

CI162 Understanding Children, Learning, and Development in TK-8 Classrooms

Fall 2024

Instructor Information

Instructor Name: Dr. Feiyan Chen

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Student Support Hours: (days/times) Mondays 12:00 PM-4:00 PM and by appointment in-person or via Zoom. Zoom Office Hours Link click [here](#) (Meeting ID: 938 7651 7999, Passcode: 805388)

Course Information

Course Modality: In-Person

Course ID: 021167

Units: 3

Class Meeting Location & Time: **ED173, Wednesdays 7:00 PM-9:50 PM**

Canvas: fresnostate.instructure.com

Course Description: This course focuses on the principles of educational psychology and their relations with recent research and school practice. It provides diverse theoretical perspectives on learning and development in children and adolescents, as well as their implementation and application in school settings. It helps teacher candidates understand the characteristics and needs of TK-8 students in learning and development, supporting high-quality instruction and the creation of an effective learning environment.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of **9 hours in total each week** for this course. You are expected to plan your study time around the course schedule and recommended completion dates. Check your email account regularly for updated information. If you have questions or confusion about an assignment, take action promptly!

Required Course Materials

A list of selected readings (see canvas) is used to replace textbooks in this course.

Course Specifics

Course goals: Teacher candidates will understand the characteristics and needs of K-8 students in their learning and development, as well as the “why” behind professional practice.

Student Learning Outcomes: Teacher candidates will

- Describe diverse theoretical perspectives on learning and development and explain connections among theory, research, and professional practice. (TPEs 1.4 [I, P], 1.7 [I], 1.8 [I], 2.1 [I, P, A], 2.2 [I], 2.5 [I,P], 3.2 [I], 3.4 [I, P], 4.1 [I, P], 4.2 [I, P, A], 4.3 [I, P], 4.7 [I, P], 5.1 [I, P], 5.2 [I], 5.3 [I], 5.4 [I], 5.5 [I], 5.6 [I], 5.7 [I], 5.8 [I], 6.2 [I, P], 6.3 [I])
- Apply theories into professional practice, e.g., designing and planning instruction, teaching and reflection, assessment, and improving the learning environment. (TPEs 1.1 [I, P, A], 1.3 [I, P, A], 1.5 [I, P, A], 2.1 [I, P, A], 2.3 [I], 2.6 [I, P], 3.1 [I, P, A], 3.3 [I, P, A], 4.2 [I, P, A], 4.4 [I, P, A], 4.8 [I], 5.8 [I], 6.1 [I, P, A])
- Become familiar with the developmentally appropriate practice. (TPEs 1.3 [I, P, A], 1.7 [I], 1.8 [I], 4.4 [I, P, A], 4.7 [I, P])
- Demonstrate knowledge about a broad range of critical topics in learning and development and their relationship to professional practice in schools and classrooms, including an understanding of young children’s characteristics and needs and using that knowledge. (TPEs 1.2 [I, P], 1.3 [I, P, A], 2.4 [I], 3.1 [I, P, A], 3.2 [I], 4.2 [I, P, A], 4.4 [I, P, A])
- Become familiar with professional perspectives on teaching that include professional, legal, and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, and to develop as a professional educator. (TPEs 6.2 [I, P], 6.5 [I, P], 6.6 [I], 6.7 [I])
- Demonstrate strategies to foster effective expression in TK-8 students through collaborative discussions, writing, and presentations. They will guide students in planning, revising, and producing work using technology, multimedia, and language conventions. (TPE 7.8)

Note: The learning outcomes are aligned with the Teaching Performance Expectations (TPE).

Course Requirements/Assignments: This section lists major assignments required in the course (see Canvas for small assignments). It is not recommended to access and take tests/quizzes through the Canvas app or on a mobile device.

Assignment 1: Understanding Education and the School Context

This is an individual assignment. The **purpose** of this assignment is for teacher candidates to get to know more about the field of education and the local school context and teaching practice. Below are the steps to complete the assignment.

