

## EDU 60455 Sec 02 *Development and Moral Education in Adolescence*



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Instructor:	Jay Brandenberger, Ph.D.	CRN: 2822	Summer 2017
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### COURSE DESCRIPTION

A systematic treatment of the cognitive, social, biological, and personality development relating to education and an examination of the theoretical and research bases of moral development and their implications for the classroom, with an emphasis on adolescence.

Mastery of the theoretical and empirical literatures of developmental psychology is critical to effective teaching. This is recognized by the Indiana Professional Standards Board, which requires prospective teachers to demonstrate mastery of a set of developmental standards as a condition for teacher licensure. In this seminar we will critically examine a variety of topics and issues derived from these standards.

### REQUIRED TEXTS / MATERIALS

**Required readings** are available on Sakai at ND: <http://sakai.nd.edu> as the primary source [some are also eReserves: <https://www.library.nd.edu/reserves/ereserves/search.cgi> ]

I highly recommend that you buy the following succinct, cogent book that integrates many course topics:  
Moshman, D. (2011). *Adolescent Rationality and Development*, 3<sup>rd</sup> Ed. New York: Taylor and Francis

### ATTENDANCE POLICY

**Regular class attendance demonstrates the appropriate professional disposition, and contributes to reciprocal learning.** If necessary to miss, please notify instructor prior, and ask a colleague for notes.

### ACADEMIC INTEGRITY CODE OF THE GRADUATE SCHOOL

Students are expected to adhere to the Academic Integrity code of the Graduate School. Although students are encouraged to work collaboratively and to cooperate in the mastery of course material, the various papers and course projects should reflect the individual accomplishment of students. The code may be accessed at [http://graduateschool.nd.edu/assets/139929/graduate\\_academic\\_code\\_2015.pdf](http://graduateschool.nd.edu/assets/139929/graduate_academic_code_2015.pdf).

The Code states that:

Integrity in scholarship and research is an essential characteristic of the academic life and social structure in the University. Any activity that compromises the pursuit of truth and the advancement of knowledge besmirches the intellectual effort and may undermine confidence in the academic enterprise. A commitment to honesty is expected in all academic endeavors. Mentors and academic leaders should continuously emphasize this to students, research assistants, associates, and colleagues.

Please read especially the section on Academic Integrity found in Section 5.8 on page 13.

Please also consider the Notre Dame Undergraduate Academic Honor Code reads: “**As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.**” If you are unsure about whether a particular behavior constitutes cheating or plagiarism, please ask your instructor. Please review more about the Code at the following site (this is especially relevant in a course focused on moral education): <http://honorcode.nd.edu/the-honor-code/> .

## **SPECIAL NEEDS**

If you have special needs that require accommodation, please let me know during the first days of class.

## **COURSE OBJECTIVES and STANDARDS**

This course is designed to help students understand and meet Indiana state developmental standards listed below (especially 1, 2, 3, 5, and 6). The standards will be addressed through course components and tailored assignments (see end of syllabus for more detail). Standards are very similar for teachers in middle school and high school. Instructors in other ACE courses will also facilitate attention to state standards.

### **Standard 1: Student Development and Diversity**

Teachers at the middle and secondary level have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

### **Standard 2: Learning Processes**

Teachers at the middle and secondary level have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

### **Standard 3: Instructional Planning and Delivery**

Teachers at the middle and secondary level have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

### **Standard 4: Assessment**

Teachers at the middle and secondary level have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

### **Standard 5: Learning Environment**

Teachers at the middle and secondary level have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe

learning environments for all students.

### **Standard 6: The Professional Environment**

Teachers at the middle and secondary level have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

### **Standard 7: Reading Instruction**

Teachers at the middle and secondary level have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.

Source: <http://www.doe.in.gov/licensing/rep-teacher-standards>

For more information on Indiana state standards, see

<http://www.doe.in.gov/achievement/standards>

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## **THE PILLARS OF ACE**

The Conceptual Framework that guides teacher education in the Alliance for Catholic Education graduate program is based on three pillars:

**Professional/ Academic** → Mastery of literatures relevant to teaching and instructional practice

**Community** → Understanding the ecological bases of development and education, and hence the role of family, school, community, peers and culture.

