

Development and Learning in Sociocultural Contexts EDPSYCH 2068

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Course Description

In *Development and Learning in Sociocultural Contexts*, we will examine how research and theory in educational and developmental psychology can be applied to the understanding of complex and interacting processes involved in learning and development. Towards this end, this course examines the cognitive, developmental, and socio-cultural factors that influence child and adolescent learning and development with an emphasis on educational implications and improved educational outcomes.

Educator Essentials Requirement

This course fulfills student learning outcomes associated with category 1 (**The Learner**) of the Educator Essentials requirement of the UNI Teacher Education program.

UNIFI Requirement

This course also fulfills student learning outcomes associated with the **Human Condition (Domestic)** category of the UNIFI/General Education requirements.

Credit Hours

This course meets the Course Credit Hour Expectation outlined in the Course Catalog. Students should expect to work approximately 2 hours per week outside of class for every course credit hour.

Course Readings

- C. Durwin & M. Reese-Weber (2020). EdPsych Modules 4th Edition. SAGE: Thousand Oaks, CA
- Additional readings/materials will be available online through *Blackboard*.

Class Expectations

In this sixteen-week online asynchronous course, each Unit is organized into weekly topics with accompanying readings, videos, podcasts, and learning activities. I encourage you to study materials that I have selected on the syllabus (see schedule below) and complete learning activities by the due dates listed. By staying on schedule, you will be better prepared to learn from materials and learning activities.

Brief Description of Activities and Assignments

- **Learning Activities:** Each weekly topic will have associated learning activities to TRY. These activities (e.g., take a practice quiz or short answer test; post a reflection to a discussion board) are **designed to enhance your comprehension of assigned material and provide you with formative assessment feedback**. While completing these learning activities may be helpful in deepening your understanding of the material, **submission of learning activities is strictly optional** and your performance on these activities **will not be included as part of your final grade**.
- **Unit Exams:** There are **3 online exams** that assess your knowledge and understanding of content covered in Units 1-3. Each unit exam consists of selected response items and will be administered and submitted online through *Blackboard*. **Exams must be submitted during due dates listed**. Performance on unit exams contributes 85% to your final grade.
- **Reflective Essay:** There is a reflective essay which will assess your thinking and synthesis of content covered in Unit 4. There is no page or formatting restrictions for this essay. The reflective essay contributes 15% to your final grade.
- **Optional Final Exam:** Students may also take an **optional online cumulative final exam** that can be used to replace their lowest exam score. Students should contact the instructor by the 13th week of the semester if they are interested in scheduling this option.

University Policies and Resources

- **Free Speech:** The University of Northern Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We encourage the free and responsible exchange of diverse ideas on our campus. The University is committed to open inquiry and the spirited and thoughtful debate of such ideas. All UNI employees, students, applicants and campus visitors are welcome to disclose their personal pronoun preferences, though no one shall be compelled to do so. Visit Free Speech at UNI <https://freespeech.uni.edu/> for more information or to report a concern.
- **Non-discrimination in Employment or Education:** Content in this class has the potential to be disturbing to some individuals based on life experiences. If you ever feel the need to step out of the classroom or decline participation in an activity, please request an alternative learning experience. UNI Policy 13.02 Discrimination, Harassment, and Sexual Misconduct states: "The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation." Policy 13.02 outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or Title IX Deputy Coordinator.
- **Accessibility and Special Needs:** The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. Students with disabilities experiencing a barrier to access should connect with Student Accessibility Services (SAS) to request accommodations. For more information about the accommodation process, please contact SAS at (319) 273-2332 Relay 711, accessibilityservices@uni.edu, or GIL 102. Additional information is also available at sas.uni.edu.
- **The Learning Center:** The Learning Center at Rod Library provides free tutoring for a variety of different areas (i.e., writing, math, science, business, Spanish, college reading and learning strategies). The Learning Center at Rod Library is open for walk-in assistance Monday-Thursday 10am-10pm, and Sunday 5pm-8pm and is free of charge for all UNI students. If you are unavailable during normal tutoring hours, online tutoring is also available through Tutor.com. To learn how to access the program, go to <https://tlc.uni.edu/online>, email TheLearningCenter@uni.edu, call 319-273-6023, or visit the TLC desk located on the main floor of Rod Library.

In addition, The Office of International Engagement offers free coaching sessions with experienced staff, in-person and online, for international and multilingual students. Students can schedule time with an advisor for in-person assistance or simply walk-in for services during established coaching times located in Maucker Union 113. More information can be found on the [OIE Academic Coaching Website](#).

Grading Scale

Your final letter grade will be based on the following scale:

<u>Score</u>	<u>Letter Grade</u>
100-94	A
93-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-66	D
<66	F

Alignment of UNI Educator Essentials Category 1 InTASC Standards with EDPSYCH 2068 Course Specific Learning Outcomes

The specific learning outcomes for this course are aligned with the following essential knowledge, performances, and critical dispositions set by the Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

Educator Essential Category 1 InTASC Standard	EDPSYCH 2068 Course Specific Learning Outcomes	Assessment
Learner Development (1e): The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.	By the end of this course, the teacher candidate will: • Know that human development involves the inseparable interplay of nature and nurture and understand the implications of this continual interplay for how human development is studied and how its research findings are interpreted and applied. • Know how major theories view the relationship between development and learning and understand the educational significance of these different perspectives. • Know the role gene-environment interaction, neuroplasticity, and sensitive periods play in explaining typical and variable aspects of brain development. • Know the main factors that contribute to language development. • Know the core competencies involved in social-emotional learning and how these can be supported. • Know different instructional approaches to addressing diversity in the classroom.	Unit 1 Exam & Unit 4 Reflective Essay
Learner Development (1d): The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.	By the end of this course, the teacher candidate will: • Know the defining characteristics of working and long-term memory and understand how they work together to support learning. • Know the defining characteristics and can identify examples of the following encoding strategies: Rehearsal, mnemonics, and elaboration. • Know basic concepts that inform cognitive load theory, and how and when it can be applied to optimize instructional effectiveness. • Know the defining characteristics and examples of generative learning strategies. • Know the defining characteristics and can identify examples of these learning strategies: Distributed practice, interleaved practice and retrieval practice.	Unit 2 Exam
Instructional Strategies (8j): The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	By the end of this course, the teacher candidate will: • Know the defining characteristics and can identify examples of well-defined and ill-defined problem solving and some effective instructional strategies for fostering it. • Know the defining characteristics and can identify examples of critical and creative thinking and some effective instructional strategies for fostering it. • Know the defining characteristics and can identify examples of "low road" and "high road" transfer and factors that increase its likelihood of occurring. • Know the defining characteristics and can identify examples of metacognitive knowledge and regulation and understand how they influence cognitive processes.	Unit 3 Exam

Schedule for Topics and Assignments

Unit 1: Supporting cognitive, linguistic, social and emotional development (InTASC Standard 1e)			
Week	Topics	Assignments	
1	Perspectives on the role of nature and nurture in development	▪ Read: ○ Shonkoff & Phillips “Rethinking nature and nurture” ○ Carlton & Winsler “School readiness: The need for a paradigm shift” ▪ Watch: ○ Nature vs nurture debate: Videos 1- 4	▪ Try: ○ Activity 1.1 (Check your understanding with a quiz) ○ Activity 1.2 (Share your thinking with colleagues)
2	Individual differences and contexts of development	▪ Read: ○ Durwin (Module 2 pp. 31-44; Module 20 pp. 426-430) ○ Landry & Smith “Family processes that support school readiness” ▪ Listen: ○ Early Lessons	▪ Try: ○ Activity 2.1 (Check your understanding with a quiz) ○ Activity 2.2 (Share your thinking with colleagues)
3	Brain and language development	▪ Read: ○ Durwin (Module 5 pp. 95-111; Module 7 pp. 133-147) ▪ Listen: ○ Rewiring the brain: Early deprivation and child development ○ Deprivation’s mark on the brain	▪ Try: ○ Activity 3.1 (Check your understanding with a quiz) ○ Activity 3.2 (Share your thinking with colleagues)
4	Supporting social & emotional learning and development	▪ Read: ○ Durwin (Module 3 pp. 61-65) ○ Bailey et al, “Re-imagining social-emotional learning: Findings from a strategy-based approach” ○ Yeager “Social and emotional programs for adolescents” ▪ Watch: ○ Core competences of social-emotional learning	▪ Try: ○ Activity 4.1 (Check your understanding with a quiz) ○ Activity 4.2 (Share your thinking with colleagues)
Unit 1 Exam due			

UNIT 2: Supporting cognitive processes and learning (InTASC Standard 1d)

