



SCHOOL OF EDUCATION AND  
COUNSELING PSYCHOLOGY

**Department of Education  
MATTC  
EDUC 253 (MS)/ EDUC 278 (SS) (3 units)  
Typical and Atypical Development & Learning  
Winter 2024**

*Professor:* Dosun Ko

*Office:*

*Class:* Tuesday, Tuesday: January 9 – March 12 (5:00 - 8 :00)

*Office Hours:* Virtual Office - Day, Times, and by appointment

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**Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

**Faculty, staff, and students in the Department of Education:**

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

***MS/SS Teaching Credential Program Learning Goals (PLGs)***

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.) The Teacher

Performance Expectations (TPE) for California educators and Education Specialists TPEs for Mild Moderate Special Needs (MMSN) are also mapped on the course objectives.

**Course Description**

Drawing on both developmental and educational psychology, this course examines theories and patterns of typical and atypical development as this relate to teaching practices and educational programs. Students apply theories of cognitive, physical, and social/emotional and motivation to learning contexts among children, youth and early adulthood.

Students will be expected to fully engage in classroom exercises, literature circle groups, and whole-class discussions on the assigned readings.

**Course Objectives**

This course will develop students’ knowledge of or skills with...		<i>Standard/Goals Addressed</i>			
		<i>DG#</i>	<i>PLG#</i>	<i>TPE#</i>	<i>MMSN TPE#</i>
1	<p>Understanding and applying knowledge of the characteristics of typical and atypical development of children and youth to help inform instruction to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs.</p> <p>Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions as well as resilience and protective factors and their implications for learning.</p>	1	2	4.2	2.9, 3.3
2	<p>Applying theories of development in creating productive learning environments to support the movement, mobility, sensory and specialized health care needs required for students with diverse cultural and linguistic backgrounds to participate fully in classrooms, schools and the community.</p> <p>Demonstrate knowledge of students’ language development across disabilities</p>	2	4	2.2	2.2, 1.3

3	<p>Acquiring teaching and learning models that support students in assuming increasing responsibility for learning and self-advocacy based on individual needs through promotion of wide interaction models including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students.</p> <p>Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs.</p>	4	5	4.7	2.1, 1.6
4	<p>Understanding and describing the cultural nature of human development and be able to apply practices of culturally and linguistically responsive teaching to make subject matter relevant to student experiences.</p> <p>Understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.</p> <p>Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences</p>	3	1	4.7	2.11, 5.4
5	<p>Understanding and critiquing concepts and vocabulary associated with developmental and learning theories from students in TK-12 setting, including support of student motivation and supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.</p>	2	6	1.3	2.8
6	<p>Understanding of instructional strategies and accommodations for all students to meet their learning needs and assist with transition plans (e.g., IEP, 504 Plan, English Learning redesignation) Develop an Individualized Education Plan (IEP), including instructional goals that ensure access to the Common Core State Standards.</p>	3	3	2.5, 4.5	1.1

7	Establishing and monitoring inclusive learning environments that are academically challenging and safe (e.g., emotional, health) with assistance of UDL and MTSS to provide access to instruction for all students who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.	1	5	1.4, 2.3	2.3
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; TPA=Teaching Performance Assessment; MMSN=TPEs for Mild Moderate Special Needs					

### Required Text

Slavin, R.E. (2020). *Educational Psychology: Theory and Practice* (13<sup>th</sup> ed.). Pearson

### Recommended Reading

#### Resources:

Council for Exceptional Children- <http://www.cec.sped.org>

Autism Speaks - <http://www.autismspeaks.org>

National Center for Learning Disabilities- [www.nclld.org](http://www.nclld.org)

### Course Requirements and Assignments

There are five components for the course grade

Course Requirements and Assignments		Percentage of Course Grade	Universal TPEs Assessed	MMSN TPE Assessed
1	Class Attendance and Participation (100 points)	18%		6.3
2	Reading & Media Review Discussion (100 points)	18%	2.2, 4.2, 4.5	4.2; 2.2; 4.5
3	Deep Dive After-Class Activities (100 points)	18%	1.3, 1.4, 2.5, 4.2	1.3; 2.5; 1.4
4	Midterm Options: (80 points) Option 1: Developmental Case Study Analysis Option 2: Research Review Paper	14%	1.3, 1.4, 2.5, 4.2	1.3; 2.5; 1.4
5	Signature Assignment: (180 points) ZPD Assignment	32%	1.3, 1.4, 2.3, 2.5 4.2, 4.7	2.1; 2.3; 1.6, 1.1

