



1st Biennial SRCD

Developmental Science Teaching Institute

Co-sponsored by the National Institute on the Teaching of Psychology (NITOP)

Wednesday, 1:00-2:15pm

Opening Plenary Session

Opening Remarks - *David B. Daniel*

Keynote Address:

**Applying Developmental Science in Textbooks and Teaching to Promote Civic Engagement
Among College Students: The Sample Case of Positive Youth Development**

Rich M. Lerner

Within the context of reviewing changes in the nature of higher education that have occurred over the past 15 years, this presentation discusses the teaching of human development, in general, and of adolescent development, in particular, as a means to promote the active engagement of students in the communities within which colleges and universities are embedded and, through youth civic engagement, to foster positive contributions to communities by higher education institutions. Spurred by a new conceptualization of the nature of scholarship, and by social pressures for universities to be collaborators with the communities they serve, human developmental science has emerged as an exemplar of theoretically-predicated research that embeds scholarship within the actual ecology of human development. Framed by developmental systems theories that stand at the cutting-edge of the field, contemporary developmental science blurs the distinction between basic and applied research, and stresses that positive human development in general and positive youth development more specifically derive from mutually beneficial relations between active individuals and their complex, multi-tiered contexts. Human developmental science represents an instance of the relational scholarship sought in what has been termed the new American college, and provides an opportunity for students to be informed about and engaged in scholarship that contributes to both the academy and to the community. Such engagement also provides students with an opportunity to identify life paths that enhance their positive development, promote civil society and social justice, and make them key agents of positive university collaboration with communities.

Wednesday, 2:30-3:30pm

Afternoon Sessions I (choose 1 of 3)

1) Constructing Knowledge: The Value of Teaching From Multiple Perspectives

Joan Littlefield Cook

Much of current cognitive theory emphasizes that students construct their own knowledge; they put together a personal understanding of information based on prior knowledge and past experiences. It isn't hard to believe that students construct their own individual understandings—most of us see examples of this every day in our classrooms. But how can we help students construct understanding that is rich enough and deep enough to appreciate the underlying themes, broader issues, and practical usefulness of the material? One tool for accomplishing this is the use of multiple perspectives in teaching, or designing classroom activities that encourage students to think from different personal and professional points of

view. Teaching from multiple perspectives promotes an active, problem-solving focus for learning and encourages students to personalize information, identify main points as well as similarities and differences, and think about how the information might be useful in different settings, for different ages, and to solve different problems. In short, it is one way to help students construct knowledge “as a tool” for solving problems rather than knowledge “as a copy” destined to be mentally filed away and remain of little value. This presentation will describe theory and research that support the usefulness of multiple perspectives in teaching. Participants will have the chance to experience the technique and see examples of activities incorporating multiple perspectives from courses in Introductory Psychology, Child/Adolescent Development, and Human Learning. Finally, participants will be encouraged to think about how they might use multiple perspectives in their own teaching.

2) Using PowerPoint to Ruin a Perfectly Good Lecture

David B. Daniel

PowerPoint-type presentations have become both a blessing and a curse in the modern college classroom. Based upon observation of a number of college-instructors who have made the transition to PowerPoint and a growing consensus in the literature, this presentation will review some of the common mistakes, misconceptions, and successes made by instructors as they make this transition. In particular, we will distinguish between the uses of PowerPoint as a teaching tool as opposed to a presentation-tool. We will then discuss when NOT to use PowerPoint as well as review some of the more powerful, but often overlooked features of such programs. The primary focus of this workshop will be on the appropriate use of specific technology to complement your personal teaching style and course goals.

3) Haunted Classrooms: How Ghosts of the "Culture Wars" Meddle in Teaching Developmental Psychology

Cynthia Lightfoot

The culture wars are over. At least that's the celebratory conclusion reached by those tracking the infusion of multicultural and diversity content into school curricula. From kindergarten through college, students are now exposed to a vast array of cultures, ethnicities, economies, languages, religions, sexual orientations, family structures, and disability statuses. From such exotica they are meant to abstract an appreciation of "otherness", a sense of themselves as located within a "globalized" world and even, perhaps, a commitment to social justice. No one knows this better than those of us in the business of teaching developmental psychology. However, as I will work to clarify in this presentation, in the aftermath of the culture wars a number of saber-rattling ghosts continue to do battle over the nature and meaning of multicultural and diversity education, if not its presumed significance. My attempted exorcism will include: 1) exploring the various forms assumed by multicultural and diversity education in the study and teaching of developmental psychology, 2) examining their competing epistemic assumptions and validity claims, and 3) suggesting that winning the war, as opposed to simply getting over it, requires structural revision that extends well beyond content inclusion.

Wednesday, 3:30-3:50pm

Coffee Break

Wednesday, 4:00-5:00pm

Afternoon Sessions II (choose 1 of 3)

**1) A New Paradigm for Teaching Cognitive Development:
Beyond Piaget and His Critics**

Nora Newcombe

Textbooks often concentrate their discussions of cognitive development from preschool onwards on presentations of Piaget's theory, followed by some criticisms of Piagetian thinking and shorter treatments of information processing and/or Vygotskian approaches. In sections on infants, textbooks also present new discoveries about early capabilities. However, this way of organizing the material is not up to date and does not do justice to the current excitement in the field of cognitive development. For example, the nativist-empiricist debate has been far more important than the Piaget-information processing debate for some time, and there has been recent discussion of a new constructivism quite different in its specifics from that of Piaget. In this talk, I will discuss how the teaching of cognitive development can be revised to reflect these trends.

