

**Global Seminar Quito, Ecuador
Language, Culture & Child Development**

**EDS 115 GS Cognitive Development & Education
Summer Session I, 2016**

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Place: Quito, Ecuador

Location: IES Abroad Study Center, Classroom #1

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.

- a. **Text book.** Galotti, K. (2016). *Cognitive Development: Infancy Through Adolescence*, Second Edition. Sage Publications, Thousand Oaks, CA. Available at the UCSD bookstore, at Sage Publications, or Amazon.com in paperback or e-book format
- b. **TritonEd site.** Additional readings or supplemental materials will be placed on the TritonEd site. This is a mandatory component of the course.

EDS 115 GRADING BREAKDOWN :

DESCRIPTION	DUE	POINTS
ATTENDANCE, Participation and in-class work: 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.	ONGOING	30 (15%)
MY FAVORITE TEACHER presentation & paper – Students will write a 2 page summary	JUNE 30	20 (10%)
FIELD OBSERVATIONS & FIELD NOTES -- Students will write 2-3 – 5 page field notes of a field observation of children and families in a local park and marketplace that will include three sections: 1. Wide-angle description of overall social scene; 2.) Focused <i>objective observation</i> describing observable behaviors including identification of the activity setting and behaviors of adults and children; and 3.) a <i>reflective discussion</i> 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.	1. JULY 5 2. JULY 13	30PTS PER (60 TOTAL POINTS) (30%)
WRITTEN RESPONSE PAPERS — There will be one 2-5 page response paper where students integrate readings and observations from course excursions in response to a topic prompt. 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 and new experiences. 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.	JULY 20	30 (15%)
FINAL TEAM PROJECT - You will work as a team on your final project. Teams will be assigned Monday January 27 th , 2014 and you will be given time to meet as a group that day and periodically throughout the quarter. See handouts and TritonEd for additional information on Team Project.	JULY 29	60 (30%)
		200 TOTAL

COURSE TOPICS & SCHEDULE OF READINGS

(Subject to change at instructor's discretion)

Week 1: Introduction to learning theories in cognitive development

Tuesday June 28, 8:00AM – 9:00PM

Orientation & Historic City Tour

ACADEMIC EXCURSION to La Compañía de Jesus Jesuit Church, Historic Quito

Wednesday June 29, 2016, 9:00AM – 10:50AM

Introduction to course and topic of Cognitive Development

❖ **Reading:**

- Galotti, Chapter 1: Introduction and Overview
- This American Life Podcast, [Back to School](http://www.thisamericanlife.org/radio-archives/episode/474/back-to-school) (TritonEd),
<http://www.thisamericanlife.org/radio-archives/episode/474/back-to-school>

❖ **In Class Activities:**

- Sign up for “My Favorite Teacher” presentation
- Discuss course assignments and connections to local and overnight excursions
- Discuss Local Academic Excursion to La Iglesia Compañía de Jesus

Thursday June 30, 2016, 9am – 12pm

Theories and Frameworks; Contexts of development

❖ **Readings:**

- Galotti Chapter 2. Major Theories of Cognitive Development
- Evans, G. & Kim, P. (2012). Childhood Poverty, Chronic Stress, Self-Regulation, and Coping. *Child Development Perspectives*, 7, 1, pp. 43-48
- Tudge, J. & Hogan, D. (2004). An ecological approach to observations of children's everyday lives. In S. Green & D. Hogan (Eds.) *Researching Children's Experience: Approaches and Methods*. Sage Publications.

❖ **In Class Activities:**

- Begin My Favorite Teacher Presentations
- Discussion Groups: Galotti chapter 2
- Discussion of Executive Function
- [Mischel's Marshmallows \(2009\). Radio lab.](#)
- [Kliff, S. \(2012\). The Marshmallow Test, Revisited, The Washington Post.](#)
- Discussion of Field Observation #1

❖ **DUE:** My Favorite Teacher Paper on TritonEd by 9am

❖ SELF-GUIDED ACADEMIC EXCURSION, due July 5: Conduct Field Observation in a local park this week.

Week 2: Cultural Nature of Development & Infancy

Tuesday July 5, 2016, 9am – 12pm

Cultural Nature of Development

❖ **Readings:**

- Galotti Chapter 3. Other Frameworks Relevant to Cognitive Development
- Rogoff, B., Moore, L., Najafi, B., Dexter, A., Correa-Chávez, M. (2007). Children's development of cultural repertoires through participation in everyday routines and practices. In Grusec & Hastings (Eds) *Handbook of Socialization*, NY: Guilford.
- Rogoff, B., Correa-Chávez, M., Silva, K. (2009). Cultural variations in children's attention and learning. In Foundation for the Advancement of Brain and Behavior (FABBS), *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society*. Worth Publishers.