### Reading & Media Review Discussion (10 sessions X 10 pts each = 100 pts)

For each session, you will engage with a variety of materials (e.g., reading, podcasts, documentaries). Students will post their discussion in response to the guiding questions or prompts due **Tuesday at 11:59pm**

**Deep Dive After-Class Activities (10 sessions X 10 pts each = 100 pts)**

For each session, you will engage with a variety of individual and group activities. Students will submit their activity outcomes **due Tuesday at 11:59pm.**

**Midterm Options (80 points):**

**Option 1: Developmental Case Study Analysis**

- 1) Choose a case study from the provided list that details an individual's developmental journey.
- 2) Analyze the individual's cognitive, physical, social/emotional, or motivational development as presented in the case.
- 3) Identify any atypical or typical development patterns and highlight the theoretical frameworks that support your identification.
- 4) Recommend educational strategies and interventions that would support the individual's development, backed by the course reading materials or additional scholarly evidence.
- 5) Write a report of double spaced, 3-4 pages (APA 7<sup>th</sup> style format) including your analysis and recommendations.

**Scoring Rubric**

Criteria	Exceeds expectations (20 to >15 pts)	Meets expectations (15 pts)	Approaching Expectations (15 to >10 pts)	Unacceptable (10 to >0 pts)
Understanding of Theories (20 points)	Demonstrates thorough understanding of relevant theories.	Shows good understanding with minor inaccuracies.	Displays basic understanding with some gaps.	Fails to demonstrate adequate understanding.
Analysis of Case Study (20 points)	Provides in-depth analysis with detailed evidence.	Offers clear analysis with adequate evidence.	Provides general analysis with some evidence.	Analysis is superficial or lacking in evidence.
Application of Strategies (20 points)	Recommends highly appropriate strategies with strong justification.	Recommends suitable strategies with justification.	Recommends general strategies with limited justification.	Fails to recommend appropriate strategies or justification.
Writing Quality (20 points)	Free of errors in grammar, spelling, and APA format.	Minor errors in grammar, spelling, or APA format.	Some errors in grammar, spelling, or APA format that do not impede understanding.	Multiple errors in grammar, spelling, or APA format that impede

**Case Study 1 # Cognitive Development in Early Childhood**

**1. Background:**

- Student: Miguel
- Age: 7 years old

- Environment: Lives with parents and a younger sibling, attends a public school, and is exposed to both English and Spanish at home.

## **2. Detailed Observations:**

- Demonstrates ability to think logically about concrete events but struggles with abstract concepts
- Shows quick learning of new words in both languages when engaged in conversation with adults, but struggles with reading comprehension in English.
- Responds differently to educational expectations at home versus at school.

## **3. Specific Guidelines for Analysis:**

- Apply Piaget's theory to analyze Miguel's problem-solving skills and classify them according to the relevant stage of cognitive development and how this understanding could inform teaching practices.
- Using Vygotsky's theory, discuss how social interaction and language exposure in a bilingual environment contribute to Miguel's cognitive development.
- Evaluate the influence of different environments on Miguel's learning using Bronfenbrenner's ecological systems theory. How this understanding could inform teaching practices

## **Case Study #2: Adolescent Social, Moral, and Emotional Development**

### **1. Background:**

- Student: Sam
- Age: 13 years old
- Environment: Recently transferred to a new middle school due to parental divorce, lives part-time with each parent in different neighborhoods.

### **2. Detailed Observations:**

- Faced with a decision to join peers in copying homework.
- Experiences anxiety and mood swings when transitioning between homes. Expresses feelings of not belonging in either parent's home.
- School has a restorative justice program that Sam has been referred to after a conflict with another student.

### **3. Specific Guidelines for Analysis:**

- Assess Sam's moral reasoning related to the homework incident using Kohlberg's stages and suggest how this understanding could inform teaching practices.
- Analyze Sam's emotional challenges through Erikson's psychosocial stages and propose strategies that could support emotional resilience.
- Discuss the potential benefits and challenges of engaging Sam in the school's restorative justice program.

