



A HYBRID COURSE WITH GEN ED BF DESIGNATION

ED PS 3720/6720

CHILD DEVELOPMENT & LEARNING: UNDERSTANDING CHILDREN BIRTH TO GRADE 6

WANT TO UNDERSTAND CHILDREN, HOW THEY LEARN, AND HOW WE CAN DESIGN EDUCATIONAL PROGRAMS AND TECHNOLOGY FOR CHILDREN?

THEN, CONSIDER THIS COURSE!!!

Meet with
ED PS 3720-001
ED PS 3720-003
(Honor's section)
ED PS 6720-001
(Graduate Section)

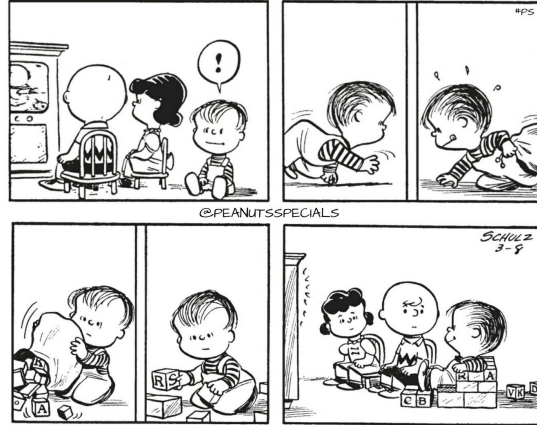
Understanding learning theories;
Teaching perspectives;
Processes of child development;
Various predictors;
Implications for educational technology and program designs

Contact
claire.son@utah.edu

MONDAYS
11:50- 1:10 PM
@ SAEC 3147

ED PS 3720/6720
Child Development and Learning: Understanding Children Birth to Grade 6
 Fall, 2024 (3 credits)
 Mondays, 11:50-1:10 @ SAEC 3147

Instructor: Dr. S. Claire Son
 Office: SAEC Room 3249
 Email: claire.son@utah.edu
 Office hours: By appointment



Overview:

The goal of this course is for students to develop understanding of processes of children's learning and its development from birth through elementary ages as it contributes to the teaching of children in early childhood and elementary educational settings. This course emphasizes major theories of childhood learning encompassing physical, brain, cognitive, academic and social learning, learning contexts of family, school, community, culture and society, and their implications for early education. This course will encourage students to critically examine personal experiences and the empirical literature on childhood learning. This course will also stimulate students to consider best educational practice and intervention implications for young children.

Course Objectives:

Upon completion of EDPS 3720/6720, students will be more advanced in:

1. Understanding different childhood learning theories or perspectives and their educational implications
2. Describing the process of physical, cognitive, academic, language, motivation and self-regulation learning and identifying appropriate educational targets
3. Identifying the various influences on learning and development, such as biological, social, and cultural factors
4. Understanding differential processes of childhood learning in multiple contexts, including formal (school), informal (non-school educational settings, such as museum and library), and non-formal settings (home, neighborhood etc.)

Required Readings:

McDevitt, T. M., & Ormrod, J. E. (2020). ***Child Development and Education***. (7th Edition). Upper Saddle River, NJ: Pearson.
 ISBN-13: 978-013-4806778 ISBN-10: 0134806778

Additional readings are available as PDF files on Canvas. The list of additional readings is attached as the end of the syllabus.

The textbook will be available as an *inclusive access package* that instantly provides accessible, interactive digital textbook with reduced cost. You will receive an information email prior to the first day of class on how to access your digital course materials. The first two weeks of access to the digital content are complimentary for students to utilize and explore. After the first two weeks, in order to retain access, simply do nothing; a charge will have been conveniently billed to your tuition account. If the student decides they don't want the instant access to the course materials they will have the option to **OPT OUT** and will be refunded accordingly. You will then be responsible for obtaining your own textbook for this course.

Course Policies:

Attendance. You are expected to attend every class, be on time, stay the duration of the class and participate in class discussion and activities in order to receive full credit. Frequent absences will result in a reduction in final grades and

course failure. If you attend a class, you will earn 5 points. Only exception is than the case you can provide official evidence of “your” absence (e.g., doctor’s note on your illness). While I will maintain my attendance policy, I also understand that this year would be unusual with the Covid. If you are sick, diagnosed as or exposed to the Covid, please contact the instructor as soon as possible by email to discuss possible accommodation.

