

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDEC 4314 Cognitive Development

A. COURSE DESCRIPTION

- Students will gain an understanding of cognitive developmental milestones and theoretical philosophies that enhance the understanding of professionals in early childhood careers.

B. MAIN ASSIGNMENTS

- Quizzes
- Journal posts
- Brain Architecture Map assignment
- Discussion boards
- Final exam

C. LEARNING OBJECTIVES

At the end of this course, the student will:

1. The student will be able to identify the basic structures of the brain and describe how the brain functions work to facilitate learning.
2. The student will be able to identify the factors that influence a child's cognitive development.
3. The student will be able to describe developmentally appropriate practices that promote the development of young children's conceptual knowledge.
4. The student will be able to identify environments that support the development of a child's cognitive capacity.

D. LECTURE OR DISCUSSION TOPICS

- Foundations of brain development, infant, toddler, preschool and Kindergarten brain development, theory of mind, technology, play, childcare quality, cognitive development, academic readiness.

E. REQUIRED OR RECOMMENDED READINGS

- Bergen, D., Lee, L., DiCarlo, C., & Burnett, G. (2020). *Enhancing brain development in infants and young children*. Teachers College Press.
- Other Required Readings as assigned on BlackBoard.

If you have a substantiated concern about any course materials, please reach out to me to schedule a one-on-one meeting to explain their purpose and relevance, and when applicable, we will work together to find an alternative way for you to meet the course objectives while addressing your concern.

F. NAEYC STANDARDS

STANDARD 1 Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures,

languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions

STANDARD 2 Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

STANDARD 3 Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.

STANDARD 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. about how to carry out their responsibilities. 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

STANDARD 6 Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.