

Child Study and Human Development Spring 2017

Course	Day/Time	Course	Day/Time
001 Intro to Child Study & Human Develop	MW 10:30-11:45	147 Advanced Curriculum I	Th 4:10-7:10
007 The Child & the Educational Process	MW 10:30-11:45	156 Dev.Neuroscience & Disord.	W 1:20-4:20
042 Inquiry & Analysis Child & Human Dev.	MW 10:30-11:45	161 Advanced Personal-Social Dev	T 1:30-4:00
051 Intellectual Development	TTh 1:30-2:45	164 Cultural Diversity in Child/Fam.	TTh 12:00-1:15
99/199 Community Field Placement	T 10:30-11:45	165 Families, Schools and Child Dev.	Th 9:00-11:30
100 Child Health Seminar/Fieldwork	Th 6:00-8:00	167 Children & Mass Media	F 9:00-11:30
114 Children and New Technologies	Th 9:00-11:30	168 Adolescent Dev. Trans.Adulthood	T 1:30-4:00
120 Assessment of Young Children	Th 9:00-11:30	176 Childrens Literature	T 6:00-9:00
124 American Sign Lang I (ASL I)	MT 4:30-5:45	179 Child Art	M 1:20-4:20
125 American Sign Lang II (ASL II)	M 6:00-7:15/Th 4:30-5:45	181 Early Child Care:Policy & Practice	Th 1:30-4:00
126 American Sign Lang.III (ASL III)	T Th 6:00-7:15	182 MAT Integrative Seminar	F 3:30-5:30
130 Topics in Early Childhood Educ.	W 6:30-9:00	188 Seminar in Gov't & Families	Th 9:00-11:30
135 Supervised Teaching I	W 4:30-6:30	189 Human Animal Interaction in Child/Adol	Th 1:30-4:00
138 Sociocultural Foundation II	W 1:20-4:20	190 Children w/ Special Needs	Th 6:00-9:00
140 Problems of Research: Statistics	M 1:20-4:20	192 Approach to Problem Behavior	Th 1:30-4:00
142 Problems of Research: Methods & Design	W 6:00-9:00	193 Pediatric Psychology	W 1:20-4:20
143-01 On-Line/Design.Educ.& Tech.Envir.	On-Line Course	199 Community Field Placement	ARR
143-02 On-Lilne/Early Childhood Cert.Resid.	On-Line Course	201 Pro Seminar	M 9:00-12:00
143-03 EP Service Mission New Orleans	T 1:30-4:00	203 Master's Internship Seminar	M 3:30-6:00
143-04 Contemp.Issues in Phy.& Mental Health	MW 4:30-5:45	232 Master's Capstone Internship-Applied	ARR
143-05 Homelessness in America	MW 1:30-2:45	247 Program Evaluation	M 6:30-9:00
143-06 Research Seminar: Narrative Analysis	T 3:00-5:00	249 Applied Multivariate Data Analysis	T 9:00-12:00
143-07 Special Topic: Prof.Seminar for MAT	T 4:15-6:45	281 Consultation & Collabor. Strategies	T 6:00-9:00
143-08 Creating Children's Media	W 1:20-4:20		
143-09 Evolutionary Prosp.on Human Dev.	T 9:00-11:30		
144 Qualitative & Ethnographic Methods	MW 4:30-5:45		
145 Tech. Tools for Thinking & Learnin	T 9:00-11:30		

CD 405-TA GRADUATE TEACHING ASSISTANT - See Advisor
CD 406-RA GRADUATE RESEARCH ASSISTANT - See Advisor

****Note: See Registrar/SIS website for complete listing of courses (i.e. Independent Study, Internships, Directed Research, etc.)**
<http://students.tufts.edu/registrar/what-we-assist/course-registration-and-scheduling>

