

 Navajo Technical University	http://www.navajotech.edu
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Course Title: Research in Child Growth Development and Learning
Course #: ECED 3105

Credit Hours:3
Semester:Spring 2022
Cap: 25

Faculty: Dr. Reynelle Lowsayatee **E-mail:** rlowsayatee@navajotech.edu
Office: ACCRC RM 114 **Office Phone:** 505 495 1419 text only
Office Hours :online anytime
Preferred Communication : email and/or text; will respond within 24 hours

Modality : Face to Face and Zoom
Class Location and Meeting Times: ACCRC
Meeting Hours and Online Hours :online

Required Materials:

Textbooks: *Action Research: A Guide for the Teacher Researcher*
ISBN 978-0134523033

Tools: computer and wifi

Laptop and Internet Access: Every student is required to own a laptop and have internet access.

Lab Fee (if applicable): none

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in children growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspect of research in early childhood development and education. This course focuses on preparing early childhood professional to use empirically-based research to inform their teaching of young children as well as preparing teachers to be researchers in their own classrooms.

Course Outcomes	Course Assessments
<p>Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1</p>	<p>Find a minimum of 15 references including 10 peer-reviewed professional journal articles on any topic of interest that are related to children’s growth, development, & learning in the first eight years of life. Minimum 5 maximum 10 page research report. APA style.</p>
<p>Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2</p>	
<p>Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3</p>	<p>Teacher-as-Researcher Project. To fully understand the ideas of child growth, development, and learning, it is essential to participate as a teacher researcher. The partnered assignment will cover the entire semester with 3 separate grades: <i>A research proposal, prepared by you and your partner (if applicable), including your research topic, question, and methodology will be submitted jointly,</i> prior to the start of the research 83 project. Include this paper as Chapter One. • Individually, you and your research partner (if applicable) will <i>write a research report outlining what your research question was, what informed your research, and what your data and findings were.</i> This part of the research project may not be completed jointly. Although the data is shared, the report is individual. This report is Chapter Two. • <i>Using whatever format will convey your research process and findings most effectively, share a 10 minute presentation on your research with your colleagues.</i></p>
<p>Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4</p>	
<p>Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. A.6</p>	

Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., authentic, screening, diagnostic assessment, standardized, testing, accountability, assessment). F.6	
Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7	
Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other 82 public policies affecting children, families, and programs for young children and the early childhood profession. G.3	
Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4	
Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice. G.5	
Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn. H.6	
Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7	
Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.15	

Midterm	exam
Final	exam

Connections to Program Assessment (Course-Embedded Measures)

Course Activities

Week	Date	Class Topics/Reading Due	Assignments Due	Assessments
1	1/17/2022	Chapter 1	Read Chapter and Powerpoint Slides	
		Last day to add/drop		
2	1/24/2022	Chapter 2	Read Chapter and Powerpoint Slides	
3	1/31/2022	Chapter 3	Read Chapter and Powerpoint Slides	
4	2/7/2022	Chapter 4	Read Chapter and Powerpoint Slides	Due 2/13/22 Find a minimum of 15 references including 10 peer-reviewed professional journal articles on any topic of interest that are related to children's growth, development, & learning in the first eight years of life. Minimum 5 maximum 10 page research report. APA style.
5	2/14/2022	Chapter 5	Read Chapter and Powerpoint Slides	
		Graduation Petition due		
6	2/21/2022	Chapter 6	Read Chapter and Powerpoint Slides	