❖ **In Class Activities:**

- My Favorite Teacher presentations
- Discussion Groups: Theories of Cog Development
- Read & Discuss Petrova, V. & Lee, B. (2013). Child Fund International. Empowered and responsive Parenting: Childfund International Research Report.
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❖ **DUE:**

- Field Note #1 Due on TritonEd by 9am

Thursday July 7, 2016, 9am – 12pm

Cognitive development in Infancy

❖ **Readings:**

- Galotti Chapter 4. Perception, Attention and Memory in Infancy
- Galotti Chapter 5. Knowledge of Objects and Concepts in Infancy
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❖ **In Class Activities:**

- My Favorite Teacher presentations
- Discussion Groups: Chapter 4

Friday July 8 – Saturday July 9

ACADEMIC EXCURSION: Imbabura Province; Otovalo, Cotacacchi and La Calaera Communities

Week 3: Early Language Development

Wednesday July 13, 9am - 12pm

Emergence of Language, Child Talk, & Theory of Mind

❖ **Readings:**

- Galotti Chapter 6. Acquiring Language
- Hart, B., & Risely, T. (2003). The Early Catastrophe. *Education Review*, 17 (1), 110-118.
- Schady, N. (2011). Parents' education, mothers' vocabulary, and cognitive development in early childhood: Longitudinal evidence from Ecuador. *American Journal of Public Health*, 101 (12), 2299-2307.

❖ *In Class Activities:*

- My Favorite Teacher Presentations
- Discussion of Theory of Mind & Language
- **Discuss Team Paper Topics & Develop Team Paper Proposals**
- Discuss Response Paper, Due July 20

- ❖ ~~Due: Field Note #2, Marketplace Observation~~
FIELD NOTE #2 DUE THURSDAY JULY 14 11:59PM

Wednesday July 13, 2pm - 4pm

GUEST SPEAKER: Early Childhood Education in Ecuador

Week 4: Early & Middle Childhood Development & Education

Wednesday July 20, 2106: 9am – 12pm

Early Childhood

❖ *Readings:*

- Galotti Chapter 7. Perception, Attention, and Memory in Early Childhood
- Galotti Chapter 8. Conceptual and Representational Development in Early childhood

❖ *In Class Activities:*

- Discussion Group: Galotti Chapter 7.
- My Favorite Teacher
- **Team Paper Outline**

❖ *DUE:*

- **Response Paper**

Thursday July 21, 2016: 10:30am – 12:00PM

Middle Childhood

❖ *Readings:*

- Galotti Chapter 9. Perception, Attention, and Memory in Middle Childhood
- Galotti Chapter 10. Representation and Complex Cognitive skills in Middle Childhood

Friday July 22 – Monday July 25

ACADEMIC EXCURSION: Tena and Amazon Region

**See excursion Handout and Schedule for more details.*

Week 5: Adolescence & Conclusions

Tuesday July 26: 9am – 12pm

Adolescents & Broader impacts of cognitive development

- ❖ *Readings:*
 - Galotti Chapter 11. Continuing Cognitive Development in Adolescence
- ❖ *In Class Activities:*
 - *Discussion Group:* Galotti Chapter 11
 - *My Favorite Teacher Presentations*

Thursday July 28: Group Project Presentations

- ❖ *Readings:*
 - Galotti Chapter 12. Broader Impacts of Cognitive Development
- ❖ *In Class Activities:* Team Final presentations & Infomercials
- ❖ *Due:* Final Team Paper due BY Friday 5pm via TritonEd

EDS 115

COURSE ASSIGNMENTS

In addition to class attendance, participation, and completion of readings, there are four primary types of assignments:

- I. My Favorite Teacher
- II. Field Notes
- III. Response Paper
- IV. Final Group Project

All assignments will be evaluated according to (1) whether they meet the criteria; (2) the extent to which your assignments are analytical and reflective; (3) the quality, clarity, and organization of your writing; and (4) your ability to integrate readings/issues from the course. All assignments must be completed and submitted on time. No "make up"/late assignments will be accepted. I will grant exceptions only for highly valid reasons, and these exceptions must be sought in advance.

