EDUCATIONAL PSYCHOLOGY 740
HUMAN DEVELOPMENT

Course Description: A course in advanced educational psychology designed to develop deeper understanding of human development and learning. The course examines the contributions of major developmental theorists. A life course perspective is employed.

Credit: Three graduate credits
Meets Psychological Foundations requirement

Instructor: Darwin Huey
OM 306, 724-946-7186
hueydw@westminster.edu


Selected readings

Assignments: Class...daily assignments, activities, engagement, attendance.................................35%
Celebration (test) ..................................................25%
Human Development Research Project ..........20%
Human Development Theorist Project ..........20%

Grading: 100-93 A
85-92  B
72-84  C
HUMAN DEVELOPMENT

Outcomes

1. Build on knowledge base relative to human development
2. Apply understanding of human development to learning/teaching
3. Employ concepts of human development to teaching, counseling, reading and administrative practice
4. Consider life through “human development lenses”
5. Recognize normal and abnormal cognitive, physical, and psychosocial development
6. Recognize typical and atypical social interactions and behavioral patterns
7. Ensure learning of students with disabilities

Approaches

1. Study of major developmental theorists
2. Consideration of cognitive, socio-emotional, behavioral, and information processing approaches
3. Exploration of biological, cognitive, psychosocial, cultural, historical, spiritual, geographical, political, and gender issues.
4. Research pertinent to human development related issues
5. Required and supplemental reading
A Life Course Perspective

Life Course Perspective
Turning Point
Life Events
Transition
Trajectory
Cohort
Dimensions of Age
Human Agency
Diversity
Historical Time
Biological Age
Psychological Age
Social Age
Spiritual Age
Cumulative Advantage
Cumulative Disadvantage
Resilience
Physical Environment
Culture
Social Structures
Families
Groups
Formal Organizations
Communities
Social Measurements
Video Engagement
The Developing Child

Mental medicine
Rousseau-nature, noble savages
Locke-blank slate
Nature vs. nurture
Heredity – environment
James – confused helpless organism
Watson
Early childhood capabilities
Sustenance, harm, sociability
Novelty – familiarity
Habituation
Dishabituation
Piaget
Conservation
Object permanence
Symbols
Children – learn, think, solve, charm
Kagan
Temperament
Biology-destiny
Shyness
Activity level

(25 minutes)
### HD SCORECARD

(Example)

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>HD Category</th>
<th>Specific HD Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8-10</td>
<td>Personal life – Infant Abbey’s cancer, loss of eye</td>
<td>biological</td>
<td>brain plasticity life event</td>
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<tr>
<td>1-10-10</td>
<td>Personal life – Shaheed’s brother and father, life sentences</td>
<td>environmental cultural</td>
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<tr>
<td>1-12-10</td>
<td>Movie – “Blindside”</td>
<td>environmental</td>
<td>efficacy</td>
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<tr>
<td>1-14-10</td>
<td>Community life - Rumspringa</td>
<td>cultural</td>
<td>rite of passage</td>
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<tr>
<td>1-16-10</td>
<td>Adam-Njeri wedding</td>
<td>socio-emotional</td>
<td>Erikson stages intimacy vs. isolation</td>
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</tbody>
</table>
Human Development DVD’s and Videos

1. The Developing Child: Theories of Development, Volume 2  (29)


4. Learning to Be Moral  (28)

5. Time Bomb  (17)

6. What You Are is Where You Were When  (90)

7. Heather and Troy  (10)

8. Patrick Henry Hughes  (9)
THEORIST PROJECTS

1. Jean Piaget
2. Erik Erikson
3. Lawrence Kohlberg
4. Lev Vygotsky
5. Robert Coles
6. Howard Gardner
7. Arnold Gesell
8. Daniel Goleman
9. Sigmund Freud
10. B.F. Skinner
11. Daniel Levinson
12. Carol Gilligan
13. Albert Bandura
14. others

Requirement...
Four pages
Creative Format... i.e., resume, newsletter, camp brochure, menu
Works Cited
Emphasis on contributions to human development
HUMAN DEVELOPMENT TOPIC PROJECTS

Topic Framed ____________________________ (2)
Abstract (100 words)

Title ________________________________ (1)
Popular Title
Scientific Title

Issue Articulated ________________________ (4)
4 Pages

Effects Explained _________________________ (3)
Bulleted Outline Format

Responses Required ________________________ (3)
Bulleted Outline Format

Connection to HD _________________________ (4)
Bulleted Outline Format

Works Cited ____________________________ (1)
APA Style

Attractive Display ________________________ (1)
Public Exhibition

Signature ______________________________ (1)
On Front

Detailed explanation and models provided during class
Sample Topics

General

Eating Disorders

Children of Incarcerated Parents

Cyber bullying

Developmental Delays

Self esteem

Teenage Pregnancy

Children of Divorce

At-riskness

Early Intervention

Drugs and Alcohol

Aggression

Abuse

Technology

Imagination

Autism

Birth Order

Example: “Socio-emotional Effects of Teenage Boys with Incarcerated Parents”
WHAT YOU ARE 
IS 
WHERE YOU WERE WHEN

Morris Massey (1976)

• Value System Processing
  • The Value System...Family, Friends, Church/Religion, School, Textbooks, Prejudices, Media, Music, Television, (geography), (Income)

• Value Implant Stages
  Age Group
  1-2-3-4-5-6-7
  8-9-10-11-12-13
  14-15-16-17-18-19-20
  21 and over
  Value Period
  Imprint
  Intense Modeling (Heroes)
  Socialization (Significant Others)
  Basic Value Programming

Significant Emotional Event

• Gut-Level Values

Age 10-value programming analysis
For Dar Huey 1960's
For Me

______
<table>
<thead>
<tr>
<th>CURRENT AGE</th>
<th>VALUE PROGRAMMING</th>
<th>INFLUENCE FACTORS</th>
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<tbody>
<tr>
<td>90</td>
<td></td>
<td>WWI, Family, Flappers, Model T</td>
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<td>80</td>
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<td>Depression, Security</td>
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<td>70</td>
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<td>WWII, Win, Family Decay, Mobility</td>
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<td>60</td>
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<td>Affluence, Indulgence, Dr. Spock, Television</td>
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<td>50</td>
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<td>Space Program, Bad Guy Heroes, Civil Rights, JFK, Vietnam, Hair, Permissiveness</td>
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<td>40</td>
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<td>Jaded Expectations, Watergate</td>
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<td>30</td>
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<td>1980's</td>
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<td>20</td>
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<td>1990's</td>
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<td>IDEOLOGICAL DEVELOPMENT</td>
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<td>Religious Affiliation</td>
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<td>Religious Faith</td>
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<td>Political Leaning</td>
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<td>Money Management</td>
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<td>Abortion Issues</td>
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<td>Capital Punishment</td>
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<td>Marriage Matters</td>
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<td>Homosexuality Issues</td>
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<td>Right to Live/Die</td>
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<td>Alcoholic Beverages</td>
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<td>Drug Legalization/Matters</td>
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<td>Race Relations</td>
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**Code**

- M-mom
- D-dad
- B-both
- N-neither
- P-peers
- ?-not certain
<table>
<thead>
<tr>
<th>Ex #</th>
<th>Creator</th>
<th>Title</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Wally Cleaver</td>
<td>Genes or Means</td>
<td>Environment/African American/Biological Development</td>
</tr>
</tbody>
</table>

Question: What is the appropriate way to address the seeming African American athletic superiority?

Notes:

#1
Q
N

#2
Q
N

#3
Q
N

#4
Q
N

#5
Q
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<td>#6</td>
<td>Q</td>
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<td>N</td>
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<td>#7</td>
<td>Q</td>
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<td>#8</td>
<td>Q</td>
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<td>#9</td>
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<td>#10</td>
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<td>#11</td>
<td>Q</td>
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<tr>
<td>II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments</td>
<td>Related Activities for EP 740- Human Development</td>
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<tr>
<td><strong>A. Cognitive</strong>—Delineate how individuals acquire and process information.</td>
<td><strong>A.</strong></td>
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<tr>
<td>1. Design learning environments to facilitate encoding storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.</td>
<td>1.</td>
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<tr>
<td>2. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.</td>
<td>2.</td>
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<tr>
<td>3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.</td>
<td>3.</td>
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<tr>
<td>4. Specify the experience children need from birth to age eight to prepare them to learn, read, and succeed in school.</td>
<td>4.</td>
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<tr>
<td>5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.</td>
<td>5.</td>
</tr>
<tr>
<td><strong>- Study of information processing theory</strong></td>
<td><strong>- Study of stage theorists</strong></td>
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<tr>
<td><strong>- Application to teaching experience</strong></td>
<td><strong>- Human development lens project</strong></td>
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<tr>
<td><strong>- Reading</strong></td>
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<tr>
<td><strong>- Selected human development topic research</strong></td>
<td><strong>- Theorist projects</strong></td>
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<tr>
<td><strong>- Human development lens activities</strong></td>
<td><strong>- Selected human development topic research</strong></td>
</tr>
<tr>
<td><strong>- DVDs and videos</strong></td>
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<tr>
<td><strong>- Study of early childhood development</strong></td>
<td><strong>- Application to teaching experience</strong></td>
</tr>
<tr>
<td><strong>- Reading</strong></td>
<td><strong>- Selected human development research topic</strong></td>
</tr>
<tr>
<td><strong>- Discussion of environmental/cultural matters</strong></td>
<td><strong>- Discussion of environmental/cultural matters</strong></td>
</tr>
<tr>
<td><strong>B. Physical</strong></td>
<td>Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices</td>
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<td><strong>C. Social</strong></td>
<td>Initiate, maintain and manage positive social relationships with a range of people in a range of contexts.</td>
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<tr>
<td>1.</td>
<td>Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent/child, caregiver, peer, friend, sibling), and attachment models and their effects on learning.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.</td>
</tr>
<tr>
<td><strong>D. Behavior</strong></td>
<td>Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.</td>
</tr>
</tbody>
</table>
| **B.** | - Study of typical and atypical physical development  
- Reading  
- Application of modifications and accommodations to teaching experience  
- DVDs and videos |
| **C.** | 1.  
- Human development lens assignment  
- Reading  
- Study of social development  
- DVDs and videos  
- Selected human development topic research |
| **D.** | - Study of typical and atypical behaviors  
- Reading  
- Selected human development research topics  
- DVDs and videos  
- Application to teaching experience |
Selected Readings
Sampling

Ausebel (1968) *Educational Psychology: A Cognitive View*

Coles (series) *Children in Crisis*

Coles (1990) *Spiritual Lives of Children*

Erikson (1963) *Children and Society*

Erikson (1968) *Identity: Youth and Crisis*

Gardner (1983) *Frames of Mind*

Gesell (1940) *The First Five Years of Life*

Ginott (1969) *Between Parent and Teenager*

Ginott (1972) *Teacher and Child*

Hitchison (2003) *Dimensions of Human Behavior*


Santrock (2000) *Children*

Santrock (2008) *Educational Psychology*

Schachtman (2006) *Rumspringa*

Wadsworth (1988) *Piaget’s Theory of Cognitive and Affective Development*

Wadsworth (1978) *Piaget for the Classroom Teacher*