

**EDUC 565 S01: Child Development from K-12**  
**Winter, 2025***Erin Spring***Land Acknowledgement:**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bears paw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (*Districts 5 and 6*).

The University of Calgary is situated on land Northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wîchîspa to the Stoney Nakoda, and Guts'ists'i to the Tsuut'ina. On this land and in this place we strive to learn together, walk together, and grow together "in a good way."

**Class Dates: 2025/01/13 - 2025/02/12**

All 5 class sessions will be held online via Zoom on Wednesdays at 11:30am-1:30pm

- January 15, 2025, 11:30am-1:30pm
- January 22, 2025, 11:30am-1:30pm
- January 29, 2025, 11:30am-1:30pm
- February 5, 2025, 11:30am-1:30pm
- February 12, 2025, 11:30am-1:30pm

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

This course will introduce theories and research on child development that are applicable to K-12 Education. It will cover cognitive development of children and youth, social-emotional development of children and youth, and the impact of context and culture on child development and wellbeing.

**LEARNER OUTCOMES:**

Upon completion of this course, students are expected to be able to:

1. Discuss the major theoretical perspectives and research findings in the scientific study of child development;
2. Discuss the impact of developmental contexts such as family life, schooling, peer groups and media upon children's development;
3. Critically reflect on developmental issues and implications for educational policy and practice.

#### **COURSE DESIGN AND DELIVERY:**

This is a fully online course delivered in a diverse format with both an asynchronous environment (D2L) and a synchronous (real-time) environment (Zoom). There will be a total of five (5) live, synchronous sessions during the course that students will be required to participate in. All assigned readings are to be completed prior to the respective class session. Students should plan to devote 5 to 10 hours per week to this course.

Please note that as this is an online course and all students are expected to have the technology to support online learning and it is the students' responsibility to make arrangements if their technology fails. Students who choose to attend Zoom sessions using unfamiliar equipment (e.g., work computers) should test out the technology ahead of time.

- Zoom will be used for online class meetings.
- *Desire2Learn (D2L)* will provide a home base where students can get course information, readings, and resources, as well as participate in discussions and submit assignments.

It is an expectation that UCalgary email will be used to communicate between the instructor and students.

Classes following the initial meeting will generally be structured as follows:

1. Updates
2. Questions from previous readings and lessons
3. New topic presentations and/or practice
4. Questions and discussion on the new topic presentations

#### **REQUIRED RESOURCES:**

(\*All required readings are available online or posted on D2L.)

#### **Week 1: Neurons and Neighborhood: Key Factors Influencing Child Development**

- Keyser, C. (2009). Mirror neurons: Are we ethical by nature? In M. Brockman (Ed.), *What's next? Dispatches on the future of science* (pp. 16-24). New York, NY: Random House. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24074262570004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24074262570004336?auth=SAML)
- Rosenfield, I., & Ziff, E. (2018, June 7). Epigenetics: The evolution revolution: Can the effects of trauma and stress be transmitted over generations? *The New York Review*. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/24074262580004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24074262580004336?auth=SAML)

#### **Week 2: Cognitive Development: Individual and Cultural Variations**

- Olson, R. K., Keenan, J. M., Byrne, B., & Samuelsson, S. (2014). Why do children differ in their development of reading and related skills? *Scientific Studies of Reading*, 18(1), 38-54. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10888438.2013.800521>
- Correa-Chávez, M., & Rogoff, B. (2009). Children's attention to interactions directed to others: Guatemalan Mayan and European American patterns. *Developmental Psychology*, 45(3), 630-641.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00063061-200905000-00003&LSLINK=80&D=ovft>

### Week 3: Understanding Emotion and Attachment: Life-long Perspective on Wellbeing

- National Scientific Council on the Developing Child: Children’s emotional development is built into the architecture of their brains. <https://harvardcenter.wpeninepowered.com/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>
- Waters, T. E. A., Ruiz, S. K., & Roisman, G. I. (2017). Origins of secure base script knowledge and the developmental construction of attachment relationships. *Child Development*, 88(1), 198-209. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/cdev.12571>

