

EDP 635

THEORIES OF HUMAN DEVELOPMENT

SPRING, 1998

OXFORD CAMPUS

7:00 - 9:40 PM, TUESDAY [NOT Thursday] evenings, 268 MCGUFFEY HALL

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OFFICE HOURS: SEE SPRING, 1998 WEEKLY SCHEDULE!

CATALOGUE DESCRIPTION OF EDP 635:

" Involves a broad perspective on human development with a primary focus upon theories as well as historically significant and contemporary research. Theoretical research applications are considered within the context of educational settings and in other areas of the helping professions."

"Why stay we on the earth unless to grow? (ROBERT BROWNING)

TEXTS:

Thomas, M. M. (1996) Theories of Child Development (4th Edition) Pacific Grove, CA: Brooks/Cole Publishing Company

Egan, K. (1997) The educated mind: How cognitive tools shape our understanding. Chicago, IL: University of Chicago Press.

CALENDAR OF EVENTS

WEEK	DATE	ASSIGNMENTS/ACTIVITIES
1	1/13	WOOPS! THOUGHT WAS A THURSDAY NIGHT CLASS
2	1/20	INITIAL MEETING AND INTRODUCTIONS INTRO TO NETNEWS AND THE NET <u>THOMAS' 14 STANDARDS</u>

		<u>THEORYPHASES</u>
3	1/27	Thomas: PART ONE - Standards, Ch 1 (Theories) and Ch 2 (Contents). Egan: Intro and Ch 1, THREE OLD IDEAS... NETNEWS: REFLECTION #1
4	2/3	Thomas: PART TWO - sources, Ch 3 (Cultural Origins) and Ch 4 (Attribution Theory). Egan: Ch. 2, MYTHIC UNDERSTANDING NETNEWS: REFLECTION #2 NETNEWS: REACTION #1
5	2/10	DYAD #1 Thomas: PART THREE- Psychoanalytic Tradition, Ch 5 (Freud) and Ch 6 (Erikson). Egan: Ch. 3, ROMANTIC UNDERSTANDING... NETNEWS: REFLECTION #3 NETNEWS: REACTION #2
6	2/17	Thomas: PART SEVEN- Environments + bio. Ch 13 (Ecological) and Ch 14 (Ethology). Egan: Ch. 4, PHILOSOPHIC UNDERSTANDING NETNEWS: REFLECTION #4 NETNEWS: REACTION #3
7	2/24	DYAD #2 Thomas: PART FIVE - Thought and Language Ch 9 (Piaget) Egan: Ch. 5, IRONIC UNDERSTANDING ... NETNEWS: REFLECTION #5 NETNEWS: REACTION #4
8	3/3	Thomas: Ch 10 (Vygotsky) Perspective D Egan: Ch. 6, QUESTIONS AND ANSWERS NETNEWS: REFLECTION #6 NETNEWS: REACTION #5
9	3/10	Spring break
10	3/17	DYAD #3 Thomas: PART FOUR- Behaviorism and Social Learning, Ch 8 (Social Learning Theory). Perspective C Egan: Ch. 7, IMPLICATIONS FOR CURRICULUM NETNEWS: REFLECTION #7 NETNEWS: REACTION #6

11	3/24	Thomas: PART SIX- Ch 11 (Information-Processing) Egan: Ch. 8, IMPLICATIONS FOR TEACHING, and Afterword. NETNEWS: REFLECTION #8 NETNEWS: REACTION #7
12	3/31	DYAD #4 Thomas: Ch 12 (Self and Humanistic Theories), Perspective E. NETNEWS: REFLECTION #9 NETNEWS: REACTION #8
13	4/7	Thomas: PART EIGHT- Moral Development, Ch 16 (Kohlberg) and Ch (Integrated Moral Development Theory) 17. Perspective G. NETNEWS: REFLECTION #10 NETNEWS: REACTION #9
14	4/14	DYAD #5 GROUP PAPERS NETNEWS: REACTION #10
15	4/21	GROUP PAPERS
16	4/28	GROUP PAPERS PORTFOLIOS DUE
17	5/2	Final exams begin

NIGHTLY SCHEDULE OF CLASS ACTIVITIES:

TIME	ACTIVITIES
7:00 - 7:50	
BREAK TILL 8:00	
8:00 - 8:50	
BREAK TILL 9:00	
9:00 - 9:40	

This course will primarily function as a seminar based upon the texts several individual readings which I will distribute, and recent research studies which you will retrieve

from the library journals. The text should give a thorough grounding in several theoretical positions used to explain and predict developmental patterns. Class discussions and lectures should help clarify these theories, their contemporary importance with regard to recent research and the applications of these theories in educational environments and a variety of other settings.

CLASS PROJECTS

This class will involve five elements: A) An Individual Paper; B) A Group GI paper; C) 10 Netpostings (reflections and reactions, 10 of each); D) 5 Dyads; and F) a final Portfolio. These elements are described below.

A. PAPER [15%] .

Each person in the class will be expected to write and present ONE INDIVIDUAL paper to the entire class. The objective here is to bring us all up to date as to what is being studied in the most recent literature. Each person will retrieve an article from one of the following suggested journals:

1. Developmental Psychology
2. Child Development
3. Merrill-Palmer Quarterly
4. Child Study Journal
5. Journal of Genetic Psychology
6. Journal of Abnormal Child Psychology
7. Journal of Applied Developmental Psychology
8. International Journal of Behavioral Development
9. Human Development
10. "ON APPROVAL": any other developmental-related journal.

SEE —THE ADDITIONAL REFERENCES AT THE END OF THE SYLLABUS ! .

Articles should be selected on the basis of two criterion:

- 1) use only journal articles published within the last two years (Jan., 1995 to the present).
- 2), the articles must be research oriented (either quantitative or qualitative) and relevant to development.

When the typed, double spaced, APA formatted paper is written, the following objectives should be kept in mind and addressed:

- 1. Have a brief summary, in your own words, of the purpose, sample, results, and conclusions which the author(s) have presented. This summary should probably not exceed 3 to 4 pages... the shorter the better! I will be reading the duplicated

copy of the article before I read your summary and I will be looking for a proper "match" between what you say and what I think the authors are saying.

- 2. Relate the article to the text and other related readings in terms of recognition of the theoretical positions which the author(s) maintain.
 - Inasmuch as the text points out some particular problems with each theory, try to identify whether or not the authors deal with these problems in their article. This objective is the most important, as I am looking specifically for how well you can demonstrate a relevant and thorough knowledge of content contained in the Thomas text: that Thomas as a primary source to analyze the article. For instance, which of the 14 STANDARDS are addressed in the research article.
 - In this regard keep in mind that many theories explain the same developmental phenomena. Are there "alternative" explanations? Do the author's acknowledge the alternative viewpoints? If not, can you provide some alternative views specifically using the Thomas text as a resource?
- 3. Try to find an article which "intrinsic" interest and relevance to yourself. Attempt to show of what practical value the research may have. You may attempt to personally relate to the findings or generalize to an educational setting.
- 4. I will be keeping all papers so if you wish, make a copy for yourself.
- 5. The structure of the paper should be as follows:
 - a. A cover sheet with the title, author, and journal centered in the middle of the page. Do not identify yourself here.
 - b.. A reproduction of the research paper should follow the cover sheet
 - c. Your essay should begin right after the reproduction of the article which you are reviewing.
 - d. The LAST SMELT should identify which paper this is (Paper I) and the class (EDP 635, Spring, 1998) all centered in the middle of the page. Your name should be on the bottom right corner of this COVER sheet.

B. One Group Investigation (GI) paper [20%]:

The Group Investigation-project will involve groups selecting topics intrinsically interesting and relevant to the course content and doing some collaborative research and presentation of their findings to the class. The GI MODEL will be discussed later in the class. This is a group project/paper and will also follow the APA writing format described above in A.

C.

