

PRACTICUM IN CHILD DEVELOPMENT
(COMT 116//HDP 135)
Spring 2008

Chad Harris, professor
charris@weber.ucsd.edu

Phone: 619-962-7977

Office Hours: TBA

Media tech: Bruce Jones--bjones@weber.ucsd.edu--office--media center 135—x0417

TA: James Perez
jperez@weber.ucsd.edu
Office Hours: TBA

OBJECTIVE: To provide students with an opportunity to study the ways in which communication and cultural phenomena (i.e. **Technology**) intersect with intellectual development in real life settings.

FOCUS: The focus of this class will be to link theory and practice to the role of technology in human development. Students will be introduced to various social-based theories on learning and development that they will apply in especially designed learning environments located in community institutions. In class as well as during site visits, students will apply theoretical perspectives to promote children's and their own intellectual social and academic development. To accomplish this, students engage with children and/or adults around computer and telecommunications activities designed to promote optimal learning and development. Students will track developmental processes through site observations and reflections of personal experience through ethnographic field notes that are submitted to the instructor/TA via e-mail.

REQUIRED CORE ACTIVITIES FOR SIX UNIT COURSE:

1) Attend class twice a week, read course materials.

In weekly class meetings, please be ready to participate in class discussion of assigned readings on issues related to field practice (beginning around Week 3). Beginning around Week 5, each lecture session will be led by the students. Two-three students will lead a class session of their choosing—which you will sign up for in the third week of class. In leading the discussion, presenters are asked to prepare a **short (10 minutes)** presentation that summarizes and critiques the themes and approaches of the assigned reading for the

day, as well as prepare questions & discussion points that help to facilitate the participation of all class members. Presenters are encouraged to meet with the professor to discuss possible ideas for classroom conversation. The rest of the class will scaffold the presenters' performance using the same strategies undergraduate "Amigos/as" are expected to use at site to promote the learner's optimal performance. In other words, students will practice in class what they are expected to do at their practicum sites.

Please note that the readings are listed by the day they will be discussed in class.

2) Participate at an after school educational activity.

Each student is expected to go to a practicum site on the first week of class for an orientation and then make regular weekly site visits until 9th week. During site visits, students work/collaborate directly with child participants on computer mediated-activities that are designed to promote intellectual and social development. Attendance at site is **mandatory unless prior arrangement has been made with professor.** *Be prepared to budget for travel expenses.*

3) Write ethnographic field notes.

Field notes should be completed immediately after each site visit. These are careful accounts of observations that students make while at site. Training on writing and submitting field notes will be provided in class. A set of exemplary field notes will be discussed in class and are posted on this website.

Field notes for each site visit are due within **48 hours of site visit**. Field notes are scored on a 50 point scale. Your TA or instructor will provide constructive feedback on the content and/or style. This feedback opportunity is invaluable for learning to write ethnographic field notes and to make keen observations of how theory applies in real life settings. **Late field notes will be marked off ten points and *will not be accepted after one week of tardiness.***

Submit field notes electronically at: <http://iacs5.ucsd.edu/~co116x> and on WebCt (see below).

4) Write a Course Paper.

These assignments are due at the end of Week 10. **Course Papers** are considered research articles reflecting the entire research process – from developing a research question, setting up a theoretical framework, using your own or extant student field notes, other data and readings to substantiate conclusions. The **Self-report** will focus on your own development during the course (a summary of the reflection sections of your field notes). More detailed guidelines for these two assignments will be discussed in class.

Papers are due in electronic form on WebCT.

Grades for the course will be based on performance in the following areas:

- 1) Class Performance (20%) includes:
 - a. Class attendance – 10%
 - b. Class participation – 5%
 - c. Presentation – 5%
- 2) Site Participation (50%) includes:
 - a. Weekly site visits
Attendance – 10%
 - b. Ethnographic field notes – 40%
- 3) Papers (30%)
 - a. Ten-page final Research Paper & research outlines – 20%
 - b. Three-page Reflection Paper – 5%
 - c. Final research paper presentation – 5%

WebCT INFORMATION

This course is available on-line through WebCT. Go to the following link:

<http://WebCT.ucsd.edu>, and use your UCSD network username and password to log in.