**Spirituality** → Understanding the developmental bases of moral and spiritual formation of children.

Each of these pillars will be addressed throughout the course, but the thematic topics of each week of class will provide an opportunity to focus on one pillar in particular. The Community Pillar will be highlighted during the first and fourth weeks of class. The Professional/Academic Pillar will be the focus of the second and fourth weeks. The Spirituality Pillar will receive particular emphasis during the third week of class.

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## **COURSE REQUIREMENTS/ASSESSMENTS**

*General Expectations* → In this intensive, standards-focused seminar we will take joint responsibility for the conduct of the class, using the set of readings, culled from the scholarly literature, to guide our discussion. Critical inquiry, active participation and robust dialogue are desired. You will demonstrate the “dispositions” proper to teacher licensure if you come to class prepared to engage the issues before us. Instructors for each developmental section will assess the degree to which completion of assignments meet developmental licensing standards.

### **Class Participation**

Class participation via grounded preparation and active engagement is an essential element of the course. Participation in this sense goes beyond talking, involving respectful presence, deep listening and thoughtful response. In an atmosphere of trust, we welcome healthy debate and critical analyses to foster our collective improvement.

### **Two (Weekly) Theory/Application Papers**

One written essay will be required for two of the first three weeks of class [students will do an extension presentation/paper corresponding to one of the other weeks]. The theory/application paper will include the following elements:

- *Brief Integrated Summary* – Describe succinctly the common theme(s) of the week’s readings, and what issues/ challenges they address. Present an integrated overview demonstrating deep understanding. Distinguished papers will cite at least one relevant reading that was not required (drawn from research in the field, list of optional readings, etc.). (1 page or less)
- *Analysis of Teaching* – Describe a specific change or changes you will make in your future teaching—or, alternatively, a new teaching practice you will institute—as a result of the readings and discussion of the week, and justify (with specificity) such changes in light of the literature. (2 pages)
- *Analysis of Relevant Developmental Standards* – Briefly address what developmental standards you addressed in your paper/writing. Attend first to the developmental standards associated with the focus of the week; see table at end of syllabus for additional information. (1-2 sentences)

In total, the weekly papers should be 3 pages (max), double-spaced. Learn to *make every word tell*: see Strunk and White, *The Elements of Style* (and: <http://www.npr.org/templates/story/story.php?storyId=4985137>).

See rubric below that describes how the weekly assignments will be assessed.

### **Extension Presentation/Paper**

Students will complete a research extension presentation/paper corresponding to one of the weeks not covered by their chosen theory/application papers. These presentations will extend our focus on research in an area relevant to the course, help to sharpen your research skills (ability to discern relevance and quality among a broad literature), and hone your presentation skills (relevance, clarity, parsimony, and application). Students will research the literature beyond what has been covered, chose a single study of focus, present key findings to the class (using PowerPoint if needed and creative presentation skills), and offer a teacher-friendly handout and discussion questions for colleagues. Appropriate developmental standards will be cited.

Further details to be given in class.

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**Note:** The readings/concepts/standards not addressed in either a theory/application or extension assignment can be addressed via an optional paper (and I will factor this paper into your course grade) and/or in the conference presentation.

### **ACE Teaching Fellows Conference Presentation/Paper**

All students will present at the annual ACE Teaching Fellow Conference in mid-July, a great opportunity to demonstrate your class learning and share insights with the ACE community. Presentations will be done in teams (by areas of interest) and will last approximately 40 minutes. A written component will combine with the conference presentation for a significant portion of the class grade.

See further instructions below, and provided in class.

**Other brief assignments** will be required during the course.

**Portfolio** → We will explore additional ways to enhance/develop an online professional teaching portfolio.

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## ACE Teaching Fellows Conference

July 18<sup>th</sup>, 1:00 to 5:00 pm

*Overview.* The 2016 ACE conference is an opportunity to explore collaboratively a topic of interest, present your findings to peers and the broader community, and learn from other presenters.

You will work with three ACE colleagues, choose a relevant topic to explore in relation to developmental theory and research, then share your findings and implications for teaching in a professional/effective manner.

*Preparation for the Conference.* A list of potential topics will be shared during the first week of class. Groups/topics must be specified by Wednesday of the first week.

Students are asked to work in groups of four. If possible, teams should include at least two developmental levels (high school, middle school) and at least two content areas (math, science, social studies, religion, etc.). Presentations should reference teaching implications for all developmental levels, when possible.

