

Global Seminar Quito, Ecuador
Language, Culture & Child Development

EDS 108 GS Culture, Cognition, and schooling in the Americas

Summer Session I, 2023

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Place: Quito, Ecuador
Location: IES Abroad Study Center

Course Description

This upper level Global Education seminar examines theory and research in sociocultural/historical approaches to cognitive development, with emphasis on how Indigenous communities of the Americas engage in caregiving and educating young children in diverse communities. Cognitive development, including learning theories, language, executive function, among others, will be explored from infancy through adolescence, situated within cultural contexts of the Americas. Connections will be made to schooling and education in the United States and ways to transform public education for all children, including children with indigenous heritage in the Americas. The course is offered in Quito, Ecuador. It 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 learning and child development theories and how these theories relate to the organization of schooling in the Americas (North to South America)
- ❖ Contextualize child development theories within sociocultural contexts of the Americas (indigenous, rural, urban)
- ❖ Draw on an understanding of cognitive and socioemotional development to evaluate prescribed educational standards, learning systems, tools, curricula, and products found in multiple contexts of the Americas

Required Readings and resources:

There is one required textbook plus required supplemental readings.

- a. **Book.** Inge Bolin (2006). *Growing Up in a Culture of Respect: Child Rearing in Highland Peru*. University of Texas Press.
- b. **Canvas.** Additional readings or supplemental materials will be placed on the Canvas site. This is a mandatory component of the course.

EDS IO8GS Grading Breakdown :

Description	Due	Points
<p>ATTENDANCE, Participation and in-class work-- It is important to arrive on time for class, to stay for the entire class meeting, and to be awake and alert. Text messaging, inappropriate use of laptops (e.g. internet, email, chats), excessive conversing with your neighbors, and other behavior that distracts you from the class will affect your participation score. If you have personal communication that is important to conduct during class time, please leave the classroom, send your message, and return. If there is something that is preventing you from fully participating in class, please let me know so we can identify a solution.</p>	<p>Ongoing</p>	<p>30 (15%)</p>
<p>MY FAVORITE TEACHER presentation & paper – Each class session will begin with 1 person giving a 3-minute presentation about their favorite teacher and why this helped support their cognitive development. Students will write a 1-2 page summary.</p>	<p>ongoing</p>	<p>10 (5%)</p>
<p>BLOG contribution – Each week two to three students will sign up to take primary responsibility for the program Blog. You will describe the week’s activities, reflect on learning, post photos, share insights, etc... In addition to the week you are the primary contributor to the Blog, each person should also contribute a post, a photo, comment, etc... at least three other times over the five weeks.</p>	<p>Ongoing</p>	<p>40 (20%) (30/10 for primary/secondary)</p>
<p>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.</p>	<p>1. July 5 2. July 13</p>	<p>25pts per (50 total points) (25%)</p>
<p>WRITTEN RESPONSE PAPER — There will be one <u>2-5 page</u> 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.</p>	<p>July 20</p>	<p>20 (10%)</p>
<p>FINAL TEAM PROJECT - You will work as a team of 3 on your final project. <u>Teams will be assigned July 13 2016</u> 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.</p>	<p>July 29</p>	<p>50 (25%) 10-presentati on 50-paper</p>
		<p>200 TOTAL</p>

Course Topics & Schedule of Readings

(Subject to change at instructor's discretion)

Prior to Arriving:

Introduction to Learning & Child Development in Andean Cultures of Ecuador

- ❖ **Reading:** Bolin (2006). Growing Up in a Culture of Respect: Child Rearing in Highland Peru. Chapters Introduction & Chapter 1

Week 1: Introduction to learning theories in cognitive development

MONDAY 8:00AM – 9:00PM

Orientation, Historic City Tour & Welcome Dinner

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

Tuesday: 9:00AM – 10:50AM

Introduction to course and topic of Cognitive Development

❖ **Reading:**

- Bolin (2006). Growing Up in a Culture of Respect: Child Rearing in Highland Peru. Chapter Chapter 3: Children at Play and Work
- Blake & Pope (2008). Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms, *Journal of Cross-Disciplinary Perspectives in Education*, 1(1), 59-67.

❖ **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

Wednesday: 9:00AM – 10:50AM

Theories and Frameworks; Contexts of development

❖ **Readings:**

- Rogoff, B. (2014). Learning by observing and pitching in to family and community endeavors: An orientation. *Human Development*, 57 (2-3), 69-81.
- 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 of Learning Theories
- Discussion of Field Observation #1

- ❖ SELF-GUIDED ACADEMIC EXCURSION, due Tuesday July 11 Conduct Field Observation #1 during Imbabura Excursion– Market place, Family home, or community context.