## **Case Study #3: Learning Behaviors in Middle Childhood**

### **1. Background:**

- Student: Taylor
- Age: 10 years old
- Environment: Attends a diverse urban school, has been diagnosed with ADHD, and is under a behavior intervention plan.

**2. Detailed Observations:**

- Displays rapid shifts between high engagement and disruptive behavior. Taylor's engagement in tasks fluctuates, with notable increases in focus during structured activities with clear rewards.
- Often imitates the study habits of a high-achieving classmate, resulting in improved test scores and homework completion.
- Has started using a planner to track assignments. Adoption of a planner has led to a more organized approach to schoolwork but is inconsistent.

**3. Specific Guidelines for Analysis:**

- Analyze Taylor's behaviors through Skinner's operant conditioning and suggest reinforcement strategies to promote positive behaviors.
- Using Bandura's social learning theory, evaluate the impact of peer influence on Taylor's behavior and academic performance.
- Discuss cognitive behavior modification techniques that could support or promote Taylor's self-regulation skills, considering the diagnosis and challenges of ADHD.

**Option 2: Research Review Paper: Application of Theoretical Constructs in Classroom Settings**-This assignment requires you to conduct a focused literature review on the application of educational and developmental theories in actual classroom teaching and learning. You will select three scholarly articles that specifically apply a theoretical construct to classroom practice. Your task is to analyze the theory, discuss the findings of each study, and reflect on the implications for your future teaching practice.

**1. Article Selection:**

- Choose three peer-reviewed articles where a specific educational or developmental theory (i.e., cognitive and social-emotional development, and Behavioral and Social Theories of Learning) is applied in classroom practice.
- Ensure the articles provide empirical data on the effectiveness of the theoretical application.

**2. Review and Analysis:**

- For each article, summarize the key components of the theory applied.
- Analyze the findings and discuss the successes and challenges reported.

**3. Synthesis and Implications:**

- Synthesize the insights gained from all three articles.
- Discuss the overarching themes and what they suggest about the application of theory in practice.
- Reflect on how these insights can influence your future teaching practices.

**4. Formatting and Submission:**

- Write a report of double spaced, 3-4 pages (APA 7th style format) including your analysis and synthesis.

**Scoring Rubric**

Criteria	Exceeds expectations (20)	Meets expectations (15)	Approaching Expectations (10)	Unacceptable (5)
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Theory Analysis (20 points)	Demonstrates an exceptional understanding of the theoretical constructs, with insightful and in-depth analysis.	Shows a clear understanding of the theories with a comprehensive analysis.	Displays basic understanding with some gaps in analysis.	Fails to demonstrate adequate understanding of the theories or provides incorrect analysis.
Synthesis of Findings (20 points)	Skillfully integrates findings from all articles to draw insightful, nuanced conclusions that show a deep understanding of the subject.	Effectively synthesizes findings to draw clear, relevant conclusions.	Attempts synthesis but conclusions are general or lack depth.	Fails to synthesize findings; conclusions are unclear, irrelevant, or absent.
Practical Implications (20 points)	Provides highly relevant insights into how the findings can be applied in teaching, with detailed and creative strategies.	Offers clear and relevant insights with practical strategies for application in teaching.	Provides some insights, but they are either too general or lack practicality.	Offers little to no insights or practical applications, or they are not relevant to teaching.
Writing Quality (20 points)	Free of errors in grammar, spelling, and APA format.	Minor errors in grammar, spelling, or APA format.	Some errors in grammar, spelling, or APA format that do not impede understanding.	Multiple errors in grammar, spelling, or APA format that impede

**Signature Assignment: PowerPoint Slide Presentation – Zone of Proximal Development (ZPD) (180 points)**

This group assignment will provide you with an opportunity to engage with your peers within their *zone of proximal development*, utilizing the concept of *scaffolding*. Your group will be required to design a lesson that not only improves a student's social-emotional or behavioral skill or conceptual understanding but also considers the students' funds of knowledge. Your group may select an [IEP/504 Plan Snapshot Case Study \(Middle & High School\)Links to an external site.](#) and an [IEP/504 Plan Snapshot Case Study \(Elementary School\)Links to an external site.](#) of a Student With Disabilities (SWD), or your group may introduce a case from your own experience involving a student with disabilities. In your lesson design, you should incorporate accommodations and/or modifications based on the student's IEP or 504 Plan to improve the functional skill or understanding of the concept in question. It is required that you demonstrate instructional evidence in your video clips, showing that you have implemented specific accommodations and/or modifications to facilitate learning and support your SWD in gaining increased independence in learning and self-advocacy. Your group may work with either a virtual or an actual student with disabilities to implement your lesson plan.