### Week 4: Childhood Stress, Trauma and Mental health

- Twardosz, S., & Lutzker, J. R. (2010). Child maltreatment and the developing brain: A review of neuroscience perspectives. *Aggression and Violent Behavior*, 15, 59-68. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1359178909001013>
- Tummala-Narra, P. (2007). Conceptualizing trauma and resilience across diverse contexts: A multicultural perspective. *Journal of Aggression, Maltreatment & Trauma*, 14(1-2), 33-53. [https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J146v14n01\\_03](https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J146v14n01_03)

### Week 5: Child Development and Education from Critical Sociological Perspectives

No required Reading

#### LEARNING TASKS OVERVIEW

There are three required Learning Tasks for this course. Students are expected to complete all assigned tasks in order to earn a passing grade in the course. There is no final exam for this course. Writing and the grading thereof is a factor in the evaluation of the student's work for Learning Tasks 2 and 3.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task #1	participation in discussion (Learning outcome #1)	30%	Individual
Learning Task #2	Group presentation (Learning outcome #2)	30%	Group
Learning Task #3	Group research report (Learning outcome #3)	40%	Group

#### WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Jan 13-17	Neurons and Neighborhood: Key Factors Influencing Child Development	Read Keyers, C. (2009) & Rosenfield, I., & Ziff, E. (2018, June 7)  Attend lecture and participate in discussion	Zoom meeting on Jan 15

Jan 20-24	Cognitive Development: Individual and Cultural Variations	Read Olson, R. K., Keenan, J. M., Byrne, B., & Samuelsson, S. (2014) & Correa-Chávez, M., & Rogoff, B. (2009).  Work on group research report  Attend lecture and participate in discussion	Zoom meeting on Jan 22
Jan 27-31	Understanding Emotion and Attachment: Life-long Perspective on Wellbeing	Read National Scientific Council on the Developing Child & Waters, T. E. A., Ruiz, S. K., & Roisman, G. I. (2017).  Attend lecture and participate in discussion	Zoom meeting on Jan 29
Feb. 3-7	Stress and trauma	Read Twardosz, S., & Lutzker, J. R. (2010) & Tummala-Narra, P. (2007).  Attend Zoom meeting and make group presentation	Zoom meeting and group presentation on February 5 <sup>th</sup> .
Feb 10-12	Child Development and Education from Critical Sociological Perspectives	Work on group research report  Attend lecture and participate in discussion	Zoom meeting on February 12 <sup>nd</sup>  Group report due: Feb. 14 11:59pm

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

**LEARNING TASKS AND ASSESSMENT**
**AI Statement**

Students may use AI tools to support their work in this course, such as for generating ideas in Learning Tasks #2 and #3. However, any AI-generated assistance must be clearly disclosed in both presentations and submitted group reports. This includes contributions to drafting, idea generation, or other content support. For Learning Task #2, students should include a disclosure statement at the beginning of their presentation. For Learning Task #3, students are required to enclose any dialogue with ChatGPT or similar AI tools with their submission. Transparency in using these tools fosters a fair and open academic environment, and failure to disclose AI use may be considered academic misconduct.

**Learning Task 1: Contribution to Discussion 30%**

Students are required to read the assigned materials each week and actively participate in classroom discussions (30 marks). The instructor will assess both the quantity and, more importantly, the quality of each student's contributions. Contributions may take the form of oral responses or written input in Zoom's Chat. Performance on this task will be evaluated according to the criteria outlined in the Assessment Criteria Table below.

### Learning Task 2: Group Presentation 40%, due on February 5<sup>th</sup>, 2025

For this learning task, students will be assigned into groups of five members to make a group presentation in the class meeting on February 5<sup>th</sup>, 2025. The presentation should address the question: *what roles do teachers play in shaping the developmental process and outcomes of students?* In the presentation, students can make arguments based on their lived experiences as well as research literature on child development (for example, the article by Olson et.al., 2014 in Week 2). Students are encouraged to introduce additional resources to support their arguments. The presentation should be within 15 minutes and include all group members. PowerPoint slides of the presentation should be submitted to D2L before the last class. Evaluation of the presentations will be posted to D2L.

