

Child Study and Human Development Spring 2018

Course	Day/Time	Course	Day/Time
001 Intro to Child Study & Human Develop	MW 10:30-11:45	144 Qualitative & Ethnographic Methods	W 6:00-9:00
007 The Child & the Educational Process	MW 10:30-11:45	145 Tech. Tools for Thinking & Learning	T 9:00-11:30
042 Inquiry & Analysis Child & Human Dev.	MW 10:30-11:45	156 Dev.Neuroscience & Disorders	W 1:20-4:20
051 Intellectual Development	TR 1:30-2:45	161 Advanced Personal-Social Dev	W 1:30-4:00
085 Promoting Positive Youth Develop	T 1:20-4:20	164 Cultural Diversity in Child/Fam.	W 8:30-11:30
99/199 Community Field Placement	W 10:30-11:45	167 Children & Mass Media	F 9:00-11:30
100 Child Health Seminar/Fieldwork	R 6:00-8:00	168 Adolescent Dev. Trans.Adulthood	T 1:30-4:00
114 Children and New Technologies	TR 12:00-1:15	176 Childrens Literature	T 6:00-9:00
120 Assessment of Young Children	R 9:00-11:30	178 Creative Dance for Children	TR 1:30-2:45
124 American Sign Lang I (ASL I)	TR 4:30-5:45	179 Child Art	M 1:20-4:20
125 American Sign Lang II (ASL II)	TR 4:30-5:45	181 Early Child Care:Policy & Practice	R 1:30-4:00
126 American Sign Lang.III (ASL III)	TR 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	R 9:00-11:30
140 Problems of Research: Statistics	M 1:20-4:20	189 Human Animal Interaction in Child/Adol	R 1:30-4:00
142 Problems of Research: Methods & Design	T 9:00-11:30	190 Children w/ Special Needs	R 6:00-9:00
143-01 Children, Nature & Ecology Movement	R 9:00-11:30	199 Community Field Placement	ARR
143-02 Research Seminar: The RISE Project	W 4:10-6:30	201 Doctoral Pro Seminar	M 9:00-12:00
143-03 Professional Seminar for MAT	T 4:15-6:45	203 Master's Internship Seminar	M 4:30-7:00
143-04 Homelessness in America	MW 1:30-2:45	232 Master's Capstone Internship-Applied	ARR
143-05 Promoting Positive Youth Develop	T 1:20-4:20	247 Program Evaluation	M 6:30-9:00
143-06 Evolutionary Perspectives on Human Dev	T 9:00-11:30	249 Applied Multivariate Data Analysis	T 9:00-12:00
143-08 Creating Children's Media	W 1:30-4:00	281 Consultation & Collabor. Strategies	R 1:20-4:20
143-09 Resilience: Children Overcoming Adversity	T 1:30-4:00		
143-10 School Leadership & Social Justice	R 6:00-8:30		

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>

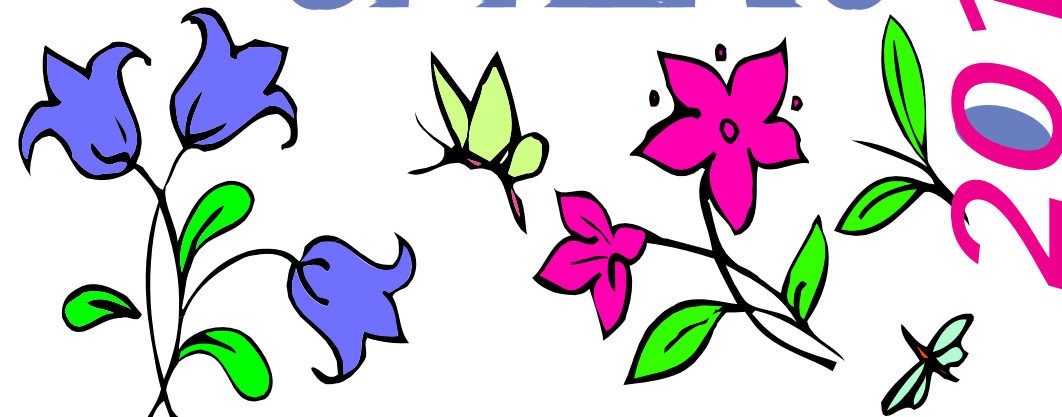


Classes begin January 19th

Official course descriptions found at <http://students.tufts.edu/registrar/bulletin> <http://students.tufts.edu/registrar/bulletin>

TUFTS SPRING 2018

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 **Idney**

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 Instructor.**
MW 10:30-11:45, Block E+MW **S. Johnson**

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 "Meta hobby" project offers an opportunity to ground theory in one's own experience and provides the basis for a research self-study. **Prerequisite: CSHD 1 or PSY 1.**
TTh 1:30-2:45, Block H+ **Feldman**

CSHD 085 POSTIVE YOUTH DEV: Military Child and Families

Applied developmental science (ADS) uses research about human development to inform programs and policies pertinent to topics of social importance. Students integrate readings and class discussions of ADS-BASED theory and research with information about programs and policies pertinent to youth, families, and communities. The focal topic of the seminar varies each semester, for example, building civil society through community-based child development programs, promoting the positive development of teenage mothers and their infants, or promoting healthy alternatives to interpersonal, family and community violence. The focus this semester will be a discussion and analysis of military children and their families. Course readings and discussions will be supplemented by lectures from military parents and youth, military leaders, and the leaders of organizations working to promote positive development and health among the 2,00,000 children who are the sons and daughters of active duty, National Guard, and Reserve members of the military and, as well, the more than 4,000,000 children who are sons and daughters of veterans since 9-11. **Prerequisites: CD1 & one additional CSHD course or instructor permission. Cross-listed with CSHD 143-05**
T 1:20-4:20, Block 6+ **Lerner**

Eliot-Pearson Child Study & Human Development SPRING 2018 Courses (continued)

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

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. **Prerequisite:** Sr. or Grad status CSHD 01 or PSY 01.

W 1:30-4:00, Block 7

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.

Prerequisite: CSHD majors and minors only. Non-CSHD students need permission of instructor.

W 8:30-11:30; Block 2+

Pinderhughes

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 with TCS 167-01 and FMS 052.**

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

Examines the body of literature for children situated in a variety of social-political contexts and cultures, both contemporary and historical. Topics covered include censorship and adults' choices for children, writing for a dual audience of children and adults, children's books as cultural and ideological objects, how picture books work, authenticity in literature about diverse peoples, publishing trends on children's literature, challenges in writing nonfiction for children, and multimedia approaches to children's literature.

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

Reynolds

CSHD 178 CREATIVE DANCE FOR CHILDREN

Classroom experience focuses on dance and movement as an educational tool with emphasis on application in early childhood education and K-12 public school settings. Explores the creative potential of the body/mind connection in education. The course includes classroom observation with children ages 3-8 years and practice teaching with peers. 1 course credit. Fulfills arts distribution. **Cross-listed with DNC 92-04.**

T/R 1:30-2:45, Block H+TR

Celichowska

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

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. **Cross-listed with UEP 183.**

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, ARR

B. Johnson

CSHD 188 SEMINAR IN GOVERNMENT POLICY and the FAMILY

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. **Cross-listed with UEP 188.**

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. **Prerequisite:** Sr., or Grad status.

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

Elion

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 "B"

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. **Prerequisite:** 1st & 2nd year PhD Only

M 9:00-12:00, ARR

Leventhal

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 4:30-7:00; 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. **Variable credit.**

Block ARR

Faculty Adviser

CSHD 247 PROGRAM EVALUATION

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. **Cross-listed with UEP 256.**

M 6:30-9:00, Block 10

Contreas

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 Instructor 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.

R 1:20-4:20, Block 8+

Modry-Mandell

DLS 293 CORE SEMINAR IN DIVERSITY & INCLUSION LEADERSHIP STUDIES

Survey of the current questions, relevant social and institutional theories, and contemporary perspectives that form the context for the broad field of diversity and inclusion leadership studies. Team-taught, year-long, 3 credit course. **Prerequisite:** Graduate status. Seniors by permission of instructors. **NOTE:** Since this is a year-long course, only those who have taken the fall course can register. **Cross-listed with WGSS**

T 1:30-4:15, Block 6

Pinderhughes

Pre-Registration November 13-22

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. **Prerequisite: Must contact Prof. Modry-Mandell at kerri.modry-mandell@tufts.edu. Variable credit.**
W 10:30 -11:45 , Block E+W **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 Instructor Consent - email kerri.modry-mandell@tufts.edu**
R 6:00-8:00, ARR **Modry-Mandell**

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.
TR 12:00-1:15, Block F+TR **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.
R 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.
TR 4:30-5:45 Block L+ **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.
TR 4:30-5:45 Block L+ **Vincent-Meotti**

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 education.
W 6:30-9:00; Block 12 **Anton-Oldenburg**

CSHD 140 PROBLEMS OF RESEARCH: STATISTICS (Intro Data Analysis)

Elementary statistics procedures up through and including analysis of variance. Instruction and practice in use of prepackaged computer programs useful in social science research. **Prerequisite: Senior or graduate status.**
M 1:20-4:20, Block 5+ **Weiner**

CSHD 141 INDEPENDENT STUDY -- See Advisor (Register w/One-on-One 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.**
T 9:00-11:30, Block 1 **Casey**

CSHD 143-01 CHILDREN, NATURE AND THE ECOLOGY MOVEMENT

Today, we are faced with a number of crises having to do with humans' effects on the environment. At the same time, compared to previous generations, children and teenagers no longer spend nearly as much unsupervised time in the natural world - causing concern that we may not be raising children and teenagers to become 'earth stewards'. This course provides an overview of the ecology movement and the various ways to address problems related to the degradation of land, oceans, and habitats - ways that come from science, business/technology, the arts/media, ethics/spirituality, policy, and environmental education. The course also provides an overview of programs for connecting children and teenagers to nature - to support their development as 'earth stewards'. Student presentations and student projects provide the central work for participants. **Crosslisted with Environmental Studies.**
R 9:00-11:30, Block 3 **Scarlett**

CSHD 143-02 RESEARCH SEMINAR: THE RISE PROJECT

In this undergraduate/graduate research seminar, students will gain specific research skills while participating on the RISE project, such as: conducting participant observation, applying other quantitative and qualitative data collection methods, an understanding of community-based research, and data analyses using data from the RISE project. Throughout the course, we will pay particular attention to how data collected in both the classroom and family/neighborhood settings may inform the co-construction of the integrative curriculum in participating Head Start classrooms **Members of RISE Research Team**
W 4:10-6:30, ARR **McWayne**

CSHD 143-03 PROFESSIONAL SEMINAR FOR MAT

This seminar will address and prepare students for navigating and deepening their professional life as educators. Topics will 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. **Enrollment in MAT program**
T 4:15-6:45; ARR **Smith**

CSHD 143-04 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+ **Goldman**

CSHD 143-05 POSTIVE YOUTH DEV: Military Child and Families

See course description under CSHD 85.
T 1:20-4:20, Block 6+ **Lerner**

CSHD 143-06 EVOLUTIONARY PERSPECTIVES ON HUMAN DEVELOPMENT: WHY WE DO THE THINGS WE DO

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 and human nature, including: What mating strategies are most effective? Under what logical circumstances do parents neglect their children? Why are gangs important? Why do mothers provide more care than fathers? Did humans evolve one "intelligence" or many? Why are males and females jealous of different things? Why do we fight and why do we help? We may not answer all these questions, but we'll have fun thinking about them.
T 9:00-11:30; Block 1 **Pott**

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 TCS 193-08 and FMS 094-06.**
W 1:30-4:00; Block 7 **Dobrow**

CSHD 143-09 RESILIENCE: CHILDREN OVERCOMING ADVERSITY

In the context of adversity (such as poverty, family dysfunction, war, or natural disaster) many children "overcome the odds" and thrive. The course addresses key questions regarding resilience - in particular, "What contributes to their resilience - their family environment (economic resources, healthy parent-child relationships, etc.), their larger community (good schools, after-school programs, etc.), the individual characteristics of children (good health, easy temperament, problem-solving skills, etc.)?" and "How does an understanding of resilience in children, families, and communities inform current policies, and prevention and intervention programs?" **Prerequisite: Undergraduates only. CSHD 1 or PSY 1 completion required.**
T 1:30-4:00, Block 6 **Easterbrooks**

CSHD 143-10 SCHOOL LEADERSHIP & SOCIAL JUSTICE

Hosted by Ex-College and co-listed with EXP 001-VS Please refer to Ex-College for course description.
R 6:00-8:30, ARR **Adkins-Sharif**

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.
W 6:00-9:00; Block 12+ **Colon**

CSHD 145 TECHNOLOGICAL TOOLS FOR THINKING and LEARNING

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. **Cross-listed as Education 182.**
T 9:00-11:30, Block 1 **Bers**