Ultimately, you will create a PowerPoint slide presentation that includes the following information:

1. Briefly describe all learners, including information about the SWD from their IEP or 504 Plan.
2. Describe the task. What are you teaching? What qualifies you as an expert in this field?



3. Detail what the SWD learner will be able to do or understand concerning the skill/concept.
4. Discuss what would be too challenging for the SWD learner in relation to the task.
5. Provide examples of your scaffolding attempts. Include video clips from your recordings that clearly demonstrate your efforts to scaffold. Describe what actions you took or what you said, and specify which instructional tools or materials you selected or provided.
6. Explain how you would scaffold the lesson specifically for your SWD. Recommend accommodations or modifications that you believe would facilitate the student's learning and support their self-efficacy.
7. Evaluate your scaffolding attempts.
8. Reflect on the overall teaching experience. What are the implications of your findings for your future practices?

Use Google Presentation, PowerPoint, Keynote, website to prepare your presentation. You will upload your presentation onto Camino on **March 11 at 11:59 PM.**

### Scoring Rubric

Criteria	Exceeds expectations (45)	Meets expectations (40)	Approaching Expectations (35)	Unacceptable (30)
Theoretical Accuracy (45 points)	<ul style="list-style-type: none"> <li>- Accurate description and critique of ZPD is offered and matched to data presented.</li> <li>- Presents required elements as well as other components clearly &amp; concisely, allowing the audience to follow the line of reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>- Description of ZPD is offered and through data presented.</li> <li>- Presents most of the required elements clearly &amp; concisely, allowing audience to follow line of reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>- Description of ZPD is offered and through data presented which is mostly accurate.</li> <li>- Presents some of the required elements clearly &amp; concisely.</li> </ul>	<ul style="list-style-type: none"> <li>- Description of ZPD is offered through data but vague or inaccurate</li> <li>- Presents few of the required elements.</li> </ul>
Evidence (45 points)	<ul style="list-style-type: none"> <li>- Evidence used to support all claims is accurately and precisely interpreted.</li> <li>- Multiple interpretations of evidence offered with strong reasoning for selecting one.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence used to support claims are mostly interpreted accurately and precisely.</li> <li>- Evidence to establish lower, upper and ZPD presented.</li> </ul>	<ul style="list-style-type: none"> <li>- Some evidence used to support claims are interpreted accurately.</li> <li>-Evidence to establish two of following are presented: lower, upper and ZPD.</li> </ul>	<ul style="list-style-type: none"> <li>- Few usages of evidence to support claims and may be inappropriate.</li> <li>- Evidence to establish one of following are presented: lower, upper and ZPD.</li> </ul>
Organization & Language (45 points)	<ul style="list-style-type: none"> <li>- Organization of ideas is clear and logical with smooth transitions.</li> <li>- Utilizes precise academic vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Organization of ideas is logical.</li> <li>-Utilizes mostly precise academic vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Organization of ideas is somewhat logical.</li> <li>- Utilizes mostly precise academic vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Logic to organization makes it difficult to follow.</li> <li>- Utilizes everyday vocabulary.</li> </ul>

Presentation (45 points)	- Free of spelling, punctuation, and grammar errors. - All group members actively participate in the presentation. - Uses audio/visual aids without trouble that enhance presentation.	- Minor spelling, punctuation, and grammar errors. - All group members participate in the presentation. - Uses audio/visual aids without trouble.	- Some spelling, punctuation, and grammar errors. - Most group members participate in the presentation. - Uses some audio/visual aids with trouble.	- Several spelling, punctuation, and grammar errors. - One or two group members make the presentation. - Doesn't use audio/visual aids.
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### Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings are required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Grades are assigned based on 560-point total. The distribution of points across assignments is as follows:

Assignment		Points
1	Class Attendance and Participation (100 points)	18%
2	Reading & Media Review Discussion (100 points)	18%
3	Deep Dive After-Class Activities (100 points)	18%
4	Midterm Options: (80 points) Option 1: Developmental Case Study Analysis Option 2: Research Review Paper	14%
5	Signature Assignment: (180 points) ZPD Assignment	32%

### Course Grading Criteria

The following grading rubric will be used to assess your class performance:

Exceeds expectations = \*\*A    Meets expectations = \*B    Below standards = C

Unacceptable = D

\*\* In order to earn an A on an assignment or project, a candidate's independent, unassisted performance/product must clearly, consistently, and convincingly demonstrate high levels of proficiency in all aspects of the skills assessed. The performance/product must go beyond completion and accuracy by demonstrating strong evidence of original, creative thought and/or sophisticated insight into the students and the context.

