FIGURE 1

Case study prompt.
These are the project instructions for our module on pandemic primary schooling. These instructions were provided to students at the beginning of the module and guided learning throughout the module.

A local preschool and elementary school serving children ages 2–12 is trying to decide how to safely open their school amidst ongoing concerns regarding COVID-19. Rates of infection in the community are fairly low, so public health experts have said that some in-person learning may be possible, provided students, teachers, and staff wear masks and engage in appropriate hygiene practices and social distancing behaviors. School administrators and teachers are weighing multiple options, including all in-person classes, hybrid models in which some learning takes place in person and some learning takes place virtually, or a virtual-only option. The school is bringing in experts from a variety of fields to help inform their decision. Public health and medical experts are providing insights, but your team is being brought in to assess the situation from a psychological standpoint. As psychologists, what model or combination of models would you advise to best support normative child development? Write a proposal (1-1/2 to 2 pages, single-spaced) outlining a school opening policy for the school and providing psychological evidence for that policy.

In this module challenge, you will do the following:

- **Summarize** research on face processing, hearing, language, cognitive development, and other relevant topics.
- **Explain** how this research applies to elementary school students learning in a pandemic school context.
- **Make concrete recommendations** to school administration about what they can do to support normative development in a pandemic school context.
- **Justify** your recommendations based on the research you summarized.
- **Identify** areas where additional psychological research is still needed to make a more certain recommendation.

FIGURE 2

Example instructions for article summary assignment.
Below are the assignment instructions and assessment specifications used for student summaries of Mondloch et al. (2003). Prompts and assessment criteria were specific to each article, so these are presented as a representative example.

Students—especially new students—need to learn the faces of their peers and teachers, all while their face-processing systems are still developing. Based on what you learned in the textbook and in Mondloch et al. (2003), respond to the prompts below.

Assignment prompt	Criteria for credit
Explain the difference between feature-based and configural visual processing, using faces as an example stimulus.	Correct definition of feature-based face processing (shape and size of individual facial features) and configural face processing (arrangement of features on the face).
Describe how feature-based and configural face processing abilities develop from ages 6 to 10.	Statement that feature-based processing develops faster (children do better with it around age 7, such as relying less on face-external features like hair) and configural processing develops slower (still developing past age 10). Mentioning specific age benchmarks is nice, but not required. A one-sentence response is acceptable.
Argue whether or not Mondloch and colleagues' results predict that students will have trouble recognizing faces during masked in-person learning, when only the eyes are visible.	In general, should argue that masked face processing should not be greatly impaired for students (approximately age 7 and older), as eyes-only processing is feature-based, not configural. It is most important for students to identify that eyes-only processing is much more feature-based than configural, but calling eyes-only processing configural may be acceptable if students make a convincing argument to that end.
Please write your answer in 500 words or fewer.	Submission is of appropriate length.