Course Description
This course examines the sociocultural process of child development, including cognition, social-emotional development, and cultural practices in preschool, elementary school, and adolescent children, with implications for education in diverse communities. 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 cultural psychologists such as Rogoff and Cole. 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 required supplemental readings.


b. Canvas site. Additional readings or supplemental materials will be placed on the Canvas site. This is a mandatory component of the course.
### EDS 115 Grading Breakdown:

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<tr>
<th>Description</th>
<th>Due</th>
<th>Points</th>
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<tr>
<td><strong>ATTENDANCE, Participation and in-class work--</strong> 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.</td>
<td>Ongoing</td>
<td>30 (15%)</td>
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<td><strong>MY FAVORITE TEACHER presentation &amp; paper</strong> – 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.</td>
<td>ongoing</td>
<td>10 (5%)</td>
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<td><strong>BLOG contribution</strong> – 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.</td>
<td>Ongoing</td>
<td>40 (20%) (30/10 for primary/secondary)</td>
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<td><strong>FIELD OBSERVATIONS &amp; FIELD NOTES</strong> – 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 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.</td>
<td>Week 1</td>
<td>25pts per (50 total points) (25%)</td>
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<td><strong>WRITTEN RESPONSE PAPER</strong> — 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.</td>
<td>Week 4</td>
<td>20 (10%)</td>
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<td><strong>FINAL TEAM PROJECT</strong> - You will work as a team of 3 on your final project. Teams will be assigned July 13 2016 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.</td>
<td>Week 5</td>
<td>50 (25%) (10-presentatio n 50-paper)</td>
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200 TOTAL
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


Week 1: Introduction to learning theories in cognitive development

MONDAY 8:00AM – 9:00PM
Orientation, Historic City Tour & Welcome Dinner
ACADEMIC EXCURSION to La Compañia de Jesus Jesuit Church, Historic Quito

Tuesday: 9:00AM – 10:50AM
Introduction to course and topic of Cognitive Development

❖ Reading:

❖ In Class Activities:
  o Sign up for “My Favorite Teacher” presentation
  o Discuss course assignments and connections to local and overnight excursions
  o Discuss Local Academic Excursion to La Iglesia Compañia de Jesus

Wednesday: 9:00AM – 10:50AM
Theories and Frameworks; Contexts of development

❖ Readings:

❖ In Class Activities:
  o Begin My Favorite Teacher Presentations
  o Discussion of Learning Theories
  o 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):

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 2:00PM – 5:00PM
ACADEMIC EXCURSION to Fundacion Guayasamin and Alabado Museum of Pre-Columbian Art

Tuesday; 9:00AM – 10:50AM
Cultural Nature of Development
❖ Readings:

❖ In Class Activities:
   ○ My Favorite Teacher presentations

❖ DUE:
   ○ Field Note #1 Due on TritonEd by 9am

Thursday, 9:00AM – 10:50AM
Cognitive development in Infancy
❖ Readings:

❖ **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:**

❖ **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:**

❖ The Role of Cultural Factors in the Development of
❖ Latino Preschoolers’ Self-Regulation

❖ **In Class Activities:**
- Broccoli & Goldfish
- Finalize Response Paper Article Choice

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</tr>
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<td>ACADEMIC EXCURSION: Tena and Amazon Region</td>
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<td><em>See excursion Handout and Schedule for more details.</em></td>
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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:**

- **In Class Activities:**
  - My Favorite Teacher
  - Team Paper Outline

- **DUE:**
  - Response Paper

#### Thursday

**Middle Childhood**

- **Readings:**

**APA Principles Jigsaw:**
- 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

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**Week 5: Adolescence & Conclusions**

**Tuesday 9:00AM – 10:50AM**

*Adolescents & Broader impacts of cognitive development*

- **Readings:**

- **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 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. 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 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 the day of your presentation via Canvas. 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 Twitter feed Hashtag so that we can collate our contributions on Twitter as well.

Weekly Blog Post will include descriptions of:
Environment
Activity Settings
Participants

EDS 115GS DRAFT Summer 2021
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 July 11
❖ Field Note #2 (Park): DUE July 18

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 the 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 117 (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, 115), investigative papers (n=9, 117), 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**

**NOTE: Update dates for summer 2021**

- July 18: Team Assignments, Paper topics, and development of Paper Proposal, completed as an in-class activity & submitted via TritonEd
- July 25: Paper Outline, completed as an in-class activity & submitted via TritonEd
- August 3: Team Presentations
- August 4: Final Team Paper due 3:00 PM via TritonEd