

**EDHD 600, Section IH12**  
**Introduction to Human Development and Child Study**  
**Fall 2018**  
**Thursday, 4:30-7:15**  
**USG, Building III, Room 3206**

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*Course Description*

Overview of multidisciplinary perspectives and grand theories of human development. In Section IH12, students will translate theory and contemporary educational research findings related to child and adolescent development and achievement motivation into principles of developmentally appropriate practice for practitioners in education settings.

*Objectives*

Students will demonstrate:

- Understanding of theories of human development as they specifically relate to child and adolescent cognitive, social, emotional, and physical growth and development;
- Ability to translate human development theory and educational research into guiding principles of practice in education settings;
- Understanding of the nature of graduate course work and the academic skills required to meet standard course requirements at the graduate level.

*Readings*

1. Textbook: Green, M. & Piel, J.A. (2010). *Theories of Human Development (2<sup>nd</sup> Edition)*. Boston, MA: Pearson Education, Inc.
2. Research articles can be accessed by
  - a. Downloading the article full-text from the McKeldin Library Research Port. Go to <http://www.lib.umd.edu> and select "Databases" on the main menu. Type in "psycinfo" in the "Find Databases" textbox. Hit Enter, and click on PsycINFO (EBSCO). At the top of the next screen, click on "Choose Databases." Check the boxes next to ERIC, Education Source, SocialINDEX with Full Text, Teacher Reference Center, Academic Search Complete, and Academic Search Premier. Then click on "OK." **Prior to beginning your search, please see complete article information in the reference list at the end of the syllabus.**
  - b. Checking on the Canvas course site for readings marked with an asterisk.
3. Recommended: *Publication Manual of the American Psychological Association* (Sixth Edition)

## POLICIES

### *Attendance*

With respect for students' demanding schedules, I understand that on occasion professional obligations conflict with class time. However, for the benefit of the group's experience and to support your readiness to take future courses in the program, *my expectation is that you will come to each class on time, fully prepared to participate by having studied the assigned readings.* Notes or other materials distributed during a missed class must be obtained from a classmate. Students who in the instructor's opinion are missing excessive amounts of content because of missed classes will need to schedule an advising appointment to discuss a plan for make-up work.

### *Academic dishonesty*

It is assumed that a graduate student at the University of Maryland understands the consequences of academic dishonesty at this institution. If you do not, please consult the University website to become familiar with how plagiarism, cheating, fabrication, and facilitation of academic dishonesty are defined. It is the student's responsibility to make sure his/her work is free from violations of the University's policy on academic dishonesty. Evidence of academic dishonesty will be reported to the Office of Student Conduct. Please visit the University of Maryland Office of Student Conduct website at <https://www.studentconduct.umd.edu/current-students> for full explanation of your responsibilities.

### *Religious observance*

It is the policy of the University that students not be penalized for religious observances. Students will be allowed whenever possible to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

### *Paper submissions*

Hard copies of papers and assignments will be accepted in class on the day the assignment is due. If extenuating circumstances require special arrangements, email submissions can be discussed at that time; such arrangements must be made prior to the assignment due date. Late papers will be downgraded one letter per weekday unless prior arrangements have been made with the instructor for a due date extension.

### *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](http://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.

<b>COURSE SCHEDULE</b>
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Each student will serve as discussant at least once during the semester. There is no “grade” associated with this requirement, but failing to meet it will result in a deduction of points from the participation grade in the course.

### **UNIT 1: Self and Social Development**

#### ***August 30***

Course overview

Theory: Psychoanalytic (Freud)

Readings: (1) Green & Piel, Ch. 3  
(2) Tieman (2013): *Miss Freud returns to the classroom*

Thought questions: Tieman believes in the value of psychoanalytic training for teachers and provides evidence of its positive influence on his work with his own students. Do you agree or disagree with Tieman’s basic position on teaching and mentoring children and adolescents? Why or why not? Use evidence from the readings and your own practice to support your answer.

#### ***September 6***

Theory: Attachment (Bowlby & Ainsworth)

Readings: (1) Green & Piel, Ch. 6  
(2) Ubha & Cahill (2014): *Building secure attachments for primary school children: A mixed methods study*  
(3) Chen (2017): *Parent-adolescent attachment and academic adjustment: The mediating role of self-worth*

Discussant(s): \_\_\_\_\_

#### ***September 13***

Theory: Psychosocial (Erikson)

Readings: (1) Green & Piel, Ch. 4\*\*  
(2) Peterson, Alley, Gunn, & Brice (2015): *Exploring names and identity through multicultural literature in K-8 classrooms*  
(3) Fuligni & Tsai (2015): *Developmental flexibility in the age of globalization: Autonomy and identity development among immigrant adolescents\**

For discussion: Please read the entire Fuligni & Tsai article, but be prepared to report in detail on the findings in the section of the article to which you are assigned below:

*Autonomy, Identity, and Social Change*: Ann

*Immigrant Adolescents at the Forefront of Globalization*: Adriana, Nora, & Jennifer

*The Value of Flexibility*: Gwyneth, Lindsay, & Rhonda

*Family Relationships/ Conflict and Cohesion with Parents:* Amie, Jessica, & Katelyn  
*Family Relationships/Obligation and Assistance to the Family:* Heidi, Roxana, & Emma  
*Ethnic Identity and Cultural Orientation/Ethnic Labeling:* Paula, Mary-Colleen, & Haley  
*Ethnic Identity and Cultural Orientation/Cultural Orientation:* Glenn & Heather  
*Conclusion:* Ann

## **September 20**

### ***Intro to synthesis paper due***

Theory: Interpersonal (Sullivan)

Readings: (1) \*Muuss (1996): *Harry Stack Sullivan's interpersonal theory of adolescent development (see Canvas course site under "Files")*  
 (2) Kingery, Erdley, & Marshall (2011): *Peer acceptance and friendship as predictors of early adolescents' adjustment across the middle school transition.*  
 (3) DeLay et al. (2015): *Stable same-sex friendships with higher achieving partners promote mathematical reasoning in lower achieving primary school children*

Thought question: Sullivan's theory emphasizes the importance of early adolescent "chumships" for development of the ability to establish emotional intimacy in interpersonal relationships. How do Kingery et al.'s and DeLay et al.'s findings relate to Sullivan's theory?

Discussant(s): \_\_\_\_\_

## **UNIT 2: Cognitive Development**

## **September 27**

### ***Participation check-in***

Theory: Social Cognitive (Bandura)

Readings: (1) Green & Piel, Ch. 8  
 (2) Butz & Usher (2015): *Salient sources of early adolescents' self-efficacy in two domains*  
 (3) Hushman & Marley (2015): *Guided instruction improves elementary student learning and self-efficacy in science*

Discussant(s): \_\_\_\_\_

**October 4**

Theory: Cognitive Developmental (Piaget)

Readings: (1) Green & Piel, Ch. 10  
 (2) Kamii (2014): *The importance of thinking*  
 (3) Teuscher, D., Moore, K. C., & Carlson, M. P. (2016). *Decentering: A construct to analyze and explain teacher actions as they relate to student thinking*

Discussant(s): \_\_\_\_\_

**October 11**

Theory: Socio-cultural Perspective on Cognitive Development (Vygotsky)

Readings: (1) Green & Piel, Ch. 9  
 (2) Sullivan & Wilson (2015): *Playful talk: Negotiating opportunities to learn in collaborative groups*  
 (3) Smagorinsky (2007): *Vygotsky and the social dynamics of classrooms*

Discussant(s): \_\_\_\_\_

Thought questions: Do you think the basic tenets of Vygotsky's perspective on cognitive development are affirmed or challenged by Sullivan & Wilson's findings? Why or why not? What does the Smagorinsky article tell us about how teachers can foster the exchange of originality and creativity in English language classes? How would this differ at the elementary v. secondary level?

**October 18**

**Last day to have November 8<sup>th</sup> Presentation study approved by instructor**

Theory: Information Processing

Readings: (1) Kupersmidt, Stelter, & Dodge (2011): *Development and validation of the social information processing application: A web-based measure of social information processing patterns in elementary school-age boys*  
 (2) Lenzi and colleagues (2014): *Perceived teacher unfairness, instrumental goals, and bullying behavior in early adolescence*  
 (3) Dodge, Godwin, & Conduct Problems Prevention Research Group (2013): *Social-information processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior*

Thought questions: What is the nature of the relationship between Dodge’s theory and the findings in the Lenzi et al. study? How does teacher unfairness link to the model’s steps and bullying outcomes?

