

EDUC 565: Child Development
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, Bearspaw, 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: January 13 – February 12, 2025

Zoom Dates: Wednesdays – January 15, 22, 29 February 5, 12

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 strategies researchers employ in the scientific study of human development.
2. Explain the major physical, cognitive, and socioemotional developments that occur across development from conception to the adolescent years.
3. Discuss the impact of developmental contexts such as family life, schooling, peer groups and media upon children's development.
4. Critically reflect on developmental issues in social and cultural contexts.

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, 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 technology ahead of time. An inability to access technology because of holidays and vacations are not acceptable excuses for missing class.

REQUIRED RESOURCES:

All required readings and additional resources are available online or posted on D2L.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Developmental Inquiry Project Proposal <i>Aligns with outcomes 1, 2</i>	Group or Individual	50%	Friday, January 24
Learning Task #2	Developmental Inquiry Project <i>Aligns with outcomes 3, 4</i>	Group or Individual	50%	Wednesday, February 12

Assignment grading criteria are included in the rubric for each assignment.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates

Week 1 January 13-17	Review Course Outline Overview of Research Strategies/ Theories of Child Development	Chapter 1: Levine, L. & Munsch, J. (2022). <i>Child development: An active approach.</i> SAGE. (p.10-18) and/or readings/resources as indicated by your instructor <i>PDF to be posted in D2L</i>	
Week 2 January 20-24	Cognitive Development: Individual and Cultural Variations	Chapter 8: Levine, L. & Munsch, J. (2022). <i>Child Development: An active approach.</i> SAGE. (p. 246-281) and/or readings/resources as indicated by your instructor <i>PDF to be posted in D2L</i>	January 24 (Friday) Developmental Inquiry Project Proposal Due
Week 3 January 27-31	Social/Emotional Development, Stress and trauma	National Scientific Council on the Developing Child (2004). Children’s Emotional Development is Built into the Architecture of Their Brains: Working Paper No. 2. https://developingchild.harvard.edu/res ources/childrens-emotional- development-is-built-into-the- architecture-of-their-brains/ Choudhury, S., & Wannyn, W. (2022). Politics of Plasticity: Implications of the New Science of the “Teen Brain” for Education. <i>Culture, Medicine, and Psychiatry</i> , 46(1), 31–58. https://link-springer- com.ezproxy.lib.ucalgary.ca/article/10.1 007/s11013-021-09731-8 and/or readings/resources as indicated by your instructor	
Week 4 February 3-7	Physical Development Family and Community	Collective Review of the following resources: Schools & Educators Alberta Health Services Exceptional & Special Needs Supports for Students Programs Calgary Board of Education (cbe.ab.ca) Family Resource Networks Alberta.ca and/or readings/resources as indicated	

		by your instructor	
Week 5 February 10-12	Critical reflections of major issues/Sharing of Developmental Inquiry Projects	Individual and Group Presentations	February 12 (Wednesday) Developmental Inquiry Project Due

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

Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.), and any content generated or supported by an artificial intelligence tool must be cited appropriately. Furthermore, students are required to disclose the nature of their usage of AI for any assignments on which they employ AI.

Where students choose to work in a group, members will be assigned a grade for the collective work of the group.

There are two (2) required Learning Tasks for this course.

1. **LEARNING TASK #1: Developmental Area Inquiry Proposal - DUE: Friday, January 24 at 11:59 p.m.**

The Developmental Area Inquiry Proposal will support your Developmental Inquiry Review Project (LT#2) and provide you with formative feedback to apply to your project submission. Feedback will be provided to all students about considerations for their LT#2. Proposals must include the overarching area of interest, a specific project question, an outline of key information that will be examined, information about the modality they will use to present their information, and a list of references.

Some topic ideas include (but are not limited to):

- o Diversity in the Early Years/Middle Years/High School Classroom
- o Trauma and Development
- o Play-based learning in the Early Years/Middle Years/High School Classroom
- o Outdoor and land-based learning
- o Gender
- o Technology usage and children
- o Supporting students with Autism in the Early Years/Middle Years/High School
- o Culture and development
- o Socioeconomic factors and development
- o Atypical development

Any modality is acceptable and creative modalities are encouraged!

Regardless of your modality, the equivalency should be to a 3000-word (or about a 12 page) paper. For reference, this would be equivalent to about a 20-minute presentation/video. The intricacies of drawings and other visuals are more challenging to quantify but can convey complex information clearly. If you have any concerns prior to submitting your proposal, please contact your instructor. Some modalities can include: a podcast, an essay, a brochure, a presentation, a video (e.g. Ted Talk style), a comic book, a board game, a diorama with an audio explanation, a website, an infographic, a storybook, and so much more!

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Please use this checklist as a reference when submitting your proposal to avoid having to resubmit. This checklist will be used when assessing your assignment and will be discussed more fully in class.