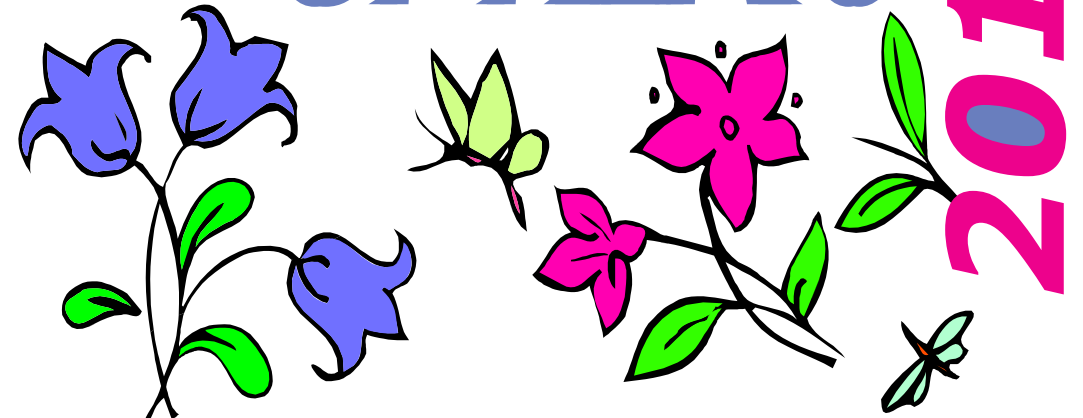


Classes begin January 19th

For official course descriptions, please refer to the University Bulletin.

TUFTS SPRING 2017

**Eliot-Pearson
 Child Study & Human Development
 105 College Avenue
 Medford, MA 02155
 (617) 627- 3355
ase.tufts.edu/epcshd**



CSHD 001 INTRODUCTION TO CHILD STUDY and HUMAN DEVELOPMENT

A survey of child development from infancy through adolescence. The course covers the major cognitive, physiological, emotional, and social changes that occur during this period. Midterm and final exams; observation and testing reports. **Required for majors.**
MW 10:30-11:45, Block E+MW **Lerner**

CSHD 007 THE CHILD and the EDUCATIONAL PROCESS

Study of child development as related to diverse educational programs, systems and policies for young children. Observations at Eliot-Pearson Children's School as well as other selected environments, to strengthen understanding of how theories and values inform diverse approaches and goals of early education. Lectures, videos, discussion online and in class sessions, observational reports, group projects. **Prerequisite: CD 1 or Instr.consent.**
MW 10:30-11:45, Block E+MW **B. Johnson**

CSHD 042 INQUIRY & ANALYSIS IN CHILD & HUMAN DEVELOPMENT

This course is designed as an introduction to the logic and processes of inquiry, particularly as it relates to developmental science research but also as it relates to clinical and educational settings where clinicians, teachers, and other practitioners puzzle about particular children and families needing help. Specifically, the aim of the course is to provide students an opportunity to consider in depth, the questions that guide any systematic inquiry related to the health, well-being, and development of children and families. **Required for majors/Non-CSHD Permission Instr.**
MW 10:30-11:45, Block E+MW **Casey**

CSHD 051 INTELLECTUAL DEVELOPMENT

This course asks how the mind is formed and transformed over the course of human development. The emphasis is on theory, but relevant research, policy and practice are also discussed. Several of the most influential and most enduring theories form the core of the course, including Psychometric, Nativist, Piaget, Vygotsky, Feminist, Dynamic/Relational Systems, Nonuniversal, and Multiple Intelligences. A "Metahobby" project offers an opportunity to ground theory in one's own experience and provides the basis for a research self-study. **Prereq: CSHD 1 or PSY 1** *TTh 1:30-2:45, Block H+*
Feldman

CSHD 99 COMMUNITY FIELD PLACEMENT

Work and study in a variety of programs serving children and families. Placements include child advocacy programs, museums, hospitals, children's media, social service centers, and government agencies. Placements are supervised in a seminar and in consultation - first contact Prof. Modry-Mandell. **Pre-Req: Instr. Consent - Email Kerri.modry-mandell@tufts.edu.** Variable credit.
T 10:30 -11:45 , Block D+T

Scarlett

CSHD 100 CHILD HEALTH SEMINAR/FIELDWORK

Fieldwork placement in a child health setting (e.g., hospital) with an accompanying seminar focused on issues in child health. **Prerequisite: CSHD Majors & Minors Only/Instr. Consent - Email Kerri.modry-mandell@tufts.edu.**
R 6:00-8:00, ARR