Discussant(s): \_\_\_\_\_

### ***October 25***

Theory: Moral Reasoning (Kohlberg)

Readings: (1) Green & Piel, Ch. 11  
 (2) Nucci & Turiel (2009): *Capturing the complexity of moral development and education.*  
 (3) Fogelgarn & Lewis (2015): *‘Are you being your best?’ Why students behave responsibly.*

Thought question: Nucci & Turiel’s findings suggest that young adolescents are more challenged by ambiguous components of moral reasoning dilemmas than are younger children or older adolescents; in other words, they are at the “bottom” of U-shaped trajectory of moral reasoning when compared with younger and older students. What is the cognitive developmental explanation for this finding, and what are the teaching implications for advancing both cognitive and moral development in young children and early adolescents?

Discussant(s): \_\_\_\_\_

### ***November 1***

***Reaction paper due***

***Term paper topic approval due by today***

**Class will be held in a computer lab at USG: Building 3, Room 2219.**

We will be using class time to research the literature in preparation for your term papers. Please go on-line prior to this class and practice navigating the McKeldin Library Research Port site at <http://www.lib.umd.edu/>. You should be able to log on with your user ID and password.

### ***November 8***

Focus: Physical Growth and Development

Activity: Student Presentations (See assignment description below.)

## **November 15**

### **Participation check-in**

Theory: Ecological (Bronfenbrenner)

Readings: (1) Johnson (2008): *Ecological systems and complexity theory: Toward an alternative model of accountability in education*  
 (2) Paat (2013): *Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory\**

\*For class discussion: Cite a finding under one of the ecological systems in the Paat article that is of interest to you because it is either supported or challenged by your experiences with immigrant children in education settings. Prepare a discussion question that will help us think about your experience and reflect on the importance of the ecological system in the development of immigrant children and adolescents.

## **November 22 – NO CLASS**

### **November 29**

Theme: Multicultural Perspectives

Reading: Nieto, S. (2013): *Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding*

Activity: Term Paper Workshop

### **December 6**

Term paper sharing

*Please supply a self-addressed stamped envelope with sufficient postage if you would like your graded term paper and feedback returned to you.*

### **December 13**

***Term papers due via Word attachment, emailed to the instructor no later than 5pm.***

## COURSE REQUIREMENTS

### ***Participation (50 points)***

See grading rubric at end of syllabus. Students are expected to

- attend class weekly, having read & studied the assigned materials;
- verbally participate by asking critically reflective questions;
- link comments to related contextual issues in education;
- build on others students' ideas;
- synthesize across theory, research findings and peers' contributions in their comments;
- thoughtfully challenge assumptions embedded in theory and research; and
- serve as discussant by leading the last 30 minutes of class discussion.

Twice during the semester (September 27 & November 15) students should submit a half-page written summary of perceptions of their participation thus far in the course, along with a recommended grade (see rubric at end of syllabus). Although the student will not "assign" the participation grade, his/her perceptions will be taken into account when the grade is determined.

### ***Translation of Theory and Research Assignments (3 Assignments: 175 points total)***

See grading rubrics for each assignment at end of syllabus.

#### ***(1) Intro to Synthesis Paper (50 points – Due 9/20)***

For the first of three papers in this series of assignments:

- Write a 2-3 page, double spaced paper in which the principle tenets of a theory we have studied are synthesized with the findings of one of the research articles (student's choice) assigned for the same week. The objective is for the student to demonstrate understanding of how the research study is related to the "parent" theory.
  - Start by writing an accurate and concise summary of the major tenets of the theory (one page);
  - Next, write a concise and accurate summary of the major research questions and findings associated with the research study (1/2 to 1 page);
  - Finally, show how the two sources of information are conceptually and thematically related (1 page).

#### ***(2) Reaction Paper (75 points – Due 11/1)***

For the second paper in the series:

- Choose a theory and research study and replicate the steps in the Intro to Synthesis Paper assignment (2-3 pages).
- Describe an actual scenario from your classroom or other education setting that clearly relates to the research findings and theoretical concepts

discussed in the first section. Demonstrate your understanding of how the scenario is conceptually related to the theory and research (2 pages);

- Apply principles from the reading into your thinking about directions for future practice (2 pages).

**Note: I will read drafts of Intro to Synthesis and Reaction Papers and provide feedback on them, but only with the student in attendance.**

**(3) Term paper (125 points – Due 12/13)**

The third assignment is a 12-15 page paper that includes the following components:

- 1) *Introduction*. What is the topic of your paper? Why did you choose the topic, and how would understanding it positively influence your practice? (1 page)
- 2) *Review of the Literature*. A literature review summarizing how the research findings from at least ten empirical articles go together to form a cohesive perspective on the topic. (3 pages)
- 3) *Synthesis*. Combine the results of the literature review with experience from your classroom or other education setting and at least one major theory we have studied this semester. How does the theory support the investigation of this topic? How is the research supported/challenged by your experience with students? What is the nature of the relationship between the theory, your experience, and the results that are being reported in the research on your topic? (4 pages)
- 4) *Directions for Future Practice*. Based on your synthesis section, what are the theoretical and practical implications for your daily practice? How would you plan modifications based on what you have learned? (2 pages)
- 5) *Directions for Future Research*. How would you advise a team of researchers who wanted to pursue this area further? What is either missing from the literature (or perhaps obvious from your practice) that needs to be investigated in order to understand this topic better? (2 pages)
- 6) *Conclusion*: Provide closing remarks. (1 page)

**November 8<sup>th</sup> presentation (25 points)**

In pairs, students will choose an empirical study that examines the effects of an aspect of physical growth and development and/or a physical health-related challenge on the ability of children and adolescents to achieve in school. Ideally, the study will focus on a problem that is relevant to an experience you've had in a teaching/learning setting, thus facilitating your perspective on specific context as it influences the students' school adjustment. Your study must be approved by the instructor no later than **October 18<sup>th</sup>**. Each student or pair of students will give a 10-minute PowerPoint presentation (3 slides maximum) that briefly explains:

- (1) **The problem** being examined in the study;
- (2) **The major findings**;
- (3) **The teaching implications** of the findings.

## GRADING

There are a total of 325 points available in this course.

>98%	A+	78%-79.99%	C+
92%-97.99%	A	72%-77.99%	C
90%-91.99%	A-	70%-71.99%	C-
88%-889.99%	B+	68%-69.99%	D+
82%-87.99%	B	62%-67.99%	D
80%-81.99%	B-	60%-61.99%	D-
		<60%	F

## GRADING RUBRICS

### *Participation*

	<b>45-50 points</b>	<b>40-44 points</b>	<b>35-39 points</b>	<b>&lt; 35 points</b>
	Attends class weekly and consistently participates in the discussion by asking critically reflective questions, referring to important related issues in education, building on others students' ideas, and synthesizing across theory, research findings and peers' contributions. Thoughtfully challenges assumptions and ideas embedded in theory and research. Helps develop the class's outlook on the topic. His/her participation is memorable and makes a mark.	Attends class regularly and <i>sometimes participates in the</i> discussion as described.	Attends class regularly but <i>rarely participates</i> in the discussion as described.	Attends class regularly but <i>never participates in the</i> discussion as described.

Acknowledgement: Ambrose, S. (2012). Rubric for class participation, History, Susan Ambrose. Grading for class participation, *Eberly Center for Teaching Excellence*, Carnegie Mellon University. Retrieved 8/6/12 from: [http://web-search.andrew.cmu.edu/search?q=class+participation+grading+rubrics&spell=1&output=xml\\_no\\_dtd&client=default\\_frontend&ie=UTF-8&proxystylesheet=default\\_frontend&access=p](http://web-search.andrew.cmu.edu/search?q=class+participation+grading+rubrics&spell=1&output=xml_no_dtd&client=default_frontend&ie=UTF-8&proxystylesheet=default_frontend&access=p)

### *Intro to Synthesis Paper*

Is the summary of the theory's principle tenets accurate and concise? \_\_\_\_\_/10

Is the summary of the research study accurate and concise? \_\_\_\_\_/10

Does the student synthesize the theory with the research findings such that the nature of the relationship between the two perspectives on development is clearly established?

