

EDHD 420
Cognitive Development & Learning
Spring 2019
Tuesday/Thursday 12:30pm – 1:45pm

Room EDU 3315

Instructor: Richard Prather
Office Hours: Tuesday 11:30am. Benjamin Building 3304S
Email: prather1@umd.edu

Textbook

[None]

Readings will include research journal and magazine articles, which will be distributed on-line

GRADE SUMMARY

Class participation: & presentations 40%

Participation grade includes participation in in-class discussion and one week of leading class discussion.

Major Scheduled Grading Events

Exam I: 20%

Exam 2: 20%

Final Exam: 20%

COURSE DESCRIPTION

The aim of this course is to present the major theories, issues, and areas of research in cognitive development. An emphasis will be made on the application of these concepts to education, how those have developed historically and how they fit into a greater societal framework. The course will begin with discussions of theoretical frameworks for studying cognitive development. The second part of the course will focus on specific areas of cognitive development, including reading, mathematics and language skills. In addition to learning content relevant to Cognitive Development, students will gain experience presenting, writing and evaluating research.

Course Structure and Readings: This class will include a mixture of lecture and student lead discussion. Students are strongly encouraged to make comments, ask questions, and raise issues for discussion during the entire class period. The readings for this course consist of book chapters, scientific journal and popular press articles related to each weekly topic. The readings will be made available through the University's Blackboard website, <https://elms.umd.edu> or class email list. If you prefer to make Xerox copies of the readings, please let the instructor know and the readings will be placed in the EDHD mailroom. Also, please let the instructor know if you have trouble accessing any of the readings.

COURSE GOALS

By the end of this course, students should be able to

- Develop the ability to critically evaluate scientific research and interpret research findings.
- Understand theoretical perspectives in cognitive development, including their strengths and weaknesses.

- Recognize the importance of the interaction between children and their environment, and how children's thinking and learning change with age and experience.
- Appreciate that scientific research in cognitive development has implications for applied issues relating to education.

COURSE REQUIREMENTS & ASSESSMENT

- I. **Class Participation:** The entire class is responsible for reading the assigned materials closely and thoughtfully before each weekly meeting. The success of this course, in a large part, relies upon each student's class participation. If you are unable to attend a class, please inform the instructor as soon as possible. Classroom participation is worth 20% of the final grade. Points will be assigned based on demonstration of coming to class prepared to ask questions, raise issues, contribute to the discussion, and contribution of discussion questions.
 - *To facilitate class discussion, each week's discussion will be led by a small group of students. Each student will lead the group discussion once in the semester.*
- II. **Exams 1 & 2:** Students will be given in class exams. The exam will consist of multiple choice and short answer questions. Each exam is worth 20% of the final grade.
- III. **Final Exam:** The final exam will be cumulative and is worth 20% of the final grade.

Note: Readings may change or be added during the semester. Changes will be announced in class or by email.

CLASS SCHEDULE

Most weeks will include 2 sessions on the same topic. If two topics are listed the first topic will be covered the first day, the second on the second day. Articles listed include popular press (P) and scholarly journals (J). **Student groups will present the popular press article on Tuesday.**

For weeks with an exam one day will be devoted solely to the exam.

Week 1 1/29

Introduction & Theories of Cognitive Development.

What are the major theories of cognitive development?

What are the theoretical and practical issues in cognitive development research?

Group scheduling.

(P) <https://www.nytimes.com/2012/05/01/science/insights-in-human-knowledge-from-the-minds-of-babes.html>

(J) Kinzler & Spelke (2007) Core systems in human cognition. *Progress in Brain Research* (164)

(J) Spencer, J. P., Blumberg, M. S., McMurray, B., Robinson, S. R., Samuelson, L. K. & Tomblin, J. B. (2009). Short arms and talking eggs: Why we should no longer abide the Nativist-Empiricist debate. *Child Development Perspectives*, 3, 79-87.

Week 2

2/5

Perceptual & Motor Development.

(p) <https://www.nytimes.com/2010/08/17/science/17gaze.html>

(p) http://www.slate.com/blogs/how_babies_work/2013/05/07/diapers_make_walking_more_difficult_for_babies.html

[in class Video] <https://www.sciencefriday.com/videos/babies-on-the-brink-2/>

(J) Smith, L. B., Thelen, E., Titzer, R., & Mclin, D. (1999). Knowing in the Context of Acting : The Task Dynamics of the A-Not-B Error, 106(2), 235–260.

Week 3

2/12

Language & Development

(p) Why deaf people turn down Cochlear implants

(p) (in-class video) <https://www.nytimes.com/2018/08/07/opinion/deafness-cochlear-implants.html>

(J) Harrison, Gordon, Mount (2005) Is There a Critical Period for Cochlear Implantation in Congenitally Deaf Children? *Developmental Psychobiology*. P 252-261

Week 4

2/19

Language and Reading I

(p) <https://www.usatoday.com/story/life/allthemoms/2018/06/22/ideas-reading-and-playing-young-kids/725627002/>

(p) <https://www.kcrg.com/content/news/Positive-Parenting-early-word-development--494729491.html>

(J) Saffran et al (1997) Incidental Language Learning. *Psychological Science*.