Favorite Teacher Paper & Presentation:

- ❖ *Paper.* The My Favorite Teacher paper is a two to three page (double-spaced) opinion paper about why this is your favorite teacher. Explain why that teacher stands out for you. What did she/he do to organize her class/learning environment so that you could develop as a thinker or as a learner? You should include a theory of cognitive development to frame your opinion. Use concepts and terminology that you have learned in EDS 115 (and other courses) and describe his or her memorable ways into terms that reflect the effect on your cognitive development. The paper is DUE on **Thursday June 30 via Triton Ed.** As with all papers, this paper should include a reference list and a minimum of one class reference.
- ❖ *Presentation.* We will start each class with one or two MFT presentations where students will have the opportunity tell us about your favorite or most influential teacher, instructor, coach, or professor you have encountered sometime in your educational career (preschool through college). In your comments you should tell us who the teacher is, what grade or class she/he taught, where she/he taught, etc. **(3-5 minutes MAX).**

Field Observation and Field Note:

There are two 3 – 5 page field notes of a field observation of children and families in a local context (Park and Marketplace). Field notes are designed to give you an opportunity to think about how cognitive development is nested within contexts and shaped by social interactions. You will pay careful attention to the nature of interactions between children and adults within a specific activity, the role of adults in guiding children's learning, and the goal of the activity setting you are observing. These field notes will become evidence for your Final Team Project.

Each Field Note should include Four 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;
- 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.

4.) Reference list

Details on locations and procedures for observations and field notes will be discussed in class.

- ❖ Field Note #1 (Park): DUE July 5
- ❖ Field Note #2 (Marketplace): DUE July 13

Response Paper:

The Reflective Paper assignment will serve as a building block for your final Team Paper. Each student will choose an (approved) article in class on July 13 that will contribute to your final team paper. Your assignment is to develop a thesis statement in response to the article. You may support the author's claims or argue against them, or take a position somewhere in the middle. You must integrate at least one learning theory (presented in the book or in a supplemental article), the textbook, and one additional reference (either provided in class, from a different course, or one that you found on your own). Please do not merely summarize the readings. Instead, think critically about what you have read and consider the connections between then readings. Reflective Papers should be approximately 3 pages, double-spaced. You must include at least two course readings, 1 lecture, and a reference list in an APA or MLA format.

- ❖ Response Paper Article selected on July 13
- ❖ Response Paper DUE July 20

Final Team Paper:

In teams of 3 you will develop a research question a topic related to the cultural nature of Cognitive Development & Education and write a 5-10 page paper responding to you research question. Possible topics for Final Papers will be generated collectively in class on July 13th based on the experiences we have had together through course excursions as well as individual experiences on your own. The goal is to use your local, and often-contrasting experiences, to better understand how cultural variations in everyday practices impacts cognitive development and education. You will use your Field Notes and Response Papers to provide local and research evidence to address your Research Question. Each Team will have 6 Field Notes and 3 different articles synthesized in the Response Paper to draw on for the Final Paper. You can also draw from your Investigative Assignments completed in EDS 117 (9 total IAs). The final paper is due on **Friday July 29th 5:00pm.**

On the last day of class, **July 28**, your team will give a 10 - 15 minute presentation on your research topic, including the basic elements required for the paper. You may include photos and other graphics in your presentation to bring your analysis to life. Presentations should be completed in Power Point, Google Slides, Prezi, or some other sort of presentation software.

Project Proposal should include

- Developmental period (0-5 years old; 5-8 years old; 9-12 years old; 13-18 years old)
- Learning theories to understand topic & answer question
- Cognitive Domains
- 5 references from either course (3 will come from Response Papers)
- 2 outside references
- Local evidence collected through field notes (n=6, 115), investigative papers (n=9, 117), Guest Speakers (n=2), Field Excursions, personal interactions, or local research.

Final Paper Should Include the Following Sections:

- I. Introduce Topic & state research question
- II. Review relevant Cognitive Domains & Developmental period
- III. Present perspective & evidence gathered from local context (you may include your field notes as part of your evidence)
- IV. Apply or contrast to evidence and perspectives common in the US
- V. Recommendations for educators in developing culturally responsive learning environments and transforming academic outcomes for a diverse society
- VI. Division of labor
- VII. Sources of local evidence (ie. Field Note Observations, Interviews conducted for Investigative Assignment, Guest Speakers, personal conversations, etc...)
- VIII. Reference list

Final Presentation Should Include the Following:

- Topic & Research Question
- Cognitive Domains & Developmental period
- Evidence gathered from local context
- Apply or contrast to evidence and perspectives common in the US
- Recommendations for educators in developing culturally responsive learning environments and transforming academic outcomes for a diverse society

Key Date for Final Team Project

- ❖ July 13: Team Assignments, Paper topics, and development of Paper Proposal, completed as an in-class activity & submitted via TritonEd
- ❖ July 20: Paper Outline, completed as an in-class activity & submitted via TritonEd
- ❖ July 28: Team Presentations
- ❖ July 29: Final Team Paper due 5:00 PM via TritonEd