*Presentation at Conference:* Prepare a clear, impactful presentation for the timeslot assigned (40 minutes). Attend remaining sessions of conference. Group presenters will do well to organize sessions as follows: 1) Topic Overview and Framing, 2) Support from the Literature, 3) Implications for Different Content Areas, and 4) Questions and Discussion

*Graded Conference Paper.* Teams members will be responsible for writing a professional-level paper aligned with sub-topics of interest extending the conference presentation.

### **In your paper:**

- 1) Include a **literature review**, one that is more thorough than what was presented in the timeframe of the conference session.
- 2) Consider potential mechanisms for why the practice analyzed works, for whom it works best, and under what conditions it has been found to be most effective.
- 3) Identify relevant opposing views, note gaps in the literature and areas for further research
- 4) Describe how you will incorporate this practice into your instruction and/or classroom practices. Use specific, concrete details and examples here; do not write in generalities. Note implications for moral education.

A strong final paper will attend well to grammar, spelling, transitions, and other mechanics, and address

standards.

Length: 5 to 8 pages (double spaced)

Submit electronically as directed: title the document(s) using your last name as the first word. Also submit any slides and handouts used in the presentation.

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## **COURSE WEB SITES and TECHNOLOGY ASSISTANCE**

We will use Sakai at ND: <https://sakai.nd.edu/> for course readings and some other elements.

I have also set up a general course web site @ <http://blogs.nd.edu/edu60455/>. Here one can find course readings, comment on issues within the course, and the like.

We will also Box at ND to share files, etc. Please set up an account at **box.nd.edu**, and, I recommend, sync to your hard drive. You will have 50GB of useful space that can be shared across various devices.

If digital things malfunction for you, please contact the Office of Information Technology or a computer consultant of ACE, or Tim Will @ [twill1@nd.edu](mailto:twill1@nd.edu).

### **ListServ/Group**

We will also use a listserv/Google group for course-related communication. Only students and faculty associated with course can post to the list. Feel free to share insights, relevant information, and suggestions.

LIST Emails: [su17-edu-60455-02-group@nd.edu](mailto:su17-edu-60455-02-group@nd.edu)

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## **ASSESSMENT / GRADING**

### **Course Grades:**

The final course grade will be based on the following point system:

<b>Class Activity</b>	<b>Points</b>
<b>2 Weekly Assignments (papers, 3 pages each)</b>	200 (100 points each)
<b>Extension Research Presentation/Paper</b>	100
<b>Conference Presentation and Paper</b>	250 (50/200)
<b>Misc Assignments</b>	

<b>Overall Class Participation</b>	<b>150</b>
<b>Total Class Points</b>	<b>700</b>

Here is the approximate grading scale for the papers and the overall course:

A	93-100%	B-	80-82%
A-	90-92%	C+	78-79%
B+	88-89%	C	73-77%
B	83-87%	C-	70-72%

The instructor will also encourage student self-evaluation throughout the course.

### **Grading and Developmental Standards:**

In addition to letter grades, assignments will be evaluated with respect to addressing relevant licensing standard(s).

The weekly assignments and conference paper are designed to provide means to demonstrate mastery of the relevant developmental standards: see table presented at end of syllabus.

### **Ace Grading Policies:**

“Students who are unable to complete in a timely manner the requirements for a course and who have a documented medical or personal reason will receive a grade of I. The course Professor will provide the Director of the M. Ed. with a firm date, no later than the mid-point of the semester following, for which all work will be completed and a grade change provided.

Students who are unable to complete in a timely manner the requirements for a course for any other reason will receive a grade of F. Such a grade may occasion a warning letter under the policy on Dismissal and Appeal.”

<b>Components of Evaluation</b>	<b>Rubric Categories for Evaluation of Weekly Papers</b>			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Brief Integrated Summary</b>  “What is the central theme of the Weeks Readings?”  <b>30%</b>	Paper does not describe or note a central theme for the week’s readings	A theme is noted, though with reference to only a few readings.	One or more themes are described succinctly, with integration across readings (describing what common elements or challenges are addressed)	One or more themes are described succinctly, with integration and original insight or observation