Class Format. This course uses the hybrid format, meaning that it has the online part (e.g., chapter reading, reading response, and online activity) that needs be done at your convenient time before the deadline (Sunday 9 pm) and the in-person part, where you meet face-to-face on Monday 11:50 am at the University campus. When an unforeseeable condition occurs (e.g., pandemic), the in-person part may be moved into zoom meetings. The instructor will notify you in that case.

Readings and Sharing. It is important for you to complete the assigned readings each day before coming to each in-class session. All students need to read a textbook chapter and write a reading response about it; graduate students who are taking 6720 as well as undergraduate honors students are also required to read and write about additional articles. To help organize your thoughts about reading and class discussions, make a note of your thought of important ideas in the reading or appropriate teaching or child-rearing practices related to the topic in the chapter you are reading (See “reading response” in assignments). Active participation based on your reading/thought is expected.

Assignments. All assignments are due on Canvas at Sunday 9:00 pm unless otherwise specified. This means that weekly reading responses are due Sunday 9:00 pm before the Monday class when the chapter is to be discussed. Points will be deducted for each late day. Assignments will not be accepted over 5 days late. Every assignment (text part) should be well-written, concise, typed, single-spaced, and one-inch margin, with 12 font size.

Extra Credit. No extra credit work will be allowed, other than extra reading response and online activity for weeks 13 & 14. If you have extra research participation, that can be considered as part of extra credit. It is best to accumulate points by finishing each week's reading response and online activity from the beginning.

Cheating. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating, but in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. The student also should do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of class.

Plagiarism. Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Copy of one’s own work in other class will also be considered as plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

*** Cheating and/or plagiarism in this class will result in automatic failure in the course. See student handbook for University rules. *** <http://www.regulations.utah.edu/academics/6-400.html>.

FIT Policy. The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), offers a nationally accredited curriculum designed to prepare individuals for the teaching profession. However, satisfying the curriculum, field-based, and testing requirements alone does not ensure recommendation to the state of Utah for a teaching license. Prospective licensure candidates must also demonstrate professional dispositions for teaching in accordance with program, university, state, and national requirements for professional licensure.

Dispositions for teaching are defined as the behavioral and social abilities expected of an education professional. (i.e., UETS, CAEP, USBE). Education professionals must possess the maturity required for the full utilization of their intellectual abilities, for the exercise of good judgment, and for the development of effective relationships with students, parents and colleagues. Education professionals must be good communicators and role models and possess qualities of compassion, integrity, concern for others, commitment, motivation and teamwork. Education professionals must develop mature, sensitive and professional and effective relationships with students of all genders, ages, races, lifestyles, sexual orientations,

abilities, language, and cultural backgrounds, as well as with their families, with other teachers and administrators, and with all members of the learning and working community. Education professionals must be self-reflective and have the ability to assimilate appropriate suggestions and criticism and, if necessary, respond by modifying their behavior. Education professionals must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the teaching environment. Actions that violate the standards for education professionals include but are not limited to:

- verbally destructive or inappropriate, physically aggressive and/or unprofessional behavior toward course instructor(s) or teachers, classmates;
- inappropriate, destructive, aggressive, or unprofessional behavior towards instructor(s), classmates, or professionals in the field in writing (e.g., electronic communications by cell phone/text, email, blogging,
- Facebook, and/or other social network communications).

As a professional preparation program, the UITE reserves the right to recommend or fail to recommend admission into the teacher licensure program based upon a series of stated criteria, including the dispositions for teaching set forth in this policy. Thus, prior to admission to the UITE, students enrolled in licensure course work will be apprised of the Fitness to Teach (FTT) policy. This policy applies to all students completing prelicensure coursework in the College of Education at the University of Utah. In the event that a course instructor or clinical placement advisor develops concerns about a licensure candidate's disposition for teaching, those concerns will be presented in writing to the candidate. The candidate may provide a written response to the concerns. The instructor memo as well as the candidate's response (if there is one) is then sent to the FACTE Committee. The Faculty Advisory Committee on Teacher Education (FACTE) will consider the instructor's concerns, the response from the candidate, and write a consensus opinion of the concerns. All documents will be placed in the admissions file of the candidate and reviewed for admission into the UITE.