**2) I Know Children—Heck, I Used to Be a Kid Myself! Facilitating Conceptual Change
About Child Development**

Teresa McDevitt and Jeanne Ormrod

In this presentation, we examine college students' beliefs and biases related to child development. We focus on the interpretive frameworks that prospective teachers use as they study child development in college and as they interact with children and adolescents in schools and other applied settings. To learn how students may be filtering and possibly distorting what they learn in a child development course, we turn to three sources. First, we draw on our own experiences as instructors to identify examples of student assumptions and beliefs that may interfere with effectively understanding developmental concepts, theories, research findings, and interventions. Second, we look at research on conceptual change to clarify the nature and impact of students' counterproductive assumptions and beliefs. Third, psychological literatures related to the effects of prior knowledge, biases, dispositions, personal epistemologies, social judgments, and interpersonal motives offer guidance about the specific interpretive frameworks that come into play as students study and think about child development. Throughout the presentation, we recommend instructional strategies designed to encourage college students to examine their own beliefs and to consider the merits of alternative viewpoints.

3) Impact of Television Violence on Children – Brain and Behavior

John P. Murray

Questions about the impact of TV violence on children were raised when television was a new medium in the early 1950s. This discussion will review the history of research on that concern and trace the progression of our understanding media violence effects from early laboratory experiments, to surveys and correlational studies, and the emerging research on brainmapping and children's response to video violence.

Wednesday, 5:15-6:30pm

Reception

Thursday, 7:30-8:30am

Continental Breakfast

Thursday, 8:00-9:00am

Poster Session/Participant Idea Exchanges (PIEs)

Thursday, 9:15-10:15am

Morning Sessions (choose 1 of 4)

1) Brain Development and Plasticity: Examples From the Study of Early Institutional Rearing

Charles A. Nelson

The topic of brain development is increasingly seen as an essential area of inquiry in many introductory developmental psychology courses, and in some institutions, in higher-level/upper division courses as well. Unfortunately, there continues to be some misunderstanding about this topic; notably, that brain development largely reflects an experience-independent process. In the first half of this presentation the key elements of both pre- and postnatal brain development will be covered, beginning with the formation of the neural tube (the first stage of brain development, one that occurs approximately the 3rd week after conception) and ending with late adolescence (when brain development is often considered complete). This will be followed by a tutorial on the role of experience in regulating brain development. To illustrate the vital role experience can play in influencing brain and behavioral development, I will draw on the results of an ongoing study taking place in Bucharest, Romania - the Bucharest Early Intervention Project (BEIP). The goal of this project is to examine the effects of institutionalization on brain and behavioral development, and the efficacy of foster care in remediating the negative sequelae associated with early institutionalization.

2) Sexual Orientation and Human Development: Bringing the New Scholarship Into the Classroom

Charlotte Patterson

How can instructors of child development courses make use of the new scholarship relevant to sexual orientation? This presentation will focus on ways to use results from new research on (1) adolescents who are themselves lesbian, gay or bisexual, and on (2) children and adolescents who have lesbian or gay parents. The presentation will consider questions raised by common stereotypes, review research findings, and offer suggestions for teaching in this area.

3) Using Controlled Controversy to Facilitate On-Line and In-Class Discussion

Denise Boyd

Raising a controversial issue is a reliable way to initiate student discussions. However, such discussions are often dominated by a few highly vocal students and can become emotionally charged. As a result, many instructors avoid controversial topics because the discussions that ensue often conflict with rather than contribute to instructional goals. This presentation will explain how to use a discussion-facilitation strategy called controlled controversy to ensure

that all students participate and that discussions stay focused on instructional goals. The strategy involves developing scenarios in which a variety of characters give conflicting advice to an individual who is facing a real-world developmental issue, such as a teenager's unplanned pregnancy. Students are required to identify with one of the characters and to explain why the student believes that particular character's advice is best. Students are further required to explain how information from assigned readings or from class lectures could be used to support the position they adopt. A number of variations on the controlled controversy strategy and ways to implement it in undergraduate developmental psychology classes (e.g., small groups, online discussion boards and chat rooms) will be discussed.

4) Teaching Childhood Psychopathology to Undergraduates: A Developmental Approach

Robin Parritz and Mike Troy

Interest in, and concern for, children and adolescents with psychological disorders is expressed by parents, teachers, mental health professionals and the general public, with increasing emphasis on better identification, description, treatment and prevention of psychopathology. This interest and concern is also observed in professors and students of psychology and related disciplines, and is evident in the growing demand for undergraduate courses in our colleges and universities. How we teach these courses will have an impact on the ways in which many young adults conceptualize maladjustment and well-being across the lifespan, as well as the ways in which they interact with typically- and atypically-developing children in personal and professional domains. This workshop will offer both a general model and specific techniques for designing or revising a course in childhood psychopathology. A developmental framework will emphasize age-related challenges and accomplishments that provide background and context for understanding psychological disorders. A clinical perspective will highlight the intersections of individual developmental pathways and the course of psychopathology. Theoretical and practical examples of similarities and differences between this developmental psychopathology approach and the standard approach to teaching disorders of childhood will also be presented.

Thursday, 10:30am-12:00pm

Closing Plenary Session

A "New Look" in Social Development? Reframing and Extending the Canon

W. Andrew Collins

Research in social development is moving rapidly beyond the correlational and laboratory-experimental evidence that now typifies most introductory textbooks. These contemporary research findings provide opportunities to engage students in thinking about a wider range of relevant processes affecting children and the often unsuspected links among them. This session will focus on helping teachers re-frame key questions and phenomena of social development to integrate classic findings with newer understanding. Illustrations will make use of teaching techniques appropriate both for large lecture classes and smaller, more interactive formats. Lessons learned from teaching social development in introductory psychology, developmental psychology surveys, and advanced specialized courses for undergraduates and graduates will provide substance for the session.

