CARROLL UNIVERSITY

TEACHING AND LEARNING ACROSS THE LIFESPAN
EDUCATION 641

Fall, 2013

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Text

Course Description

This course examines a wide variety of theories and research that contribute to the understanding of human development and learning, focusing particular attention to the application of developmental theory. Development is explored as a life-span process, influenced by the interaction between the individual and his/her environment. We will study the most important ideas from several theoretical perspectives, and examine patterns of growth, change, and continuity that occur throughout the lifespan. Finally, we will apply theoretical principles to real-life human behaviors.
Course Objectives

By the end of the course, students will be able to demonstrate an understanding of several theories of human development and will be able to apply key principles to human behavior. Specifically, students will be able to demonstrate an understanding of:

- The major theories of development
- Hereditary and environmental influences on development
- The physical, cognitive, social and emotional developmental stages across the lifespan
- Relationships between theory, research and instructional practice
- Strategies that facilitate learning throughout the lifespan

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| September 5 and week of September 9 | Introduction to Lifespan Development Theories of Human Development  
Psychoanalytic  
Behavioral  
Humanistic  
Cognitive-Developmental Research Strategies | Berk, Chapter 1  
“History, Theory, and Research Strategies” |
| Weeks of September 16 and 23 | Early Childhood  
Physical  
Cognitive  
Moral  
Social/Emotional  
Applications and Implications for Education in Early Childhood | Berk, Chapter 7  
“Physical and Cognitive Development in Early Childhood”  
Berk, Chapter 8  
“Emotional and Social Development in Early Childhood”  
Early Childhood Learning Activity Due by 9 am on 9/26 |
| Week of September 30 and October 7 | Middle Childhood  
Physical  
Cognitive  
Moral  
Social/Emotional  
Applications and Implications for Education in Middle Childhood | Berk, Chapter 9  
“Physical and Cognitive Development in Middle Childhood”  
Berk, Chapter 10  
“Emotional and Social Development in Middle Childhood”  
Reflection/Online Discussion Initial Post Due by 9 am on 9/30  
Reflection/Online Discussion Response Post Due by 9 am on 10/7 |
| Week of October 14 and October 21 | Adolescence  
- Physical  
- Cognitive/Language  
- Moral  
- Social Emotional  
Applications and Implications for Education in Adolescence | Middle Childhood Learning Activity Due by 9 am on 10/10  
- Berk, Chapter 11  
“Physical and Cognitive Development in Adolescence”  
- Berk, Chapter 12  
“Emotional and Social Development in Adolescence”  
Reflection/Online Discussion Initial Post Due by 9 am on 10/14  
Reflection/Online Discussion Response Post Due by 9 am on 10/21  
Adolescent Learning Activity Due by 9 am on 10/24 |
|---|---|---|
| Week of October 28 and November 4 | Early Adulthood  
- Physical  
- Cognitive  
- Moral  
- Social/Emotional  
Applications and Implications for Education in Early Adulthood | Berk, Chapter 13  
“Physical and Cognitive Development in Early Adulthood”  
- Berk, Chapter 14  
“Emotional and Social Development in Early Adulthood”  
Reflection/Online Discussion Initial Post Due by 9 am on 10/28  
Reflection/Online Discussion Response Post Due by 9 am on 11/4  
Early Adulthood Learning Activity Due by 9 pm on 11/7 |
| Week of November 11 and November 18 | Middle Adulthood  
- Physical  
- Cognitive  
- Moral  
- Social/Emotional  
Applications and Implications for Education in Middle Adulthood | Berk, Chapter 15  
“Physical and Cognitive Development in Middle Adulthood”  
- Berk, Chapter 16  
“Emotional and Social Development in Middle Adulthood”  
Reflection/Online Discussion Initial Post Due by 9 am on 11/11  
Reflection/Online Discussion Response Post Due by 9 am on 11/18  
Middle Adulthood Learning Activity Due by 9 am on 11/21 |
Week of November 25 and December 2