<p><b>Teaching Practice</b></p> <p>“What teacher practice(s) will you now change?”</p> <p><b>30%</b></p>	<p>Paper does not address specific teacher practices; or does so implicitly or in highly general terms not concrete enough to be action-guiding.</p>	<p>One teaching practice is described; ideas about how to alter, change or adapt it are noted</p>	<p>One or more teaching practices are described in detail along with general ideas about how to alter, change or adapt practices in light of the literature</p>	<p>One or more teaching practices are described in detail with numerous specific ideas about concrete adaptations in light of the literature</p>
<p><b>Justification</b></p> <p>“On what grounds?”</p> <p><b>30%</b></p>	<p>Appeal to literature is thin, inconsistent or inaccurate</p>	<p>Appeal to literature is generally accurate but uneven</p>	<p>A broad sampling of the literature is used accurately to justify or ground a change in teacher practice</p>	<p>A broad sampling of the literature with frequent drill-down to specific findings are used to ground a change in teacher practice</p>
<p><b>Analysis of Standards</b></p> <p><b>5%</b></p>	<p>No links to standards</p>	<p>Vague, or undeveloped links to standards</p>	<p>General understanding of standards and application to literature</p>	<p>Specific, accurate, and thoughtful links to standards</p>
<p><b>References</b></p> <p><b>5%</b></p>	<p>Research is not cited. No reference page is provided</p>	<p>Few citations; Reference page is frequently accurate although there are occasional departures from APA style</p>	<p>Sources are cited wisely; Reference page is mostly accurate with respect to APA style</p>	<p>Citations are extensive, going beyond assigned readings; reference page aligns well with APA style</p>

Percentages above are approximate.

Important: when submitting or uploading electronic documents, title them beginning with your **last name** (e.g. Smith Essay Week 1), and submit according to directions from the instructor. Such is a fundamental requirement for receiving full credit.

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**EDU 60455** — This is section 02 of four summer sections.

Other section instructors are D. Lapsley, N. McNeil, and A. Christensen

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## WEEKLY CLASS TOPICS and READING ASSIGNMENTS

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**Week 1**    **Theme: Human Development in Context:  
School, Family, and Community**

**ACE Pillar: Community**

Date/Content/Assignment                      →                      **Bold Text = Priority Reading**

**Monday, June 12**    **Introduction to the Course: Content, Standards, Assignments, and ...**  
Room 245                      Notes in praise of human development and learning ...

Complete [survey](#)                      **Moshman, D. (2011). Preface and Introduction to *Adolescent Rationality and Development* (pp. xi to xxii)**

Review syllabus

Lapsley, D. (2014). The promise and peril of coming of age in the 21<sup>st</sup> century. In *Journal of Character Education*.

### **Theories/Models of Human Development**

Lerner, R. (1998). Theories of human development: Contemporary perspectives. In (R. Lerner, vol. ed.) *Handbook of Child Psychology, Vol. I* (W. Damon, series ed.), pp. 1-24. New York: Wiley Press. (optional)

**Tuesday, June 13**    **Theories of Human Development**

**Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development, 81*, 6-28.**

*Nothing is quite so practical as a good theory.* Kurt Lewin, 1945 [Lewin Revisited](#)

**Wed., June 14**                      **Contexts: Classrooms, Schools, & Stage-Environment Fit**

**Eccles, J.S. (2004). Schools, Academic Motivation, and Stage-environment fit. In R. M. Lerner, & L. Steinberg (Eds.), *Handbook of Adolescent Psychology, 2<sup>nd</sup> Ed.* New York: Wiley.**

Jardine, D. W. (2012). Pedagogy Left in Peace: Cultivating Free Spaces in Teaching and Learning. (Excerpts)

National Research Council (2003). Climate, organization, composition, and size of schools. Chapter 4 in *Engaging schools: Fostering high school students' motivation to learn*. Available at <http://www.nap.edu/catalog/10421.html>. (optional)

Excerpts from J. Kozol (2004): *The Shame of a Nation* (optional)

**Thurs., June 15**      **Contexts: Family and Peers**

**Greene, S. & Long, J. (2011). Flipping the script: Honoring and supporting parent involvement. In Compton-Lilly, C. & Green, S. (Eds.). *Bedtime stories and book reports: Connecting parent involvement and family literacy* (pp. 15-26, Chpt. 1). New York: Teachers College Press.**

Stuart Greene and Joyce Long are co-founders of *No Parent Left Behind*. They facilitate research and education on the link between parents and school.

