

VIDEO 1: ***INCREASING AWARENESS OF DEVELOPMENTAL SCIENCE***

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These materials and the accompanying videos were prepared as part of a project to increase the visibility of leading developmental scientists of color who have made critical research contributions and paved the way, through mentoring and advocacy, for younger scholars of color. We are grateful to the Doris Duke Charitable Foundation for financial support of the project and to Dr. Marisha Humphries at the University of Illinois at Chicago's College of Education and the rest of the SRCD Teaching Committee for developing these materials. Please visit www.srcd.org to learn more about *"Hidden Figures" in Developmental Science*.

KNOWING DEVELOPMENTAL SCIENCE

TARGET “HIDDEN FIGURES” VIDEO

- Video 1: *Increasing Awareness of Developmental Science* (Length: 2.39 minutes)

TIME REQUIRED

In-Class Activity: 15 - 30 minutes

GENERAL OVERVIEW

This activity allows students to ponder and identify the attributes that might be important for a developmental scientist to embody. Have students complete this activity after they have read a chapter on the research methodologies of development.

LEARNING GOALS

- Students will be able to identify characteristics of developmental science.

REQUIRED MATERIALS

- Video
- Activity Worksheet

TOPICAL AREAS/CLASSES

- Theoretical Perspectives/Overview

INSTRUCTIONS/DESCRIPTION

Individual or Small Group Activity:

Distribute a blank table (see attached Activity Worksheet) to students with three labeled columns:

1. What I Know About Developmental Science
2. What I Learned from the Video
3. What Questions or Comments do I/We Have About Developmental Science?

Students should complete Column #1 (What I Know about Developmental Science) prior to watching Video 1. After watching the video, have students complete Columns #2 and #3.

After students have completed the table, students can either share their results with their classmates or share in full class discussion.

ACTIVITY WORKSHEET

1. Complete Column #1, *What I Know About Developmental Science*, before watching Video 1, *Increasing Awareness of Developmental Science*.
2. After watching Video 1, complete Columns #2 and #3, *What I Learned from the Video* and *What Questions or Comments Do I/We Have About Developmental Science?*

What I Know about Developmental Science	What I Learned from the Video	What Questions or Comments Do I/We Have About Developmental Science?

THINK-PAIR-SHARE FOR A BETTER SOCIETY

TARGET “HIDDEN FIGURES” VIDEO

- Video 1: *Increasing Awareness of Developmental Science* (Length: 2.39 minutes)

TIME REQUIRED

In-Class Activity: 15 - 30 minutes

GENERAL OVERVIEW

This activity allows students to ponder the real-world implications of developmental science. Have students complete this activity after they have read a chapter on research methodologies utilized in developmental research.

LEARNING GOALS

- Students will be able to identify characteristics of developmental science.
- Students will be able to analyze the implications of developmental science.
- Students will be able to apply developmental science knowledge to real-world issues.

REQUIRED MATERIALS

- Video
- Activity Worksheet

TOPICAL AREAS/CLASSES

- Theoretical Perspectives/Overview
- Research Methodology

INSTRUCTIONS/DESCRIPTION

Individual and Group Activity:

Ask students to individually identify ways they think developmental science can “create a better society,” as Dr. Cynthia García Coll suggests. After students have worked individually, have them turn to their peers and discuss their options.

ACTIVITY WORKSHEET

In Video 1, Dr. Cynthia García Coll encourages us on “how to create a better society” with developmental science. List the ways that developmental science can be used to make a better society for children.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

HIRE ME!

TARGET “HIDDEN FIGURES” VIDEO

- Video 1: *Increasing Awareness of Developmental Science* (Length: 2.39 minutes)

TIME REQUIRED

In-Class Activity: 30 - 45 minutes

GENERAL OVERVIEW

This activity allows students to ponder and identify the attributes that might be important for a developmental scientist to embody. Have students complete this activity after they have read a chapter on the research methodologies of development.

LEARNING GOALS

- Students will be able to identify and explain characteristics of a developmental scientist.

REQUIRED MATERIALS

- Video
- Activity Worksheet

TOPICAL AREAS/CLASSES

- Theoretical Perspectives/Overview
- Research Methodology

INSTRUCTIONS/DESCRIPTION

Small Group Activity:

Have students complete this activity after they have read a chapter on the research methodologies of developmental science.

In small groups, students are tasked with writing a job advertisement to hire a “developmental scientist” whose research focuses on the development of children from diverse backgrounds. Students’ job ads should include the important attributes of a developmental scientist.

Given the importance of the role of context, make sure to tell your students to include the organization (i.e., university, school district, government agency, etc.) that will be hiring the developmental scientist in their job description.

The attributes students identify should also align with both 1) the context of the position and where the newly hired developmental scientist will work and 2) the diverse population of children who will participate in their research.

At the end of their job description, tell students to provide a list of reasons as to why their group identified these attributes as important for a developmental scientist.

ACTIVITY WORKSHEET

Your group is tasked with writing a job advertisement to hire a "developmental scientist" whose research focuses on the development of children from diverse backgrounds. Your job ad should include the important attributes of a developmental scientist. Given the importance of the role of context, be sure to include the organization (i.e., university, school district, government agency, etc.) where your scientist will work in your job description.

The attributes your group identifies should also align with both 1) the context of the position and where the newly hired developmental scientist will work and 2) the diverse population of children who will participate in new scientist's research.

At the end of their job description, provide a list of reasons as to why your group identified these attributes as important for a developmental scientist.

VIDEO 1 DISCUSSION QUESTIONS

TARGET “HIDDEN FIGURES” VIDEO

- Video 1: *Increasing Awareness of Developmental Science* (Length: 2.39 minutes)

TIME REQUIRED

In-Class Activity: 15 - 30 minutes

GENERAL OVERVIEW

These discussion questions enable students to discuss how developmental science can be used. These questions can be used singularly or in combination.

LEARNING GOALS

- Students will be able to identify and explain characteristics of a developmental scientist.

REQUIRED MATERIALS

- Video only

TOPICAL AREAS/CLASSES

- Applied Developmental Research
- Developmental Contexts
- Theories of Development

INSTRUCTIONS/DESCRIPTION

These questions can be presented to the class for a whole class discussion.

1. Developmental science can have many implications for everyday practice. Identify ways that developmental science can be used in real-world applications.
2. Several of the scientists in the video talked about the implications of developmental science beyond the university. How can developmental science be used to make policy (i.e., education, government, housing, etc.) changes? Identify the possible policy areas where developmental science can be helpful.