

INSTRUCTOR'S RESOURCES

Richard O. Straub

to accompany

KATHLEEN STASSEN BERGER

The Developing Person Through Childhood and Adolescence

The Developing Person Through the Life Span

Invitation to the Life Span

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WORTH PUBLISHERS

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University of Michigan, Dearborn

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Berger: **The Developing Person Through Childhood and Adolescence,**
The Developing Person Through the Life Span, Invitation to the Life Span

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Emerging Adulthood: Cognitive Development

Emerging Adulthood: Psychosocial Development

Adulthood: Biosocial Development

Adulthood: Cognitive Development

Adulthood: Psychosocial Development

Late Adulthood: Biosocial Development

Late Adulthood: Cognitive Development

Late Adulthood: Psychosocial Development

Death and Dying

PREFACE

Teaching is always a challenge, and this is especially true in teaching development. It is not easy to find the right mix of theory and practice, research and application, that will help students to understand the major themes and concepts.

These **Instructor's Resources** are designed to assist you in meeting this challenge when using any of Kathleen Berger's developmental psychology texts. A separate set of Lecture Guides is provided for each text. These Lecture Guides contain a Chapter Preview, the text "What Have You Learned?" questions, and a detailed outline of each chapter. Within each outline are listed all the relevant materials from these resources. The Preface to the Lecture Guides provides a chapter-by-chapter list of available audiovisual materials, as well as lists of the videos in the Tool Kits and DevelopmentPortal. Also listed are relevant videos from the introductory psychology series provided by Worth: *Digital Media Archive*, 1st edition; *Digital Media Archive*, 2nd edition, and the 2nd and 3rd editions of *Scientific American Frontiers*.

Part I of these resources contains suggestions for planning your course as well as ideas and guidelines for term projects such as case-study projects and portfolio assignments. It also includes instructions for the classroom debates, critical thinking activities, observational activities, and Internet activities found in Part II of these resources. The Internet activities are designed to foster student writing and critical thinking when using Internet resources. At the end of Part I are detailed descriptions of audiovisual materials, including directions for obtaining them, and descriptions of the Exploring Human Development tool kits and DevelopmentPortal.

Part II is a guide to teaching the text. Each unit begins with a concise listing of the relevant resources either described or provided in this manual—including films and videos, classroom activities, teaching tips, and easy-to-reproduce handouts.

Other teaching and learning aids that accompany each textbook are a Test Bank, a student Study Guide, and a companion Web site. Each Test Bank includes multiple-choice, fill-in, and true-false questions. In addition, several essay questions, with answer guidelines, are provided for each chapter. Each question is graded according to difficulty and keyed to the textbook topic. All the questions in the Test Bank are available for Windows and Macintosh on a dual-platform CD-ROM. This computerized test bank guides professors step by step through the process of creating and administering secure exams over a network. The Study Guide, which includes an abundance of practice test questions, helps students to improve their analytical, writing, and test-taking skills as it guides their active learning of the material presented in the text. Finally, the Web site, located at www.worthpublishers.com/berger, is a free, online educational setting for students and instructors. Resources on the site include detailed chapter out-

lines, learning objectives, annotated Web links, online quizzes with immediate feedback and instructor notification, Internet exercises, critical thinking questions, case study exercises, an English/Spanish glossary, interactive flashcards in both English and Spanish, frequently asked questions about developmental psychology, and a Quiz Gradebook for instructors.

Also available are two telecourses that were developed specifically to accompany the Berger texts. *Transitions Throughout the Life Span* is a telecourse produced by Coastline Community College. *Child Development: Stepping Stones* is the version available for those teaching the childhood and adolescence course. Information about these telecourses can be obtained by writing to Coast Learning Systems, 11460 Warner Avenue, Fountain Valley, CA 92708-2597, e-mailing CoastLearning@ccd.edu, or calling 1-800-547-4748.

Worth has also put together two collections of videos to accompany the Berger text. The first is taken from *Scientific American* "Frontiers," a series of programs dealing with topics related to both the social and biological sciences. The collection contains 17 video segments, ranging from approximately 6 to 14 minutes in length, that apply to topics traditionally covered in the developmental psychology course. These videos are available to users of the Berger text (see the Lecture Guides for a complete list). For more information, contact your sales representative or call 1-800-446-8923. The second collection, *The Journey Through the Life Span* (*The Journey Through Childhood* is available for instructors of the childhood and adolescence course), is a series of narrated segments that explore development in each of the three domains: biosocial, cognitive, and psychosocial. Each narrated segment is also accompanied by an unnarrated observation module that can be used to stimulate class discussion or test students' mastery of key developmental concepts.