National Research Council (2003). Family, community and peers. Chapter in *Engaging students: Fostering high school students' motivation to learn*

**Friday, June 16**      **Contexts: Neighborhoods, Community and Mesosystem**

**Benson, P., Leffert, Scales, P. & Blyth, D. (1998). Beyond the “village” rhetoric: Creating healthy communities for children and adolescents. *Applied Developmental Science*, 2(3), 138-159.**

Wickrama, K.A.S. & Noh, S. (2010). The long arm of community: The influence of childhood community contexts across the early life course. *Journal of Youth and Adolescence*, 39, 894-910. (optional)

**Extension Presentations?**

**Essay Assignment for Week 1 due: Friday by 10:00 am.** Submit electronically.

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**Week 2**      **Theme: Cognitive Development**

**ACE Pillar: Professional/Academic**

**Monday, June 19:**      **Cognitive Development**      [See Handout]

**Moshman, D. (2011). Chapter 1: *Piaget's Theory of Formal Operations***

Wadsworth, B.J. (1989). Chapters 1 and 2 from *Piaget's theory of cognitive and affective development*, 4<sup>th</sup> Ed. (pp. 9-32). New York: Longman.

NRC (2000). *How People Learn*, Chapters 2, 4

This [report](https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition) from the National Research Council is available at <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>

**Tuesday, June 20**      **Constructivist Teaching and Learning**

**Anderson, L.M. (1989a). Learners and learning. In M.C. Reynolds (Ed.), *Knowledge base for the beginning teacher* (pp. 85-99). Oxford: Pergamon Press**

Chi, M. T. H. (2009). Active-Constructive-Interactive: A conceptual framework for

differentiating learning activities. *Topics in Cognitive Science*, 73-105.

**Wed., June 21**

**Constructivism (cont.)**

**Anderson, L.M. (1989b). Classroom instruction. In M.C. Reynolds (Ed.), *Knowledge base for the beginning teacher* (pp. 101-115). Oxford: Pergamon Press**

Moshman, D. (2011). Chapter 2: Inference, Thinking, and Reasoning

Rothstein, D. & Santana, L. (2011) Teaching students to ask their own questions: One small change can yield big results. *Harvard Education Letter*, 27(5), 1-2, Available at: <http://www.hepg.org/hel/article/507#home> (optional)

**Thurs., June 22**

**Teaching for Deep Understanding**

**Moshman, D. (2011). Chapter 3: *Meta Cognition and Epistemic Cognition***

Leithwood, K. A et al. (2006) (Eds.) *Teaching for Deep Understanding* CA: Sage Publications. (Excerpts)

Dunbar, K., Fugelsang, J., & Stein, C. (2007). Do naive theories ever go away? Using brain and behavior to understand changes in concepts. In M. Lovett, & P. Shah (Eds.), *Thinking with data* (pp. 193-206). New York: Lawrence Erlbaum Associates. [https://www.academia.edu/169259/Brain\\_and\\_reasoning\\_in\\_physics](https://www.academia.edu/169259/Brain_and_reasoning_in_physics) (optional)

**Friday, June 23**

**Teaching for Successful Intelligence [readings may change]**

**Sternberg, R.J. Raising the achievement of all students: Teaching for successful intelligence. *Educational Psychology Review*, 14, 383-393**

Albert, D. & Steinberg, L. (2011). Judgment and decision-making in adolescence. *Journal of Research on Adolescence*, 21, 211-224. (optional)  
[http://www.researchgate.net/profile/Dustin\\_Albert/publication/229774321\\_Judgment\\_and\\_Decision\\_Making\\_in\\_Adolescence/links/0f3175374e175c9c5600000.pdf](http://www.researchgate.net/profile/Dustin_Albert/publication/229774321_Judgment_and_Decision_Making_in_Adolescence/links/0f3175374e175c9c5600000.pdf)

**Extension Presentations**

**Essay Assignment for Week 2 due: Friday by 5:00 pm**

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**Week 3**

**Theme: Moral Development and Education**

**ACE Pillars: Spirituality, Professional/Academic**

**Monday, June 26:**

**Introduction To Moral Development & Character Education**

**Lapsley D. K. & Yeager, D. (2014): *Moral-Character Education*. In I. Weiner (Ed.), *Handbook of psychology* (Vol. 7, Educational Psychology, W. Reynolds**

& G. Miller, Vol. Eds.), New York: Wiley

**Tuesday, June 28 Moral Stage Theory and Beyond: Educational Implications**

**Moshman, D. (2011). Chapter 5: Kohlberg's Theory of Moral Development  
Chapter 6: Justice, Care, & Virtue**

D. Lapsley (2005). Moral Stage Theory (Chapter 2) in *Handbook of Moral Development* (M. Killen & J. Smetana, Eds.)

**Wed., June 27 Further Theoretical Perspectives on Moral/Character Development**

**Moshman, D. (2011). Chapter 7: Principles and Perspective Taking  
Chapter 8: The Construction of Morality**

Dewey, J. (1909). *Moral Principles in Education* (Excerpts).