Here are the links to the *Educational Dispositions* policy and the *disposition evaluation instrument*:

<https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2024/08/05121816/Fitness-to-Teach-2024-2025.pdf>

<https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2022/08/01145339/Educational-Dispositions-.pdf>

University Policies:

Non-discrimination Policy. In accordance with university regulations and the Department of Educational Psychology guidelines, the course instructor and fellow students shall not discriminate on the basis of ethnicity, race, religion, sex, age, national origin, disability, or sexual orientation. We take all allegations of discrimination seriously. If you believe that you have experienced discrimination from the course instructor or another student, please bring it to our attention.

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Safety Policy. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at [801-585-COPS](tel:801-585-COPS) ([801-585-2677](tel:801-585-2677)). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone

you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

COVID information. The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>.

Other resources are

1. [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
2. [Registrar's Office COVID-19 Information and FAQ's](#)
3. [Housing & Residential Education](#)

Student Mental Health Resources. Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, training and other support. Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness.

Finally, all graded exams/assignments for this course will be discarded by the end of the semester. Thus, if you have any questions regarding your exams or assignments, you are encouraged to deal with these questions in a timely manner.

Course Assignments:

- **Online Part Assignment 1: Reading Response.** 55 points. For each week, you are required to carefully read assigned textbook chapters (and additional articles in the Canvas modules if you are honors' student 3720-003 section, or 6720 graduate student) and need to write a reading response paper by answering each week's questions based on your reading in one "full" page (single-spaced, 12 font size). The reading response should be submitted before the in-person/zoom session when the reading is scheduled for discussion, by **Sunday 9:00 pm**. Late submission will be deducted of its points. Each reading response is worth 5 points for total 11 weeks of reading (excluding weeks **1, 8, 14 & 15**)
- **Online Part Assignment 2: Online Activity.** 55 points. As part of online part, you need to complete an online activity for each week. The activities are mostly about applying an important concept in child development to real-world examples. It also needs to be submitted by **Sunday 9:00 pm** for total 11 weeks (excluding weeks 1, 8 & 14).
- **Group Work: Educational Product Analysis Assignment and Presentation.** 35 points. Begin this assignment by looking for an educational program or product for children, including educational/learning materials, toys, games, software/apps, or extra-curricular activities/service/programs etc. Choose one product and (1) study the product for its stated purpose/use (i.e., target audience, stated purpose and use, features), (2) analyze using a lens of child development expert (i.e., appropriateness for learning characteristics and age/developmental levels of children, specific learning domains affected by this product, models/theories of childhood learning assumed in the product) and (3) evaluate the product, its pros and cons from educational perspectives, how teachers and parents use the product, and how to modify the product to best facilitate learning, etc.). As part of power point presentation, you need to provide thick descriptions of the product and also its image/ photograph/media if applicable. Merits of the project (20 points) and your participation in the project (10 points), along with the clarity and creativity of the presentation (5-10 minutes, 5 points) will be evaluated. **Presentation PPT Due date: Nov 18, 2024 in Class**
- **Final Paper.** 50 points. EDPS 3720 students will do a child observation paper (EDPS 6720 graduate students will do a research paper) as their final paper. However, in the case of a difficulty to find children to observe, 3720 students may have an option to a research paper instead of observation paper. You need to decide which paper to do before you start the work. Changes in the format at the last minute are not allowed. Please plan in advance and talk with the instructor. **Final paper due date: Dec 2, 2024**

ED PS 3720 Child observation report for undergraduate students– A brief child observation paper will require you to make a simple hypothesis, observe children, and write about observations and results. You will observe two children (toddlers, preschoolers, kindergartners, or 1st /2nd graders) during an early literacy activity of your choice (e.g., picture book reading, writing a birthday card, etc.). The two children need to be different in one major characteristic that predicts early literacy (e.g., different in age, gender, home language, ESL status, family background, disability, etc.) while other characteristics are similar (so that you can conclude that children’s literacy behaviors are different due to their characteristic of your comparison point of age, gender, language, etc.), not because of other characteristics. Examples: Comparing a three-year-old girl and a boy to study gender differences in asking questions during picture book reading. Or, comparing a 4-year-old girl versus a 6-year-old girl to study age differences in their ways to figure out unknown words during picture book reading.

