Course Description. This course examines the development of cognition, thinking, and language in preschool, elementary school, and adolescent children, with implications for education. Leading learning theories will be presented and applied to better understand how to facilitate children’s learning and individual differences in cognition. Examples of learning theories covered include Piaget, Vygotsky, and Thorndike. Examples of topics covered include perception, memory, executive function, and language learning, as well as the impacts of digital media, poverty, cultural diversity, and multilingual homes on cognitive development This course may also help you understand your own learning as a university student or your memories of yourself as a learner in your younger years.

Because this course is offered in Quito, Ecuador, the course format will integrate field experiences gained through organized class excursions and individual experiences of students.

Goals
By the end of this course, students will be able to:

- Explain major cognitive development theories and how these theories relate to children’s learning
- Contextualize cognitive development theories within sociocultural settings
- Draw on an understanding of cognitive development to evaluate prescribed educational standards, learning systems, tools, curricula, and products

Required Readings and resources: There is one required textbook plus a required course reader.


b. Course Reader: The course reader will be available from University Readers and must be purchased before departing for Quito. [www.universityreaders.com](http://www.universityreaders.com)

c. TED site. Additional readings or supplemental materials will be placed on the TED site. This is a mandatory component of the course.

Class Excursions: Given the location of this global seminar, local excursions in Quito as well as overnight excursions to neighboring regions will be organized for students to apply course content

---

1 Unless otherwise noted due to local and multi-day excursion schedules. See detailed course schedule for class session details.
to participant observations in a variety of cultural contexts. Students are expected to participate in all excursions. Excursions will serve as field experience relevant to both EDS 115 and EDS 117. See supplemental handout on Excursions.

General Class Meeting Agenda:

Each session will be devoted to a variety of learning activities including lecture, student led discussions, group work for the final project, in-class writing, or group presentations. We will begin each class with one or two students sharing their homage to their favorite teacher (see My Favorite Teacher handout)

Policies

- **Attendance & Participation:** This course is designed to include a variety of activities including in-class individual written reflection as well as small and large group discussions. Your punctual attendance, preparation for class, and active participation are critical and will together comprise 30% of your overall grade. You are, therefore, expected to complete the required reading for each week prior to the class session. Think critically about what you read and consider the connections between the readings.

- **Use of Technology:** Use of Technology/Cell Phones: For most of the class session, note-taking on a tablet, laptop, or other device will not be necessary. All PowerPoints will be made available on TED and in-class written reflections will be completed longhand. I will therefore ask you to leave your devices closed and put away unless specifically needed for an in-class task or assignment. Please turn cell phone ringers off during class. See Research on benefits of paper vs. screens.

- **Check your email regularly.** I may send group messages to the class using your ucsd.edu email. If you use another email address, make sure to include it on the UCSD webmail list or forward your UCSD account.

- **In-class work.** In-class work and in-class writing must be completed and turned in during the class period. No make-up assignments are offered.

- **Papers and projects:** Papers and project assignments must be turned in on time. Late assignments will be penalized.

- **The following is required collaborative work:** in-class work, student-led discussions, Project One and Project Two. This work is done with one or more other students. Part of your grade will be based on the group’s work, but all members will also receive individual grades for their contributions.

- **The following is required individual work:** Written Response Papers, In-class participation. Individual work must be done by you alone and plagiarism will result in no credit for the assignment.

- **Academic Integrity:** Individual work must be done by you alone and plagiarism will result in no credit for the assignment. All students are expected to know about and abide by the [UCSD Policy on Integrity of Scholarship](#).

- **Citations.** You are expected to use formal APA or MLA citation for works used to support your own. APA or MLA.

**Grading:** Your course grade will be earned by your participation in and completion of all assignments, exams, and evidence of your learning and thinking in the following categories:
25% Attendance, Participation and in-class work: This proportion of your grade is based on on-time arrival and departure (10%), participation and in-class work (5%), your student-led discussion (5%), and your My Favorite Teacher presentation and write up (5%) (see handout/TED for details on Student-led discussion and My Favorite Teacher). It is important to arrive on time for class and to stay for the entire class meeting. Text messaging, inappropriate use of laptops (e.g. movies, email, chats), excessive conversing with your neighbors, and other behavior that distracts you from the class will affect your participation score.

10% Field Observation and Field Note: Students will write a 3 – 5 page field note of a field observation of children and families in a local marketplace that will include three sections: 1. Wide-angle description of overall social scene; 2.) Focused objective observation describing observable behaviors including identification of the activity setting and behaviors of adults and children; and 3.) a reflective discussion of the observation where they will reflect on a specific topic relevant to each course and integrate at least two course readings to support their claims.

30% Mid-term Paper: There will be one midterm paper where students integrate readings and observations from course excursions in response to a topic prompt handed out one week prior to the mid term.

10% Written Response Paper: You will write one brief response papers. You’ll be using your pre-existing and new knowledge, as well as your abilities to comprehend, apply knowledge, and analyze. You will demonstrate your comprehension of the content of the course and integration with your pre-existing knowledge in an analytical response to an assigned reading. Remember to follow UCSD academic integrity policies in citing work and include a reference page. See Written Response Paper handout for more details on these assignments.

25% Final Team Project: You will work as a team on your final project. Teams will be assigned Monday January 27th, 2014 and you will be given time to meet as a group that day and periodically throughout the quarter. See handouts and TED for additional information on Team Project.