Minimum of 10 Netpost Reflections [10%]

(6 points per reflection = 60 points).

All members of this section will be required to activate their CMS/VM computer account. They will learn to transmit and receive E-mail messages from each other. Computer Mediated Communication (CMC) will be a mainstay for reflection and discussion of activities and readings, both in class and out of class. A central address file will be created in which all messages will be open to all class members specifically for their critical reactions to each other's weekly writings/reflections. This file in the mainframe computer is called NETNEWS. Further instructions for using NETNEWS is contained in the NETNEWS file. Through a system of random pairings, students will be required to constructively engage a partner in a discussion of their comments. Six points will be assigned to each of these Ten required reflections /reactions. An electronic "portfolio" (notebook) will be organized, reflected upon and turned in at the end of the class.

D. DYADS [40%].

There will be five short "dyadic essay confrontations (DEC)." These are described in two earlier articles which you may obtain by clicking here [AERA Paper] or the [CSCL95 Paper]. At regularly scheduled times each of you will have to write up a brief "essay" question which also contains a brief model of the type of answer which you would expect someone else to write. This is reflective part of this task and should be done outside of class. These questions will be randomly exchanged among students in the class and someone else will attempt to answer your question, while you answer someone else's question. This part of the task is impulsive and will be done during regularly scheduled class time. Questions should be comparative in nature and as the class goes on, earlier material and chapter content could and should be used, in both your questions and answers. The questions should require some thought and not be trivial in the sense that one could construct an objective multiple-choice format with highly convergent answers. I will be grading both the quality of the questions as well as the answers. You will also be engaging in peer evaluations of each other's writings. Hopefully this type of format should generate a great deal of discussion in the class. We will go over the details of this format in class. Additional information on the rationale behind the DEC above is contained in the CSCL '95 paper. Accessing and reading this paper will give you some background about the pedagogical strategies which we will be using in this class. This paper should also be included in your Portfolio as described in E below.

E . PORTFOLIO [15%].

Title page; organized index (table of contents), a ~~copy~~ most current syllabus, Netpostings with a final summary and conclusion plus related handouts associated with class activities. Each added item to your portfolio should have a brief paragraph describing what that item

means to you. You are trying to "construct meaning" from these additions: attempt to relate how the item connects to the text or related class experiences.

These "narratives" are important!

The following Mastery, or criterion-referenced, grading scale will be applied to final "percentage" scores:

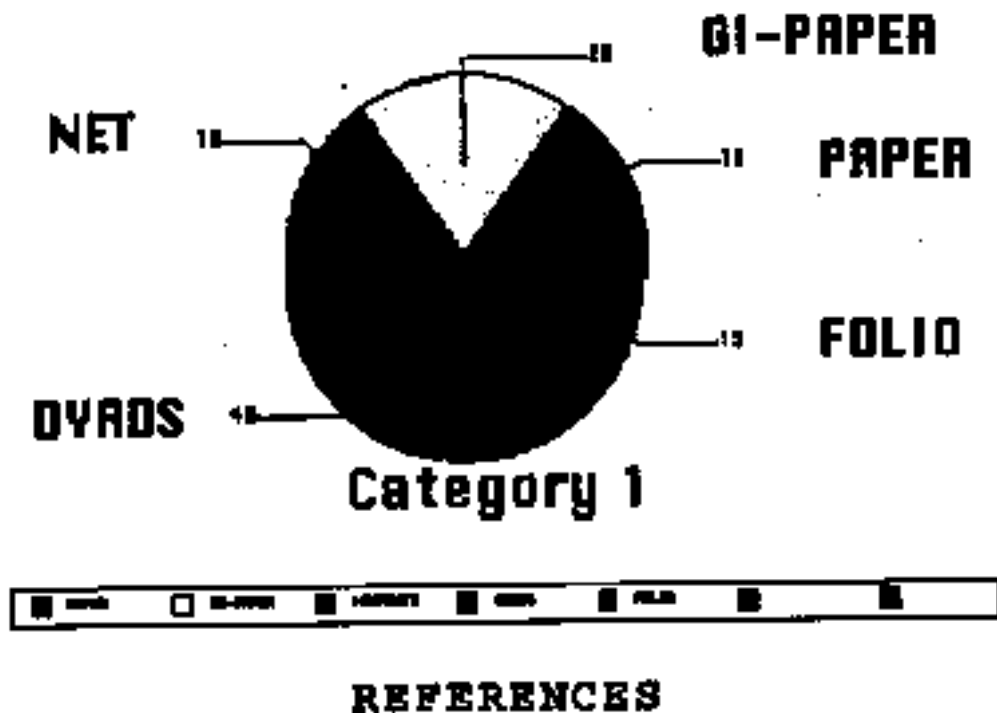
A+ > 98 A = 94 - 97.99 A- = 91 - 93.99
B+ = 88 - 90.99 B = 85 - 87.99 B- = 82 - 84.99
C+ = 79 - 81.99 C = 75 - 78.99 C- = 70 - 74.99
D+ = 67 - 69.99 D = 64 - 66.99 D- = 60 - 63.99
F It 60