Late Adulthood
- Physical
- Cognitive
- Moral
- Social/Emotional

Applications and Implications for Education in Middle Adulthood

Berk, Chapter 17
“Physical and Cognitive Development in Late Adulthood”

Berk, Chapter 18
“Emotional and Social Development in Late Adulthood”

Reflection/Online Discussion Initial Post Due by 9 am on 11/25

Reflection/Online Discussion Response Post Due by 9 am on 12/2

Late Adulthood Learning Activity Due by 9 am on 12/5

Research Papers Due by 9 am on 12/5

Week of December 9

Feedback on research papers provided

Class Assignments

Final Research Project and Paper (written in APA format). Minimum length is 12 double-spaced pages. 30 points

This is your initial draft of a possible thesis. Therefore, you may want to visit Carroll’s library to review some of theses to get an ideal of what is included in each section of the paper.

Your final paper must be related to a topic relevant to the field of Teaching and Learning across the Lifespan. Some examples include:

-- sibling rivalry/new siblings
-- step families/blended families
-- families and stresses
-- single parenting
-- parenting skills
-- the stages of play
-- imagination and creativity
-- moral development/cheating, lying, stealing
-- goal setting and achievement motivation
-- substance abuse
-- violence
-- peer pressure
-- relating to parents (as an adolescent; as an adult)
-- choosing a career/career change

The paper must include the following sections:
- Introduction (5 points)
  Theoretical background information on the topic
  Conceptual underpinning/connections to key theories of human development
Statement of the problem you wish to study
Definition of key terms

- Literature review of the topic (10 points)
  An overview and analysis of research that is related to your selected topic

- Proposed Methodology (5 points)
  What is your research question? How do you plan to systematically study/research this topic?

- Findings, Conclusions, and Implications for Education (10 points)
  Why is this study important to the field of education? What are the implications??

Reflection/Online Discussion (10 points total)
Go to Discussions in My Courses. Reflect on the question posted for: middle childhood; adolescence; early adulthood; middle adulthood; and late adulthood. Post an initial response by Monday at 9 am, and write a response post by the following Monday at 9 am. Posts will be graded for both timeliness and quality.

Below is a list of questions that will be posted along with the due dates.

Middle Childhood –2 points

- Which aspects of Piaget’s description of the concrete operational child do you accept? Which do you doubt? Explain, citing research evidence. (pp. 299–302)
  
  Initial post due by 9 am on 9/30
  Response post due by 9 am on 10/7

Adolescence –2 points

- Describe your own experiences in making the transition to middle or junior high school and then to high school. What did you find stressful? What helped you adjust? (pp. 390, 392–393)
  
  Initial post due by 9 am on 10/14
  Response post due by 9 am on 10/21

Early Adulthood –2 points

- Before reading this chapter, had you thought of early adulthood as a period of aging? Why is it important for young adults to be conscious of factors that contribute to biological aging? (pp. 432–434)
  
  Initial post due by 9 am on 10/28
  Response post due by 9 am on 11/4

Middle Adulthood –2 points

- Think of a middle-aged adult whom you admire. Describe the various ways that individual expresses generativity. (pp. 532–535)
  
  Initial post due by 9 am on 11/11
Late Adulthood—2 points

- Imagine yourself as an elderly resident in an assisted-living facility. List all the features you would want your living environment to have, explaining how each helps ensure your well-being. (pp. 618–619)

Initial post due by 9 am on 11/25
Response post due by 9 am on 12/2

Learning Activities (10 points each x 6= 60 points)
Select and address ONE of the learning activities described for each age group (See below):

- early childhood;
- middle childhood;
- adolescence;
- early adulthood;
- middle adulthood; and
- late adulthood.

Write a 150-250 word paper that addresses the topic.

Early Childhood Learning Activity due by 9 am on 9/26
Select one from the following and write a 250 word paper. Submit online through MyCourses.

