

**VIDEO 2:
WHY DEVELOPMENTAL SCIENCE?**

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SCAN TO WATCH 



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.

WEB OF DEVELOPMENTAL SCIENCE

TARGET “HIDDEN FIGURES” VIDEO

- Video 2: *Why Developmental Science* (Length: 3.59 minutes)

TIME REQUIRED

In-Class Activity: 30 minutes

GENERAL OVERVIEW

This activity focuses on the importance of developmental science, how it can be used, and why we need more students to go into developmental science.

LEARNING GOALS

- Students will be able to describe the purpose of developmental science.
- Students will be able to identify ways developmental science is used to understand child development.
- Students will be able to identify the context levels where developmental science can be used.

REQUIRED MATERIALS

- Video
- Word Web Creator. Sample word web creators: [WordClouds.com](https://www.wordclouds.com/); [Word Cloud Generator](https://www.wordcloudgenerator.com/) (via Google Suite); [TagCrowd.com](https://www.tagcrowd.com/).

TOPICAL AREAS/CLASSES

- Theoretical Perspectives/Overview
- Themes of Development
- Applied Development
- Developmental Policy

INSTRUCTIONS/DESCRIPTION

After watching Video 2, ask students to identify and report out three* (3) words that answer the question, *Why Developmental Science?*

Consolidate the list of words from the class to create a Word Web about developmental science. Project the Word Web during class.

**If you have a very large class, you can reduce the number to one (1). If you have a very small class (under 20) you can increase the words to five (5).*

POSITIVE DEVELOPMENT

TARGET “HIDDEN FIGURES” VIDEO

- Video 2: *Why Developmental Science* (Length: 3.59 minutes)

TIME REQUIRED

Out-of-Class Activity: 60 minutes

In-Class Activity: 15 minutes

GENERAL OVERVIEW

Diverse developmental scientists bring a different perspective to the field. One of those perspectives is focusing on the positive development of children of color. This activity will expose students to research that focuses on this positive development.

LEARNING GOALS

- Students will be able to summarize a research article written by one of the developmental scientists in the video.
- Students will be able to identify characteristics of research that examines positive outcomes.
- Students will be able to compare and contrast different types of developmental research.

REQUIRED MATERIALS

- Video
- Activity Worksheet
- Access to scientific database through university library (e.g., PsychInfo, ERIC, etc.)
- Research articles

TOPICAL AREAS/CLASSES

- Positive Development
- Social Development
- Emotional Development

INSTRUCTIONS/DESCRIPTION

Out-of-Class Activity:

Students will conduct a literature search on research articles written by one of the developmental scientists from Video 2, *Why Developmental Science*? From their research, students will pick one (1) research article that focuses on the positive development of children in color.

Students are to read the article and answer the questions on the attached Activity Worksheet.

In-Class Activity:

Students will sit in small groups (4 - 7 students) and share their results from their worksheet with each other. Ask students to discuss similarities and differences between the research they examined.

ACTIVITY WORKSHEET

Choose one of the developmental scientists featured in Video 2, *Why Developmental Science?* Conduct a literature search on the scientist and pick one of their research articles that focuses on the positive development of children of color.

DEVELOPMENTAL SCIENTISTS

Dr. Margaret Beale Spencer
Dr. Charissa Cheah
Dr. Gustavo Carlo

Dr. Hirokazu Yoshikawa
Dr. Jin Li
Dr. Velma McBride Murry

ARTICLE CITATION

SUMMARY OF THE ARTICLE (3-6 SENTENCES)

In the video, Dr. Jin Li said that developmental scientists are the ones who will “help children have a better future.” What are ways that the above research can be used to improve the lives of children of color?

#DEVELOPMENTALSCIENCE

TARGET “HIDDEN FIGURES” VIDEO

- Video 2: *Why Developmental Science* (Length: 3.59 minutes)

TIME REQUIRED

In-Class Activity: 15 - 20 minutes

GENERAL OVERVIEW

This video explains how developmental science can be used to understand human development, our global society, how to tackle problems, and how to promote positive development.

LEARNING GOALS

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

REQUIRED MATERIALS

- Video
- Twitter accounts - class and individual students

TOPICAL AREAS/CLASSES

- Theoretical Perspectives/Overview
- Themes of Development
- Applied Development
- Developmental Policy

INSTRUCTIONS/DESCRIPTION

Instructor Pre-Planning:

Prior to class, create a Twitter account for your class. Encourage your students to develop a Twitter account if they do not already have one. *Optional:* develop a unique hashtag to be used for the activity.

Individual Activity:

At the beginning of class, you can either 1) brainstorm a unique hashtag with your class, or 2) share with the students the unique hashtag you’ve created prior to the activity.

