ECED 501.DL2 & 600
Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)
Spring 2015
Hybrid Course with in-person meeting dates on: 3/18, 3/25, 4/1, 4/8, 4/15, 4/22, 4/29
Arlington Founders Hall 313

Instructor: Raymond Shorter
Email address: rshorter@gmu.edu (preferred point of contact)
Office hours: by appointment

Course Description

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:
- Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
- Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
- Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
- Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive, social, and emotional domains.
- Discuss the etiology of major disabilities as well as giftedness.
- Select culturally and linguistically appropriate resources to use with diverse families and

their children.
- Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the effects of child abuse and neglect on development.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Lightfoot, C., Cole, M., & Cole. S. (2013). *The development of children (7th ed.)*. New York, NY: Worth Publishers.

This course also requires reading published journal articles on Human Development, example journals include:
  Early Education and Development
  Child Development
  Human Development
These and other journals are available on the Mason library website.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class and on-line.

2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

   > Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. *Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.*

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All

written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at http://infoguides.gmu.edu/content.php?pid=39979 Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86
B- = 80-82   C = 70-79   F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, **Understanding and Integrating Developmental Pathways Case Studies Analysis,** to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Understanding and Integrating Developmental Pathways Case Studies Analysis (20 points)

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

501 Specific Course Assignments

Assignments	Due Dates	Points
I. Attendance and Participation	Ongoing	15
II. Journal Entries – 1.5 points each	Saturday at 11:59pm in Blackboard 3/28, 4/4, 4/11, 4/18, and 4/25	10
III. Child Abuse and Neglect Training	March 28 Certificate due in Blackboard	5
IV. Developmental Theory Perspective Paper & Presentation	April 11: Paper in Blackboard April 15: Presentations in class	20
V. Journal Article Review	April 22 in Blackboard	10
VI. Understanding and Integrating Developmental Pathways Case Studies Analysis	May 6 in Blackboard May 13 in TaskStream	40
TOTAL		100

I. Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections. Go to mymason, http://mymason.gmu.edu, to login to Blackboard 9.1

II. Online Journal Entries (10 points)

Students will keep an electronic journal based on their reflections from the assigned weekly readings, post it on Blackboard by the designated deadlines (see schedule below), and bring that week's reflection to class. The purpose of the journal is to encourage critical reflection and the sharing of ideas and insights gained from the assigned readings, making connections to their own experience and to previous class presentations and discussion. Sometimes students will be provided with prompts for reflection and, at other times, students will determine the focus of the written reflection themselves. Students will come to each class prepared to share their journal reflection. **Journal entries should be a minimum of one page double-spaced.**

> **Due in Blackboard:** Saturday at 11:59pm in Blackboard
> 3/28, 4/4, 4/11, 4/18, and 4/25

III.   Child Abuse and Neglect Online Training (5 points)

Students must complete an online mini course on Child Abuse and Neglect. Students will upload and submit a copy of the certificate of completion in Blackboard. Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program offers an online course that fulfills the requirement. This course is entitled "*Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators*" and is available, at no cost, at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

Certificate date of completion and submission in Blackboard: March 28

IV.   Developmental Theory Perspective (20 points)

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of three individual theories and associated theorists. Grand theories included in the text include Psychodynamic Theories, Social Learning Theories, Piaget's Constructive Theory, Vygotsky's Sociocultural Theory and modern theories include Evolutionary Theories, Information-Processing Theories, Systems Theories, and Critical Theories. Students will select three theoretical perspectives and write a 2-3 page, double-spaced summary on each theory that includes at least the following information:

1. Important theorists within the particular paradigm
2. Key tenets of the theory
3. How theory explains cultural differences that are apparent in development
4. How theory explains variation in development, including disabilities
5. The impact of the theory on Education
6. Weaknesses and Strengths of theory
7. Compare and contrast to at least two other perspectives

The main source of information will be course textbooks; however, other sources should be consulted and sited. Scoring guide will be based on key elements of assignment.

Paper due in Blackboard: April 11

Presentation in class: Feb 24 & March 3

V.   **Journal Article Review – *for 501 students only* (10 points)**

Students will read and review a ***peer-reviewed journal article published in the past decade*** that addresses development and learning in infancy, early childhood, middle childhood or adolescence. The article should focus on children or adolescents with diverse cultural, linguistic, and economic backgrounds or children with disabilities. Journal articles need to be approved by instructor before review takes place.

Students will provide a summary of the content in the article. They will specify how the content in the article is consistent or inconsistent with the information presented in their course text and how it adds to their knowledge base on development and learning. The review should be about 2 pages in length, double spaced, APA format.