1. Evaluating Commercial Toys for Aggressive and Gender-Stereotyped Themes (pp. 274–276)
Visit a local toy or department store and evaluate toys that might encourage violence and gender stereotyping. For example, to what extent do “masculine” toys emphasize violence and high activity and “feminine” toys quiet, home-based, and prosocial pursuits? Are “masculine” toys separated from “feminine” toys? Are gender-stereotyped toys heavily promoted at the front of the store or at the ends of aisles?

2. Evaluating Gender-Stereotyping in Children’s Cartoons and Storybooks (pp. 274–276)
Watch several children’s cartoons and/or obtain two or three children’s picture and beginning-reader books. Using examples from the cartoons and books, describe how males and females are represented. Are characters portrayed in gender-stereotyped roles? Are males and females equally represented in exciting plot activities? Are the behaviors, attitudes, and characteristics of male and female characters strongly gender stereotyped? Are newer cartoons and books less gender stereotyped than those from a decade or more ago? Explain.

Middle Childhood Learning Activity due by 9 am on 10/10
Select one from the following and write a 250 word paper. Submit online through MyCourses.

1. Evaluating a Website About Teasing and Bullying (pp. 341–342, 343)
Visit the website www.easingtheteasing.com/index.html, which provides resources and advice to children, parents, and teachers about the consequences of teasing and bullying. Using research in the text as a guide, have students evaluate the website. For example, does the advice to children and adults seem
practical? Is the information for children simple and straightforward? Are there any resources for bullies? Would students recommend this website to friends or family members? Why or why not?

2. Interviewing the Concrete Operational Child (pp. 299–300)

To demonstrate cognitive attainments during the concrete operational stage, interview several school-age children between the ages of 6 and 10 to do the Piagetian tasks of: (1) conservation problems (see text page 299); (2) the class inclusion problem (page 299); (3) seriation and transitive inference problems (pages 299–300); and (4) drawing maps of familiar environments, which illustrates the development of spatial operations (page 300). What challenges arose during the activity? Did the children perform as Piaget would have expected? Was their performance consistent with research presented in the text? Explain.

3. The Importance of Nutrition and Exercise in Middle Childhood (pp. 291–293, 296–299)

Imagine you have been asked to speak to a group of parents and educators about the importance of nutrition and exercise during middle childhood. List and briefly describe topics you would include in your presentation. For example, what factors contribute to obesity in children? How can parents and schools reduce obesity rates? What are the benefits of physical activity and exercise? How can schools structure physical education so that it appeals to young people of varying skill levels?

Adolescence Learning Activity due by 9 1m on 10/24
Select one from the following and write a 250 word paper. Submit online through MyCourses.

1. Analyzing Letters to the Editor in Your Local Newspaper for Maturity of Moral Reasoning (pp. 407–409)

Letters to the editor in newspapers often present reasoning on moral issues. For example, the U.S. war in Iraq is a "hot" topic for debate and is sometimes objected to on moral grounds. Abortion, political corruption, and the death penalty are other topics that often appear in the newspaper. Select one or two letters, identify the moral issues raised, and attempt to classify the maturity of moral reasoning expressed in each according to Kohlberg’s stages. What level of moral reasoning is reflected most often in the letters?

2. Critique an Adolescent Magazine (pp. 368–371)

Locate and critique a magazine geared toward adolescents using the following questions: Does the magazine primarily target teenage boys or girls? Is there an advice column in the magazine? If so, does the column provide advice about puberty or sexuality? Is the information consistent with research in the text? What types of images are portrayed in the magazines? Are the images supportive of healthy development? Why or why not? As a parent, would you encourage your children to read such magazines? Explain.

3. Helping Students Adjust to School Transitions (pp. 390, 392–393)

You have been invited to speak at a local school district about school transitions. Educators from elementary schools, middle schools, and high schools will be present for your discussion. What information will you include in your presentation? What should educators know about the effects of school transitions? How can schools help students adjust to school transitions? What educational practices or school characteristics tend to undermine student adjustment following a transition?
Young Adulthood Learning Activity due by 9 am on 11/7
Select one from the following and write a 250 word paper. Submit online through MyCourses.

