

# **Bioecological Perspectives on Development & Learning**

**ED 9010-004**

3 credit hours

Fall 2015

320 Tillman Hall, 5:00-7:45 p.m. Wednesdays

## **Instructor Information**

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Office hours: Tuesdays & Thursdays 1:00 p.m. – 3:30 p.m., or by appointment

## **Course Description**

This course examines human development and learning through the lens of Bioecological Systems Theory. Readings, assignments, and discussions focus on how personal attributes, interactions, contextual systems, and time contribute to the development of learners across multiple domains.

## **Course Objectives**

- Students will identify the psychological person as one that exists with a unique biological template and within multiple social contexts.
- Students will explain the role of proximal processes as the levers of learning and development.
- Students will discuss the role of individual attributes and their transactional influence on developmental contexts.
- Students will analyze the role of time in developmental processes.
- Students will apply principles of human ecology to the evaluation of learning experiences.
- Students will examine the research implications of a bioecological approach to intervention.

## **Clemson Thinks<sup>2</sup> Course**

This course is part of Clemson University's Clemson Thinks<sup>2</sup> seminar series, the university's Quality Enhancement Plan, which seeks to enhance the critical thinking skills of Clemson students through transformative learning experiences. It is designed to actively engage you in thinking critically about the issues discussed in class. To assess your growth in critical thinking skills you will take the California Critical Thinking Skills Test (CCTST) at the beginning and end of the semester. Assignments will be used to create a critical thinking portfolio that will demonstrate how you have become a better critical thinker. More information can be found at: <http://www.clemson.edu/assessment/thinks2/>.

## **Clemson Thinks<sup>2</sup> Course Objectives**

- Identify, analyze, and evaluate key assumptions and the influence of context.
- Evaluate the appropriateness of procedures for investigating a research question.
- Identify alternative positions/interpretations of the data or observations.
- Evaluate competing interpretations, explanations, evidence, and conclusions.
- Identify and evaluate implications of research findings.
- Develop and justify one's own hypotheses, interpretations, or positions.
- Communicate complex ideas effectively.

## **Course Structure & Expectations**

**Instructional Strategies Employed:** Lecture, discussion, written reflections, artifact portfolio.

This is a reading- and discussion-intensive course. Students will be completing required readings each week before class and writing a reading response paper that will form the basis of the classroom discussion. Learning is a social process. Thus, students are expected to attend every class and be an active participant in all classroom discussions. In order to contribute meaningfully to these discussions, it is essential to keep up with assigned readings and reflect on the readings by writing the response paper before coming to class. Detailed expectations for these papers are below.

### **Completion of Assigned Readings**

Students are expected to complete required readings before the corresponding course session. Recommended readings are highly encouraged, but not required. These readings will be posted on the course Blackboard site to enrich classroom discussions.

**Assessment Strategies Employed:** Reading responses, presentation, final paper, critical thinking portfolio, and critical thinking test. Detailed handouts about each of these assessments will be distributed in class at the appropriate time. In addition to the critical thinking portfolio students assemble from reading response papers, other evaluation criteria for the course, such as the literature review and presentation will assess students on both course objectives and critical thinking objectives.

- **Reading Response Papers:** Reading response papers should be one-page (single spaced) papers that highlight interesting ideas, raises follow-up questions, evaluates theoretical frameworks and methodology, or proposes interpretations for findings. Response papers can focus on one reading or synthesize across readings, but they must be mindful and informed. Students are expected to form cogent arguments about readings in order to practice the critical thinking skills that we hope to develop during this course. Papers must be emailed to the professor no later than **midnight on Tuesday** each week to allow time for them to be incorporated into the plans for class the next day.

- **Developmental Interviews Presentation:** Students will complete a project comparing and contrasting the views and experiences of two individuals concerning learning. The interviews will focus on one of three domains of learning: emotional supports, self-regulatory supports, or cognitive supports. Students will use the materials from class to help analyze and interpret how each individual’s views on learning represent the interaction of their unique personal characteristics, learning experiences, and boarder developmental contexts. Students will share their project with the class in the form of a 20 minute presentation describing their research process and findings. Presentation dates will correspond with class topics on **October 14, October 21, and October 28**. Presentation sign-up will take place in class on the first day.
- **Literature Review Paper:** This will be a paper reviewing current empirical research articles on a specific topic pertaining to development and learning. This paper will give students an opportunity to learn more in depth about a specific topic that is aligned with their future research interests. Examples of topics for this option might include looking at the latest research in contextual influences on successful transition to kindergarten, the effects of natural disasters on school-community relations, or school-based mindfulness programs and their impact on student achievement. Students will work with the professor to develop an appropriate topic and engage in extensive feedback from peers and the professor throughout the course. The final 10-15 page paper is due at **9:00 a.m. on December 9**.
- **Critical Thinking Portfolio:** Students will be expected to save copies of their reading response papers as part of a critical thinking portfolio that shows evidence of their achieving the critical thinking objectives for this course. For this portfolio, students will identify and annotate sections in their reading reflection papers, and present them as evidence of improving critical thinking skills and meeting each of the critical thinking objectives. This will be an activity that requires self-reflection and awareness of one’s own growth as an academic. More details on the formatting of the critical thinking portfolio, and the rubric that will be used to score it, will be shared in class. The portfolio will be due on the last day of class, **December 2**.

### Evaluation Criteria

Reading Responses: written responses to course readings	25 points
Presentation: developmental interviews	25 points
Paper: literature review	30 points
<u>Participation: discussions, portfolio, critical thinking test</u>	<u>20 points</u>
Total Course Points	100 points

The total number of possible points in the course is 100. The total points accumulated by the student will determine the final letter grade assigned at the end of the course.

## **Grading Policy**

Letter grades are assigned as follows:

- A= grade average of 90 to 100
- B= grade average of 80 to 89
- C= grade average of 70 to 79
- F= grade average of 69 or lower.

## **Required Text/Materials**

- Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage.
- In addition, there are other assigned readings. These will be available on Blackboard.

## **Technology Required**

Students will need a computer and web access for completing assignments, as well as proficiency in the use of email, library research databases, and Blackboard.

## **University & School Policies**

### **Mission Statement**

The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

### **Commitment to Diversity**

The Eugene T. Moore School of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. <http://www.clemson.edu/hehd/departments/education/diversity-plan/index.html>

### **Accommodations for Students with Disabilities**

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services to discuss specific needs; appointments with Dr. Stewart should be made at the beginning of the semester. Students requiring accommodations will be given a Faculty Accommodation Letter from Student Disability Services; this letter will be given to the course instructor. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented to instructors each semester. Student Disability Services is located in Suite 239, Academic Success Center (656-6848; sds-1@clemson.edu).

### **Academic Integrity Policy**

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form." Please refer to the "Academic Integrity Policy" on the ETM School of Education Website ([http://www.clemson.edu/ugs/academic\\_integrity/index.html](http://www.clemson.edu/ugs/academic_integrity/index.html))

### **Title IX Statement**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at

<http://www.clemson.edu/campuslife/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

### **Inclement Weather Policy**

Any test that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Blackboard within 24 hours of the weather related cancellation.

### **Attendance Policy**

Students at Clemson are expected to wait 15 minutes if an instructor is late.

## Course Schedule

<p>Week 1: 8/19</p>	<p>Ecological Systems Theory: Overview</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Brendtro, 2006 (in class)</li> <li>• Bronfenbrenner &amp; Evans, 2000 (in class)</li> </ul> <p>* Complete Critical Thinking Test</p>
<p>Week 2: 8/26</p>	<p>Ecological Systems: Microsystems &amp; Mesosystems</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Foreword &amp; Chapter 1</li> <li>• Snider &amp; Litt, 2010</li> <li>• Galindo &amp; Sheldon, 2012</li> </ul>
<p>Week 3: 9/2</p>	<p>Ecological Systems: Exosystems</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Chapter 4 &amp; 18</li> <li>• Brook-Gunn et al., 1993</li> <li>• Halpern, 2005</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Eby, Maher, &amp; Butts, 2010</li> </ul>
<p>Week 4: 9/9</p>	<p>Ecological Systems: Macrosystems</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Ladson-Billings, 1995</li> <li>• Paris, 2012</li> <li>• McKown, 2005</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• McKown &amp; Strambler, 2009</li> <li>• Ladson-Billings, 2014</li> </ul>
<p>Week 5: 9/16</p>	<p>Chronosystem: The Role of Time in Development/Learning</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Chapter 6 &amp; 7</li> <li>• Lerner, Dowling, &amp; Anderson, 2003</li> <li>• Sameroff &amp; MacKenzie, 2003</li> </ul>

<p>Week 6: 9/23</p>	<p>Individual Attributes: Demand characteristics (demographics)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Chapter 8 &amp; 9</li> <li>• Gregory, Skiba, &amp; Noguera, 2010</li> <li>• Spencer, Steele, &amp; Quinn, 1999</li> </ul>
<p>Week 7: 9/30</p>	<p>Individual Attributes: Resource characteristics (psychological/social/economic)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Rimm-Kaufman &amp; Hamre, 2010</li> <li>• Bond et al., 2007</li> <li>• Thomson &amp; McLanahan, 2012</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Thomson, Hanson, &amp; McLanahan, 1994</li> </ul>
<p>Week 8: 10/7</p>	<p>Individual Attributes: Force characteristics (persistence/temperament)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Zimmerman, Bandura, &amp; Martinez-Pons, 1992</li> <li>• Duckworth et al., 2007</li> <li>• Rudasill, 2011</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Bandura &amp; Schunk, 1981</li> <li>• Tschannen-Moran, Hoy, &amp; Hoy, 1998</li> </ul>
<p>Week 9: 10/14</p>	<p>Proximal Processes: Emotional Supports</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Chapter 10</li> <li>• Downer, Sabol, &amp; Hamre, 2010</li> <li>• Jennings &amp; Greenberg, 2009</li> </ul> <p>* Developmental Interview Presentations</p>
<p>Week 10: 10/21</p>	<p>Proximal Processes: Self-Regulatory Supports</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Cameron et al., 2012</li> <li>• Winters, Greene, &amp; Costich, 2008</li> <li>• Zimmerman, 2008</li> </ul> <p>* Developmental Interview Presentations</p>

<p>Week 11: 10/28</p>	<p>Proximal Processes: Cognitive Supports</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bandura, 1993</li> <li>• Puntambekar &amp; Hubscher, 2005</li> <li>• Van de Pol, Volman, &amp; Beishuizen, 2010</li> </ul> <p>* Developmental Interview Presentations</p>
<p>Week 12: 11/4</p>	<p>Risk &amp; Resilience: Diathesis-Stress in Development</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Chapter 11 &amp; 12</li> <li>• Shiner &amp; Masten, 2012</li> <li>• Belsky &amp; Pluess, 2009</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Belsky &amp; Pluess, 2013</li> </ul>
<p>Week 13: 11/11</p>	<p>Risk &amp; Resilience: Developmental Intervention</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Chapter 13 &amp; 14</li> <li>• Lerner et al., 2005</li> <li>• Walton &amp; Cohen, 2011</li> </ul>
<p>Week 14: 11/18</p>	<p>Risk &amp; Resilience: Learning &amp; Development Across Culture, Time, and SES</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bronfenbrenner Text: Chapter 15-17</li> </ul> <p>* Instructor at NAEYC Conference: In-class instructions TBA</p>
<p>Week 15: 11/25</p>	<p>Thanksgiving break</p>
<p>Week 16: 12/2</p>	<p>Research Implications: Developmental Research Models</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Selig &amp; Preacher, 2009</li> <li>• Yoshikawa et al., 2008</li> </ul> <p>* Complete Critical Thinking Test * Submit Critical Thinking Portfolios</p>
<p>Week 17: 12/9</p>	<p>Exam Week – Literature Review Due at 9:00 a.m.</p>

## References

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