Instructions for using the on-line resources through WebCT will be discussed the first week of class.

FIELD NOTE SUBMISSION

You will submit electronic copies of your field notes here, in addition to WebCt:

<http://iacs5.ucsd.edu/~co116x>

Note: This site is the course archive for field notes, and is separate from WebCT.

You are required to submit electronic copies to your TA through WebCT in addition to the Field Note Submission website.

RELATED INFORMATION on La Clase Mágica and related projects.

***La Clase Mágica* Internet website** [Communication.ucsd.edu/LCM/index.html](http://communication.ucsd.edu/LCM/index.html)

CASA (the non-profit that supports the community side of the activity: www.casasd.org)

The Fifth Dimension: [Communication.ucsd.edu/LCHC/index.html](http://communication.ucsd.edu/LCHC/index.html)

Class listserv: comt116@communication.ucsd.edu (to engage the class in conversation, to make announcement, or ask questions)

LECTURE AND READING SCHEDULE

WEEK 1

I. INTRODUCTION

Apr 1st: Course Overview

Project overview, staff introductions, site sign-up

UC Links Video & La Clase Mágica video

Human Consent form

Apr 3rd: Ethnographic Field Method Workshop

Field note introduction

Readings: Vásquez (2003), Chapter 4: “A System of Artifact for Methodology in action”

WEEK 2

Apr 8th: Role of the Amigo/Amiga

Readings: Chaiklin (2003), “The Zone of Proximal Development in Vygotsky’s Analysis of Learning and Instruction.”

II. TECHNOLOGY AND CULTURE

Apr 10th:

Readings: Cole (Vygotsky), “Tool and Symbol in Child Development.”

WEEK 3

Apr 15th:

Readings: Cole (Vygotsky), “The Role of Play in Development.”

Apr 17th:

Readings: Vásquez, Technology out of school

WEEK 4

Apr 22nd: Maga's role in learning and development

Readings: Vásquez Chap 5: "Language and Identity in a Bilingual Learning Environment"

Apr 24th: San Pasqual Site

Readings: Cheek, "A suggested research map for Native American Mathematics" – at <http://jaie.asu.edu/v23/V23S2sug.html>

McCarthy & Watahomigie, "Language and Literacy in American Indian Communities."

WEEK 5

III. TECHNOLOGY AND EDUCATION

Apr 29th:

Readings: Daniels, H. (2001). "Pedagogy and Mediation"

May 1st: Children's folders

Readings: "Schofield, "Computers, Classrooms, and Change"

WEEK 6

May 6th: Institutional Relations of exchange

Readings: Papert (1993). "Yearners and Schoolers"

May 8th: Community and non-school learning contexts

Readings: Battro, A. M. (2004), "Digital Skills, Globalization and Education."

WEEK 7

May 13th:

Readings: Levy, "Culture, Culture Learning and New Technologies: Towards a Pedagogical Framework."

May 15th:

Readings: Cole (Vygotsky), "Interaction between Learning and Development."

WEEK 8

May 20th: *Readings: Warschauer, "Reconceptualizing the Digital Divide" - at*

http://www.firstmonday.dk/issues/issue7_7/warschauer/

Paper topic Due

IV. TECHNOLOGY AND LITERACY

May 22nd:

Readings: Cummins, "Technology, Literacy, and Young Second Language Learners: Designing Educational Futures"

WEEK 9

May 27th:

Readings: Luke, C. (2000), "Cyber-Schooling and Technological Change: Multiliteracies for New Times"

May 29th:

Readings: Crook, C. (1994), "Human Cognition as socially grounded."

WEEK 10

June 3rd:

Readings: TBA

June 5th:

Readings: TBA

PAPERS DUE on the day of the final during Finals week: Tuesday, June 10th, 8:00am – 11:00am. This is when you will be giving your paper presentation.