\* A candidate earns a B when s/he has fulfilled every requirement, and met every expectation.

Letter grades are assigned on the percentage scale:

	95-100%	<b>C+</b>	77-79%
<b>A-</b>	90-94%	<b>C</b>	73-76%
<b>B+</b>	87-89%	<b>C-</b>	70-72%
<b>B</b>	83-86%	<b>D+</b>	67-69%
<b>B-</b>	80-82%	<b>D</b>	63-66%

4. Assignments done in pairs/groups, each person will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for projects submitted at other times or in other formats. **Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.**

### **Canvas/Camino Course Management System**

To access course materials and participate in online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

**Attendance.** Regular attendance at all class meetings is a requirement in this program. Any absences will proportionally affect the final grade. **Please consult with the instructor if extraordinary circumstances will cause you to miss any portion of the class.** You must notify the instructor by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

**Punctuality.** Coming to class (and returning from breaks) on time is another course requirement.

**Professional Conduct.** If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter,

you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

**Note:** Poor attendance and/or lack of punctuality will impact your final grade. A student with excellent participation on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

### **Academic Integrity**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

### **Discrimination, Harassment and Sexual Misconduct (Title IX)**

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. This resource page from Title IX provides information for students and faculty regarding pregnancy rights.

### **Office of Accessible Education**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education ([oea@scu.edu](mailto:oea@scu.edu), <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

## **Safety Measures**

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the [Prepared SCU website](#).

## **Use of Classroom Recordings**

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

## **Copyright Statement**

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

## **Technology Support**

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

## **Land Acknowledgment**

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

## **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## **Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org)

## **Wellness Statement and Mental Health Resources**

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental health, physical health, and/or well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity *and* quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

**Wellness Center:** <https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

**CAPS:** <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

**SCU Culture of Care:** <https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

### **Academic Concerns**

If you are concerned with your progress in this class, please contact me so that we can find solutions together. [Drahmann Center](#) can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [Drahmann Tutoring](#) (Numerous courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- [The HUB Writing Center](#) (Writing and Public Speaking)
- [Mathematics Learning Center](#) (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)



## EDUC 253/278 Course Outline and Class Schedule

*The instructor retains the right to make changes, additions, or deletions to the syllabus during the course of the session. Changes will be communicated via an in-class announcement, Camino, and/or email*

Class Session & Date	Course Topics	Assignments/ Media reviews	Due Dates
Session 1– January 9	<p style="text-align: center;"><b>Introductions &amp; Course Overview</b></p> <ul style="list-style-type: none"> <li>- The importance of understanding learning theory</li> <li>- What is human learning and development? Diverging perspectives</li> </ul>	<ol style="list-style-type: none"> <li>1. Read course syllabus and other assignment guidelines</li> <li>2. Reading:               <ul style="list-style-type: none"> <li>• Freire, P. (2000). Pedagogy of the Oppressed, Chapter 2.</li> <li>• Patel, L. (2016). Pedagogies of Resistance and Survivance: Learning as Marronage. <i>Equity &amp; Excellence in Education</i>, 49(4), 397-401. <a href="https://doi.org/10.1080/10665684.2016.1227585">https://doi.org/10.1080/10665684.2016.1227585</a></li> </ul> </li> <li>3. Media Review               <ul style="list-style-type: none"> <li>• Dr. Barbara Rogoff, Ed-Talk: Children from “Underserved Minority” Backgrounds Have Strengths for Learning</li> </ul> </li> <li>4. Assignment               <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity                   <ul style="list-style-type: none"> <li>○ My Personal Learning Philosophy</li> </ul> </li> </ul> </li> </ol>	<p>Pre-class Reading &amp; Media Review Discussion Post <b>Due 1/9 at 11:59pm</b></p> <p>Deep Dive After-Class Activity Submission <b>Due 1/9 at 11:59pm</b></p>
Extra credit (5 points): Create a “Introduce Yourself” video Post <b>Due 1/15 at 11:59pm</b>			
Session 2– January 16	<p style="text-align: center;"><b>Cognitive Development</b></p> <ul style="list-style-type: none"> <li>- Piaget’s theory of cognitive development</li> <li>- Vygotsky’s theory of cognitive development</li> </ul>	<ol style="list-style-type: none"> <li>1. Reading:               <ul style="list-style-type: none"> <li>• Slavin (2020). Chapter 2.</li> </ul> </li> <li>2. Media review               <ul style="list-style-type: none"> <li>• Podcast-Development of the Mind: Piaget and Vygotsky</li> </ul> </li> </ol>	<p>Reading &amp; Media Review Discussion Post <b>Due 1/16 at 11:59pm</b></p> <p>Deep Dive After-Class Activity Submission <b>Due 1/16 at 11:59pm</b></p>

	- Bronfenbrenner’s ecological view on human development	<ul style="list-style-type: none"> <li>• Scaffolding: Seeing UDL in Action in the Classroom</li> </ul> 3. Class Activities <ul style="list-style-type: none"> <li>• Comparison of Piaget's and Vygotsky's Cognitive Development Theories</li> </ul> 4. Assignment <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity <ul style="list-style-type: none"> <li>○ <a href="#">Applying Vygotsky's Zone of Proximal Development</a></li> </ul> </li> </ul>	
Session 3– January 23 <b>(Asynchronous Class)</b>	<b>Social, Moral, and Emotional Development</b> - Differing views of social, emotional, and moral development: Erikson & Kohlberg - James Marcia’s four identity statuses - Social/emotional learning & Restorative justice practice	1. Reading: <ul style="list-style-type: none"> <li>• Slavin (2020). Chapter 3.</li> <li>• Social-Emotional Learning- Gehlbach, H. (2017). Learning to walk in another’s shoes. <i>Phi Delta Kappan</i>, 98(6), 8-12. <a href="https://doi.org/10.1177/0031721717696471">https://doi.org/10.1177/0031721717696471</a></li> </ul> 2. Media review <ul style="list-style-type: none"> <li>• Kohlberg’s 6 Stages of Moral Development</li> <li>• 8 Stages of Development by Erik Erikson</li> <li>• School Discipline: A Restorative Approach</li> </ul> 3. Asynchronous Class Activities <ul style="list-style-type: none"> <li>• The Intersections Between Social-Emotional Learning and Education Justice</li> <li>• Self-Concept and Self-Esteem Workshop</li> </ul> 4. Assignment <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity <ul style="list-style-type: none"> <li>○ Exploring Restorative Justice in Education</li> </ul> </li> </ul>	Reading & Media Review Discussion Post <b>Due 1/23 at 11:59pm</b>  Deep Dive After-Class Activity Submission <b>Due 1/23 at 11:59pm</b>
Session 4– January 30	<b>Behavioral and Social Theories of Learning</b> - Theory of reinforcement	1. Reading: <ul style="list-style-type: none"> <li>• Slavin (2020). Chapter 5.</li> </ul> 2. Media review	Reading & Media Review Discussion Post <b>Due 1/30 at 11:59pm</b>

