



Course Name: ECED 3302 Research in Child Growth
Development and Learning
Semester Taught: Fall 2020

Credit Hours: 3

Course, Time and Place: Bb

Instructor Information:

Instructor: Alberto Mares, EdS, MBA, MA	Communication Information: 505-747-2272 Alberto.mares@nnmc.edu	Office Hours: Monday 4-6 p.m. Wednesday 6-8 p.m. Friday 8-9 a.m.
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Required Text: Booth, W., Colomb, G., Williams, J., Bizup, J., & FitzGerald, W. (2016). *The craft of research* (4th ed.). Chicago, IL: Chicago University Press.

Required Materials or Readings:

NM Early Learning Guidelines, CYFD
Selected research articles in child development

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Since this is a hybrid class, attendance will be also measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student Hours: 3 credit hours equals 45 contact hours.

Catalog Course Description This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child 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 aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically-based research to inform their teaching of young children as well as preparing teachers to be researchers in their own classrooms. *Prerequisite: DTE permission. (3T)*

Course Objectives:

1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.
2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.
3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC): *On completion of this course, students will be able to demonstrate the mastery of the following competencies:*



A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.1, A.2, A.3, A.4, A.6.**

F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.6, F.7.**

G: Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in ongoing professional development to enhance their knowledge and skills. **G.3, G.4, G.5, G.7.**

H: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and value a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. **H.6, H.7.**

I: Curriculum and content knowledge. **I.13.**

COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

1. Utilization of technology-based tools to support student learning

Dispositions-

3. Ethical Behavior

NNMC Student Learning Outcomes:

2. Ability to think critically through analytical, inventive and creative means

Assignment Descriptions/Assessment Alignment:



Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO		Point Value
Online Discussions	A1-4, G3,5 I13	K, 6, 7, 8, S1, D3	2	15@2pts	30 pts
“Write-out-loud” Reflective Journal that documents questions, comments, and summaries of current empirical research covered in course readings. Write a 1 page, double spaced journal entry using APA format. When writing, a) read research with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking when writing.	A1-4, G3,5 I13 Objectives 1, 2, 3	K, 6, 7, 8, S1, D3	2	10@2pts	20 pts
Present a 10-15 minute oral presentation on current research- select one: Bio-ecological, social-affective, cognitive learning theory	A1-4, G3,5 Objectives 1, 2, 3	K, 6, 7, 8, S1, D3	2	1@20pts	20 pts
For the Teacher as Researcher Project, write a 8 to 10- page, double-spaced paper using the APA format to describe the approved Teacher as a Researcher Project. Include Annotated Bibliography. A Power Point Presentation of 8 slides will be required for the research overview presentation.	A1-4, G3,5 I 13 Objectives 1, 2, 3	K, 6, 7, 8, S1, D3	2	1@30pts	30 pts
Total Points					100

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Issues and trends in Early Childhood	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 2	Research Methods	Online Discussion
WEEK 3	Research and Context	Online discussion Readings, Reflective Journal 2
WEEK 4	Research and Diversity	Online discussion Readings, Reflective Journal 3
WEEK 5	Early Child Development	Online discussion Readings, Discussion
WEEK 6	Teacher as a Researcher	Online discussion Readings, Discussion, Reflective Journal 4
WEEK 7	Social-Emotional Responsive Care	Online discussion Present a 10-15minute oral presentation on current research- select one: Bio-ecological, social-affective, cognitive learning theory
WEEK 8	Development of Motor Skills	Online discussion Readings, Discussion, Reflective Journal 5
WEEK 9	Development of Language and Cognition	Online discussion Readings, Discussion, Reflective Journal 6
WEEK 10	Social- Emotional Development	Online discussion Readings, Discussion
WEEK 11	Learning Social Skills	Online discussion Readings, Discussion, Reflective Journal 7
WEEK 12	Development of Identity	Online discussion



		Readings, Discussion
WEEK 13	Motivation in Early Education	Online discussion Readings, Discussion, Reflective Journal 8
WEEK 14	Action Research	Online discussion Readings, Discussion, Reflective Journal 9
WEEK 15	Holistic approaches to child development	Online discussion Readings, Discussion, Reflective Journal 10/ Presentation of Teacher as a Researcher Project
WEEK 16	Wrap up class, Teacher Researcher Project	Presentation of Teacher as a Researcher Project

Grading:

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.