\_\_\_\_\_/30

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**Reaction Paper***Content: 65 points*

- Is the summary of the reading accurate and thorough? \_\_\_\_\_/15 points
- Does the student demonstrate an understanding of how the article relates to the parent theory for the week? \_\_\_\_\_/20 points
- Does the student describe and discuss an education-setting scenario that illustrates a principle finding or concept in the reading? \_\_\_\_\_/15 points
- Does the paper demonstrate the student's ability to apply principles from the reading into his/her thinking about future practice? \_\_\_\_\_/15 points

*Writing style & APA Formatting: 10 points*

- Does the student use correct grammar, syntax, punctuation? \_\_\_\_\_/10 points
- Does the paper transition smoothly and logically from one idea or concept to the next?
- Are words and names spelled correctly?
- Are all ideas in paragraphs linked to the topic sentence?
- Has APA style been applied both in-text and in the reference page?

**Term paper***Introduction*

The topic of the paper is clearly articulated. The reasons for the student's interest in the topic are evidence-based. The need to understand the topic better is explained in terms of its potential to positively influence teacher practice.

14-15 points	Excellent
12-13 points	Above average
10-11 points	Average
8-9 points	Below average
< 8 points	Unacceptable/failing

*Review of the literature*

A thorough analysis of the findings from at least ten empirical articles are synthesized into a coherent literature review that communicates the major research findings relative to the topic.

27-30 points	Excellent
24-26 points	Above average
21-23 points	Average
18-20 points	Below average
<18 points	Unacceptable/failing

*Synthesis*

The student has combined the results of the literature review with at least one major theoretical framework and actual experience from his/her own professional education setting to provide a synthesized perspective on the topic. This section creates a logical argument for the nature of the proposed Directions of Future Practice section to follow.

27-30 points	Excellent
24-26 points	Above average
21-23 points	Average
18-20 points	Below average
<18 points	Unacceptable/failing

*Directions for Future Practice*

The student has thoroughly and thoughtfully explored modifications to his/her current practice that are aligned with theory, the results of the literature review and his/her experience in the specific education context in which he/she practices.

18-20 points	Excellent
16-17 points	Above average
14-15 points	Average
12-13 points	Below average
<12 points	Unacceptable/failing

*Directions for Future Research*

The student has made clear and reasonable recommendations for researchers to consider, based on synthesis of the theory, limitations in the current research findings, and evidence from his/her practice setting.

18-20 points	Excellent
16-17 points	Above average
14-15 points	Average
12-13 points	Below average
<12 points	Unacceptable/failing

*Writing style & APA Formatting: 10 points*

The student uses correct grammar, syntax, punctuation. The paper transitions smoothly and logically from one idea or concept to the next. Spelling is correct. All ideas in paragraphs are linked to the topic sentence? APA style has been applied.

9-10 points	Excellent
8 points	Above average
7 points	Average
6 points	Below average
< 6 points	Unacceptable/failing

***November 8th Presentation***

1. Did the student(s) attempt to thoughtfully address all 3 questions?  
\_\_\_\_\_ /15 points

2. Did the PowerPoint facilitate the listener's understanding of an article he/she had not read?  
\_\_\_\_\_ /10points

<b>READING LIST</b>
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Butz, A. & Usher, E. (2015). Salient sources of adolescents' self-efficacy in two domains. *Contemporary Educational Psychology, 42*, 49-61.  
doi:10.1016/j.cedpsych.2015.04.001

Chen, B. (2017). Parent-adolescent attachment and academic adjustment: The mediating role of self-worth. *Journal of Child and Family Studies, 26*, 2070-2076.  
doi.org/10.1007/s10826-017-0728-2

