Module 1: Child and Adolescent Development [Kelvin/Eleanor]

- This course emphasizes the cognitive, socio-emotional, and neurological development of children and adolescents within their families, schools, and sociocultural context. Topics to be covered include, but are not limited to, relationship between various aspects of student development and their implications for education approaches and teaching within a school setting.

- January 3- February 17 [January 3-January 7] [6 Weeks of Online Instruction]

Journal Assignment (Pre-Module)

- In a 3-5-page paper (double spaced, 12 point font, Times New Roman, double spaced) that explores the strengths and challenges of your experience as a child and adolescent. From your perspective, how did these experiences influence you as a student? How do they influence you as an educator?

Nicaragua Intensive

Day 1

Jan 3   Readings

- Freire-Chapter 2
- Child Developmental Principles and Theories

9:00-10:30   Introductions

10:30-11:15   Faculty Presentation [Kelvin] Overview of Program, Modules, Review of Syllabus, Review Blackboard and Assignment Submission platform

11:15-11:30   Break

11:30-12:30   Experiential 1 [Eleanor] Worldview. What has shaped your worldview, your work, and your individual development? How has your worldview shaped your philosophy and practice in the classroom?

12:30-1:30   Lunch

1:30- 3:00   Experiential 2-[Eleanor & Kelvin]-

  Dimensions of Identity- Consider the various

Small Activity and Discussion based on Genogram. Create a genogram that reflects the major influences of family members and others in childhood and adolescents. In doing so reflect on how particular people have contributed to your current understanding of childhood and adolescent development. How has your family influenced your views on education?
Wheel of Life- Activity

Identifying Learning Styles-A Sensory Approach Auditory, Visual, and Kinetic

Large Group Activity and Discussion based on Experiential 2

3:00-3:15 Break

3:15-4:15 Content Delivery Q&A [Kelvin& Elenaor] How the modules apply to shifting educational paradigms base discussion on Freire Chapter 2

Pillars of Positive (Positive Emotions, Positive Reinforcement, Resilience, Values, strengths, “flow”, Positive Institutions, Power of Positive Relationships

How do we manage diverse learning styles in the classroom and meet the individual needs of students?

4:15-5:00 Checkout- Reflect on highlights and lowlights of the day

Homework Read:

• Child Developmental Principles and Theories
• Castro-Solano & Lupano-Perugini (2013) The Latin American View of Positive Psychology

Day 2

Jan 4

9:00-9:30 Check In

9:30-10:15 Small Groups Activity- Reading Child and Adolescent Principles and Theories, Have Students Discuss the article and reflect on Gardner Question 3 p.87 Review Gardener’s theory of multiple intelligences. Describe the intelligence area that you believe is your strength? How does this fit within your personal analysis of strengths and your teaching style?

10:15-11:00 Larger Groups Activity and Discussion- how do you observe about cultural values that shape human potential, using Gardner’s concept of Multiple Intelligences? In what ways does your identified Intelligence area, as structured by Gardner, live in your classroom, your school, and/or your community? What is emphasized in your school and how does the larger society support or contradict this?

Eleanor’s notes on Gardner...how do we support students in finding their strength?

Sociogram-Identify the multiple areas of Intelligence as defined by Gardner and have participants cluster in those regions. Reflect on your classroom and school.
Consider what intelligence areas are elevated and which ones are neglected in your classroom.

11:00-11:15  Break

11:15-12:30  Faculty Presentation Q&A [Kelvin] The role of creativity in differentiating instruction to meet the needs of diverse learners.

12:30-1:30  Lunch

1:30-2:30  Faculty Presentation Q&A - [Eleanor] Feminist Perspectives on Developmental Theory

Large Group Discussion-How do we understand gender roles in supporting self-esteem?

Create timeline of your understanding of gender differences; identify any shifts that occurred in your timeline.

Create images of masculinity and femininity

2:30-3:00  Experiential 3 - [Kelvin] In a small group use the graphic organizer provided to compare and contrast three developmental theories of your choosing within the framework of the feminist perspectives presented. Which align with your worldview and developmental experiences? Has anything shifted, been reinforced or negated in your understanding of these developmental theories, in your self-perception, and/or in your professional identity?

3:00-4:30  Large Group Discussion based on Experiential 3

4:30-5:00  Checkout [Reflect on the day and share one word that describes something you learned, something that you are questioning or something you are curious about]

Homework→

•  Gardner Changing Minds Chapter 1 and 3
•  Powell (.....) Developmental psychology of adolescent girls

Day 3

Jan 5  Readings

9:00-9:30  Check-In

9:30-11:30  Individually- Review and organize the major ideas presented in the Burton Article using the provided Rubric.

How does Liberation Psychology influence Liberation Education? Provide specific examples that affirm or negate this theoretical framework in your
professional context. Identify the major elements that guide your educational philosophy. How can liberation psychology/liberation education inform your classroom and school setting?

**Small Group Activity (Part 1)**- Discuss the Brown (…) Leadership for Social justice article. How can the ideas be applied or how are the ideas applied in your professional environment? Does this article inform you educational practice? Do these ideas shift any of the current developmental and educational theories that are present in your classroom? Each small group presents and provides examples.

Brown article pg. 95 Delpit Quotation-Think of a student who has had to make significant adjustments from home life to school life. What has this individual needed to make this adjustment? How has schooling impacted this adjustment?

11:30-12:30 **Large Group Discussion**- What have you learned from this article that related to your professional environment? In what ways can you apply the ideas of Liberation Psychology to address some issues within your classroom and/or school? How would you develop a theory of educational development based on this social psychology?

12:30-1:30 **Lunch**

1:30-2:30 **Large Group Activity (Part 2)**—How would you talk about this to the students in your classroom/school? Identify the theories that you have chosen how do you imagine applying them in your classroom/school? What does it shift in the structure of your classroom/school and what does it support? How do you use these theories/ideas in your classroom/school to help students understand themselves better within the context of historical, socio-economic and technological factors?

2:30-3:00 **Faculty Presentation** [Kelvin/Eleanor]- Points of Contact—Where the arts and social justice meet.

3:00-4:30 **Experiential 4** [On a larger sheet of paper draw your individual timeline highlighting key moments of your life paying close attention to moments of transition, transformation and/or shifts in perspective. After the timeline is complete use the transparencies provided to superimpose some theoretical frameworks?]

Large Group Discussion- Based on age and developmental level of your students how can you use liberation psychology to promote better self and social understanding. What challenged you in doing this?

4:30-5:00 Check out [Express without words the experience of the day using a gesture, movement or sound]

Homework Reading→
• Brown—Leadership for Social Justice
• Burton-Liberation Psychology

Day 4
Jan 6 Half-Day
Reading (None)
9:00-9:45 Faculty Presentation [Eleanor]-Our own timeline and Educational Experience how that influenced us as teachers Q and A
15 minutes Q and A
10:00-10:45 Faculty Presentation [Kelvin]-Our own timeline and Educational Experience how that influenced us as teachers (immigrant) Q and A
15 Minute Q and A
11-12:00 Open Discussion Closure
End at 12