### Learning Task 3: Group Research Report 30%, due on Feb 14<sup>th</sup>, 2025, at 11:59pm

In this task, the same 5-member groups will continue collaborating on a research report addressing a question related to child development and education, with implications for educational policy and practice. Examples of questions include: Should high schools ban cell phones or ChatGPT in classrooms? Why or why not from a child development perspective? What are the major challenges facing social and emotional learning (SEL) in school contexts? Is it teachers' responsibility to promote SEL? What actions can teachers take, and what are their limitations? These are only examples—each group is encouraged to identify its own question for the research task.

The research report should be approximately 750 words (three double-spaced pages) and should draw on 5–10 research articles, with an unlimited number of additional media sources.

The final report should include:

- Title
- Names of co-authors (group members)
- An introduction paragraph that presents the research question and outlines the report
- The main body (arguments, sources, and in-text citations)
- A conclusion paragraph
- References

### CRITERIA FOR ASSESSMENT OF LEARNING TASKS

	Outstanding (A+)	Excellent- Very Good (A to A-)	Good- Satisfactory (B+ to B-)	Undeveloped (C+ or lower)
<b>Learning Task 1 (30%)</b>	Actively participate in classroom discussions; demonstrate a good understanding of the reading materials and critical reflection; contribute diverse perspectives to the collective construction of knowledge.	Actively participate in discussions and demonstrate a good understanding of the materials and some critical reflections; contribute to enrich classroom discussions.	participate in classroom discussions; contribute to discussions but do not provide enough evidence for in-depth understanding of the reading materials.	no participation in classroom discussions; no evidence of having read the materials and/or showing a lack of understanding.

<b>Learning Task #2 (30%)</b>	<p>A clear and nuanced argument that takes into consideration multiple perspectives.</p> <p>Presentation engages audience and well-organized. Information is clear and concise on each slide. Visually appealing/engaging. No errors in spelling, grammar, and punctuation.</p>	<p>A clear argument with strong evidence and relevant resources.</p> <p>Presentation engages audience. There may be too much information on one or two slides. A few errors in spelling, grammar, and punctuation; some visual appeal.</p>	<p>An argument is made but not all resources are relevant.</p> <p>Presentation mostly engages audience. PowerPoint slides are crowded with too many words.</p>	<p>Argument is confusing and evidence is lacking. Presentation fails to engage audience and poorly prepared slides or no slides.</p>
<b>Learning Task #3 (40%)</b>	<p>Report addresses a real question facing educators, includes relevant research literature, and makes a compelling argument.</p> <p>Well-developed introduction engages the reader and creates interest. Logical progression of ideas with a clear structure. The writing is honest, enthusiastic, and brings the topic to life.</p> <p>Report addresses a real question facing educators, includes relevant research literature, and makes a compelling argument.</p> <p>Well-developed introduction engages the reader and creates interest. Logical progression of ideas with a clear structure. The writing is honest, enthusiastic, and brings the topic to life.</p>	<p>Report addresses a clear question and includes relevant research literature.</p> <p>Introduction creates interest. Logical progression of ideas in general, with occasional confusions. Transitions are smooth throughout essay. Writer's voice is in general strong.</p> <p>Report addresses a clear question and includes relevant research literature.</p> <p>Introduction creates interest. Logical progression of ideas in general, with occasional confusions. Transitions are smooth throughout essay. Writer's voice is in general strong.</p>	<p>Report addressed a research question, but resources are not all relevant. Argument may not be convincing.</p> <p>Organization of paper is not clear enough. Connections between ideas are often confusing. Writing is rushed, with frequent grammatical errors, typos, and style problems.</p> <p>Report addressed a research question, but resources are not all relevant. Argument may not be convincing.</p> <p>Organization of paper is not clear enough. Connections between ideas are often confusing. Writing is rushed, with frequent grammatical errors, typos, and style problems.</p>	<p>There is not a clear research question and relevant resources. No discernable organization. Transitions are not present. Connections between ideas seem confusing or incomplete. Writing is confusing, hard to follow. No audience awareness.</p> <p>There is not a clear research question and relevant resources. No discernable organization. Transitions are not present. Connections between ideas seem confusing or incomplete. Writing is confusing, hard to follow. No audience awareness.</p>

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

#### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

#### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. **Instructors can add penalties for late assignments here.** <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

#### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

**GRADING:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

#### **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

#### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty



contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies <https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **Other Important Information**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources

- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).