DeLay, D., Laursen, B., Kiuru, N., Poikkeus, A., Aunola, K., & Nurmi, J. (2015). Stable same-sex friendships with higher achieving partners promote mathematical reasoning in lower achieving primary school children. *British Journal of Developmental Psychology, 33*, 519-532. doi: 10.1111/bjdp.12117

- Dodge, K., Godwin, & The Conduct Problems Prevention Research Group. (2013). Social-information processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior. *Psychological Science, 24*, 456-465. doi.org/10.1177/0956797612457394
- Fogelgarn, R. K., & Lewis, R. (2015). 'Are you being your best?' Why students behave responsibly. *Australian Journal of Education, 59*, 278-292. doi: 10.1177/0004944115602974
- Fuligni, A.J., & Tsai, K. M. (2015). Developmental flexibility in the age of globalization: Autonomy and identity development among immigrant adolescents. *Annual Review of Psychology, 66*, 411-431. Accession number: 103870243
- Hushman, C. J., & Marley, S. C. (2015). Guided instruction improves elementary student learning and self-efficacy in science. *The Journal of Educational Research, 108*, 371-381. doi.org/10.1080/00220671.2014.899958
- Johnson, E. (2008). Ecological systems and complexity theory: Toward an alternative model of accountability in education. *Complicity: An International Journal of Complexity and Education, 5*, 1-10. Accession number: 34240877
- Kamii, C. (2014). The importance of thinking. *Young Children, 69*, 72-77. Accession Number: 99682730
- Kingery, J., Erdley, C., & Marshall, K. (2011). Peer acceptance and friendship as predictors of early adolescents' adjustment across the middle school transition. *Merrill-Palmer Quarterly, 57*, 215-243. EJ963724
- Kupersmidt, J., Stelter, R., & Dodge, K. (2011). Development and validation of the social information processing application: A web-based measure of social information processing pattern in elementary school-age boys. *Psychological Assessment, 23*, 834-847. doi.org/10.1037/a0023621
- Lenzi, M., Vieno, A., Gini, G., Pozzoli, T., Pastore, M., Santinello, M. & Elgar, F. (2014). Perceived teacher unfairness, instrumental goals, and bullying behavior in early adolescence. *Journal of Interpersonal Violence, 29*, 1834 – 1849. doi: 10.1177/0886260513511694
- Muuss, R. (1996). Harry Stack Sullivan's interpersonal theory of adolescent development. In *Theories of Adolescence (6<sup>th</sup> ed.)* (pp. 84-104). New York, NY: McGraw-Hill.
- Nieto, S. (2013). Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding. *Journal of Language & Literacy Education, 9*, 8-20. EJ1008170
- Nucci, L. & Turiel, E. (2009). Capturing the complexity of moral development

- and education. *Mind, Brain, and Education*, 3, 151-159. doi:10.1111/j.1751-228X.2009.01065.x
- Paat, Y. (2013). Working with immigrant children and their families: An application of Brofenbrenner's ecological systems theory. *Journal of Human Behavior in the Social Environment*, 23, 954-966. doi: 10.1080/10911359.2013.800007
- Peterson, B., Alley, K., Gunn, A., & Brice, A. (2015). Exploring names and identity through multicultural literature in K-8 classrooms. *Multicultural Perspectives*, 17, 39-45. EJ1053470
- Smagorinsky, P. (2007). Vygotsky and the social dynamics of classrooms. *English Journal*, 97, 61-66. Accession Number: EJ783619
- Sullivan, F. & Wilson, N. (2015). Playful talk: Negotiating opportunities to learn in collaborative groups. *Journal of the Learning Sciences*, 24, 5-52. doi: 10.1080/10508406.2013.839945
- Teuscher, D., Moore, K. C., & Carlson, M. P. (2016). Decentering: A construct to analyze and explain teacher actions as they relate to student thinking. *Journal of Mathematics Teacher Education*, 19, 433-456. doi: 10.1007/s10857-015-9304-0
- Tieman, J. (2013). Miss Freud returns to the classroom. *Schools: Studies in Education*, 10, 91 – 110. EJ1004219
- Ubha, N. & Cahill, S. (2014). Building secure attachments for primary school children: A mixed methods study. *Educational Psychology in Practice*, 30, 272-292. doi: 10.1080/02667363.2014.920304