During the showing of the video, ask the students to live tweet under the class hashtag, focusing on:

- The role of developmental science in society
- Why developmental science is important
- How developmental science can be used to promote children’s positive development
- How developmental science can be used to understand a diverse society
- Policy implications of developmental science

Once the video is over, project the hashtag Twitter feed to the class and ask students to comment on what was tweeted. Based on the tweets and discussion, end with asking students why is developmental science important?

GRAPHIC RECORDING

TARGET “HIDDEN FIGURES” VIDEO

- Video 2: *Why Developmental Science* (Length: 3.59 minutes)

TIME REQUIRED

Out-of-Class Activity: 30 - 45 minutes to read the *Building Better Brains* publication

In-Class Activity: 30 - 50 minutes (15 - 30 minutes to complete the activity + 15 - 20 minutes for discussion)

GENERAL OVERVIEW

This activity is designed to help give context to why developmental science is so important. This activity combines two sources of knowledge (the *Why Developmental Science?* video and UNICEF’s *Building Better Brains* booklet). This activity has students use graphic recording as a means of processing, summarizing, and sharing.

LEARNING GOALS

- Students will be able to use graphic recording as a note-taking method to process and summarize the video.
- Students will be able to use graphic recording to summarize main ideas from the *Building Better Brains* booklet.
- Students will be able to reflect on the overlapping ideas presented in the graphic recordings.
- Students will be able to recognize the reasons why developmental science is important.
- Students will be able to identify recent insights about brain and child development.

REQUIRED MATERIALS

- Video
- UNICEF’s *Building Better Brains* booklet:
<https://www.unicef.cn/media/10206/file/Building%20Better%20Brains.pdf>

TOPICAL AREAS/CLASSES

- Introduction to Developmental Science
- Infant and Child Development
- Global Contexts of Human Development

INSTRUCTIONS/DESCRIPTION

Instructor Pre-Planning:

The instructor should become familiar with graphic recording. Here is an in-depth guide to graphic recording. Here is an in-depth guide to graphic recording: <https://inkfactorystudio.com/blog/learn-visual-notes-beginners/>

The instructor should introduce students to graphic recording prior to the activity. The instructor can identify examples from the *Building Better Brains* booklet (<https://www.unicef.cn/media/10206/file/Building%20Better%20Brains.pdf>) to share with students. Other examples can be obtained by searching “graphic recording child development” online.

Example: <https://drawingchange.com/graphic-recording-vulnerable-immigrant-conference/>.

In-Class Activity: “Hidden Figures” video

Show Video 2, *Why Developmental Science?*, in class. Ask students to use graphic recording to summarize the main ideas from the video. Students should watch the video a second time outside of class to refine their graphic recording.

Out-of-Class Activity: *Building Better Brains* booklet

Students will read UNICEF’s *Building Better Brains* booklet (link noted above) to dive deeper into what we know about developmental science and child development. Students will create a graphic recording (separate from the “Hidden Figures” video graphic recording) to process and summarize the material.

In-Class Activity: Class Discussion

Have students work in small groups to review and share their two graphic recordings. They should identify overlap between the ideas expressed in Video 2 and the *Building Better Brains* booklet. Students could share their graphic recordings with each other and with the class. In the class discussions, consider:

- In what ways does the latest research relate to the questions and ideas introduced by the speakers in the video?

The main idea is to have students not only understand why developmental science is important, but also to see what developmental science has taught us. The use of the *Building Better Brains* booklet should also help expose students to the kinds of things communities around the world can do to help today’s children be safe and supported.

DEVELOPMENTAL SCIENCE IN EVERYDAY LIFE

TARGET “HIDDEN FIGURES” VIDEO

- Video 2: *Why Developmental Science* (Length: 3.59 minutes)

TIME REQUIRED

In-Class Activity: 20 - 30 minutes

GENERAL OVERVIEW

This activity allows students to see the real-world implications of developmental science in our everyday lives.

LEARNING GOALS

- Students will be able to identify the impact of developmental science in everyday life.
- Students will be able to identify ways developmental science is used to understand child development.

REQUIRED MATERIALS

- Video
- Activity Worksheet

TOPICAL AREAS/CLASSES

- Theoretical Perspectives/Overview
- Themes of Development
- Applied Development
- Developmental Policy

INSTRUCTIONS/DESCRIPTION

Whole Class or Small Group Discussion:

Prior to the video, ask students to identify and take note of areas of everyday life where they think developmental science has an impact.

After watching the video, ask students what changes they would make to their list of areas discussed prior to watching the video. Any additions? Eliminations?

ACTIVITY WORKSHEET

1. Before watching the video:

Make a list of areas in everyday life where you think developmental science has an impact.

2. After watching the video:

Now that you have watched the video, what changes would you make to your list of areas impacted by developmental science? Additions? Eliminations? Label additions with “A” and eliminations with “E.”
