

**Education 606**  
**Developmental and Psychological Perspectives on Education**  
Winter 2017  
Thursday 4:10-7:00 pm  
2320 SEB

**Instructor:** Alanna Epstein  
**Office:** 1400C School of Education Building  
**Mailbox:** 1413 School of Education (Combined Program in Education and Psychology Office)  
**Office Hours:** By appointment  
**Email:** [alepst@umich.edu](mailto:alepst@umich.edu) (Please put ED 606 in the subject line for timely response)

### Required Readings

All readings will be provided via PDF on Canvas. You are not required to purchase any books for this course. Please see the course schedule for the texts used in this class.

### Office Hours

I encourage you to schedule appointments with me to talk about the class, your progress, or ways I can make the class more relevant to your interests. Please provide at least 24 hours advance request by email for appointments. You do not need to have a specific question- I would love to hear about your experiences in your program, classes, or just discuss education!

### Communication

I will use Canvas to provide resources, readings, and announcements, and post and receive assignments. The best way to contact me is through email. Please allow 24 hours for me to respond to emails (I may not check email on weekends), and put “ED 606” in the subject line.

### Course Requirements and Grading

Assignment	Points/ % of grade	Due date
Participation		
Weekly reading responses (10 weeks)	20	Tuesdays 10pm
In-class participation	20	Ongoing
Papers		
Learner interview paper 5-7pg	20	Weds 2/8 at 10pm
Practitioner interview paper 5-7pg	20	Weds 3/15 at 10pm
Final paper proposal		Weds 3/29 at 10pm
Final paper 5-7pg	20	Mon 4/24 at 10pm

Note that each point also represents 1% of your final grade.

Your final grade will be based on the percentage of points you've earned relative to the maximum points possible (100). Percentages will be translated into letter grades using the following system (all grades will be rounded up to the nearest whole number, e.g., 92.5 =93):

98% – 100% = A+	87%-89% = B+	77%-79% = C+
93% – 97% = A	83%-86% = B	73%-76% = C
90% – 92% = A-	80%-82% = B-	70%-72% = C- (etc.)

## Participation

**Weekly Reading Reflections (20 points):** Each week you will post in a Canvas forum. You are responsible for ensuring that your response is successfully posted online. You are required to submit a total of 10 posts for the semester. Your posts will consist of two parts for each reading: 1) A paragraph answering the question "What I most want to remember later from this reading is..." and explaining why and 2) One or more discussion question(s) for the class regarding an aspect of the reading that has practical implications, or is interesting, surprising, unclear, or controversial. Responses that are fully completed will likely be at least half a page long for each reading. Posts are due each week by 10pm on Tuesday. Posts will receive 2 points for being thoughtfully completed, 1.5 points for being complete but showing minimal consideration of the readings, 1 point for being incomplete or late but before class, and .5 points for being turned in after class.

**In-Class Participation and Attendance (10 points):** Class will begin on "Michigan time" at 4:10 PM. Active, relevant, and regular participation in class discussions, small group activities, and other in-class exercises is essential. Students should come prepared and attend every class, except in cases of illness and/or emergency circumstances (please contact me before class in these instances). "Proof" of reasons for missing class is not required, and any grading consequences for missing class will be determined on a case-by-case basis. Class participation will be graded holistically, based on a rubric that will be posted online. Self-assessments with my feedback will be given twice during the semester or by request.

## Essays

Students will complete three 5-7 page (double spaced) essays for class. Each essay will consist of an introduction, followed by analysis using 4 concepts discussed in class. Each concept should be discussed by including a full definition followed by analysis explaining how the concept is linked to the essay topic. I will post a list online summarizing important concepts from each week, but please consult me if you have any uncertainty about what I mean when I say "a concept". For details about grading, rubrics for each paper will be posted online. The length requirement is based on Times New Roman, 12 point font, double spaced, with 1 inch margins, and no extra spaces between paragraphs. The specific topics of each paper are as follows:

**Learner interview paper (20 points):** Arrange to interview a learner of any age who currently devotes extended time to learning a skill or content area, either within or outside of formal schooling. Ideally, your interviewee should be a type of learner you will encounter in your current or intended profession. Appropriate examples include students who spend extended time in instructional settings, professionals engaged in a program of training or professional development, or individuals devoting significant time to training in sports, music, or the arts. The interview should be about 20 to 30 minutes long. You will be provided with a list of suggested questions that relate to favorite and least favorite aspects of learning, moments of challenge and successes in their learning, perceived reasons for challenges and successes, strategies used to overcome challenges, the influence of contextual

factors on their learning, and the influence of their trainer or instructor on their learning. You must include two concepts related to cognition (classes 2 and 3) and two concepts related to motivation or self-regulation (classes 4 and 5).

**Practitioner interview paper (20 points):** Arrange to interview a practitioner who engages in instruction, ideally in your current or intended profession. Appropriate examples include teachers, counselors, academic advisors, educational software designers, athletic coaches, and school administrators. The interview should be about 20 to 30 minutes long. You will be provided with a list of suggested questions that relate to challenges, successes, and strategies in instruction, application of instructional strategies, and applications of psychological knowledge. You must include at least two concepts from the second “third” of the course (classes 6-9).

**Final paper option 1 - School intervention (20 points):** Design an instructional intervention aimed at a single school on a topic of your choosing. Appropriate examples include teacher or staff training, implementation of an out-of-school program, creation of a set of school policies, creation of a class curriculum, or introduction of an instructional tool. Your intervention must not be a copy of an existing intervention. Your writing style should be directed towards the administrators of the school, in clear and non-academic language, explaining why the concepts from class justify elements of your intervention. You must include one concept from each “third” of the course (classes 1-5, classes 6-9, and classes 10-14).

**Final paper option 2 - Practitioner guide (20 points):** Create a guidebook for a person in your current or intended profession, even if they are not directly engaged in instruction, describing the 4 most important concepts from this class for them to know that will help them succeed and/or overcome challenges in their work. Guidebooks may be directed towards the practitioner you have previously interviewed. Your guidebook must not be a copy of any existing products. Your writing style should be directed towards your target practitioners, in clear and non-academic language, explaining the importance and practical implications of each concept for their work. You must include one concept from each “third” of the course (classes 1-5, classes 6-9, and classes 10-14).

## General Course Policies

**Electronics:** As this class is a seminar based on discussion, I ask that laptops and cell phones are not used in class, except in cases when they are necessary for specific activities.

**Extra credit:** Up to 3 points of extra credit may be earned in this class. Half of a point in extra credit may be earned by turning in an essay 24 hours early, and a full point in extra credit may be earned by submitting an essay 48 hours early. This policy applies to all 3 papers, but not the final paper proposal.

**Late Policy:** Late assignments will result in a 2 point reduction of your grade for each day late (Saturday and Sunday are counted as one day each). Everyone is entitled to turn in one assignment up to 24 hours after the deadline without penalty, provided you request the extension via email before its original due date. Other extensions may be granted on a case-by-case basis for extenuating circumstances, provided you communicate with me before the deadline.

**Academic Integrity and Plagiarism:** Cheating or plagiarism will result in a 0 for the assignment and a referral to the University’s academic discipline board. Please see me or consult <http://www.lib.umich.edu/acadintegrity/students/index.htm> prior to turning in your assignments if you are unsure whether your writing could be considered plagiarism.

**Special Accommodations:** Please let me know during the first week of class if you have any special circumstances that might affect your attendance, participation and/or comfort in class (e.g., a certified disability, involvement in religious observances, or special familial or other responsibilities). I will treat any information you provide as private and confidential.

## Course Topics and Readings \*SUBJECT TO CHANGE\*

### Week 1: Intro & Overview [1/5]

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No reading or reading responses required.

### Week 2: Memory [1/12]

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Willingham, D. T. (2009). Chapter 1: Why don't students like school? In *Why don't students like school?* San Francisco: Jossey-Bass.

Willingham, D. T. (2009). Chapter 2: How can I teach students the skills they need when standardized tests require only facts? In *Why don't students like school?* San Francisco: Jossey-Bass.

Willingham, D. T. (2009). Chapter 5: Is drilling worth it? In *Why don't students like school?* San Francisco: Jossey-Bass.

### Week 3: Cognition [1/19]

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Ormrod, J. E. (2015). Excerpts from Chapter 5. In *Essentials of Educational Psychology* (4th Edition). New Jersey: Pearson.

Geake, J. (2008). Neuromythologies in education. *Educational Research*, 50(2), 123-133.

Ericsson, K. A. (2006). The influence of experience and deliberate practice on the development of superior expert performance. *The Cambridge Handbook of Expertise and Expert Performance*, 683-703.

### Week 4: Motivation [1/26]

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Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44(3), 159-175.

Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

Blackwell, L. A., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence and achievement across the junior high school transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263

### Week 5: Executive Function and Self-Regulation [2/2]

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Diamond, A. (2013). Executive functions. *Annual Reviews of Psychology*, 64, 135-168.

Durlak, J. A., (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

Kohn, A. (2014). Grit: A skeptical look at the latest educational fad. *Independent School*.

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**\*Learner interview paper due Wednesday 2/8 at 10pm\***

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**Week 6: Nature and Nurture [2/9]**

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- Bronfenbrenner, U. (1994). Ecological models of human development: In *International Encyclopedia of Education*, 3(2), Oxford: Elsevier.
- Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225-241.
- Caspi, A., McClay, J., Moffitt, T.E., Mill, J., Martin, J., Craig, I.W., Taylor, A. & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, 297, 851-853

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**Week 7: Early Childhood and Poverty [2/16]**

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- Heckman, J.J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312, 1900-1902.
- Raver, C.C., et al. (2011). CSRP's impact on low-income preschoolers' preacademic skills: Self-regulation as a mediating mechanism. *Child Development*, 82(1), 362-378
- Hart, B. & Risley, T. (1992). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology*, 28(6), 1096-1105.
- Brooks-Gunn, J., & Duncan, G. J. (1997). The effects of poverty on children. *The Future of Children: Children and Poverty*, 7(2), 55-71.

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**Week 8: Social Development and Adolescence [2/23]**

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- Eccles, J.S., Midgley, C., Wigfield, A., Buchanan, C.M., Reuman, D., Flanagan, C. & MacIver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and families. *American Psychologist*, 48(2), 90-101.
- Dobbs, D. (2011, October). Beautiful Brains. *National Geographic Magazine*, 42-59).
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.

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**Winter Semester Break: No class [3/2]**

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No reading or reading responses required.

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**Week 9: Stereotypes and Stereotype Threat [3/9]**

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- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629.
- Mistry, R.S., Brown, C.S., Chow, K.A. & Collins, G.S. (2012). Increasing the complexity of young adolescents' beliefs about poverty and inequality: Results of an 8th grade social studies curriculum intervention. *Journal of Youth & Adolescence*, 41, 704-716.
- Bigler, R. S. and Wright, Y. F. (2014), Reading, writing, arithmetic, and racism? Risks and benefits to teaching children about intergroup biases. *Child Development Perspectives*, 8(1), 18-23.
- Carr, P.B., & Steele, C.M. (2009). Stereotype threat and inflexible perseverance in problem solving. *Journal of Experimental Social Psychology*, 45, 853-859.

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**\*Practitioner interview paper due Wednesday 3/15 at 10pm\***

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**Week 10: Race [3/16]**

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- Kozol, J. (2005). Still separate, still unequal. *Harper's Magazine*, 311(1864).
- Bronson & Merryman (2009). Chapter three: Why White Parents Don't Talk About Race. In *Nurtureshock: New thinking about children*. New York: Twelve.
- Lareau, A., & Horvat, E. M. (1999). Moments of social inclusion and exclusion: Race, class, and cultural capital in family-school relationships. *Sociology of Education*, 72(1), 37-53.
- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313, 1307-1310

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**Week 11: Peer Relationships [3/23]**

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- Mathes, P. G., Howard, J. K., Allen, S. H., & Fuchs, D. (1998). Peer-assisted learning strategies for first-grade readers: Responding to the needs of diverse learners. *Reading Research Quarterly*, 33(1), 62-94.
- Dodge, K. A., Dishion, T. J., & Lansford, J. E. (2006). Deviant peer influences in intervention and policy for youth. *Social Policy Report*, 20 (1), 3-19.
- Rodkin, P. & Ryan, A.M. (2011). Child and adolescent peer relations in an educational context. In K. Harris, S. Graham and T. Urdan (Eds.) *Educational Psychology Handbook* (pp. 363-389). Washington DC: American Psychological Association Publications.

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**\*Final paper proposal due Wednesday 3/29 at 10pm\***

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**Week 12: Teachers and Classrooms [3/30]**

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- Hamre, B., & Pianta, R. C. (2005). Can instructional and emotional support in the first grade classroom make a difference for children at-risk for school failure? *Child Development*, 76(5), 949-967.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57, 1-15.
- Yeager, D.S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., Williams, M. E., Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143(2), 804-824.

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**Week 13: Special Education & Individual Differences [4/6]**

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- Cosier, M., Causton-Theoharis, J., Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education*, 34(6), 323-332.
- Hibel, J., Farkas, G., & Morgan, P. L. (2010). Who is placed into special education? *Sociology of Education*, 83(4), 312-332.
- Morrison, F. J., Connor, C. M., & Hindman, A. (2009). Early schooling and the growth of literacy in the transition to schooling. In Aram, D., & Korat, O. (Eds), *Literacy Development and Enhancement across Orthographies and Cultures*, New York: Springer.

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**\*Week 14: Student choice [4/13]\***

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- No reading or reading responses required.
- Options include: International and cultural comparisons, school discipline, critical thinking, creativity, personality, cooperative learning, out-of-school learning, or student suggestion

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**\*Final papers due Mon 4/24 at 10pm\***

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