

AB

**EDUC 565: Child Development from K-12
Winter, 2024**

Class Dates: January 8 - February 9, 2024

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 Area Inquiry Proposal	Group or Individual	50%	Monday, January 22
Learning Task #2	Developmental Area Inquiry Project	Group or Individual	50%	Monday, February 5

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Zoom Meetings and Due Dates
Week 1: January 8-12	Review Course Outline Development from Birth to Adulthood/Overview 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>Post PDF (scan print copy)</i>	Zoom: Jan 10
Week 2: January 15-19	Brain Development, Fine and Gross Motor Development, Atypical Development	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/10.1007/s11013-021-09731-8 and/or readings/resources as indicated by your instructor	Zoom: Jan 17
Week 3: January 22-26	Social/Emotional Development, Challenges to Social/Emotional Development Trauma Informed Practices	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/resources/childrens-emotional-development-is-built-into-the-architecture-of-their-brains/ and/or readings/resources as indicated by your instructor	Zoom: Jan 24 LT#1 due January 22 (Monday)
Week 4: January	Cognitive Development, Intelligence and Academic Achievement	Chapter 8: Levine, L. & Munsch, J. (2022). <i>Child Development: An active approach</i> . SAGE. (p. 246-281)	Zoom: Jan 31

29- February 2	Developmentally Appropriate Programming Atypical Development	and/or readings/resources as indicated by your instructor <i>Post PDF (scan print copy)</i>	
Week 5: February 5-7 (Last Class)	The impact of context and culture on child development and well- being – working with the family and community	Collective Review of the following resources: Teachers & Schools Alberta Health Services 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	Zoom: Feb 7 LT#2 due February 5 (Monday)

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

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

1. LEARNING TASK 1: Developmental Area Inquiry Proposal - DUE: Monday, January 22 at 11:59pm

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):

- Diversity in the Early Years/Middle Years/High School Classroom
- Trauma and Development
- Play-based learning in the Early Years/Middle Years/High School Classroom
- Outdoor and land-based learning
- Gender
- Technology usage and children
- Supporting students with Autism in the Early Years/Middle Years/High School
- Culture and development
- Socioeconomic factors and development
- 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 to Pass
Proposed Area of Interest Your description should address a wider issue in child development.	<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.
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.	<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).
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.)	<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 describing key information that will be described in each of the sections. ○ Directly relate to your project question.
Proposed Modality Provide a summary of the way you intend to represent your information.	<ul style="list-style-type: none"> ○ Include sufficient detail to understand how the modality will facilitate answering the project question. ○ Include information regarding how you will engage your audience (e.g., describe your visuals, writing or speaking style, etc.) ○ Include the proposed length of your project (e.g., pages, words, slides, minutes, graphics, etc.)

<p>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.</p>	<ul style="list-style-type: none"> ○ Use one consistent style with few styling errors ○ 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. ○ Describe how the reference will be used to answer the project question (a few sentences per reference).
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2. LEARNING TASK 2: Developmental Area Inquiry Review Project – DUE: Monday, February 5 at 11:59pm

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 include:

1. Quality and meaningfulness of the project in question:
 - a. Project question and importance – What do you want to know? Why do you want to know? How will it make a difference to your upcoming practicum/teaching/career/future?
2. Overall presentation of findings:
 - a. Organization – How easy is it to follow your train of thought and the key components? Is the content well connected? Are there appropriate transitions between concepts?
 - b. Content – Does the information meaningfully answer your project question? Does your information consider the multiple possible answers to your project question?
 - c. Extension questions – What questions about your project question do you still have? Have new questions come from your work?
3. Style:
 - a. Design elements – Does the modality help to clarify the project question? Is the modality engaging? Are there distracting errors that take away from the quality of the project (e.g., spelling, figure errors, citation errors, etc.)? Is the length of your project consistent with what was described in your proposal?
4. References:
 - a. Scholarly approach – Do the references rely on scholarly and academic sources to answer your project question? Is all your information appropriately cited in APA7?

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 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 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 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.	The project question is roughly sketched and in need of refinement. The supporting rationale is weakly developed and/or does not address 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 with what was described in the proposal.	The project includes mainly relevant and strong information. The project has a few errors that detract from the quality of the project. The length of the project is noticeably different than described in the proposal.	The project includes some connected information but may not be complete or may hold examples that are not connected 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.

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>

Please note that all assignments are expected to be the original work of the student, and students are not to employ text generation software (for example, ChatGPT).

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). 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. Please note that group work promotes active learning and helps develop critical thinking, communication, and decision-making skills. These are important and necessary attributes in your roles as future educators. "Coming together is a beginning, staying together is progress, and working together is success." (Henry Ford)

GRADING

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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 Elsa Stokes, educrep@su.ucalgary.ca.