Record children’s literacy activity or/and jot down everything they say and do to make a transcription of all their verbal and physical behaviors. Please attach this sheet of transcription of children’s language and non-verbal behavioral observation at the end of the report. Children’s behaviors and languages will be analyzed using observation guidelines on **page 358** of our textbook (or any other criteria you found from another research article or chapter) and analyzed as a three-page, single-spaced paper. The report needs to describe your point of comparison and rationales, children’s characteristics, and observation and analysis procedure, and summarize your observation and analysis of children’s literacy skills and conclusion. To facilitate the process of paper writing, you will submit the assignment in three steps: (1) your target of child observation, rationales, and a hypothesis (5 points), (2) a revised hypothesis and method of observation (5 points), and (3) final paper (40 points).

ED PS 6720 Research paper for graduate students only– A brief research paper will require you to find and read five to ten scholarly research articles published in academic journals (no online source or Wikipedia), and to write about the relation of this research to some specific topic (of your choice) regarding childhood learning covered in this class. You will write this as a four-to-five-page, single-spaced research paper, summarizing and comparing/contrasting different perspectives and findings. This research paper should expand on what was covered in class, and not simply summarize what you have already learned in class. Examples: The role of home literacy environment on the development of different early literacy skills. The impact of watching TV programs on children’s attention. The contribution of family engagement in student achievement.

To expedite the process of paper writing, you will submit the assignment in three steps: (1) “your potential topic, rationale, and expected findings (5 points) (2) 5 or 6 references and a brief summary of each article (5 points), and (3) final paper (40 points). In the final paper, you need to include citation in the text and have a reference list using APA style (Study the “Introduction to APA Style” on the Purdue Online Writing Lab, https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) See especially “General Format,” “Reference list,” and “In-text citations.”

- **Online Exams.** 30 points for each exam. **10/13 & 12/1.** You will be given two open-note exams, which means you can use your study notes (but not your textbook or slides) for the exams. You can prepare your own chitchat notes to use during the exam, based on the reading assignments, lectures, and class discussions. Exams will consist of multiple-choice questions, short-answer questions, and essay questions. Exams are not cumulative. There will be no make-up exams, except for documented illness.
- **Research Participation.** **5 points for each hour for 3-hour credit.** Research is a strong focus at the University of Utah, and faculty from the Department of Educational Psychology are actively engaged in widely diverse research projects. Participating in one or more of these research projects is an important component for undergraduate students enrolled in an educational psychology course. To provide this experience, the Department has established the Educational Psychology Subject Pool. This pool allows students to participate (not to exceed 5 hours per course) in research that has been approved by the University of Utah’s Institutional Review Board (IRB). For your participation, you will earn course credit. Alternatively, you do have the option of satisfying this research requirement by reading a selection of articles on topics relevant to this course and passing a set of multiple-choice tests on the readings. How you wish to satisfy this requirement is up to you. Your participation in research or in the reading/testing option will contribute 8% to your final grade. For each one-hour session successfully completed, you will earn one credit toward your research participation requirement. Failing to cancel an appointment and not showing up will result in a loss of credits equivalent to the duration of the missed appointment (e.g., one credit would be lost for a missed one-hour appointment). Any credit

loss due to a missed appointment can be made up by successfully completing another research appointment via the same subject pool at a later point in the same semester. In the event that you show up for a scheduled appointment, but the research assistant or principal investigator responsible for the scheduled study does not show up, you will still receive credit for the scheduled session. To ensure that you receive credit in this situation, you should contact the subject pool administrator via email: edps-research@utah.edu. Full completion of, or failure to complete, the research component of the course can only augment or reduce a student's course grade by a maximum of one grade level (e.g., B to B+, or reverse). You need to complete the participation by **December 6, 2024 at 5 pm.**

You register as a student in the Educational Psychology Research Pool by going to <https://utahedps.sona-systems.com/>. See a handout with instructions for using this system to sign up and monitor your credits.

Evaluation:

Assignment	Point Value
Attendance	60 (5 points each for 12 in-class sessions excluding week1)
Reading response	55 (5 points each for 11 readings)
Online activity	55 (5 points each for 11 activities)
Group Project: Product Analysis	35
-Quality of analysis	(20)
-Participation	(10)
-Creative presentation	(5)
Final Paper: Child observation paper	50
Research Participation	15 (5 points each for 3 hours of participation)
Exam1	30
Exam2	30
TOTAL POSSIBLE POINTS	330

Grade	Percentages	
	Lower	Upper
A	93	100
A-	90	92.9
B+	87	89.9
B	83	86.9
B-	80	82.9
C+	77	79.9
C	73	76.9
C-	70	72.9
F		69.9

EDPS 3720/6720 Course Schedule and Assignments

The following schedule is subject to change – such changes will be announced. Some classes may be moved into zoom meetings if there are some serious concerns, such as our class directly exposed to Covid, etc.