	<ul style="list-style-type: none"> <li>- Bandura’s social learning: Modeling and observational learning</li> <li>- Cognitive behavior modification: Students self-regulate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Social Learning Theory: Bandura’s Bobo Beatdown Experiments</li> <li>• Podcast-The ABA Controversy</li> </ul> <p>3. Class Activity- Guest Speaker</p> <ul style="list-style-type: none"> <li>• Applied Behavioral Analysis (ABA) for Students with Autism Spectrum Disorder</li> </ul> <p>4. Assignment</p> <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity: <ul style="list-style-type: none"> <li>○ <a href="#">IRIS Center Training-Addressing Challenging Behaviors</a></li> </ul> </li> </ul>	<p>Deep Dive After-Class Activity Submission <b>Due 1/30 at 11:59pm</b></p>
<p>Extra credit (5 points): Midterm Course Survey <b>Due 2/6 at 11:59pm</b>  Midterm Paper (80 points) Submission <b>Due 2/6 at 11:59pm</b></p>			
<p>Session 5– February 6 <b>(Asynchronous Class)</b></p>	<p><b>Information Processing &amp; Cognitive Theories of Learning</b></p> <ul style="list-style-type: none"> <li>- How information is received, processed, stored</li> <li>- Implications of brain research for education</li> <li>- Students with learning difficulties (dyslexia, traumatic brain injury)</li> </ul>	<p>1. Reading:</p> <ul style="list-style-type: none"> <li>• Slavin (2020). Chapter 6.</li> </ul> <p>2. Media review</p> <ul style="list-style-type: none"> <li>• Podcast-Metacognition: Teaching Students to Drive Their Brains</li> <li>• Why the dyslexic brain is misunderstood</li> <li>• Michael Wight and Elementary School After TBI</li> </ul> <p>3. Asynchronous Class Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Teaching for Cognitive Growth-Classroom Participation</a></li> </ul> <p>4. Assignment</p> <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity <ul style="list-style-type: none"> <li>○ Grey Matters: Teaching The Way The Brain Learns" Reflection</li> </ul> </li> </ul>	<p>Reading &amp; Media Review Discussion Post <b>Due 2/6 at 11:59pm</b></p> <p>Deep Dive After-Class Activity Submission <b>Due 2/6 at 11:59pm</b></p>
<p>Session 6– February 13</p>	<p><b>Student Centered and Constructivist Approaches to Instruction</b></p> <ul style="list-style-type: none"> <li>- Constructivist theories of learning</li> </ul>	<p>1. Reading</p> <ul style="list-style-type: none"> <li>• Slavin (2020). Chapter 8.</li> </ul> <p>2. Media review</p> <ul style="list-style-type: none"> <li>• Cooperative Learning: The Jigsaw Method</li> </ul>	<p>Reading &amp; Media Review Discussion Post <b>Due 2/13 at 11:59pm</b></p>

	<ul style="list-style-type: none"> <li>- Cooperative learning methods</li> <li>- Project or problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Keys to Rigorous Project-Based Learning</li> </ul> <p>3. Class Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Constructivist Teaching Tools Workshop</a></li> </ul> <p>4. Assignment</p> <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity <ul style="list-style-type: none"> <li>○ Option 1: Constructivist Classroom Environment Plan</li> <li>○ Option 2: Parent Communication Strategy</li> </ul> </li> </ul>	<p>Deep Dive After-Class Activity Submission <b>Due 2/13 at 11:59pm</b></p>
<p>Session 7– February 20</p>	<p><b>Cultural Issues in Human Learning and Development</b></p> <ul style="list-style-type: none"> <li>- Guest Speaker</li> <li>- Cultural ways of human learning and development</li> <li>- Sociocultural theories and asset-based pedagogies</li> </ul>	<p>1. Reading</p> <ul style="list-style-type: none"> <li>• Gutiérrez, K. D., &amp; Rogoff, B. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice. <i>Educational Researcher</i>, 32(5), 19-25. <a href="https://doi.org/10.3102/0013189X032005019">https://doi.org/10.3102/0013189X032005019</a></li> <li>• Flint, A. S., &amp; Jagers, W. (2021). You matter here: The impact of asset-based pedagogies on learning. <i>Theory Into Practice</i>, 60(3), 254-264. <a href="https://doi.org/10.1080/00405841.2021.1911483">https://doi.org/10.1080/00405841.2021.1911483</a></li> </ul> <p>2. Media review</p> <ul style="list-style-type: none"> <li>• Ed-Talk: Expansive and Consequential Learning for English Teachers – Dr. Kris D. Gutierrez</li> </ul> <p>3. Class Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Asset-Based Pedagogy Workshop</a></li> </ul> <p>4. Assignment</p> <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity: Reflective Essay on Cultural Identity and Teaching</li> </ul>	<p>Reading &amp; Media Review Discussion Post <b>Due 2/20 at 11:59pm</b></p> <p>Deep Dive After-Class Activity Submission <b>Due 2/20 at 11:59pm</b></p>