7	2/28/2022	Chapter 7	Read Chapter and Powerpoint Slides	
8	3/7/2022	Midterm Exam	Midterm Midterm grades due	Due 3/8/2022
9	3/14/22	Spring Break		
10	3/21/2022	Chapter 8	Read Chapter and Powerpoint Slides	Due 3/27/2022 <i>A research proposal, prepared by you and your partner (if applicable), including your research topic, question, and methodology will be submitted jointly,</i>
11	3/28/22 3/31/2022 Last Day to Drop with a W	Chapter 9	Read Chapter and Powerpoint Slides	<i>Start write a research report outlining what your research question was, what informed your research, and what your data and findings were.</i>
12	4/4/22	Chapter 10	Read Chapter and Powerpoint Slides	Due 4/10/2022 <i>write a research report outlining what your research question was, what informed your research, and what your data and findings were</i>
13	4/11/22	Appendix A	Read Chapter and Powerpoint Slides	start <i><u>Using whatever format will convey your research process and findings most effectively, share a 10 minute</u></i>

				<u>presentation on your research with you colleagues.</u>
14	4/18/22	Appendix B	Read Chapter and Powerpoint Slides	
15	4/25/22	Appendix C	Read Chapter and Powerpoint Slides	
16	5/2/22	Presentations	Read Chapter and Powerpoint Slides	Due <u>Using whatever format will convey your research process and findings most effectively, share a 10 minute presentation on your research with you colleagues.</u>
17	5/9/22	Final Exam	Finals	Due 5/10/2022
		Grades due to the Registrar		
	5/13/2022	Graduation		

Grading Plan

4 Class Assignments 66.4%

Mid-term: 16.6%

Final Exam: 16.6%

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59% or less

Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Face-to-Face Courses

For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwi Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwi core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumofa:wa (honesty and trustworthiness), and hon kohoł lewuna:wedyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf).

Email Address

Students are required to use NTU's email address for all communications with faculty and staff.

Final Exam Date: Due 5/10/2022

Appendix

Writing Assignment Steps

- 1. Choose a topic of interest to you.**
- 2. Gather information. Whether the information comes from your own account, interviews with eyewitnesses, or printed sources, you must gather as much information as possible.**
- 3. Write an outline (as a plan for your reflection). Must include:**
- 4. Write a draft of the feature (in Microsoft Word or Google Docs), based on your outline from step 3.**
- 5. Exchange drafts with a peer. Exchanging of feedback on each other's drafts.**
- 6. Revise your draft, incorporating your reader's feedback as well as your own editing and proofreading decisions. (Repeat this step as desired, or as needed.)**
- 7. Write a final draft.**
- 8. Reference page included.**

9. Turn the paper in on the due date, per assignment parameters.

Rubric

Reflection Rubric

Objectives	Accomplished 9-10 points	Skilled 7-8 points	Developing 5-6 points	Needs Improvement 4 points or less
Effective & Appropriate Lead	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality	Lead is adequate but not extremely catchy or original	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story
Adequate Use of Sources	Evidence of reporter using as many sources as necessary (best sources) to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses individuals, anecdotes to illustrate larger issues	A minimum of three sources are used and are clearly identified; most information is attributed to sources; information is accurate; may use some anecdotal info	Two or fewer sources are used; some sources are improperly identified, or some info or opinion is given without attribution; most info is accurate but may not be thorough; missing key sources; may use too general info	One or fewer sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague info
Effective Organization (deals with structure)	Reflection is organized with clear transitions and logical connections that create a sense of being tightly woven together; moves from specific case to broader more general topic Focus of the reflection is clear; nothing detracts from primary focus	Reflection is organized and most transitions and connections are clear, but organization is somewhat lacking, or the sense of flow is somewhat abrupt Focus is fairly clear	Reflection lacks strong organization, jumps around too much or lacks effective transitions; not in logical order Reflection lacks strong sense of unity and focus	Reflection is choppy; organization is unclear; few effective transitions No clear angle; story is rambling and awkward
Grammar and Spelling	Reflection is well-edited and virtually flawless; NO spelling errors; includes the proper spelling of all names	Reflection is spell-checked and all names are correct; contains few grammatical errors	Reflection is spell-checked and all names are correct; contains several grammatical errors	Names are misspelled; or spell-check was not used; or contains many grammatical errors

TOTAL: _____ / 40

Comments:

