these situations impact child development.

-Students will observe, define, and describe the importance of play in early childhood. | work in groups to make a slogan that sums up the needs of children in their early development. Each group will present their slogan and their reasoning for it.

-Students will make a "What to Expect" pamphlet for parents of children in early childhood after studying major developmental milestones.
-Students will explore the connection between theories studied during weeks 3 - 5 and the CDC developmental milestones list. Encourage students to trace connections between Piaget's preoperational stage and the CDC list.

-After watching the Center on the Developing Child's video about the importance of policies that protect children (particularly in early childhood development), students will research current policies and evaluate their impact on healthy development. Students will work in small groups and each group will evaluate a different policy. Each group will present their policy and its potential impact on child development to the class.

-Students will read "Children are not colorblind" (Scroll down the page a little until you find this reading). After reading the article, students will discuss the following questions: What are the problems of teaching children about being colorblind? How can we teach young children about race? Students will describe a situation or design an activity in small groups that teaches about race in a just and developmentally appropriate manner. Students will share their work with the class.

-Students will watch "The Confusing Lives of Chinese-American Babies" and discuss the following questions - Why do satellite children exhibit behavioral problems in the | 8 Things to Remember about Child Development - Center on the Developing Child at Harvard University

CDC's Developmental Milestones | CDC

Brain Hero (harvard.edu)

Laws & Policies | The Administration for Children and Families (hhs.gov)

Talking About Race Search | National Museum of African American History and Culture (si.edu)
*Scroll down a bit until you find the "Children are not Colorblind article."

The Confusing Lives of Chinese-American 'Satellite Babies' - The Atlantic - The Atlantic

The Case of Brain Science and Guided Play: A Developing Story | |

		classroom? What reasons (list at least 2) would parents have to have satellite babies? What resources can help these families? -Students will read The Case of Brain Science and Guided Play: A Developing Story. Students will observe individually tune into children playing in their everyday contexts. Utilizing the information from the article, they will answer the following questions - What did you observe? Why is this considered play? Why is play important in early childhood development?	NAEYC
Week 12: Middle Childhood	-Students will draw connections between contemporary understandings and expectations of child development and classical theories in relation to middle childhood. -Students will research to build an understanding of elementary schools in their neighborhoods and their potential impact on development of children in middle childhood. -Students will complete the NY Mandated Reporter Training for Child Abuse and Neglect and reflect on the experience.	-Students will explore the connection between theories studied during weeks 3 - 5 and the CDC developmental milestones list that focuses on middle childhood. (Note make sure that you click on 6-8, as well as 9-11 in the margins to get the complete picture). Encourage students to trace connections between Piaget's Concrete Operational stage and the CDC list. -Students will make a map of the elementary schools in their neighborhood. Then, students will collect data about who the students are that attend the various schools and the curricula used to teach. (Think about diversity in a broad manner, considering ethnicity, special needs, gender, socio-economic status, etc.) Utilizing the theories that the class learned about during weeks 3 - 5, students will describe the potential impact of schooling on child development in middle childhood in your context. -Students will complete the NY Mandated Reporter Training for Child Abuse and Neglect. (See the bottom of this document for more details). Once the training is complete, students will journal about lessons learned.	Middle Childhood (9-11 years old) | CDC *Note: Make sure that you click on 6-8, as well as 9-11 in the margins to get the complete picture. Note: See the bottom of the document for information regarding the mandated reporter training for child abuse and neglect.
Week 13:	-Students will draw	-Students will analyze the CDC	Young Teens

Adolescence	connections between contemporary understandings and expectations of development in adolescence and their own experiences. -Students will understand the brain changes that occur in adolescence and their implications for healthy development. -Students will evaluate the role of culture in impacting adolescents' mental health.	developmental milestones of adolescents. (Make sure to click on young teens and teenagers in the margin to get a complete picture) by reflecting on how the milestones relate to their experience - Which of these milestones do you identify with? Which milestones seem to be missing? Which ones seem off? -After watching Why the teenage brain has an evolutionary advantage, students will reflect on the following questions - What type of changes occur in the brain in teenage years? How can healthy development be supported in adolescence? -After watching clips of an interview with Gabor Mathe on the myth of normal and reading the World Health Organization's report on the mental health of adolescents, students will explore the questions: To what extent is the mental health of adolescents impacted by our culture? What can be done to ameliorate the issue?	(12-14 years old) | CDC *Note: Make sure to click on young teens and teenagers in the margin to get a complete picture. (70) Why the teenage brain has an evolutionary advantage - YouTube Gabor Maté in Conversation with Tara Westover: The Myth of Normal (youtube.com) Mental health of adolescents (who.int)
Week 14: Understanding that Research is Ongoing	-Students will understand that research concerning human development is ongoing. -Students will research about a topic of interest.	-It is important for us to understand that research in psychological development is ongoing and that discoveries in areas such as neuro-diversity, identity, and how biological and environmental factors interact is continually challenging prior knowledge and research findings. One great resource with updated information is the American Psychological Association. For this assignment, you will search for an article of interest on the APA website. The Topics tab, as well as the News/Advocacy tabs may be good places to start. Please find an article of interest that helps you understand the impact of larger social contexts (i.e., race, class, gender, and culture) on development. You will present your article to the class, highlighting the key features of the article that you selected.	American Psychological Association (APA)

		Note: Please encourage your students to research a topic of interest. Ask them to reflect on their favorite part of the course before selecting a research topic.	

Information about Completing the NY State Mandated Reporter Training for Child Abuse and Neglect: Please complete this training before the end of our course. You can take this <u>free training online</u> through NY State's Education Department. Once you complete it, the state will email you a certificate, then you can keep this certificate and forward me the certificate for course credit. This certificate is required for many jobs in education, health care, and other fields where you encounter children and families, so it is very useful to have!

If you have already completed this Mandated Reporter training, you do not need to take it again. Instead, just email me your completion certificate so that I can give you credit for this.

To complete the approximately 2-hour training, please follow the steps below.
 You will need to do this on a laptop or computer where you can hear the audio (not a tablet or phone).

1. The first step is to create an "HSLC account" for the STARS system that runs the training, and to indicate that you want to take the Mandated Reporter Training. Creating this account will allow you to take the training. Please read and follow each step of the detailed instructions located here (click the link or paste this link into your browser):
<u>https://www.nysmandatedreporter.org/files/Mandated%20Reporter%20Self-Directed%20Registration%20for%20New%20HSLC%20User.pdf</u>

2. As described in the directions in the link above, you create your account by going to <u>https://www.hslcnys.org/hslc/</u> and clicking "Create Account" and then entering your personal information. Enter "none" for all of the Agency information, and at the bottom check "Yes" that you are "requesting to take the Self-Directed Mandated Reporter Training." For "Discipline" select "Education" from the drop-down menu, and finally choose "English" to take the training (though there is a Spanish-language training, only English allows you to get the official certification).

3. Next, you will receive an email with instructions t o verify your email address. Once you do this, you can login to the system (with your email and password) to setup your own password. While logged into your account, click the tab "User" at the top of the page, and then "Registration" to find the Mandated Reporter training. Click the "Show Course Detail" button under Open/Close for the course: "Mandated Reporter Web-Based On-Line." Then click the icon to start the training.

4. After you complete the training, you will receive an email with your completion certificate. Store this certificate in a safe place for when you need it. To receive your course credit, please forward this certificate to me via email.

Lesson Observation and Critique: You will watch a video of a lesson designed for the age group that you plan on teaching. Discuss how the teacher's techniques are encouraging development in the child. Discuss how the teacher's choices of language, scheduling, materials, and activity encourage biosocial, psychosocial, and cognitive development.

APA Article Summary and Discussion: It is important for us to understand that research in psychological development is ongoing and that discoveries in areas such as neuro-diversity, identity and how biological and environmental factors interact is continually challenging prior knowledge and research findings. One great resource with updated information is the American Psychological Association. For this assignment, you will search for an article of interest on APA website. The Topics tab, as well as the News/Advocacy tabs may be good places to start. Please find an article of interest that helps you understand the impact of larger social contexts (i.e., race, class, gender, and culture) on development.

You will prepare a discussion board post, highlighting the key features of the article that you selected. In addition to summarizing key points from an article of interest, reply to two classmates' posts.

One way (but not the only) to comment on a classmate's post is to follow the DINASBQ schema. You may comment if the post poses, elicits, or contains: **D**oubt, **I**nterest, **N**ew Knowledge, **A**dd (if you have something to add to the thoughts expressed), **S**urprises you, **B**elieve (aligns with your beliefs), **Q** (if you have a question). Make sure you comment thoughtfully, respectfully, and justify/exemplify your thoughts. Think of our Discussion Board as a place to have informal yet productive, meaningful, and respectful conversations.