Modry-Mandell

Eliot-Pearson Child Study & Human Development SPRING 2017 Courses (continued)

CSHD 161 ADVANCED PERSONAL-SOCIAL DEVELOPMENT

This course deals with personality and social development from infancy through adolescence. Topics to be covered may include attachment, emotions, empathy, peer and friendship relations, moral development, and social cognition. Advanced course for seniors and graduate students. **Pre-Req: Sr. or Grad status (CSHD 01 or PSY 01)**

T 1:30-4:00, Block 6

Easterbrooks

CSHD 164 CULTURAL DIVERSITY IN CHILD and FAMILY SERVICES

Review of theoretical and applied approaches for providing services to young children and families from culturally diverse backgrounds, particularly families who have recently immigrated from non-Western countries. Topics include early intervention, comprehensive assessment, health care, and school integration. Students have the opportunity to visit programs and acquire focused experience with infants, young children, and parents.

TR 12:00-1:15; Block F+TR

Pinderhughes

CSHD 165 FAMILIES, SCHOOLS and CHILD DEVELOPMENT

The complex relationships between family and school systems, with a focus on urban communities, family-school connections and the role of socio-cultural diversity in establishing effective partnerships between families and schools. Examination of relevant theories, empirical studies, and case studies regarding family-school partnerships in education and implications of school policies and practices.

R 9:00-11:30; Block 3

McWayne

CSHD 167 CHILDREN and the MASS MEDIA

**Why educators, broadcasters, advertisers, and politicians consider children a special audience of the mass media. Examination of children's media content (television, video, computers, film, and print) and the effects of media on children and adolescents. Regulations that govern children's media use, including V-chip, ratings systems, and Internet access. Student projects on media literacy and other topics. (Crosslisted w/FILM Studies 52)

F 9:00-11:30, Block 4

Dobrow

CSHD 168 ADOLESCENT DEVELOPMENT & THE TRANSITION TO ADULTHOOD

The psychological, biological, and cognitive changes during the second decade of life, the challenges of adolescence, and the primary contexts that influence development during this period of the life course. Exploration of current theoretical and empirical knowledge about adolescence. It also addresses how to apply developmental research on adolescence to practice and policy.

Prerequisite: Jr., Sr. or Grad students.

T 1:30-4:00, Block 6

Leventhal

CSHD 176 CHILDREN'S LITERATURE

Analysis of literature for children from preschool age to early teens from developmental-learning and literary perspectives. Final project: story or book for children, or critique/analysis of some genre or issue of children's literature.

Prerequisite: Soph, Jr, Sr, and grad students.

T 6:00-9:00, Block 11+

Reynolds

CSHD 179 CHILD ART

The nature and developmental implications of the art of the young child, with emphasis on the ways in which cognitive and expressive factors influence the artistic process. Consideration of appropriate materials and activities for preschool and elementary-school-age children. Studio work is an integral part of the course.

M 1:20-4:20, Block 5+

Smith

CSHD 181 EARLY CARE & EDUCATION POLICY & PRACTICE

(Cross-listed as UEP 183). This course examines early care and education (ECE) policies, programs, and practices in the United States and other countries, with optimal child development as a critically important frame. Particular attention is given to analyses of U.S. and state ECE policies and systems; ECE quality, costs, funding, and affordability; the ECE workforce; the policy making process and advocacy; developmentally appropriate practice and parenting; and family support, engagement, and empowerment.

R 1:30-4:00; Block 8

Lippitt

CSHD 182 INTEGRATIVE SEMINAR for EARLY CHILDHOOD TEACHERS

Work as a team developing and implementing a curriculum or service project grounded in community and school needs, with commitment to community engagement and recognition of the systemic requirements encountered in public schools and other early childhood settings. Project goals and practical work will be examined through the lens of selected readings and seminar sessions focused on the challenges faced by teachers who seek to impact the systems and processes in the schools and communities in which they work. **Prerequisite: CD 135 & 136 or consent.**