<p>Session 8– February 27</p>	<p><b>Differentiation, Universal Design for Learning, and Assistive Technology for Learners with Exceptionalities</b></p> <ul style="list-style-type: none"> <li>- Differentiated lesson planning (accommodation and modification)</li> <li>- How Generative AI helps differentiate learning and teaching?</li> <li>- Individualized education program (IEP)</li> <li>- Multi-tiered system of supports (MTSS)</li> </ul>	<p>1. Reading</p> <ul style="list-style-type: none"> <li>• Anderson, L. K. (2022). Using UDL to Plan a Book Study Lesson for Students with Intellectual Disabilities in Inclusive Classrooms. <i>TEACHING Exceptional Children</i>, 54(4), 258-267. <a href="https://doi.org/10.1177/00400599211010196">https://doi.org/10.1177/00400599211010196</a></li> <li>• MTSS with UDL: Putting It All Together</li> <li>• <b>Recommended but not required:</b> Waitoller, F. R., &amp; Thorius, K. R. K. (2016). Cross-Pollinating Culturally Sustaining Pedagogy and Universal Design for Learning: Toward an Inclusive Pedagogy That Accounts for Dis/Ability. <i>Harvard Educational Review</i>, 86(3), 366-389.</li> </ul> <p>2. Media review</p> <ul style="list-style-type: none"> <li>• Academic Success for All Students: A Multi-Tiered Approach</li> <li>• Station Rotation: Differentiating Instruction to Reach All Students</li> <li>• Using AI to Support Multilingual Students</li> </ul> <p>3. Classroom Activities</p> <ul style="list-style-type: none"> <li>• IEP Analysis</li> <li>• Generative AI to Develop Scaffolding</li> </ul> <p>4. Assignment</p> <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity: Universal Design for Learning (UDL) Implementation Strategy</li> </ul>	<p>Reading &amp; Media Review Discussion Post <b>Due 2/27 at 11:59pm</b></p> <p>Deep Dive After-Class Activity Submission <b>Due 2/27 at 11:59pm</b></p>
<p>Session 9– March 5 <b>(Asynchronous Class)</b></p>	<p><b>Motivating Students to Learn</b></p> <ul style="list-style-type: none"> <li>- Attribution theory</li> <li>- Expectancy theory</li> </ul>	<p>1. Reading</p> <ul style="list-style-type: none"> <li>• Slavin (2020). Chapter 10.</li> <li>• Louick, R., &amp; Muenks, K. (2022). Leveraging motivation theory for research</li> </ul>	<p>Reading &amp; Media Review Discussion Post <b>Due 3/5 at 11:59pm</b></p>

	<ul style="list-style-type: none"> <li>- Self-determination: Intrinsic motivation &amp; extrinsic incentives to learn</li> <li>- Growth Mindset</li> </ul>	<p>and practice with students with learning disabilities. <i>Theory Into Practice</i>, 61(1), 102-112.  <a href="https://doi.org/10.1080/00405841.2021.1932154">https://doi.org/10.1080/00405841.2021.1932154</a></p> <ol style="list-style-type: none"> <li>2. Media review <ul style="list-style-type: none"> <li>• Vrooms Expectancy Theory</li> <li>• Developing a Growth Mindset with Carol Dweck</li> </ul> </li> <li>3. Asynchronous Class Activities <ul style="list-style-type: none"> <li>• Applying Motivation Theories</li> </ul> </li> <li>4. Assignment <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion</li> <li>• Deep Dive After-Class Activity <ul style="list-style-type: none"> <li>○ Work on Final Presentations</li> </ul> </li> </ul> </li> </ol>	<p>Deep Dive After-Class Activity Submission <b>Due 3/5 at 11:59pm</b></p>
<p>Session 10– March 12</p>	<p>Final Class</p>	<ol style="list-style-type: none"> <li>1. Signature Assignment Presentations (180 points)</li> <li>2. Assignment <ul style="list-style-type: none"> <li>• Reading &amp; Media Review Discussion Post <ul style="list-style-type: none"> <li>○ Signature Assignment Debrief</li> </ul> </li> <li>• Deep Dive After-Class Activity <ul style="list-style-type: none"> <li>○ Self-Assessment Activity</li> </ul> </li> </ul> </li> </ol>	<p>Signature Assignment Presentation Slides Upload <b>Due 3/12 at 11:59pm</b></p> <p>Reading &amp; Media Review Discussion Post <b>Due 3/12 at 11:59pm</b></p> <p>Deep Dive After-Class Activity Submission <b>Due 3/12 at 11:59pm</b></p>