(J) Yu & Smith (2011) What you learn is what you see: using eye movements to study infant cross-situational word learning.

Week 5

2/26

Language & Reading II

(p) <https://www.nytimes.com/2012/10/07/nyregion/for-poor-schoolchildren-a-poverty-of-words.html>

(p) <https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap>

(J) Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review*, 26, 55-88.

(J) Windsor et al (2013). Effect of foster care on language learning at eight years: Findings from the Bucharest early intervention project. *Journal of Child Language*, 40 (3) 605-627.

Week 6

3/5

Language & Reading III

(p) The Bitter fight over Bilingualism. *The Atlantic*

(p) <https://www.newyorker.com/science/maria-konnikova/bilingual-advantage-aging-brain>

(J) Seidenberg. *The Science of Reading and Its Educational Implications*

(J) Senechal, M. & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73, 445-460.

Week 7

3/12

Overview of Weeks 1-6.

Exam I (Thursday)

[Spring Break]

Week 8

3/26

Cognitive Development & Society II

(p) <https://www.theguardian.com/inequality/2017/jul/13/neuroscience-inequality-does-poverty-show-up-in-childrens-brains>

(J) Rowe, M. L. (2008). Child-directed speech: Relation to socioeconomic status, knowledge of child development, and child vocabulary skill. *Journal of Child Language*, 35, 185-205.

(J) Noble, K.G., McCandliss, BD, & Farah, MJ (2007) Socioeconomic background predicts individual differences in neurocognitive abilities. *Developmental Science* 10, 464-480.

(J) Starkey, P., Klein, A., & Wakeley, A. (2004). Enhancing young children's mathematical knowledge through a pre-kindergarten mathematics intervention, 19, 99-120. <http://doi.org/10.1016/j.ecresq.2004.01.002>

Week 9

4/2

Cognitive Development & Society I

(p) How Brain Myths could Hurt Kids – New York Times

(p) Learning from Educational Neuroscience

<https://www.youtube.com/watch?v=Z6WibZY2hyE>

(J) Ansari, D., & Coch, D. (2006). Bridges over troubled waters: education and cognitive neuroscience. *Trends in Cognitive Sciences*, 10(4), 146-51. <http://doi.org/10.1016/j.tics.2006.02.007>

(J) Ansari et al 2011. Neuroeducation – A critical overview of an Emerging field

(J) Bowers, J. (2016) The Practical and Principled Problems With Educational Neuroscience. *Psychological Review*

Week 10

4/9

Math Environments

(p) <https://www.bostonglobe.com/ideas/2016/09/15/teaching-parents-talk-math-with-their-kids/kZ777JUPFW3Yewr31yMqSO/story.html>

(p) <https://medium.com/s/story/math-anxiety-is-contiguous-you-give-it-to-your-kids-here-is-how-to-stop-it-8ccefed8fd1a>

(p) <https://www.nytimes.com/2017/04/24/well/family/fending-off-math-anxiety.html>

(J) Ramani, G. B., Rowe, M. L., Eason, S. H., & Leech, K. A. (2015). Math talk during informal learning activities in Head Start families. *Cognitive Development*, 35, 15-33. <http://doi.org/10.1016/j.cogdev.2014.11.002>

(J) Maloney, E. A., Ramirez, G., Gunderson, E. A., Levine, S. C., & Beilock, S. L. (2015). Intergenerational effects of parents' math anxiety on children's math achievement and anxiety. *Psychological Science*, 26(9), 1480-1488. <http://doi.org/10.1177/0956797615592630>

Week 11

4/16

Mathematics I: In number knowledge innate?

(p) <https://www.sciencemag.org/news/2013/10/babies-are-born-some-math-skills>

(J) Wynn 1992(1) Addition and Subtraction by human infants. *Nature*

(J) Mix Hottenlocher Levine (2002)(2) Multiple Cues for Quantification in Infancy: Is Number one of them? *Psychological Bulletin*.

(J) Xu Spelke (2000)(1) Large number discrimination in 6-month-old infants. *Cognition*.

Week 12

4/23

Overview of weeks 8-11

Exam 2 (Thursday)

Week 13

4/30

Mathematics: Arithmetic Principle Knowledge

(J) Prather & Alibali (2011) Children's Acquisition of Arithmetic Principles. *Cognition and Development*.

(J) McNeil, N. M., & Alibali, M. W. (2004). You'll see what you mean: Students encode equations based on their knowledge of arithmetic. *Cognitive Science*, 28, 451-466.

Week 14

4/7

Mathematics: Neural Basis

(J) Dehaene & Nieder (2009) Representation of Number in the Brain. *Annual Reviews of Neuroscience*

(J) Cohen Kadosh, Cohen Kadosh,, Henik (2008) When brightness counts: The Neural Correlate of Numerical-Luminance Interference. *Cerebral Cortex*.

(J) Ansari (2008) Effects of development and enculturation on number representation in the brain

Final Exam Tuesday, May 21, 1:30-3:30pm

BLACKBOARD

We will be using the University's Blackboard, <https://elms.umd.edu>. The syllabus, additional readings, and announcements will be posted on Blackboard. Students can login to the website using your University ID and Password. Please let the instructor know if you have trouble accessing the course website.

CLASS POLICIES

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor

Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.