I am grateful to the many instructors whose insights and advice have helped to improve this edition of these resources. I am especially grateful to Catherine Woods, who helped shape the final structure of these resources and continue to provide me with a stimulating publishing environment in which to write. Most important, I am profoundly grateful to Betty Shapiro Probert of The Special Projects Group, who has worked long and hard to make this the creative, comprehensive book it is. Betty shares equally in whatever credit I receive for the pedagogical success of this project. Thanks also to Don Probert for his skill and efficiency in word processing the final book, and to Sharon Prevost, Jenny Chiu, and Stacey Alexander for their skillful assistance in the preparation of these resources.

Any comments, criticisms, or suggestions that you may have about these resources or the textbook itself are welcome. I am especially interested in any classroom activities, new lecture topics, or testing and grading strategies that may be included in the next edition of these resources. I will, of course, credit you and your college for any material I use. Write to me in care of Worth Publishers, 41 Madison Avenue, New York, New York 10010.

Richard O. Straub

HOW TO USE THESE RESOURCES

Part I of these Instructor's Resources contains general resources that you might like to consult before the term begins; Part II consists of teaching resources for use throughout the term.

Part I includes the following:

1. *Suggestions for Planning the Course.* This section offers tips that should be especially helpful to instructors who are new to the course or who are more familiar with a topical approach to development. Suggestions for planning a syllabus are provided.
2. *Ideas for Term Projects.* This section lists a wide range of possible term projects, including topics for research papers, interviews, and institution reports. It also includes guidelines for preparing these, as well as for book reports, case studies, interviews, institution visits, and participant-observer logs. These lists and instructions for students may be photocopied and used as handouts.
3. *Instructions for Student Projects in Part II.* This section contains general instructions for some of the activities described in detail in the relevant teaching resources. These include the classroom debates, portfolio assignments, Internet activities, and observational activities.
4. *Audiovisual Materials.* This section first provides suggestions for importing videos into PowerPoint presentations. *Exploring Human Development: A Tool Kit for Understanding Development* (for students) and *Exploring Human Development: An Instructor's Media Tool Kit* (for instructors), *DevelopmentPortal* for instructors and for students, *The Journey Through the Life Span* video segments, and the *Coast Transitions Throughout the Life Span* telecourses are also broadly described. The Tool Kits are described in general on page G-24, and *DevelopmentPortal* is described in general on page G-24. Detailed descriptions of the activities and videos in the Tool Kits and *DevelopmentPortal* are provided in the Lecture Guides for your text.

Note that the Lecture Guides for your text contain detailed descriptions of available films and videotapes relevant to each text chapter. Audiovisual materials are presented at the begin-

ning of the Lecture Guides because they need to be planned for, ordered, and previewed weeks before the topic in question is to be discussed. Film distributors and their addresses are also listed.

Part II includes the following for each unit:

1. *Contents.* This is an outline of the materials in that unit of the Instructor's Resources. It is organized according to the text topic. Thus, all the pertinent audiovisual materials (abbreviated AV), classroom activities, "On Your Own" activities, critical thinking activities, observational activities, and Internet activities appear immediately below each topic heading. The Contents includes page numbers of the activities, along with the page numbers of the handouts.
2. *Suggested Activities.* The suggested videos and activities are designed to help you achieve each of the instructional objectives. They are as follows:

The Journey Through the Life Span (or *The Journey Through Childhood* for the childhood and adolescence course). This is a description of the pertinent video program from the telecourse, as well as a description of the unnarrated observation module for the program. Because all three developmental domains are covered in a single segment, I describe the entire segment under biosocial development, then refer to it in subsequent units for that age group.

Transitions Throughout the Life Span (or *Child Development: Stepping Stones* for the childhood and adolescence course). This is a description of the pertinent video segment.

Teaching Tips. Some teaching tips are brief, focused suggestions for helping students make meaningful connections between course material and their own experiences. Other tips are more general and are designed to help you meet the challenges of teaching large sections of students, using technology, and so forth.

Classroom Activities. Most activities are designed to inspire student interest and involvement in a topic, and some offer addition-

al material for lectures. Also presented in this section are the classroom debates and problem-based learning activities (see the Introduction for a general description of how to use these).

“On Your Own” Activities. These optional assignments—ranging from simple observations, portfolio writing assignments, surveys, and interviews to guided library research—may be photocopied and distributed to students. For each activity there is a brief description of its purpose and an interpretation of likely student responses.