!!!!!!!!!!!!INCOMPLETES AND ATTENDANCE!!!!!!!!!!!!:

Any incompletes not made up by the end of the semester will automatically result in an incomplete for the course. Also!!! when the incomplete is made up after the semester is over, regardless of what grade you might have achieved in the class, it will be lowered "one whole letter grade"!!!

Classroom attendance will be closely monitored and a maximum of two unexcused absences will be allowed. You will be "deducted" one whole percentage point from your total percentage score at the end of the class for each unexcused absence the second absence!

SPRING 1998



CONFERENCES:

L. S. Vygotsky and the Contemporary

Sciences Conference [1994].

ERIC RESOURCES:

ERIC

ERIC Clearinghouse on Elementary and Early Childhood Education

JOURNALS:

CHILD DEVELOPMENT ABSTRACTS & BIBLIOGRAPHY

DEVELOPMENT Psychology (APA Journal)

Adolescence journal

Human Development

OTHER JOURNALS IN KING LIBRARY:

Contemporary Educational Psychology

Developmental Review

Journal of Adolescence

Journal Of Child Language

Journal Of Child Psychiatry

Journal Of Child Psychology And Psychiatry

Journal Of Child Psychology And Psychiatry And Allied Disciplines

Journal Of Childhood Communication Disorders (1996-)
Journal Of Children In Contemporary Society V 14 No 1 (1982)
Journal Of Childrens Communication Development
Journal Of Childrens Communication Development Jccd (1996-)
Journal Of Childrens Literature (1994-)
Journal Of Childrens Mathematical Behaviour (1990?-) ~~1990~~
Journal of Experimental Child Psychology

NOTES ON EGAN'S BOOK

Egan, Kieran, (1997) *The Educated mind: How cognitive tools shape our understanding*. Chicago: The university of Chicago Press.

Kieran Egan may be reached by e-mail from the address below. He also maintains a WWW homepage. In the homepage one can go see reviews of his book, as well as a copy of the introduction to this book. There are considerable discussions to be found in his homepage. I highly recommend browsing this site.

E-mail: kieran_egan@sfu.ca

URL: <http://www.educ.sfu.ca/people/faculty/kegan>

Notes:

Chapter 1

Major Successful Institutions of 20th Century "Modern" Societies:

- 1. The Factory
- 2. The Hospital
- 3. The Prison
- 4. The Modern School

Three distinctive aims of the modern school, each incompatible with the other two...
The more we work to achieve one, the more difficult it becomes to achieve the others

- 1. Socialization
- 2. Plato and the Truth about Reality
- 3. Rousseau and Nature's Guidance

This WWW site has been constructed by Lawrence W. Sherman. I wish to acknowledge the support of the Center for Human Development Learning and Teaching AND the Department - Educational Psychology. Please send any comments and suggestions about this home page to Lawrence W. Sherman.

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