Proposal Section	Required Section Information
<p>Proposed Area of Interest Your description should address a wider issue in child development.</p>	<ul style="list-style-type: none"> ○ Clearly describe your overarching area of interest. ○ Clearly describe how the area is relevant for your practicum <i>and</i> important to learn about in child development. ○ Include at least 250 words.
<p>Project Question Your project question should be specific. Your question should logically flow from your area of interest and address a significant need or problem in childhood development.</p>	<ul style="list-style-type: none"> ○ Include a question (not a statement) ○ Allow for multiple interpretations (cannot be answered by a 'yes' or a 'no'. ○ Be researchable (with sufficient empirical research).
<p>Key Areas You Will Examine (Outline) Provide information about the key areas you will research and report on. You do not need to have these fully developed but should include enough information to provide an overview of the likely content you will include on your project (e.g., introduction to topic, discussing theories, controversies, etc.)</p>	<ul style="list-style-type: none"> ○ Include at least 5 sections of information (e.g., introduction to topic, discussing theories, controversies, etc.) ○ Include at least 250 words (total – not per area) describing key information that will be described in each of the sections. ○ Directly relate to your project question.
<p>Proposed Modality Provide a summary of the way you intend to represent your information.</p>	<ul style="list-style-type: none"> ○ Include sufficient detail to understand how the modality will facilitate answering the project question.

	<ul style="list-style-type: none"> o Include information regarding how you will engage your audience (e.g., describe your visuals, writing or speaking style, etc.) o Include the proposed length of your project (e.g., pages, words, slides, minutes, graphics, etc.)
References Provide the references in APA7 that you have used in developing your proposal, as well as references that you will use for your inquiry project.	<ul style="list-style-type: none"> o Use one consistent style with few styling errors o Include at least 5 scholarly references that are beyond the textbook (e.g., journal articles, published books). NOTE: other sources may be used in addition to the scholarly references, but the bulk of your information should come from these scholarly references. o Describe how the reference will be used to answer the project question (a few sentences per reference).

2. LEARNING TASK #2: Developmental Area Inquiry Review Project – DUE: Wednesday, February 12 at 11:59 p.m.

For this learning task, you will research an inquiry topic based on a key question related to child development. Students will research one developmental issue and present their summaries in any modality. Feedback to your topic, project question, and presentation modality will be provided by the instructor in the Developmental Area Inquiry Proposal (Learning Task #1). Findings of the inquiry review project will be shared electronically on D2L on the due date. Please be aware that any videos that may need to be shared via a link, rather than through direct uploading onto D2L. Be creative in the development of this task.

Required elements of this project are included in the following rubric:

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Quality and Meaningfulness of Project Question			
Project Question and Importance	The project question is clearly stated, specific, and addresses a significant need or problem in childhood development (K-12). The rationale for choosing the question is	The project question is appropriate and clearly stated but is either too general or too narrow, leading to a multitude of sub-question or ruling out new possibilities.	The project question is roughly sketched and in need of refinement. The supporting rationale is weakly developed and/or does not address

	supported with personal interests in professional growth in this area. Considers and/or challenges common assumptions in this area. Direct links are made to how new knowledge in this area will support you in the future.	The supporting rationale is generally well written but not relevant to personal interest or professional growth. Weak links are made to how new knowledge in this area will support you in the future.	personal interest or professional growth. Few or no links are made to how this question will support you in the future.
Overall Presentation of Findings			
Content Organization	Analysis of the findings is: Presented in a logical format Clearly organized and easily followed Skillfully transitions between concepts	Analysis of the findings is: Presented in an understandable format Organizationally adequate Transitions between concepts are simplistic	Analysis of the findings is: Weak in formatting and organization Difficult to follow and understand Transitions between concepts are limited
Content Quality	Analysis of the findings is: Exceptional Comprehensively answers the project question Addresses multiple perspectives in answering the project question	Analysis of the findings is: Appropriate Thoroughly answers the project question Addresses only the dominant perspectives in answering the project question	Analysis of the findings is: Lacking in clarity or development Superficially answers the project question Does not adequately describe a perspective in answering the project question
Extension Questions	The remaining questions are related to the project question, are clearly stated, specific and not readily accessible in the literature.	The remaining questions are mostly related to the project question and clearly stated but is either too general or easily answered in the literature.	The remaining questions are not included, not related to the project question, or need significant refinement.
Style			
Design Elements	The project employs engaging and clearly connected information. The project is error-free. The length of the project is consistent	The project includes mainly relevant and strong information. The project has a few errors that detract from the quality of	The project includes some connected information but may not be complete or may hold examples that are not connected

	with what was described in the proposal.	the project. The length of the project is noticeably different than described in the proposal.	to the inquiry project. The project has errors that significantly detract from the quality of the project. The length of the project is significantly different than described in the proposal.
References			
Scholarly Approach	Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the project question. All content is appropriately cited in APA7.	Scholarly articles are referenced and used to support the findings/ suggestions but there is an over-reliance on non-academic sources. All content is appropriately cited in APA7.	Scholarly articles are referenced without clear connections to the project question. The project relies heavily on non-academic sources (e.g., blog posts, videos, etc.). Content is not cited.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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.

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.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.