Review due in Blackboard: April 22

VI.   **Performance-Based Assessment: Understanding and Integrating Developmental Pathways Case Studies Analysis (40 points)**

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Course Topics and Schedule

Date	Topic	Readings & Assignments Due
Mar 18 F2F	Introduction and review of syllabus; The study of human development	Review syllabus on Blackboard
Mar 18 ON-LINE	Theories of development Core concepts of early development	Have read Lightfoot et al. Chapter 1 Due in Blackboard & bring copy to class: Journal entry #1
Mar 25 F2F	Biocultural foundations	Have read Lightfoot et al. Chapter 2 Due in Blackboard & bring copy to class: Journal entry #2

Date	Topic	Readings & Assignments Due
Mar 25 ON-LINE	Prenatal development and birth	Have read Lightfoot et al. Chapter 3 Due: Child Abuse and Neglect Training (Certificate posted in Blackboard)
April 1 F2F	Infancy and brain development *Developmental Theory Presentations*	Have read Lightfoot et al. Chapter 4 Due: Developmental Theory Perspective Paper & Presentation
April 1 ON-LINE	Infancy: Physical & cognitive development *Developmental Theory Presentations*	Have read Lightfoot et al. Chapter 5 Due in Blackboard & bring copy to class: Journal entry #3
Date	**Topic**	**Readings & Assignments Due**
April 8 F2F	Early Childhood: Language acquisition; Physical and cognitive development	Have read Lightfoot et al. Chapters 7 & 8 Due in Blackboard & bring copy to class: Journal entry #5
April 8 ON-LINE	Early Childhood: Social and emotional development	Have read Lightfoot et al. Chapter 9 Due in Blackboard & bring copy to class: Journal entry #6
April 15 F2F	Cultural contexts of development	Have read Lightfoot et al. Chapter 10 Due in Blackboard & bring copy to class: Journal entry #7
April 15 O-LINE	Middle Childhood: Physical & cognitive Development	Have read Lightfoot et al. Chapter 11 Due in Blackboard & bring copy to class: Journal entry #8 Due: Journal article review (501students)
April 22 F2F	School as a Context for development	Have read Lightfoot et al. Chapter 12

		Due in Blackboard & bring copy to class: Journal entry #9
April 29 ON-LINE	Adolescence: Physical, cognitive, social and emotional development Last Day of Class	Have read Lightfoot et al. Chapters 14 & 15 **Due May 13 in TaskStream**: Case Studies Analysis

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.

Early Childhood Education
CAEP Assessment 2
Content Knowledge
Understanding and Integrating Developmental Pathways - Case Studies Analysis

Early Childhood Education CAEP Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is in ECED 401/501 Developmental Pathways of Diverse Learners. This assessment shows evidence of meeting CEC Standard 1.2 and NAEYC Standard Elements 1a and 1b.

Assessment Overview

In this assignment, candidates will focus on their knowledge of child development and learning and apply that knowledge to learners of focus across the age span of birth through age eight. Candidates will do the following:

- View video recordings of children, birth through eight, from those provided via the internet.

- Choose three video recordings that address different age ranges, infant/toddler, preschool, and kindergarten through grade 3.

- Use course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of the three observed video recordings.

- Address the following areas of development: physical, cognitive, social and emotional development and language acquisition.

- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, (with in-text citations), choosing at least three theories to address.

- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development.

- Present all of this information in an organized and accurate paper on Understanding and Integrating Developmental Pathways.

CEC Standard Assessed

*CEC 1.1 Beginning special education professionals **understand** how language, culture, and family background influence the learning of individuals with exceptionalities*

NAEYC Standard Elements Assessed

NAEYC 1a Knowing and understanding young children's characteristics and needs

NAEYC 1b Knowing and understanding the multiple influences on development and learning

Assessment Procedures

Before writing their paper, candidates will respond to components below.

Watch Video Cases: Candidates will choose *one video at each of the developmental age groups*. Listed below are the video recordings grouped by developmental age group.

Infant/Toddler

Special Quest Christopher's Story
http://www.youtube.com/watch?v=LEty6-c0cfQ

Reading to Infants
http://www.youtube.com/watch?v=wmWnlW2ujRM

Nelcy Takes a Walk
http://www.draccess.org/videolibrary/Nelcy_takes_a_walk.html

Early Childhood

Three-Year-Old Vanessa (Assistive Technology)
http://www.youtube.com/watch?v=r0adFdlbYZE

Time for Oliver
http://www.draccess.org/videolibrary/timeforoliver.html

Ari at Lunch
http://www.draccess.org/videolibrary/ariatlunch.html

Carmen at Lunch
http://www.draccess.org/videolibrary/carmenatlunch.html

Gina at the Sand Table
http://www.draccess.org/videolibrary/ginasandtable.html

Sam Makes a Spider
http://www.draccess.org/videolibrary/sammakesaspider.html

Isaac at Play
http://www.draccess.org/videolibrary/isaac-at-play.html

Sean Playing with Flubber
http://www.draccess.org/videolibrary/seanplayingwithflubber.html

Cameron Talking with Others
http://www.draccess.org/videolibrary/cameron-talking-with-others.html

Kindergarten to Grade 3 (There are multiple children in these videos and to the extent possible focus on 1 or 2 children.)