Course Topics, Readings, & Assignments

Week 1: Introduction to learning theories in cognitive development

Monday June 27, 2016: Introduction to course and topic of Cognitive Development
- Reading: Galotti, Chapter 1: Introduction and Overview
- In Class Activities:
  - Sign up for “My Favorite Teacher” presentation
  - Sign up for “Discussion Leader”
  - Discuss course assignments, local and overnight excursions

Wednesday June 29, 2016: Theories and Frameworks; Contexts of learning
*Class meetings 10am – 12pm due to Local Academic Excursion planned for Thursday morning 6/30/15*
Readings:
- Galotti Chapter 2. Major Theories, Frameworks, and Research Methods
- This American Life Podcast, Back to School (TED)

In Class Activities:
- Discussion Group: Galotti Chapter 2
- My Favorite Teacher Presentations
- Discuss Response Paper #1 (due Week 2)

Thursday, June 29, 2016 9am – 11am: ACADEMIC EXCURSION La Iglesia La Compania de Jesus, Old Quito
- 9am meet in Old Quito at La Iglesia de la Compania de Jesus
- 9:15-10:30am: Tour La Iglesia
- 10:30-11am: Mini lecture/discussion in Old Quito Plaza de la Independencia

Week 2
SELF-GUIDED ACADEMIC EXCURSION, due this week: Conduct Marketplace Field Observation this week. Observation can be conducted during overnight excursion to Highland Sierras.

Monday July 4, 2016: Cognitive Development in Infancy
Readings:
- Galotti Chapter 3. Infancy: Perception and Attention
- Galotti Chapter 4. Infancy: Memorial and Conceptual Development

In Class Activities:
- Discussion Group: Galotti Chapter 4
- My Favorite Teacher presentations
- Discuss Final Project: Team Assignments & Meeting Time
- Discuss Mid-term paper: Due on TED via Turnitin by midnight

Response Paper #1 Due on TED

Wednesday July 6, 2016: Emergence of Language, Child Talk, & Theory of Mind
*Class will not meet at regular time or location. Mini lectures and discussions will occur during the excursion. Students are expected to complete the required readings prior to the excursion.*

Readings:
- Galotti Chapter 5. Late Infancy/Early Childhood: Acquiring Language
Wednesday July 6 - Thursday July 7:
- ACADEMIC EXCURSION TO HIGHLAND SIERRAS & IMBABURA PROVINCE. Details will be given to students in advance

Week 3

Monday July 11, 2016: Early Childhood: Perception, attention and media
- Readings
  - Galotti Chapter 6. Early Childhood: Perception and Attention
  - Galotti Chapter 7. Early Childhood: Memory and Conceptual Development
  - NAEYC & Fred Rogers Center (2012). Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8
- In Class Activities:
  - Discussion Group: Galotti Chapter 6.
  - My Favorite Teacher Presentations
  - Team Project Assignments & Meeting Time
- Due: Field Note from Market Place observation

Wednesday July 13, 2016: Dual Language development & Executive Function
- Readings:
- In Class Activities:
  - My Favorite Teacher Group 5
- Mid-term paper: Due on TED via Turnitin by midnight

Week 4

Monday July 18, 2106: Middle Childhood: Cognitive Views of Learning
- Readings:
  - Galotti Chapter 8. Early Childhood: Higher Order and Social Cognition
  - Galotti Chapter 9. Middle Childhood: Basic Cognitive Processes
In Class Activities:
- Discussion Group: Galotti Chapter 6. Early Childhood: Perception and Attention
- My Favorite Teacher
- Team Project Assignments & Meeting Time
- Discuss Response Paper #2 Due on TED via Turnitin by midnight

Final Team Project Proposal Due in Class

Wednesday July 20, 2016: Development of Academic Skills
*Class session will be held on the road during multiday excursion

Readings:
- Galotti Chapter 10. Middle Childhood: Long-Term Memory and the Knowledge Base
- Galotti Chapter 11. Middle Childhood: Higher Order and Complex Skills

Wednesday July 20 – Saturday July 23: ACADEMIC EXCURSION TO AMAZON REGION
Tentative Itinerary. Details of excursion will be handed out during session 1 on June 27th, 2016. See excursions handout for more details.

- Wednesday July 20: Depart Quito 9am. Travel by bus from Quito to Amazon Region.
  - 7:00-7:45pm EDS 115 class lecture & discussion
  - 7:45pm – 8:30pm EDS 117 class lecture & discussion
- Thursday July 21:
  - 7:00-7:45pm EDS 115 class lecture & discussion
  - 7:45pm – 8:30pm EDS 117 class lecture & discussion
- Friday July 22:
  - 7:00-7:45pm EDS 115 class lecture & discussion
  - 7:45pm – 8:30pm EDS 117 class lecture & discussion
- Saturday July 23:
  - Breakfast at Establo de Tomas
  - Return to Quito

Week 5

Monday July 25: Adolescents & Broader impacts of cognitive development

Readings:
- Galotti Chapter 12. Continuing Cognitive Development
- Galotti Chapter 13. Adolescence: Broader Impacts of cognitive Development
In Class Activities:
- Discussion Group: Galotti Chapter 13. Adolescence: Broader Impacts of cognitive Development
- My Favorite Teacher Presentations
- Team Project Assignments & Meeting Time

Draft of Paper for Final Team Project due by midnight on TED

Wednesday July 27: Group Project Infomercial Presentations

In Class Activities: Team Final presentations & Infomercials
- Final Team Paper due BY following Monday via TED
- Papers may be submitted anytime before the due date.