Critical Thinking Activities. Each unit contains a Critical Thinking Activity, asking the student to answer several questions that demand reflection, scientific reasoning, creativity, perspective taking, or persuasive argument. Sample answers are also included. An introduction to these activities can be found on G–21.

Internet Activities. Included where appropriate, these are assignments for researching developmental topics using the Internet. In some cases, a specific URL is provided; in other cases, the student is asked to locate resources for obtaining information about a topic.

Observational Activities. At least two fully planned observational activities are described for the major parts of the textbook. Each activity is designed to provide students with a “hands-on” research project highlighting the text coverage of biosocial, cognitive, or psychosocial development during a particular stage in childhood, adolescence, or adulthood. The handouts describe the assignment and then provide a series of questions to be answered by the student and returned to the instructor.

PART I

GENERAL RESOURCES

SUGGESTIONS FOR PLANNING THE COURSE

The particulars of classroom lectures, discussions, assignments, and tests will naturally depend on the needs and aspirations of your students, your own interests and goals, and the length and purpose of the course. The following guidelines and suggestions may help you tailor your course to maximize learning.

STUDENTS' INTERESTS AND GOALS

Students take this course for a variety of reasons, including several practical ones. Specifically, they want to understand their own developmental past, present, and future; they want to know how to raise their children or care for their aging parents; or they plan to have careers working with people of a specific age.

Since planning the course depends partly on the interests and goals of the students, you may ask them during the first class why they chose this course. Their responses will probably affect the kinds of projects you assign, the topics you emphasize, and the approach (research/theoretical or applied) you take. For example, if your students are of various ages or majors, you may allow more individual choice for project topics in order to meet their greater variety of experiences and interests. With younger students, you may want to emphasize the tasks of parenting. Older students, some already parents themselves, may be more interested in specific problems related to their children's development. Finally, human development is often a requisite for programs like nursing and education; your lecture and discussion emphasis may shift to applications of developmental principles in order to meet the goals of these students.

YOUR INTERESTS AND GOALS

It is impossible, and probably undesirable, to ignore your own personal interests and values in planning and teaching a course. Your theoretical biases, research experiences, and political or moral beliefs may all affect the text you choose, the topics you emphasize, and the approach you take. Indeed, students are usually very interested to learn about your

own research and ideas. Therefore, it is best to acknowledge your approach to and beliefs about human development, but it is also important to balance your course with the presentation of other valid views.

Before you begin teaching the course, you may find it helpful to prepare a list of general objectives for yourself. (Specific goals for each class session are also desirable: the learning and instructional objectives provided for each chapter in the Lecture Guides will help with this.) Your general objectives may include any or all of the items on the following list, arranged in three broad categories.

Knowledge

1. To describe the developing person at different periods through emerging adulthood or over the life span.
2. To provide a perspective on the changes that take place during an individual's life.
3. To examine possible causes or sources of developmental change and reasons for disturbances in the developmental process.
4. To demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them.
5. To describe objective techniques and skills for observing human behavior.

Skills

1. To sharpen students' observational skills, so that they can examine behavior more objectively.
2. To teach specific skills that will help students in various professions. For example, those who plan to continue in the social or behavioral sciences may need help understanding statistical charts and scientific analyses; those in education may need to strengthen their ability to interpret behavior so that they can respond appropriately; those in nursing need to understand the effects of the interaction of the family and professionals on the physical and emotional well-being of the individual.

G-2 Suggestions for Planning the Course

3. To enhance students' cognitive-processing ability by focusing on careful reading, clear written expression, and concise oral communication.
4. To develop students' study skills, including listening, careful reading, time allocation, and note-taking.
5. To foster critical thinking, especially in the analysis of developmental controversies.

Values

1. To enhance students' awareness of the ways in which social, political, and cultural trends affect the individual.
2. To help students appreciate people of all ages, cultures, and backgrounds, and to gain insight into their similarities and differences.
3. To help students develop responsible personal behavior with regard to such important issues as drug use, sexual activity, and parenting.

Course Level

In setting your goals, you should bear in mind the level of the course you will be teaching. One of the hardest tasks in any college course is teaching at the level that is most appropriate to the students' level of preparation. While the Berger texts have been written for, and successfully used by, students ranging from poorly prepared first-year students to those enrolled in graduate courses, the specifics of course design and text use vary widely, depending on the student population. This is because the authors of the textbook and its ancillaries have taught at very different types of institutions—including Columbia University, Fordham University Graduate School, Bronx Community College, and the University of Michigan–Dearborn. Having myself taught the course at many different levels, I offer the following suggestions in the hope that they may prove useful, especially to new instructors.