Character Education Partnership: *Eleven Principles of Character Education*  
<http://www.character.org/more-resources/11-principles/>

Gazzaniga, M. (2008). *The Moral Compass Within* (Chapter 4) in *Human: The Science of What Makes Us Unique*. (Optional)

**Thurs., June 29 Moral Education for Democratic Citizenship: Classrooms & Beyond**

**Brandenberger, J. (1998). Developmental Psychology and Service Learning, *In With Service in Mind*, American Association for Higher Education.**

Cress, C. M. (2011). Pedagogical and epistemological approaches to service-learning: Connecting academic content to community service. In C. M. Cress, D. M. Donahue, & Associates (Eds.), *Democratic Dilemmas of Teaching Service-Learning*. Sterling, VA: Stylus.

Youniss, J. and Yates, M. (1997). Chap 9: Ten Ideas, in *Community Service and Social Responsibility In Youth*. (Optional)

Power, C. (2002). Building democratic community: A radical approach to moral education. In W. Damon (Ed.), *Bringing in a new era in character education* (pp. 129-148). Stanford, CA: Hoover Institution Press. (Optional)

[Leading Moral Dilemma Discussions](#), on eReserve (Optional)

See: Reiner, A (2012). *Only disconnect*: [http://chronicle.com/article/Only-Disconnect/134532/#disqus\\_thread%20Only%20Disconnect](http://chronicle.com/article/Only-Disconnect/134532/#disqus_thread%20Only%20Disconnect)

**Friday, June 30 From Character to Justice**

**Bergman, R. (2011). *Catholic Social Learning: Educating the Faith that Does Justice*. Fordham University Press. (Excerpts)**

Goodman, D. J. (2011) *Promoting Diversity and Social Justice: Educating People from Privileged Groups* (2<sup>nd</sup> edition). (Excerpts)

### Extension Presentations

**Essay Assignment Week 3 due: Friday by 5:00 pm**

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**Week 4**  
and week 5      **Theme:      Self/Identity & Mechanisms of Risk, Protection  
and Resilience**

**ACE Pillars: Community, Professional/Academic and Spirituality**

### *Lectures & Readings*

**Monday, July 3 &  
Tuesday, July 4:**      **No Class**

**Wed., July 5**      **Identity Development**

**Moshman, D. (2011).**    **Chapter 9: Erikson's Theory of Identity Formation**  
**Chapter 10: Identity as a Theory of Oneself**

Lapsley, D. (in press). Moral-Self Identity as the Aim of Education (Optional)

S. Harter (1999). *The Construction of the Self: A Developmental Perspective*  
Chapter 12 → Interventions to promote adaptive self-evaluation. (Optional)

Tatum, B. D. (2013). The complexity of identity. In M. Adams et al. (Eds),  
*Readings for Diversity and Social Justice*, 3<sup>rd</sup> edition. (Optional)

**Thurs., July 6**      **Learning and the Self: Mindset, Ability, and Talent Development**

Excerpts from C. Dweck, *Mindset* (2006)

**Yeager, D. S., et al. (2014).** The Far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology*, 106(6), 867-884. <https://labs.la.utexas.edu/adrg/files/2013/12/Yeager-et-al-stress-health-grades.pdf>

Yeah: ACE graduate makes good (scholarship)

**Yeager, D.S., Henderson, M., Paunesku, D., Walton, G., D'Mello, S., Spitzer, R. & Duckworth, A.L. (2014).** Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. *Journal of Personality and Social Psychology*, 107, 559-580/

Excerpts from D. Coyle, *The Talent Code*.

**Fri, July 7**

**Resilience: Theory and Practice**

Moshman, D. (2011). Chapter 15: *Rationality, Liberty, and Education*

Yeager, D. & Dweck, C. (2012). Mindsets that promote resilience...*Educational Psychologist*, 47, 302-314. [Article and Yeager at Research Gate](#)

Yeager, D. (2017). Social-emotional learning programs for adolescents. *The Future of Children*, 27, 31-47.