Online sessions will focus on understanding basic terms and theories in readings, and in-person sessions will focus on discussions and applications of the readings. Please come to the class to be ready to discuss the readings/chapters. 3720-001 students are to read the textbook chapters (other readings are optional); 3720-003 and 6720 students are required to finish “additional” readings as well as textbook chapters.

<u>Date</u>	<u>Lecture Topics</u>	<u>Reading and Assignments</u> (Additional readings are for honors and graduate students)
Week 1 8/19 (In-Person)	Course overview Learning in family, culture, and community	Chapters 1 & 3 NYT article on class difference in child rearing Register as a student in the Education Psychology Research Participation Pool at https://utahedps.sona-systems.com/
Week 2 8/25 (Online) 8/26 (In-Person)	Using research to understand children	Chapter 2 Online part assignments Prepare for in the womb video discussion assignment
Week 3 9/1 (Online)	Biological beginning No in-class meeting (Labor Day)	Chapter 4 Online part assignments <u>Video watching (In the womb) and its discussion assignment (due 9/1)</u>
Week 4 9/8 (Online) 9/9 (In-Person)	Physical and brain development Guest lecture: Tayzia Casaday & Eric Payne, <i>Playworks</i>	Chapter 5 Washington post article by Valerie Strauss Cameron et al. (2016) Online part assignments
Week 5 9/15 (Online) 9/16 (In-Person)	Cognitive learning and development: Theories	Chapter 6 Lourenço (2012) Online part assignments
Week 6 9/22 (Online) 9/23 (In-Person)	Cognitive processes	Chapter 7 Pearce & Rohrmeier (2012) – optional reading Online part assignments Prepare for intelligence movie analysis and choose a movie/series episode
Week 7 9/29 (Online) 9/30 (In-Person)	Intelligence Exam 1 preview	Chapter 8 Hanscombe et al (2012) Online part assignments- <u>Intelligence movie analysis (Due 9/29)</u>

	Online Exam 1 (Weeks 1-7) Open 10/2 9pm, Due 10/13, 9pm	Prepare for Online Exam 1 Think about a final paper topic & find a time to meet/zoom with Dr. Son to discuss your final paper topic; you need to talk with Dr. Son before your submit your final paper topic on 10/20
Week 8	University Fall Break (No Class 10/7)	Don't forget to schedule research participation: https://utahedps.sona-systems.com/
Week 9 10/13 (Online) 10/14 (In-Person)	Language learning Online Exam 1 (Weeks 1-7) Due by 10/13, 9pm	Chapter 9 Hart & Risley (1975); Fernald & Weisleder (2015; optional); McCabe et al. (2013) Online part assignments *Final paper topic due 10/20
Week 10 10/20 (Online) 10/21 (In-Person)	Academic learning	Chapter 10 Masten et al. (2014) Online part assignments
Week 11 10/27 (Online) 10/28 (In-Person)	Emotional learning	Chapter 11 Raver (2002) Online part assignments *Final observation paper hypothesis and method plan due 11/3 (for 6720 students: 5 articles summary for research paper)
Week 12 11/3 (Online) 11/4 (In-Person)	Self-regulation Team assignment Work on team project: Product decision and description	Chapter 13 (pp. 484-495) Raver et al., (2012) Online part assignments
Week 13 11/10 (Online) 11/11 (In-Person)	Motivation Work on team project: Product analysis and evaluation	Chapter 13 (pp. 495-522) Lerkanen et al. (2012) Online part assignments Observe two children for your final paper
Week 14 11/17 (Optional online) 11/18 (In-Person)	Self and social understandings Work on team project: Presentation preparation Online Exam 2 (Weeks 8-14) Open, 11/20 9pm, Due 12/1 9pm	Chapter 12 Blakemore (2010) Jones & Bouffard (2012) Optional online part assignments * Team product analysis PPT due 11/18 in class Prepare for Online Exam 2
Week 15 11/24 (Optional online) 11/25 (In-Person)	Team Power point presentation Wrap up: Complex ecology of child development	Chapter 15 McDevitt & Ormrod (2008) Optional online part assignment
Week 16	Online Exam 2 (Weeks 8-14) Due by 12/1 pm	* Final paper due 12/2, 9pm * Research participation due 12/6 5pm

12/1 (Optional online)		
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References

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