- **Step 1: Interview data collection:** *Each student is expected to conduct a semi-structured interview with a TK-8 teacher for a minimum of 15-20 minutes (see more details on Canvas. You may add questions you would like to ask in the protocol. Make sure you have permission to audio record the interview and to use the data for academic purposes, i.e., to submit it as part of the assignment in this case).*
- **Step 2:** Watch the following two videos RIGHT AFTER the interview: [Reinvention education for the 21st century](#) (about 21 minutes) & [Transforming Education](#) (watch it from 21:45 minutes to the end, focusing on the purpose of education). These videos provide you with another perspective on education and teaching that perhaps differs from what you learned from your interviews, such as common core and the purpose of education. You may write down your thoughts that emerged during or after watching the videos in your notebook (no submission is required but just to help your thinking later). After watching the videos, take a moment to think by bringing together what you learned from your interview, the videos, and your previous perspectives.
- **Step 3: Reflection and action plan:**
 1. Address your perspective on the purpose of education.
 2. What were your thoughts that emerged or were inspired by both **the interview and the first two videos**? Comment on the interview and each video separately, followed by an overall thought on all three sources together. Make sure you *label the videos* (such as Video 1) in your response. **In one of your thoughts**, try to use the following prompt, “I used to think that ___but now I know that ___, because___.” Your answers should be the thoughtful results from thinking through 2 videos and the interview.
 3. Use bullet points to list **3 things** you discovered in the 3rd video and **1 practical strategy** inspired by the 3rd video that you plan to use in your classroom.
 4. List 2 questions you have in the field of teaching/education, or issues/topics that you are interested in exploring by yourself.
- **Submission:** Submit **ONE** document (or some other formats such as slides etc.) that includes the following parts on Canvas:

1. A link to the audio file of the interview
2. Reflection and action plan

Assignment 2: Theories in Practice (A): Diverse Programs in Schools

The purpose of this small group assignment is for teacher candidates to learn different school programs that are connected with theories covered in this course. It is **an inquiry-based learning experience** designed for teacher candidates to bring together theories and practices.

Steps to complete the assignment and requirements:

Step 1: Each candidate signs up for a program listed below (signing sheet available on Canvas):

- Group 1: Social Emotional Learning (SEL)
- Group 2: Bully prevention programs: pick one of them listed below
 - Olweus Bully Prevention Program
 - The Second Step Program
 - Safe school Ambassadors
 - No Bully System
 - Rachel's Challenge
 - Steps to Respect
 - (Your choice)
- Group 3: Pick **ONE** of the following programs:
 - Positive Behavior Intervention Support (PBIS), or
 - Conversation, Help, Activity, Movement, Participation (CHAMPS)
- Group 4: Pick **ONE** of the following programs:
 - Restorative Justice, or
 - Character education, or
 - Service learning (e.g., Baird Elementary School)

Step 2: Explore the program by searching on websites and/or collecting data from the school sites (e.g., photos from school sites & interviews with students, teachers, or administrators etc.).

Step 3: Prepare an oral presentation in small groups. For those who like performance/skits, you may perform skits as classroom examples of the program. Use your creativity to have fun!

- When preparing for the presentation, think about how your presentation is going to *contribute* to your peers' learning and development. Limit the information that you think is not helpful for others.
- Use your data and creativity to explain what the program is about. How is it implemented in schools? Please give a specific example(s). Is there any gap between the original intention of the program and how it is implemented in schools? Please comment on the program and its appropriateness in the implementation of the theories you have learned. Additionally, address what you get from the program that you plan to use in your teaching practice, and give a specific example of how you plan to use it in your teaching. (see the requirements in the rubric available on Canvas).
- Make sure *each group member* has the opportunity to present.
- Make sure your presentation has the following elements: each slide does not contain too many words (no more than 6 lines), good sound quality for videos or audio, useful information, clear, well organized, engaging, and creative.
- Length: 10-12 minutes (more details about this assignment will be available in class)

Step 4: Video record your presentation.

Step 5: Submit your video link on Canvas. One submission per group.

Assignment 3: Theories in Practice (B): Designing and Teaching A Lesson With Theories

The purpose of this assignment is to apply theories and concepts learned in this course to improve children's learning environment and teaching practice. This assignment is required to be completed in small groups.

This assignment is a small group work (3-5 members per group according to grade levels of placement). The content is connected to the in-class activity on creating a playful learning experience for children. The purpose of this assignment is for teacher candidates to apply theories in teaching practice. Below is the suggested process to complete the assignment.

1. **Create or Redesign** a lesson plan:
 - a. Connect to standards such as Common Core;
 - b. Use Vygotsky's cultural-historical theory learned in the course to design the lesson, including *dramatic or mature play (check its components), dramatic collision, perezhivanie, and another concept (self-selected) in this*

theory. You also have to use *another two theories* learned in this course. Use color highlighter to highlight the texts in *your lesson plan* where you used or were inspired by the concepts/theories.