F 3:30-5:30, Block ARR

B. Johnson

CSHD 188 SEMINAR IN GOVERNMENT POLICY and the FAMILY

(Cross-listed as Urban and Environmental Policy 188.) Examines government's role in promoting family development and well-being. Analysis of policies with implications for children and families. Case material from the United States and other countries. Topics will vary but may include parental leave, child protection, child care, health care, family support, and immigration. **Prerequisite: Jr, Sr, or Graduate Students only.**

Th 9:00-11:30, Block 3

Weisz

CSHD 189 HUMAN ANIMAL INTERACTION IN CHILDHOOD & ADOLESCENCE

This is an interdisciplinary course exploring human-animal relationships as a context for promoting health and positive development among children, families, and communities. The course will focus on integrative research and application in human-animal interaction, and feature guest speakers from the Cummings School of Veterinary Medicine, the School of Medicine, and the Friedman School of Nutrition Science and Policy. There are no prerequisite courses, and students of all majors are encouraged to enroll.

R 1:30-4:00; Block 8

Mueller

CSHD 190 CHILDREN WITH SPECIAL NEEDS

The role that genetic mechanisms, trauma, environment, and acute and chronic disease play in affecting the child's physical, cognitive, and social-emotional development. Students will observe children with various physical and developmental disabilities in both separate and integrated settings. Educational implications for children with these conditions will be discussed. **Pre-Req: Sr., or Grad status**

R 6:00-9:00, Block 13+

Elion

CSHD 192 APPROACHES TO PROBLEM BEHAVIOR IN CHILDREN

Prevention and management of problem behaviors in young children in a variety of settings (e.g., home, school, clinic, hospital). Theoretical approaches to identification and treatment of unusual or atypical behaviors interfering with development; clinical applications of specialized techniques.

Th 1:30-4:00, Block 8

Scarlett

CSHD 193 PEDIATRIC PSYCHOLOGY

Major topics focusing on physical and psychological issues related to promoting the health and development of children, adolescents, and their families. Topics include psychosocial stress and illness, adaptation to chronic illness (such as diabetes), childhood cancer, mental health in primary care, behavioral and developmental pediatrics, schools as health-care delivery agents, and promoting ways to prevent health problems in children and adolescents. Perspectives from a variety of related disciplines, including clinical psychology, medicine, public policy and education. **Pre-req: Jr., Sr. or Graduate status**

W 1:20-4:20, Block 7+

Fleary

CD 199 COMMUNITY FIELD PLACEMENT

Work and study in a variety of programs serving children and families. Placements include child advocacy programs, museums, hospitals, children's media, social service centers, and government agencies. CSHD 199 is for graduate students or undergraduates who have had previous field placement (e.g., CSHD 99 or 100).

Prerequisite: Consent. Must contact Prof. Modry-Mandell. Variable credit.

ARR day/time

Scarlett

CD 201 DOCTORAL PRO SEMINAR

Professional development seminar for doctoral students. Discussion of doctoral program and presentation of individual reports on basic topics to a seminar group for discussion and criticism. **Pre-Req: 1ST & 2ND year PhD. Only**

M 9:00-12:00, Block ARR

Pinderhughes

CD 203 MASTER'S INTERNSHIP SEMINAR

This seminar is the culminating seminar for the MA-Applied students, taken at the same time as the capstone internship. The course has four goals. First, it is a forum for the hallmark of Eliot-Pearson: the integration of theory, research, and applied work. Seminar discussions will center on the diverse experiences of interns and will reflect on previous coursework in light of those experiences. We will also discuss conceptions of child development theory in light of applied experiences. Second, the seminar is an opportunity to reflect on the day-to-day experiences in internships and, if problems occur, receive help in thinking them through. Third, the seminar provides a time to discuss topics of a broad and/or practical nature, perhaps current events or issues that impact practice but were not discussed in classes. And fourth, the seminar provides preparation for and guidance in becoming a child development professional. **Prerequisite: Enrollment in MA-Applied Program and currently completing or recently have completed capstone internship.**

M 3:30-6:00; Block ARR

Pott

CSHD 232 MASTER'S CAPSTONE INTERNSHIP

(Master's degree students only.) Field placement related to child development and practice at an advanced level. **Prerequisite: prior course work in related area or consent.**

Block ARR

Faculty Adviser

CSHD 247 PROGRAM EVALUATION

(Cross-listed as Urban and Environmental Policy 256.) Purposes for and types and techniques of program evaluation. Study of the evaluation process, including design, implementation, and dissemination, with focus on development of relevant data collection, analysis, and report-writing skills. Emphasis on learning to match programs to evaluation models, optimizing eventual evaluation utilization. Students design evaluations for existing program.

M 6:30-9:00, Block 10

Faculty

CSHD 249 APPLIED MULTIVARIATE DATA ANALYSIS

Students will be introduced to multivariate statistics, with a special emphasis on methods for studying change and effects of context. Topics will include general linear hypothesis testing, logistic regression, multilevel models, cluster analysis, principal component analysis, exploratory data analysis and structural equation modeling. The focus of the course will be on using the computer to analyze real data by using the statistical techniques introduced through lectures, interpreting the results and writing about the findings. Students should have a good background in multiple regression analysis, including the use and interpretation of dummy variables and interactions.

Prerequisite: CSHD 146 or Instr. Permission

T 9:00-12:00, ARR

S. Johnson

CSHD 281 CONSULTATION & COLLABORATION STRATEGIES

This course examines consultation theory and practice, various consultation processes and models and ways to increase consultation skills and find resources for consultation activities, collaborative teamwork and planned change. Consultation models adopting a "collaboration" orientation will be emphasized. The course contributes to the professional development of individuals in their present and future roles working as therapist, teacher, child development specialist, special educator, counselor, school psychologist, applied developmental scientist, advocate, administrator or policy influencer – roles for developing collaborative relationships with parents, colleagues, other professionals, and members of the community.

Prerequisite: CSHD Grad status.

T 6:00-9:00, Block 11+

Modry-Mandell

Pre-Registration *on-line* Oct.31st-Nov. 11th

CSHD 114 CHILDREN and NEW TECHNOLOGIES

Interdisciplinary exploration of impact of new technologies on the lives of young people. Focus on both theory and design of technology-rich programs and experiences for children. Attention to different settings such as home, school, after school, hospitals and museums.

R 9:00-11:30, Block 3

Bers

CSHD 120 (CD 220) ASSESSMENT OF CHILDREN

Practicum seminar on applied comprehensive, developmental assessments of children. Testing procedures, clinical observations, interview techniques, and written reports will be included. Topics such as learning disabilities, autism, ADHD, mental health and the impact of disabilities on education with case examples and practice assessments.

Prerequisite: Grad status.

Th 9:00-11:30, Block 3

Macht-Greenberg

CSHD 124 AMERICAN SIGN LANGUAGE AND THE DEAF COMMUNITY HIGH DEMAND

Introductory course in manual communication and deafness. Covers basic sign-language structures, vocabulary, and finger spelling. Orientation to deafness covers topics such as educational approaches, family dynamics, social identity, and language acquisition.

Prerequisite: Must register in department by 11/10 - High Demand course

MT M+T 4:30-5:45, Block: ARR

Szarkowski/Lipsky

CSHD 125 AMERICAN SIGN LANGUAGE II (ASL II)

Basic conversational course in ASL. Through class participation, field experiences, guest speakers, and presentations, students extend their signing skills. Topics include historical, psychological, linguistic, and social aspects of American Sign Language. **Prerequisite:** Child Development 124 or equivalent.

MR M-6:00-7:15; R-4:30-5:45, Block ARR

Lipsky/Szarkowski

CSHD 126 AMERICAN SIGN LANGUAGE III (ASL III)

The third in this series of classes focuses on the development of complicated conversational skills and the expansion of various conversational strategies in ASL. Includes basic rules of grammar, fingerspelling, and cultural behaviors of the Deaf community to expand students' exposure to the language and culture of the Deaf community.

Prerequisite: CD124 and 125 or equivalent.

TR 6:00-7:15, Block N+

Lipsky

CSHD 130 TOPICS IN EARLY CHILDHOOD EDUCATION

Focus on emergent literacy in early childhood and ways to support young children's connections to books and reading. Recommended for those wishing to work with young children and interested in early development. **Prerequisite:** CD1, PSY 1 or consent.

W 6:30-9:00; Block 12

Anton-Oldenburg

CSHD 135 SUPERVISED TEACHING I

Supervised teaching with children in a variety of settings, such as preschools and day-care centers. Three hours per week of supplementary workshops and seminars. This course is part of a total program leading to state licensure. Students should be aware of the necessary prerequisites and additional course requirements. **Variable credit.**

Pre-Req: Instr. Permission

W 4:30-6:30; Block ARR

Ballenger

CSHD 138 SOCIOCULTURAL FOUNDATIONS II (Lang. & Context)

This course is the second part of a year-long theory module for students in our teacher preparation program (CSHD 137). It is an integration of the remaining language development module with Prof. Gidney, and a 10 week module on family and school contexts taught by C. McWayne. **Pre-Req:** CSHD 137 and MAT students - Instr. Consent

W 1:20-4:20, Block 7+

McWayne/Gidney

CSHD 140 PROBLEMS OF RESEARCH: STATISTICS

Elementary statistics procedures up through and including analysis of variance. Instruction and practice in use of prepackaged computer programs useful in social science research. **Prerequisites:** Senior or graduate status

M 1:20-4:20, Block 5+

Weiner

CSHD 141 INDEPENDENT STUDY -- See Advisor

(Register w/One-on-One Course Form)

CSHD 142 PROBLEMS OF RESEARCH: METHODS & DESIGN

Introduction to research design and field and laboratory methods relevant to child-study and human development research and evaluation in developmental sciences including the arts. Topics will include development of a research question or idea, preparation of a literature review, quantitative and qualitative designs and methods, experimental, quasi-experimental, correlational and case study design; qualitative and quantitative measurement of behavior; narrative inquiry, data reduction; generalizability of findings; and ethical issues related to the conduct of research with human participants. Students will analyze and evaluate research studies and prepare a research proposal. This course is for students who are headed toward careers in research or in the applied professions, such as teaching, museum, or clinical work. **Prerequisite:** Grad status and Instr. consent.

W 6:00-9:00, Block 12+

Camara

CSHD 143-01 ON-LINE Designing Education & Tech. Environment

This online course examines the ways in which children are impacted by the environments they inhabit, with a special emphasis on the specific challenges of designing technology-rich spaces for children to learn, play and create in. Throughout the semester, we will explore a variety of technology and STEAM inspired environments including: makerspaces, museums, art spaces, computer clubhouses, libraries, labs, classrooms and more.

Pre-Req: Only open to students in the ECT Certificate Program

ON-LINE COURSE

A.Sullivan

CSHD 143-02 EARLY CHILDHOOD TECH. CERTIFICATE RESIDENCY

Students enroll in this course as the final component of their Early Childhood Technology Certificate program. This course will provide scaffolded opportunities for supervised experience working with children and technology. This course also provides important opportunities for networking with varied professionals within the EdTech community.

Pre-Req: Only open to students in the ECT Certificate Program

ON-LINE COURSE

Bers

CSHD 143-03 EP SERVICE MISSION TO NEW ORLEANS

This year's theme is "Music as a context for child and community development". Students will study the role of music in the lives of children and their communities. Students will study the complex relationships between neighborhood, culture and health outcomes. Students will plan projects that will be completed over Spring Break in New Orleans. Students must arrange and pay for their own airfare to New Orleans over Spring Break. No pre-req.; can also be counted toward Community Health Major.

Instructor Consent - Must email Instr. Camara or Gidney

T 1:30-4:00; Block 6+,

Camara/Gidney

CSHD 143-04 CONTEMPORARY ISSUES IN PHYSICAL & MENTAL HEALTH CHILDHOOD

See attached sheet

M W 4:30-5:45, Block K+MW

Fleary

CSHD 143-05 HOMELESSNESS IN AMERICA

Hosted by UEP 181 and co-listed with SOC 149. Please refer to UEP for course description.

MW 1:30-2:45, Block G+MW

Goldman

CSHD 143-06 RESEARCH SEMINAR: NARRATIVE ANALYSIS

This course will provide students with a directed research experience in the use of narrative analysis techniques. Course requirements will include readings on narrative analysis methods and participation in a group research project that utilizes narrative analysis.

T 3:00-5:30; Block ARR

Mistry

CSHD 143-07 SPECIAL TOPIC; PROFESSIONAL SEMINAR FOR MAT

Sessions will address and prepare students for navigating and deepening their professional life as educators. Topics include completing initial licensure, navigating the interview context, understanding the impact of the Common Core on teaching and learning, understanding instructional models that align state standards and research-based practice, participating in professional learning community protocols, preparing for the MTEL, identifying personal professional development goals and sustaining "self-care" in a professional of high demand and stress. **Pre-Req:** Enrollment in MAT Program

T 4:15-6:45; Block ARR

Smith

CSHD 143-08 CREATING CHILDREN'S MEDIA

What goes into writing a script for a children's television show? How do you pitch a great children's book as a movie? How do you write an ad for kids? How can you propose an educational app that someone will want to develop? This course will combine learning how children's education media products are developed with formative and summative research with a practice-based workshop approach to applying educational learning theory and principles in creative ways. We'll examine award-winning children's media, hear from people who created it and craft our own. We'll take a workshop approach in developing scripts for children's tv shows, learning what goes into pitching a book for film and building proposals for interactive media products. The course will include a field trip to WGBH to participate in a hackathon to design new media products for children. **Crosslisted with FMS 094-02**

W 1:20-4:20; Block 2

Dobrow

CSHD 143-09 EVOLUTIONARY PERSPECTIVES ON HUMAN DEV.

Through the lens of evolutionary theory, and with an emphasis on the period of prolonged childhood that is characteristic of humans, we will examine a number of questions about human development including why mothers provide more care than fathers, under what logical circumstances parents neglect children, why gangs may be important, whether humans evolved one "intelligence" or many, why males and females are jealous of different things, what mating strategies are most effective, why we fight and why we help.

T 9:00-11:30; Block 1

Pott

CSHD 144 QUALITATIVE and ETHNOGRAPHIC METHODS in APPLIED SOCIAL SCIENCE RESEARCH

An interdisciplinary overview of qualitative research methods. Focus on providing tools and strategies for practitioners and researchers in social sciences to pursue systematic inquiry in applied settings.

MW 4:30-5:45; Block K+

Mistry

CSHD 145 TECHNOLOGICAL TOOLS FOR THINKING and LEARNING

(Cross-listed as Education 182.) This course explores the design and use of new technologies in the learning environment (schools, museums, after-school programs, etc.). The underlying philosophy of this course is "constructionism", which states that people learn better when engaged in making and designing their own computational meaningful projects; therefore, we will become designers of technological tools to be used in educational settings with children pre-K to high school and we will become researchers to assess the thinking and learning fostered by the different tools. Through the semester we will read and discuss materials from a wide variety of sources. We will also become familiar with new technologies ranging from collaborative on-line systems to robotic construction kits, to programming environments for children. The goal of the course is to build both technical expertise as well as theoretical knowledge to be able to choose adequate technology, integrate it into the learning environment and design research studies to evaluate its success or failure. There are no pre-requisites.

T 9:00-11:30, Block 1

Bers

CSHD 147 ADVANCED CURRICULUM I

(3 modules) Focus on teaching and learning in English language arts, mathematics, and science in prekindergarten and kindergarten classrooms, with some attention to 1st- 2nd grade. Emphasis on carefully integrating subject matter knowledge and skills with assessment of children's learning as the basis for differentiated instruction; what children bring to school in terms of cultural heritage, language proficiency, and prior learning experiences, knowledge, and skills will figure prominently in teaching decisions.

Prerequisite: CD 171 or consent.

R 4:10-7:10, Block ARR

B. Johnson

CSHD 156 DEVELOPMENTAL NEUROSCIENCE & DISORDERS OF DEVELOPMENT

An overview of the development of the brain from conception to birth and early childhood. Focus on integrating knowledge of physiological development with neurobehavioral outcomes, using selected neurodevelopmental disorders as examples. Neurological mechanisms contributing to cognition and behavior, and the intersection of genetics and environment will be considered. Use of primary literature is emphasized. **Prerequisite:** junior, senior or graduate status; CSHD 1 or Psych 1.

W 1:20-4:20, Block 7+

Follett