In general, the less well prepared the students are, the more important it is to test their knowledge at frequent intervals. A quiz after each text assignment helps to verify that they have read the material, provides you with a measure of how well they have grasped the basic ideas, and tells you which concepts need to be emphasized in lecture. A test on each trio of chapters is also advisable. Classwork should focus on explaining text material; frequent written homework assignments help reinforce understanding. This manual contains a number of items that are suitable as homework assignments. The Study Guide, which encourages students to organize their thoughts in writing and tests their knowledge of the facts and concepts in each chapter, can be especially effective for students who need extra help.

If less well-prepared students are given assignments requiring long-range planning, many will need

guidelines for the successful preparation and execution of the assignment. Providing students with specific steps to be followed and a schedule for completing each one can help students produce their best work. For example, for a term paper, you may require that a description of the topic be turned in by October 20, note cards by November 10, first draft by December 1, final paper by December 20. In this way, you can monitor progress, make suggestions, and help to ensure that adequate time and thought will have been devoted to the project.

As student background and preparation improve, testing need not be so frequent and more class time can be spent on formal lectures and enrichment material. If students can master text material on their own, you are free to devote class time to putting the text material into an interdisciplinary, cross-cultural, or ecological context to foster development of student written and oral communication skills and dialectical thinking processes. This manual includes much information that can be used for these purposes.

In addition, the manual contains many suggestions for student projects that can, when completed, be shared with the entire class. Ideally, students will work on their own and/or in small groups to prepare these projects. Students and instructors can learn a great deal from this process when it is done well, and classes are livelier than when the same old professional (you) talks day after day.

A word of warning: Many new teachers assume that their students are academically more mature and knowledgeable than they really are, because many students, in conversation and attitude, seem eager and bright. Even the best students, however, may need guidelines to help them accomplish what you assume they are quite capable of doing. When in doubt, give a test early in the term that demands conceptual as well as factual knowledge. Also, when assigning a class project or term paper, ask them how they would go about completing the project. On listening, you can decide whether specific guidelines are in order.

Course Organization

These resources have been designed for use with any of Kathleen Berger's texts: *The Developing Person Through Childhood and Adolescence*, *The Developing Person Through the Life Span*, and *Invitation to the Life Span*. Depending on which text you are using, you will want to refer only to the topics relevant to your course. For life-span development, simply follow the topic outline given here. If you are teaching either childhood and adolescence or a brief life-span course, the following table will help you to find the material you need.

Topics in this IR	Chapters in <i>The Developing Person Through Childhood and Adolescence</i>	Chapters in <i>Invitation to the Life Span</i>
Introduction	1	1
Theories of Development	2	1
Heredity and Environment	3	2
Prenatal Development and Birth	4	2
The First Two Years: Biosocial Development	5	3
The First Two Years: Cognitive Development	6	3
The First Two Years: Psychosocial Development	7	4
Early Childhood: Biosocial Development	8	5
Early Childhood: Cognitive Development	9	5
Early Childhood: Psychosocial Development	10	6
Middle Childhood: Biosocial Development	11	7
Middle Childhood: Cognitive Development	12	7
Middle Childhood: Psychosocial Development	13	8
Adolescence: Biosocial Development	14	9
Adolescence: Cognitive Development	15	9
Adolescence: Psychosocial Development	16	10
Emerging Adulthood: Biosocial Development	Epilogue	11
Emerging Adulthood: Cognitive Development	Epilogue	11
Emerging Adulthood: Psychosocial Development	Epilogue	11
Adulthood: Biosocial Development		12
Adulthood: Cognitive Development		12
Adulthood: Psychosocial Development		13
Late Adulthood: Biosocial Development		14
Late Adulthood: Cognitive Development		14
Late Adulthood: Psychosocial Development		15
Death and Dying		Epilogue

Chronological Versus Topical Approach

Another issue you will need to consider is the organization of course material. The *topical* approach allows the student to focus on specific aspects of the individual, such as personality, and to follow the development of these aspects from infancy through late adulthood. The *chronological* approach allows the student to comprehend the richness of development at any given period of the life span and to examine interactions among the different domains of development—biosocial, cognitive, and psychosocial.

Every developmental psychology course is both topical and chronological. However, unlike texts that cover chronological development within a topical framework, Berger's texts follow a topical organization within a broader chronological framework. Thus, if you are used to teaching a topical course, you will probably want to reorganize your lecture notes somewhat.