2. **Analysis of the lesson:** Below the lesson plan is the section called the analysis of the lesson. In this section, list all concepts or theories you used in the lesson plan, and then

Explain each concept/theory:

- 1) What does it mean? (Use course materials to address this question, if you directly cite the course slides or readings, make sure you use your own language to paraphrase the citation to show your understanding of the concept/theory instead of just copying and pasting it)
- 2) How does each concept/theory inspire your lesson planning?

3. Enact your lesson plan in class (Group work): Teach the lesson to your peers and receive feedback from your peers and instructor.

4. Reflection (Group work after a group discussion):

- a. Your overall impression or comments of your class, that is, what came to your mind right after the class;
- b. Strengths of your class;
- c. The parts that were not yet perfect;
- d. How would you like to improve them (or do it differently)?

5. Revise/Improve your lesson plan according to the above feedback and reflections

6. Submission: Each group submits **ONE** document of the assignment (Times New Roman, 1.5 line space). In the document, please include:

- 1) **A title page:** Includes the title of the assignment; and names of all group members; After each name, claim your contribution to the group work (you may list what you did in the group work)
- 2) **The revised lesson plan**
- 3) **Analysis of the lesson**
- 4) **Reflections**
- 5) **References (Optional,** add this section when needed, for example, if you need to cite references other than the course materials): In-text citation and a reference list, APA style. References are mainly used in the section on the analysis of the lesson.

Small Assignments: Small assignments are included in Modules that align with their specific topics or contents. These assignments will be presented in various formats, such as individual work, small group activities, whole group tasks, quizzes, quick-writes, cooperative learning activities, and discussions. These activities may be used for self-assessment or to assess your learning within the modules.

Grading policy: To receive an A in the course, *all* assignments and in-class activities must be completed *on time*. A grade of D or better is required to pass this class.

Table 1 Assignment and Point Distribution

Assignment	Points
1. Understanding Education and the School Context	15
2. Theories in Practice (A): Diverse Programs in Schools	20
3. Theories in Practice (B): Designing and Teaching A Lesson With Theories	25
4. Small Assignments (see canvas)	40

Table 2 Distribution of Letter Grade to Percent and Points

Letter Grade	Percent	Points
A		90-100
B		80-89
C		70-79
D		60-69
F		under 60

Course Policies & Safety Issues

- Students are expected to attend ALL sessions of this course. However, unplanned student absences can be authorized when the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling, or child) prevents attending class. The student is responsible for contacting the instructor as soon as possible after the missed class period and for providing documentation of the reason for the absence upon returning to class. In the event the student's absence is authorized and make-up work is allowed, missed papers, tests, and/or homework assignments should be made up as soon as practicable. Students with extensive absences should recognize the consequences of missing class on both their learning and grades. When a student is absent for an extended time, a viable make-up plan may not be feasible. In these circumstances, other actions such as dropping the class or withdrawing from the University may be appropriate.
- Student absences for University-sponsored activities should be authorized only when: (1) the event is sponsored by the University; (2) the student represents the University at the event; and (3) the student provides written documentation of points one and two to the instructor at least two weeks before the event. In anticipation of authorized absences due to University-sponsored activities, students may submit their work to the instructor before the absence. This includes papers, tests, and/or homework assignments.
- Absences in other circumstances except for the above-mentioned ones will not be authorized in this course. **Every unauthorized absence after your first absence will result in a final grade reduction of 5 points. Three or more unauthorized absences result in an automatic "F".**
- If you are absent from class, it is your responsibility to check with your classmates and class materials (e.g., class slides) on announcements, in-class proceedings/activities, and/or assignments missed. Missed assignments due to authorized absences are required to make up on your return.
- Read all assigned readings.
- ALL assignments must be completed. **A late assignment will result in a half-grade reduction of the assignment value/points.** Assignments that are delayed more than one week will not be accepted for grading unless special circumstances. Extensions are required to be arranged ahead of the due date.

Complete all assignments in a professional manner. Grammar and punctuation are important and will contribute to the overall grade assigned to any written assignment.

- **Ungraded assignments** are designed to encourage active participation, critical thinking, and exploration of course concepts without the pressure of receiving a formal grade. These assignments aim to foster a deeper understanding of the material and provide opportunities for self-assessment. ALL ungraded assignments are required to be completed to pass the course.
- The use of electronic devices in class is allowed only for course-related work when needed. Irrelevant work such as chatting on social media, texting, doing assignments for another course, and so on is not permitted unless under special circumstances. **Violating this policy may result in a final grade reduction of 5 points.**
- Audio recording of course lectures is allowed for those who need it. Students should give a notice to the instructor before recording.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc.

Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL NOT be available for your viewing.**

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair's name: Patricia D. Lopez

Department name: Curriculum and Instruction

Chair's email: pdlopez@csufresno.edu

Department phone number: 559.278.0250

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid, and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual

exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003

Fresno State Police Department | fresnostate.edu/police | 559.278.8400

Students can access confidential support from two separate resources on campus:

Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796

Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Academic Success Coaching](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Course Calendar

Tentative Course Schedule

Week	Date	Topic	Reading Assignment (see Canvas)
1	Aug 21	Introduction Course overview & the syllabus Assignment 1 In-Class activity/play sheet	Start to work on Assignment 1 Complete the activity/play sheet
2	Aug 28	Gardner's multiple intelligence Professional ethics	
3	Sep 4	Constructivism and Piaget's Cognitive Development Developmentally appropriate practice (DAP) & Inquiry-based learning	
4	Sep 11	Self-efficacy and Mindset	
5	Sep 18	Erikson's psychosocial development Assignment 2	Assignment 1 Due by 11:59 PM on Sep 18
6	Sep 25	The MUSIC model of motivation, Maslow's hierarchy of needs	
7	Oct 2	Collaborating with Families Work on Assignment 2	Assignment 2 Due by 11:59 PM on Oct 2
8	Oct 9	Vygotsky's Cultural-Historical Theory & Practice: Playful Learning Assignment 3	

We ek	Date	Topic	Reading Assignment (see Canvas)
9	Oct 16	Vygotsky's Cultural-Historical Theory & Practice (Part A) Mid-Term Survey	
10	Oct 23	Vygotsky's Cultural-Historical Theory & Practice (Part B)	
11	Oct 30	Diverse School Programs Assignment 3 Worksession & QA	
12	Nov 6	Behaviorism	
13	Nov 13	Assignment 3 Teaching Presentation & Discussion	
14	Nov 20	Assignment 3 Teaching Presentation & Discussion	
15	Nov 27	NO CLASS: Thanksgiving Break	
16	Dec 4	Trauma & trauma-sensitive teaching practice	
17	Dec 11	Consultation	Assignment 3 due by 11:59 PM on Dec 11

APPENDIX 1

List of Readings for Teacher Candidates

- Cherry, K. (2016). Self-efficacy: Why believing in yourself matters. <https://www.verywell.com/what-is-self-efficacy-2795954>
- Developmentally appropriate practice (DAP): What is it? 3 core considerations, 12 principles of child development, 5 guidelines for effective teaching, 10 suggested teaching strategies. <http://www.naeyc.org/dap/faq#dap>
- Hozman, L. (1997). *Schools for growth: Radical alternatives to current educational models*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers. [Read chapter 7 The Barbara Taylor School: A development community where children learn. The book is available in the library.]
- Jones, B. D. (2009). Motivating students to engage in learning: The MUSIC model of academic motivation. *International Journal of Teaching and Learning in Higher Education*, 21(2), 272-285. <http://files.eric.ed.gov/fulltext/EJ899315.pdf>
- Kline, T. (2017). Applying Maslow's hierarchy of needs in our classrooms. <http://www.changekidslives.org/actions-4/>
- Lantolf, J. P., & Poehner, M. E. (2011). Dynamic assessment in the classroom: Vygotskian praxis for second language development. *Language Teaching Research*, 15(1), 11-33. <http://journals.sagepub.com.hmlproxy.lib.csufresno.edu/doi/pdf/10.1177/1362168810383328>
- Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development. *English language teaching*, 3(4), 237. <http://www.ccsenet.org/journal/index.php/elt/article/view/37034/20738>
- Slavin, R. E. (2014). *Educational psychology: Theory and practice* (11th ed.). Boston: Pearson Education. [Chapter 3, pp. 49-51 and pp. 56-65] https://drive.google.com/a/mail.fresnostate.edu/file/d/0B_FtLyQXe0JGSmtqSHlhZ0Q0eVU/view?usp=sharing
- van Oers, B. (2012). Developmental education: Foundations of a play-based curriculum. B. van Oers (ed.), *Developmental education for young children: Concept, practice and implementation* (pp. 13-25). Springer Science & Business Media. (This is an ebook available in the library. If the link does not work, please find the book in our library). <https://link.springer.com/book/10.1007%2F978-94-007-4617-6>
- Vygotsky, L. S. (1994). The problem of the environment. In R. V. D. Veer & J. Valsiner (Eds.), *The Vygotsky reader* (pp. 338–354). Oxford: Blackwell. <https://www.marxists.org/archive/vygotsky/works/1934/environment.htm>