Thursday Saturday

- ❖ ACADEMIC EXCURSION: Imbabura Province; Ibarra, San Clemente Communities, Otavalo Mercado de la Plaza de los Ponchos

Thursday

- ❖ *Reading (complete by Friday morning 6:30am):*

- Bolin (2006). Growing Up in a Culture of Respect: Child Rearing in Highland Peru. Chapter Chapter 4: The Many Faces of Learning

Friday: Minga with San Clemente Community

Saturday 9:30AM – 10:30AM

- Class Discussion of Everyday life, child rearing, and education practices within the San Clemente Community. Connections to the Bolin Ethnography on Peruvian Highlands

Week 2: Cultural Nature of Development & Infancy

Tuesday July 11 2:00PM – 5:00PM

ACADEMIC EXCURSION to La Ronda and Morales Street.

Tuesday; 9:00AM – 10:50AM

Cultural Nature of Development

- ❖ *Readings:*

- Shonkoff & Phillips (2000). The Challenge of Studying Culture. *From Neurons to Neighborhoods*, National Academies Press, 57-69.
- The Science of Early Childhood Development: Closing the Gap Between What we Know and What we Do. National Scientific Council on the Developing Child. Harvard University.
- Bolin (2006). Growing Up in a Culture of Respect: Child Rearing in Highland Peru. Chapter Chapter 5: Rituals and Ceremonies on the Top of the World

- ❖ *In Class Activities:*

- My Favorite Teacher presentations
- Brain Wonders: Nurturing Healthy Brain Development from Birth, <https://www.zerotothree.org/resources/156-brain-wonders-nurturing-healthy-brain-development-from-birth>

- ❖ *DUE:*

- Field Note #1 Due on TritonEd by 9am

Thursday, 9:00AM – 10:50AM

Cognitive development in Infancy

❖ **Readings:**

- Shonkoff & Phillips (2000). The Developing Brain, *From Neurons to Neighborhoods*, National Academies Press, pages 182-217.
- Shonkoff & Phillips (2000). Developing Self-Regulation. *From Neurons to Neighborhoods*, National Academies Press, pages
- Gopnick, A. (2010) How babies think. Scientific American
- Petrova, V. & Lee, B. (2013). Child Fund International. Empowered and responsive Parenting: Child fund International Research Report. ECUADOR FOCUS

❖ **In Class Activities:**

- My Favorite Teacher presentations

Week 3: Early Language Development

Tuesday, 9:00AM – 10:50AM

Emergence of Language, Child Talk, & Theory of Mind

❖ **Readings:**

- Shonkoff & Phillips (2000). Communicating & Learning, *From Neurons to Neighborhoods*, National Academies Press, pages 124 – 162.
- 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
- Discuss Team Paper Topics & Develop Team Paper Proposals
- Discuss Response Paper, , begin searching for articles

❖ Due: Field Note #2, Park Observation

Thursday, 9:00AM – 10:50AM

Self-Regulation, Theory of Mind, Play

❖ **Readings:**

- 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>

- Evans, G. & Kim, P. (2012). Childhood Poverty, Chronic Stress, Self-Regulation, and Coping. *Child Development Perspectives*, 7, 1, pp. 43-48
- ❖ The Role of Cultural Factors in the Development of
- ❖ Latino Preschoolers' Self-Regulation
 - Miller, C. (2006). Developmental Relationships between language and theory of mind. *American Journal of Speech-Language Pathology*, 15, 142–154
 - Harvard Center for the Developing Child. Executive Function: Skills for Life and Learning. In Brief.
- ❖ ***In Class Activities:***
 - [Mischel's Marshmallows \(2009\). Radio lab.](#)
 - [Kliff, S. \(2012\). The Marshmallow Test, Revisited, The Washington Post.](#)
 - Broccoli & Goldfish
 - Finalize Response Paper Article Choice

Friday - Monday

ACADEMIC EXCURSION: Tena and Amazon Region

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

We will take time during our excursion to discuss both our experiences in conjunction with both course content.

Note: You may choose to conduct your investigative interviews for assignment #3 while in Tena and the Amazon Region.

Week 4: Early & Middle Childhood Development & Education

Wednesday 9:00 AM – 10:50 AM

Early Childhood

- ❖ ***Readings:***
 - Shonkoff & Phillips (2000). Growing up in Child Care. *Neurons to Neighborhoods*. National Academies Press. 297-327.
 - Howes, C. (2016). Children and child care: A theory of relationships within cultural communities. In Sanders & Wishard Guerra (Eds). *The Culture of Child Care: Attachment, Peers, and Quality in Diverse Communities*. Oxford University Press.
 - Hill Scott, K. (2016). Putting the horse before the cart: Why diversity must be at the forefront of early education, policy, and not remain a tagline on the back of the policy wagon. In Sanders & Wishard Guerra (Eds). *The Culture of Child Care: Attachment, Peers, and Quality in Diverse Communities*. Oxford University Press.
- ❖ ***In Class Activities:***
 - My Favorite Teacher
 - Team Paper Outline

- ❖ **DUE:**
 - **Response Paper**

Thursday

Middle Childhood

- ❖ **Readings:**
 - Correa-Chávez, M. & Rogoff, B. (2009). Children's attention to interactions directed to others: Guatemalan Mayan and European American patterns. *Developmental Psychology*, 38, 55-66.
 - Graham, S. & Weiner, B. (2012). Motivation: Past, Present, and Future, *APA Educational Psychology Handbook: Vol 1. Theories, Constructs, and Critical Issues*, 367-397.
 - García Coll, C. & Szalacha, L. (2005). The Multiple Contexts of Middle Childhood. *Children of Immigrant Families*.
- ❖ **APA Principles Jig Saw:**
 - **All Read Introduction & Methodology**
 - 2-3 students per section:
 - How do students think & Learn
 - What motivates students?
 - Why are social context, interpersonal relationship, and emotional well-being important to student learning
 - How can the classroom best be managed
 - How to assess student progress

2:00 – 4:00 PM: Guest Speaker: Early Childhood Education

Week 5: Adolescence & Conclusions

Tuesday 9:00AM – 10:50AM

Adolescents & Broader impacts of cognitive development

- ❖ **Readings:**
 - Bolin (2006). Growing Up in a Culture of Respect: Child Rearing in Highland Peru. Chapter Chapter 6: Adolescence: A Time of Many Challenges
 - Bolin (2006). Growing Up in a Culture of Respect: Child Rearing in Highland Peru. Chapter Chapter 7: Building a Society of Respect
 - Romer, D. (2010). Adolescent Risk Taking, Impulsivity, and Brain Development: Implications for Prevention. *Developmental Psychobiology*, 52(3): 263-276.

❖ *In Class Activities:*

- *My Favorite Teacher Presentations*

Thursday August 3: Group Project Presentations: 9:00AM – 10:50AM

❖ *In Class Activities:* Team Final presentations

❖ *Due:* Final Team Paper due BY Friday 3pm via TritonEd

EDS 108GS

Course Assignments

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

- I. My Favorite Teacher
- II. Blog
- III. Field Notes
- IV. Response Paper
- V. 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 108 (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 **they day of your presentation via TritonEd**. 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**).

Blog Contributions

Part of the regular writing assignments of the Ecuador Global Seminar program will be to contribute to the Blog documenting our course excursions, your personal experiences, and linking course content to lived experiences through a combination of photo and narrative documentation.

Each week 2-3 students will sign up to take responsibility for the primary Blog posts describing the activities and learning that occurred during that week. Each student is able to contribute to the weekly Blog posts through ongoing commentary or contributing additional content.

Together as a group we will come up with a Titter feed Hashtag so that we can collate our contributions on Twitter as well.

Weekly Blog Post will include descriptions of:

Environment

Activity Settings

Participants

Goals of activities

Reflections on Language, Culture, Child Development and Education

Photo Prompt:

Each time a photo is contributed to the Blog, you must include a comment that addresses the following that is represented in your photo:

1. Knowledge (theory)
2. Skills (Practices)
3. Dispositions (Attitudes)

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 (Imbabura): DUE Week 2

❖ Field Note #2 (Park): DUE Week 3

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 an APA or MLA format.

❖ Response Paper Article selected on DATE

❖ Response Paper DUE DATE

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 111 (9 total IAs). The final paper is due on **Friday Week 5 by 3:00PM**

On the last day of class, **DATE**, 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, 108), investigative papers (n=9, 111), Guest Speakers (n=2), Field Excursions, personal interactions, or local research.

Response to prompt: (25)

5 Intro topic & RQ statement

5 Review of relevant research

5 Local Evidence

5 Contrast to US

5 Recommendations for educators

Overall Demonstration of analytic thinking: (10)

Coherence across parts (10)

Grammar, editing, and referencing (5)

Final Paper Should Include the Following Sections:

- I. Introduce Topic & state research question 5
- II. Review relevant Cognitive Domains & Developmental period 10
- III. Present perspective & evidence gathered from local context (you may include your field notes as part of your evidence) 10
- IV. Apply or contrast to evidence and perspectives common in the US 5
- V. Recommendations for educators in developing culturally responsive learning environments and transforming academic outcomes for a diverse society 5
- 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

- ❖ Week 3: Team Assignments, Paper topics, and development of Paper Proposal, completed as an in-class activity & submitted via TritonEd
- ❖ WEek 4: Paper Outline, completed as an in-class activity & submitted via TritonEd
- ❖ Week 5: Team Presentations
- ❖ Week 5: Final Team Paper due 3:00 PM via TritonEd