

EDUC 565: Child Development K-12
Winter 2026*Erin Spring*

**Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.
Your instructor will also confirm section information through your D2L course shell.
Please check these sites prior to the start of the course.**

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 within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

Class Dates: January 12 – February 11, 2026**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

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	DESCRIPTION OF LEARNING TASK With alignment to learner outcomes	GROUP / INDIVIDUAL	WEIGHT
Learning Task #1	Participation in discussion (Learning outcome #1) LEARNER OUTCOMES: 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.	Individual	30%

	4.Critically reflect on developmental issues in social and cultural contexts.		
Learning Task #3	<p>Group presentation (Learning outcome #2)</p> <p>LEARNER OUTCOMES:</p> <ol style="list-style-type: none"> 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. 	Group	30%
Learning Task #3	<p>Group research report (Learning outcome #3)</p> <p>LEARNER OUTCOMES:</p> <ol style="list-style-type: none"> 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. 	Group	40%

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

How Your Final Grade Is Calculated

Your final grade in the course is based on your performance across the three learning tasks listed above. Each task is weighted as follows:

- **30%** – Individual participation in discussions and peer-editing activities

- 30% – Group presentation
- 40% – Group research report

All three learning tasks together add up to **100% of your final grade.**

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 January 12-16	Review Course Outline Overview of Research Strategies/ Theories of Child Development	Chapter 1: Levine, L. & Munsch, J. (2022). Child development: An active approach. SAGE. (p.10-18) and/or readings/resources as indicated by your instructor PDF to be posted in D2L <i>Attend lecture and participate in discussion</i>	Zoom meeting on Jan 14
Week 2 January 19-23	Cognitive Development: Individual and Cultural Variations	Chapter 8: Levine, L. & Munsch, J. (2022). Child Development: An active approach. SAGE. (p. 246-281) and/or readings/resources as indicated by your instructor PDF to be posted in D2L <i>Attend lecture and participant in discussion</i>	Zoom meeting on Jan 21
Week 3 January 26-30	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/resources/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. Culture, Medicine, and Psychiatry, 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 meeting on Jan 28

		<p><i>Time given to work on group research report</i></p> <p><i>Attend lecture and participant in discussion</i></p>	
<p>Week 4 February 2-6</p>	<p>Physical Development</p> <p>Family and Community</p>	<p>Collective Review of the following resources:</p> <p>Schools & Educators Alberta Health Services https://www.albertahealthservices.ca/info/Page2909.aspx</p> <p>Exceptional & Special Needs Supports for Students Programs Calgary Board of Education (cbe.ab.ca) https://cbe.ab.ca/programs/supports-for-students/exceptional-and-special-needs/Pages/default.aspx</p> <p>Family Resource Networks Alberta.ca https://www.alberta.ca/family-resource-networks</p> <p>and/or readings/resources as indicated by your instructor.</p> <p><i>Attend lecture and participant in discussion</i></p> <p><i>Make group presentations</i></p>	<p>Zoom meeting and group presentation on Feb 4</p>
<p>Week 5 February 9-11</p>	<p>Critical reflections of major issues/Sharing of Developmental Inquiry Projects</p>	<p><i>Attend lecture and participant in discussion</i></p> <p><i>Present group research report</i></p>	<p>Zoom meeting on Feb 11</p> <p>Group report due: Feb 10 11:59pm</p>

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.

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 4th, 2026

For this learning task, students will be assigned into groups of five members to make a group presentation in the class meeting on February 4th, 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 10th, 2026, 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)
Learning Task 1 (30%)	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; contributions 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.
Learning Task #2 (30%)	A clear and nuanced argument that takes into consideration multiple perspectives. Presentation engages audience and well-organized. Information is clear and concise on each slide.	A clear argument with strong evidence and relevant resources. Presentation engages audience. There may be too much information on one or two slides. A few errors in	An argument is made but not all resources are relevant. Presentation mostly engages audience. PowerPoint slides are crowded with too many words.	Argument is confusing and evidence is lacking. Presentation fails to engage audience and poorly prepared slides or no slides.

	Outstanding (A+)	Excellent-Very Good (A to A-)	Good-Satisfactory (B+ to B-)	Undeveloped (C+ or lower)
	Visually appealing/engaging. No errors in spelling, grammar, and punctuation.	spelling, grammar, and punctuation; some visual appeal.		
Learning Task #3 (40%)	<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 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>

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. There will be a 5% deduction per day for any late assignments. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxctCi1>

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 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/627ed88eb4b041b7a2e8155effac3501>

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.

Access and Privacy Office (Formerly) 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/legal-services/access-information-privacy>

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

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 Tracy Dinh,
esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca