# 1ˢᵗ Biennial SRCD
# Developmental Science Teaching Institute

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

**Opening Remarks**
Marriott International 2/3
Wednesday, 1:00-1:15pm
*David B. Daniel*

**Keynote Address**
Marriott International 2/3
Wednesday, 1:15-2:15pm,
**Applying Developmental Science in Textbooks and Teaching to Promote Civic Engagement Among College Students: The Sample Case of Positive Youth Development**
*Rich M. Lerner*

**Afternoon Sessions I**
Wednesday, 2:30-3:30pm

> Marriott International 2/3
> **Constructing Knowledge: The Value of Teaching From Multiple Perspectives**
> *Joan Littlefield Cook*

> Marriott International 5
> **Using PowerPoint to Ruin a Perfectly Good Lecture**
> *David B. Daniel*

> Marriott International 6
> **Haunted Classrooms: How Ghosts of the "Culture Wars" Meddle in Teaching Developmental Psychology**
> *Cynthia Lightfoot*

**Coffee Break**
Marriott International Pre-function Area
Wednesday, 3:30-3:50pm

**Afternoon Sessions II**
Wednesday, 4:00-5:00pm

> Marriott International 2/3
> **A New Paradigm for Teaching Cognitive Development: Beyond Piaget and His Critics**
> *Nora Newcombe*

> Marriott International 5
> **I Know Children—Heck, I Used to Be a Kid Myself!  Facilitating Conceptual**

**Change About Child Development**
*Teresa McDevitt, Jeanne Ormrod*

Marriott International 6
**Impact of Television Violence on Children – Brain and Behavior**
*John P. Murray*

**Reception**
Marriott International 7
Wednesday, 5:15-6:30pm

**Continental Breakfast**
Marriott International 2/3
Thursday, 7:30-8:30am

**Poster Session/Participant Idea Exchanges (PIEs)**
Marriott International 2/3
Thursday, 8:00-9:00am

**Morning Sessions**
Thursday, 9:15-10:15am

Marriott International 1
**Brain Development and Plasticity: Examples From the Study of Early Institutional Rearing**
*Charles A. Nelson*

Marriott International 5
**Sexual Orientation and Human Development: Bringing the New Scholarship Into the Classroom**
*Charlotte Patterson*

Marriott International 6
**Using Controlled Controversy to Facilitate On-Line and In-Class Discussion**
*Denise Boyd*

Marriott International 7
**Teaching Childhood Psychopathology to Undergraduates: A Developmental Approach**
*Robin Parritz, Mike Troy*

**Closing Plenary Session**
Marriott International 7
Thursday, 10:30am-12:00pm
**A "New Look" in Social Development? Reframing and Extending the Canon**
*W. Andrew Collins*

**Beyond Piaget: The Portrayal of  Developmental Psychology in
Introductory Textbooks**
Accalia R. Kusto & Erin A. Kennedy

Many students are introduced to developmental psychology in introductory classes; the information they receive must be accurate and comprehensive. Introductory textbooks were analyzed to determine the nature of the coverage of developmental psychology. Results indicated that textbooks varied considerably in their presentation of concepts and people related to the field.

**Using Children's Picture Books to Increase Understanding and Real World Application of
Developmental Concepts**
Kathie Reid

Children's picture books provide one avenue through which professors can facilitate child development understanding as well as introduce quality materials for children.  A variety of books used in a foundational class will be presented along with examples of the students' work, emphasizing levels of understanding attained according to Bloom's taxonomy.

**"Debating Children's Lives":  A Senior Seminar that uses a Variety of Peer Review
Techniques for Student Presentations**
Loretta Rieser-Danner

"Debating Children's Lives" is a senior capstone course for psychology majors interested in developmental and child-clinical psychology.  In this poster, course goals and practices will be outlined, and use of several peer review components will be discussed (including the strengths and limitations of several different peer review components).

**Women and Health: Cross-Cultural Perspectives**
Veena Khandke

A course titled, "Women and Health Cross-Cultural Perspectives, takes a developmental perspective while examining issues of health, sexuality and women,s rights in varying cultural contexts.  The course begins with examining the health issues that affect women when pregnant moving onto infancy, early childhood, adolescence and adulthood.

**Using Debates and Controversial Issues to Teach Critical Thinking Skills in Child
Psychology Courses**

Patricia Hrusa Williams

Developing critical thinking skills is an important instructional task. A series of student debates were utilized in four child psychology classes (n=100), incorporating written and oral components. Instructor and self-reported changes in students' critical thinking skills will be discussed. Lessons learned regarding the practical implementation and assessment of student debates will also be considered.

### Using an Experiential Project in Developmental Psychology
Melinda S. Mull & Jamie L. Walter

Four experiential developmental projects were designed (students chose one to complete) that involved either conducting an interview or observation. The goal was to encourage students to apply developmental concepts learned in class. Overall the majority of students enjoyed the project, felt that they learned from it, and recommended its continued use

### Teaching with Vignettes: Developmental Applications Across Cultures
Catherine McBride-Chang

Vignettes may improve learning and motivation to delve into theories across cultures. Vignettes presented include those illustrating ideas from Erikson, Bronfenbrenner, and Piaget, as well as those distinguishing across various components of a given theory (e.g., microsystem, exosystem, or macrosystem; distinguishing trust vs. mistrust from initiative vs. guilt, etc.).

### Interviewing Stay-at-Home-Dads via E-mail: A Tool for Discussing Gender and Parenting
April Schwarzmueller

Students interviewed stay-at-home dads (SAHD's) via e-mail and wrote a paper integrating information from the interviews with information from scholarly readings and course content. From this project students learned about challenges of child-rearing, gender stereotypes about parenting, fathers' roles in their children's gender identity formation, and unique issues SAHD's face.

### A Developmental Psychology Project
Judith Becker Bryant

In this short paper, students consider how children at two ages might benefit developmentally by interacting with a common object. Students have an opportunity to

be creative, write, and apply their knowledge of facts and theories of development. They must also integrate information from different parts of the course.

## Assessments, Observations, and Interviews:
## In and Out of Classroom Hands On Experiences in Developmental Psychology
Diane E. Wille

To provide students with hands on experiences a series of activities have been created for developmental courses. These activities cover a wide range of topics in development and occur both in and out of the classroom. An added advantage of these activities is that the students have an opportunity to practice assessment techniques.

## Early Childhood Majors Taking Child Development Course with Experiential Learning Form Linkages among Theory, Research, and Practice
Darlene DeMarie

The required Child Development course for early childhood majors was taught at the site of students' field experience. Experiential activities with children were followed by data analysis/interpretation in class. Students became researchers and later showed that they understood the need for all teachers to be researchers in their classrooms.

## Using an Intergenerational Program in Teaching Developmental Psychology
Sherri Addis Palmer, Josephine Agnew & Natalie Trent

We set up a permanent intergenerational program between our university's child development center and a local independent living facility. Twice a month, teachers, children, and developmental psychology students visit with the elders. Students prepare activities and then conduct naturalistic observations. In addition, they use this program for conducting independent research.

## A Modified Jigsaw Exercise: An Active Learning Activity in Class
Ginny Q. Zhan, Ph.D.

This poster discusses a modified version of the Jigsaw activity for developmental psychology classes. Evaluation shows that a majority of the students believed that this activity allowed them to be active learners. However, there are no significant differences in the test scores of the content area between the experimental and control classes.

## Can You Create a Baby Genius? Students Evaluate Infant Stimulation Products
Dana L. Van Abbema, Stephanie D. Madsen,, Cassandra C. Allen & Rachel E. Schmidt

This activity requires students to critically evaluate infant stimulation products through the application of knowledge of infant perception, early brain development, and research design/methodology. Assessments given before and after the activity revealed that students became more skeptical of manufacturers' claims and found the activity to be effective and enjoyable.

## College Students Teaching Middle School Students: Service Learning in an Introductory Developmental Psychology Course
### Marnie Hiester

This study evaluates a service learning project developed for an undergraduate developmental psychology course. Participants were 43 undergraduates who designed and conducted workshops for local middle school students on developmentally relevant topics such as peer pressure, stress, or eating disorders. Qualitative and quantitative evaluations revealed positive results. Students agreed that the project increased their understanding of school age children and adolescents, improved their information gathering and communication skills, was more interesting than doing a traditional paper, and benefited the community.

## Illustrating the Process of Science
### Charles, E. P., & Coss, R. G.

Psychologists often voice concerns over science education and emphasize scientific reasoning skills in classes. Despite this, textbooks commonly contain a single illustration intended to convey "Science", one that promotes a simplistic and outdated view. This project creates illustrations that allow students to intuitively grasp more complex principles.

## Authorized Crib Cards Do Not Improve Performance on Lower Order or Higher Order Exam Questions
### Laurie Dickson & Miller

We experimentally investigated the effect of authorized crib cards on multiple-choice exam performance and anxiety levels in Child and Adolescent Development. Despite student expectations that crib cards would help, their use did not improve performance for higher order or lower order exam questions; nor did they reduce student anxiety.

## Teaching Developmental Psychology through Literature and Film
### Martha E. Arterberry & Nathalie Goubet

Two courses that teach the basic principles and content areas of developmental psychology through literature and film. *The Worlds of Childhood* addresses infancy and

childhood, and *Storm and Stress?* addresses adolescence.  Both courses use literature and film as primary sources, incorporate a cross-cultural perspective, and one utilizes service-learning pedagogy.


### Mastery Learning Interacts with Ability Level to Influence Student Performance and Achievement Goals
Marsha Ironsmith & Marion A. Eppler

Compared to a lecture format Developmental Psychology course, students in a mastery course (Personalized System of Instruction) earned higher course grades, higher final examination scores, and increased their learning goals. These effects were strongest for lower ability students.  Achievement goals were also related to failure attributions in the mastery course.


### Enhancing Interest and Understanding in Developmental Psychology: A Live Demonstration
Jennifer Henderlong Corpus & Anne O. Eisbach

We describe an exercise for an introductory course in which developmental phenomena are demonstrated with children from infancy through middle childhood.  The demonstration enhances conceptual understanding and increases engagement in addition to fostering an appreciation of the methodological difficulties inherent in conducting research with children.


### Student Characteristics and Web-Based Quizzing: Will It Work for Your Students?
David B. Daniel & John P. Broida

We evaluated the effects of Course Management Systems features with student characteristics.  Only on-line quizzing was positively related to exam scores, regardless of student age, gender, level of comfort with computers, and learning style.  The differential learning impacts of these features tend to be fairly robust across student populations.


### The Effects of Multimedia Presentation of Material on Exam Performance
Paul Klacynski & David B. Daniel

PowerPoint-type products are increasingly common in the developmental psychology classroom.  We compared the effects of text, graphics, and video on exam scores on standard Piagetian concepts.  Video clips produced better learning outcomes, followed by graphics and text. Instructors should avoid static presentations when practical for their learning objectives.

## Engaging Students in Developmental Psychology
Susan L. O'Donnell

This roundtable will revolve around specific assignments designed to engage students in Developmental Psychology courses. Many students have experience with children and adolescents, but haven't had the opportunity to apply the developmental concepts from the course. These assignments are designed to fill this gap. I offer engaging and relevant assignments that I have used successfully and am looking for ideas that you have used.

## Exploring the Pathways of Developmental Research
Lisa R. Grinde

Engage students in deep exploration of a developmental subject while also promoting a greater understanding of the research process. This assignment allows students to select a developmental area of interest, collect 5-10 research articles in that area, and then write a paper/presentation critically analyzing the historical pathway of the research.

## Small Group Discussions in Large Lecture Classes: Pleasures and Pit Falls
Joan Kuchner

This idea exchange will focus on strategies for connecting students to course material and to each other using small group discussions within the framework of large lecture classes. Pluses and minuses of this approach will be considered from the perspective of students and faculty, including topics suited to this format.

## Teaching a Developmental Psychology Laboratory Course at a Small College
Jamie L. Walter & Barbara J. Keyes

Teaching a laboratory-based course in developmental psychology, although of great benefit to students, often presents certain obstacles. In this participant idea exchange, we will discuss how to foster student learning in a laboratory-based developmental psychology course by discussing curricular issues, course design, lab projects, community involvement, and IRB concerns.

## Using Developmental Models of Learning
## to Guide Pedagogy in Developmental Psychology

Dana Narter & Molly Jameson

During this idea exchange, participants will discuss how important themes underlying child development can be used to guide pedagogy for adult learners.  Some examples of developmental themes include nature and nurture working together, individuals shaping their own development, continuity/discontinuity, and the influence of sociocultural context.
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**Methods to Integrate Biological Concepts from Neuroscience and Genetics into Developmental Science Curriculum at the Undergraduate Level:  Case Studies of Atypical Development, On-line Resources, and Visual Aids**
Jeanette Valentine

Recent discoveries in neuroscience and behavioral genomics contribute to our understanding the inter-relationship of biology, cognition, and social development. This roundtable discusses approaches to including neuroscience and behavioral genomics in developmental science curricula: case studies of atypical neuro-development,  three-dimensional visual aids for neuroanatomy, and on-line resources in neurophysiology and genetics.