Measure of America: An Alternative View of Human Development  
[http://www.measureofamerica.org/measure\\_of\\_america2013-2014/](http://www.measureofamerica.org/measure_of_america2013-2014/)

**Monday, July 10**

**Risk, Resilience and Developmental Challenges of Poverty**

Meet at **Brandenberger home**: 1035 Notre Dame Ave.

Documentary: *Waiting for the World to Change*

Waldfogel, J., Graigie, T. A., & Brooks-Gunn, J. F (2010).  
Fragile families and child wellbeing, in *The Future of Children*.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3074431/>

**Tuesday., July 11**

**Civil Rights, Multicultural Education, and Human Development**

**[Possible guest speaker]**

In July 1964 the Civil Rights Act was signed. The Act was designed, in part, to end racial segregation in schools and foster educational equality. Where are we now after 50 years? What are the developmental consequences? What can teachers do?

See: <http://www.civilrights.org/resources/civilrights101/desegregation.html>

[CPR Researchers Reaffirm Findings of Increasing Segregation](#)

**Wed., July 12**

**Resilience (continued)**

**Extension Presentations**

**Thurs, July 13**

**Thinking Developmentally — Course Integration — Conference Notes**

Selman, R. (2003). Thinking like a developmentalist: Understanding social awareness through its promotion and assessment.

**Possible Extension Presentations**

Friday, July 14

Conference Planning and Development  
During class time: meet in groups. Office hours available.

Monday, July 17

No Class

**Tuesday, July 18 ACE Teaching Fellows Conference**

1:00 to 5:00 pm in Debartolo Classroom Building  
Present in time allotted, then attend sessions in remaining time

**Indiana School Setting Developmental Standards for Educators**

<http://www.doe.in.gov/sites/default/files/licensing/all-grade-standards.pdf>

<b>EDU 60455 Development &amp; Moral Education in Adolescence — State Standards Addressed</b>				
<b>Learning Objectives</b> in the Context of Indiana Developmental Standards	<b>Indiana Developmental Standards</b>		<b>Standards Addressed During Course</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Addressed where/when?</b>	<b>Assessed how?</b>
<b>Students will learn....</b>				
Major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades 5–12, and factors in the home, school, community, and broader environment that influence the development of students at this level	1.1	1.1	Weeks 1 to 4	Weekly papers and Teaching Fellows Conference
Knowledge of developmental characteristics and developmental variation for students in grades 5–12, and the ability to use this knowledge to inform instructional decision making and promote student success	1.2	1.2	Weeks 1 to 3	Papers and Conference
Typical developmental challenges for students in grades 5–12 (e.g., in relation to peer interactions, identity formation, self-esteem, risk taking, and educational decision making), and the ability to help students address these challenges	1.3	1.3	Weeks 1 to 4, especially 4	Papers and Conference
Knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs	1.4	1.4	Week 1 Week 4	Papers and Conference
Knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based learning contexts	2.1	2.1	Week 2, especially	Paper and Conference
Processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs	2.2	2.2	Week 2, especially	Paper and Conference
Knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students	2.3	2.3	Week 2	Paper and Conference
Procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning	2.4	2.4	Week 2	Paper and Conference
Strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners	2.5	2.5	Week 2, 3, 4	Papers and Conference
Knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes	2.8	2.8	Weeks 1 and 4	Papers and Conference

Knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning	3.2	3.2	Week 2 and 4	Papers
Knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning	3.4	3.4	Weeks 1 to 4	Papers and Conference
The ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems	3.5	3.5	Week 2 and 3	Papers
Knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students	3.7	3.7	Weeks 1 to 4	Papers and Conference
The ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning	3.8, 5.3	3.8, 5.3	Weeks 1, 2, 3, 4	Paper and Conference
The ability to apply skills and strategies for creating a safe, healthy, supportive, and inclusive learning environment that encourages all students' engagement, collaboration, and sense of belonging	5.1	5.1	Weeks 1, 3 especially	Papers and Conference
The ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning	5.2	5.2	Weeks 2 and 3	Papers and Conference
Knowledge of various classroom management approaches, including relationships between specific management practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability	5.5	5.5	Weeks 2 and 3	Papers and Conference
The ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning	6.1	6.1	Weeks 1 and 4, especially	Papers
The ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's education	6.2	6.2	Weeks 1 and 4, especially	Papers

Student mastery of topics and skills outlined in the state standards will be recognized/documentated via completion of course elements and assignments.

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