1. Interviewing Friends or Relatives About Experiences with Leaving Home (p. 478)

Interview three or four friends or relatives about experiences with leaving home. For example, at what age did the individual leave home? What were the circumstances surrounding the departure (for example, work, college, marriage)? Has the individual returned home since the initial departure? If so, why? Was leaving home a stressful event? Explain. Compare the answers with research in the text. Did most people leave home in their late teens and early twenties? Did timing of departure vary with the reason for leaving? Did individuals return home at least once after their initial departure?

2. Examining Popular Books on Parenting (pp. 481–485)

Visit a local library or bookstore and examine two popular books on parenting. As you explore the books, respond to the following questions: What parenting topics are available (for example, balancing work and family, changes in roles after the arrival of a new baby, parent education, single parenthood, divorce)? Is the advice presented in the books supported by research in the text? Why or why not?

Middle Adulthood Learning Activity due by 9 am on 11/21
Select one from the following and write a 250 word paper. Submit online through MyCourses.

1. Life Stories of Middle-Aged Adults (pp. 535–537)

Interview a middle-aged adult, using the following questions:
(1) Tell me about a high point in your life.
(2) Tell me about a low point in your life.
(3) Tell me about a turning point in your life.
(4) What are some important events that occurred in your childhood, adolescence, and adulthood?

Record the answers and compare them with research in the text. For example, was there evidence of a commitment story? If so, describe. When did the turning point occur? Is this consistent with the midlife transition? Were life experiences generally positive or negative? Based on the answers, would you describe this person as generative? Why or why not?

2. Exploring Meanings of Grandparenthood (pp. 545–549)

Pose the following question to a grandparent or to a friend’s grandparent: What does it mean to be a grandparent? Record responses; did the responses reflect gratifications listed on page 546 of the text? Did any responses reflect negative stereotypes of aging (for example, being a grandparent means you’re old)? How might lifetime experiences contribute to perceptions of grandparenthood?

Late Adulthood Learning Activity due by 9 am on 12/5
Select one from the following and write a 250 word paper. Submit online through MyCourses.

1. Compensating for Age-Related Declines in the Five Senses (pp. 567–570)

Review age-related declines in each of the five senses: vision, hearing, taste, smell, and touch. Next, list environmental modifications that can help compensate for these declines. Examples include “talking
books," books and magazines written in large print, closed-caption television, and telephones that light up as well as ring.

2. Discovering Opportunities for Lifelong Learning in Your Community (pp. 597–599)

Gather information about lifelong learning in your community. Elderhostel programs, college courses designed for older adults, travel groups, book discussions at public libraries, exercise classes for elders, and field trips offered by community centers are just a handful of programs available in many communities. These programs often have brochures, fliers, or course descriptions available that describe the content of the activities. Local newspapers and newsletters published for older adults are also a good source of information about community events.

GRADING SCALE

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>AB</td>
<td>88-92</td>
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<td>B</td>
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<td>62-69</td>
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LATE ASSIGNMENTS

Assignments submitted any time after the due date will receive 0 POINTS. There are no “assignment redos” or extra credit possibilities.

POLICY STATEMENTS

ACCOMMODATIONS FOR DISABILITIES

Any requests for accommodation must be made through the Disability Services Coordinator. Appropriate accommodations will be made upon written notice from the Coordinator.

MODIFICATIONS TO THE SYLLABUS

The instructor and the College reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program requires.

STATEMENT ON ACADEMIC INTEGRITY

The Carroll University Academic Integrity Policy is located in the student handbook—http://www.carrollu.edu/campuslife/shstudenthb.asp?nav=5769. Please familiarize yourself with it. Carroll University emphasizes that students have an obligation to conduct their academic work with honesty and integrity. All acts of academic misconduct are serious. If you have any questions about appropriate citations, please ask. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course.