Five-Year-Olds Pilot Their Own Project Learning
http://www.youtube.com/watch?v=_eyucHMifto

Additional kindergarten site
http://www.learner.org/vod/vod_window.html?pid=1773
There are two possible videos to use at this site: 1. Making Bread Together (kindergarten) and 2. Caring for the Community (grades 1-3).

Also, candidates can identify a different video that they think meets the needs of this assignment. The video has to be available publically, fit in the needed age range, and include at least one focus child from a diverse economic, language, or cultural background, and who has a disability. Minimum length for a video is 5 minutes.

For each of the cases, candidates will describe the following:

Theories of development that are relevant to the video cases observed.

- For each of the theories, candidates elaborate on the following:
    - key tenets of the theory;
    - how the theory explains cultural differences that are apparent in development;
    - how the theory explains variation in development, including disabilities (exceptionalities); and
    - weaknesses and strengths of the theory.

- For each of the theories, candidates will include class readings (with in–text citations) and specific examples of observations from the video recording that help to explain the theories.

- The child's (children's) unique characteristics and needs in relation to relevant developmental milestones described in class readings (with in-text citations) for each of the video recordings (*CEC 1.1; NAEYC 1a*). Candidates will address the following:
    - Language Acquisition
    - Physical and Cognitive Development, and
    - Social and Emotional Development.

Across cases, candidates will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*CEC 1.1; NAEYC 1b*). Candidates will do the following:

- Explain how development manifests itself in young children from diverse backgrounds, including the multiple influences on young children's development and learning, including the following:
    a. Family and community view of child/children's development, particularly their strengths;
    b. The socio-cultural context (language, social, political, economic, historical, and personal family story) of the family and community; and
    c. How children's exceptional abilities interact with (a) and (b).

Understanding and Integrating Developmental Pathways Paper

After candidates collect the above stated information, they will write a comprehensive, accurate, well organized paper on *Understanding and Integrating Developmental Pathways* based on the information gathered in steps one through four. This paper combines the information in a framework of candidates' design. They will use APA style.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC, & NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	**Meets Criteria**	**Partially Meets Criteria**	**No Evidence**

Early Childhood Education PK-3 CAEP ASSESSMENT 2 Content Knowledge

Understanding and Integrating Developmental Pathways Case Studies Analysis

ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence

CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities

NAEYC 1a Knowing and understanding young children's characteristics and needs

NAEYC 1b Knowing and understanding the multiple influences on development and learning

CEC 1.1: Understand how language, culture, and family background influence the learning of individuals with exceptionalities NAEYC 1b: Knowing and understanding the multiple influences on development and learning	Included all the information needed to meet criteria AND Accounted for the multiple contexts (beyond the immediate), such as environmental, genetics, historical, and global issues AND Discussed how they influence growth and development AND Illustrated understanding of the ways these influences interact with each other in a way that influences development	Included the multiple influences on development and learning, including all of the following areas: family AND community AND culture AND language AND poverty status AND learning of individuals with exceptionalities	Addressed the development of the focus child(ren) in each video but did not address the influence of the particular areas: family OR community OR culture OR language OR poverty status OR learning of individuals with exceptionalities	Did not address the interaction of development with family, community, culture, language, poverty status, and how learning of individuals with exceptionalities

NAEYC 1a: Knowing and understanding young children's characteristics and needs	Included all the information needed to meet criteria and in addition displayed an understanding of the complexity of development and the interconnectedness between domains or areas of development AND Illustrated an understanding of how the additional theories explain development and the limitations/ weaknesses of each AND Explained how theories attempt to respond to children's needs	Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 and addressed physical, cognitive, social and emotional development, and language acquisition for each AND Described three theories (with in-text citations) that support development and the main assumptions of those theories (key tenets, weaknesses and strengths of theory, cultural differences, and developmental variations, including disabilities) AND Used course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of the three observed video recordings AND Provided specific examples of observations from the video recording that help to explain the theories	Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 but is missing one of the following: an area of development (physical, cognitive, social, and emotional development, and language acquisition) OR three theories (with in-text citations) that support development and the main assumptions of those theories, including how the theories account for the learning of individuals with exceptionalities OR course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of the three observed video recordings OR specific examples of observations from the video recording that help to explain the theories	Did not include an analysis of child development via video in one of the three age groups, infant/ toddler, preschool, kindergarten to grade 3