Week	Topics	Assignments	
5	Encoding, storage and retrieval processes	▪ Read: ○ Durwin (Module 10 pp. 193-206) ○ Willingham “Why do students remember everything that’s on television and forget everything I say?” ▪ Watch: ○ Mini-lecture ○ Understanding how memory works	▪ Try: ○ Activity 5.1 (Check your understanding with a quiz) ○ Activity 5.2 (Share your thinking with colleagues)
6	Working memory, cognitive load and prior knowledge	▪ Read: ○ Korbey “Working memory: Education’s unfinished revolution” ○ CESE “Cognitive load theory: Research that teachers really need to understand” ▪ Watch: ○ Mini-lecture ○ Working memory ○ Connecting prior knowledge ○ Cognitive load	▪ Try: ○ Activity 6.1 (Check your understanding with a quiz) ○ Activity 6.2 (Share your thinking with colleagues)
7	Learning strategies: Getting information in	▪ Read: ○ Fiorella & Mayer “Eight ways to promote generative learning” ○ Dunlosky “Strengthening the student toolbox: Study strategies to boost student learning” ▪ Watch: ○ Making memories	▪ Try: ○ Activity 7.1 (Check your understanding with a quiz) ○ Activity 7.2 (Share your thinking with colleagues)
8	Learning strategies: Getting information out	▪ Read: ○ Bye “Desirable difficulties in the classroom” ○ Gonzalez “Retrieval practice: The most powerful learning strategy you’re not using.” ○ Bjork, Jones, & Wiliam “Why testing shouldn’t be the first response to last year’s learning gaps” ▪ Watch: ○ Retrieving memories	▪ Try: ○ Activity 8.1 (Check your understanding with a quiz) ○ Activity 8.2 (Share your thinking with colleagues)

Unit 2 Exam due

UNIT 3: Supporting higher-order thinking (InTASC Standard 8j)

Week	Topics	Assignments	
9	Supporting metacognition	▪ Read: ○ Durwin (Module 11 pp. 219-233) ▪ Watch: ○ Thinking about thinking: Metacognition	▪ Try: ○ Activity 9.1 (Check your understanding with a quiz) ○ Activity 9.2 (Share your thinking with colleagues)
10	Supporting transfer of learning	▪ Read: ○ Durwin (Module 12 pp. 237-247; Module 18 pp. 373-378) ▪ Watch: ○ Lessons for life: Learning and Transfer	▪ Try: ○ Activity 10.1 (Check your understanding with a quiz) ○ Activity 10.2 (Share your thinking with colleagues)
11	Supporting problem solving, critical and creative thinking	▪ Read: ○ Durwin (Module 13 pp. 253-265; Module 18 pp. 379-381) ○ Baer “Creativity doesn’t exist in a vacuum” ▪ Listen: ○ Invent to learn	▪ Try: ○ Activity 11.1 (Check your understanding with a quiz) ○ Activity 11.2 (Share your thinking with colleagues)

Unit 3 Exam due

UNIT 4: Approaches to addressing individual differences (InTASC Standard 1e)

12	Differentiated instruction and grouping practices	▪ Read: ○ Durwin (Module 18 pp. 371-373; Module 19 pp. 387-392; 397-398) ○ Randazzo & Belkin “To shrink the learning gap, this district offers classes separated by race” ○ Jargon “Boys think schools favor girls. Schools are trying new tricks to change that”	▪ Try: ○ Activity 12.1 (Check your understanding with a quiz) ○ Activity 12.2 (Share your thinking with colleagues)
13	Detracking and Vocational education	▪ Read: ○ Alvarez & Mehan “Whole-school detracking: A strategy for equity and excellence” ○ Loveless “Does detracking promote educational equity?” ▪ Listen: ○ Tracking and vocational ed ○ Ready to work: Reviving vocational ed	▪ Try: ○ Activity 13.1 (Check your understanding with a short answer test) ○ Activity 13.2 (Share your thinking with colleagues)

Week	Topics	Assignments	
14	Using multiple modalities to support learning: Learning Styles vs. Dual Coding	▪ Read: ○ Cuevas “Is research-based instruction a reality in education? The example of learning styles and dual coding” ○ Keep “How people learn best: Learning Styles vs Dual Coding.” ○ Willingham “Do visual, auditory, and kinesthetic learners need visual, auditory and kinesthetic instruction?” ▪ Watch: ○ Mini-lecture	▪ Try: ○ Activity 14.1 (Check your understanding with a short answer test)
15	Personalized learning and schools of the future	▪ Read: ○ Durwin (Module 20 pp. 415-421; 431-435) ○ Dumont & Ready “On the promise of personalized learning for educational equity” ○ Brummelman "Children face unequal treatment in the classroom - with devastating consequences" ▪ Watch: ○ Schools of the future ○ How AI could save (not destroy) education	▪ Try: ○ Activity 15.1 (Share your thinking with colleagues)
Unit 4 Reflective Essay due			
16	Optional Cumulative Final Exam due		