ADDITIONAL SUGGESTIONS

When planning special assignments, note the many projects described in the next two sections of these resources. For example, you may consider assigning one or more of the two Observational Activities provided for each of the five parts of the textbook. Formatted so that you can photocopy and distribute them to students, these activities are designed to help students make meaningful connections between the text material and their own life experiences. Most instructors find that requiring some form of objective observation reinforces text material and classwork very well.

You can anticipate an enjoyable class; the material is interesting and almost every student will have personal recollections and ideas to contribute to the topic under discussion. A word of caution, however: It is easy for the class discussion, along with general principles and overriding themes, to get lost in a sea of anecdotes ("When I had my baby . . .") or specific questions ("My little brother still sucks his thumb. Is that okay?") or uninformed opinions ("menopause causes depression"). You can turn these sidetracking comments into individual learning experiences. Anecdotes can be followed with questions from you, such as, "And how does that fit into Piagetian stages?" to reinforce the goals of your teaching. Questions not relevant to class issues can be answered after class, perhaps with a suggestion for a book or reading to help the student find his or her own answer.

If you emphasize the impact of social, economic, and cultural factors on development in your course, the following three general lecture suggestions may prove useful. These suggestions can be applied to any topic throughout the course.

Infusing Diversity Issues into the Teaching of Cognitive Development

Lisa Whitten of the State University of New York, College at Old Westbury, argues that psychology instructors need to place more emphasis in their courses on the impact of social, economic, and cultural factors on psychological development. In support of this contention, she notes that her student evaluations reveal that many students believe that racial and cultural factors are irrelevant to psychology because their textbooks give scant coverage to race, class, and other social forces that affect development. (Whitten surveyed 25 leading psychology textbooks to determine the extent of their treatment of several topics related to African American psychology: race, racism, culture, and prejudice. Although most of the texts included material on at least one of these topics, in many cases the coverage was limited to one page or less.)

Whitten suggests several ways of infusing diversity issues that pertain to African Americans, women, the disabled, and other disenfranchised groups into psychology courses. The simplest is to prepare one or two lectures that focus specifically on diversity. She offers the following sample outline for a lecture unit on black psychology.

Introduction

- Brief History of African Americans
- The Origin of African Americans
- The Triangle Slave Trade
- The Civil Rights Movement

The Black Psychology Model

- Definition of Black Psychology
- The Importance of Using African Americans as a Standard When Studying African Americans
- Trends in the Study of African Americans
- G. Stanley Hall
- Cultural Deficit/Cultural Deprivation/
Cultural Difference
- Blaming the Victim

How Race/Culture Affect Development

- Poverty
- Social Policy
- Prejudice
- Institutional Racism
- Stress/Illness

Application

- Scholarship on African American Families
- Relation Between Family Style and History
- Attempts to Correct Misperceptions
- Impact on Policy Decisions

Discussion

- Large Group
 - Student Reactions
- Small-Group Activities
- Structured Activities

Conclusions

Critique of Black Psychology Model

Racial Attitudes

What You Can Do to Make a Difference

Future Trends in Black Psychology

Importance for All People to Understand the

Relations Among Culture, Race, Politics,

Economics, and Psychological Functioning

Other relevant lecture topics for developmental psychology classes include cultural/racial variations in child rearing, educational/intelligence testing, and child abuse; variations in family constellations and dynamics; the impact of the welfare system and migration on families; cultural and racial variations in learning style; and differences in infant mortality and morbidity.

Whitten notes that the most effective vehicle for immersing students into diversity issues is small-group interaction in multicultural contexts. “Strive to place students in cooperative and equal status relationships that require that they collectively share in the responsibility for the course of instruction.” Among the topics Whitten suggests for small-group activities are the following:

1. Write intelligence test questions that tap knowledge about a specific cultural group and that people outside the group would fail.
2. Design a parent training program that takes into account the unique features of a particular cultural group.
3. Develop a program to improve the racial self-concept of African American (or immigrant or refugee) schoolchildren.
4. Develop a drug/AIDS prevention program that considers students’ racial/cultural diversity.
5. Present debates between two opposing positions of a controversial topic regarding race (for example, the impact of single-parent homes, interracial marriage, and transracial adoption).

Whitten, L. A. (1993). Infusing black psychology into the introductory psychology course. *Teaching of Psychology*, 20(1), 13–21.

Using Literature to Teach Developmental Psychology

Chris Boyatzis of California State University–Fullerton assigns Maya Angelou’s *I Know Why the Caged Bird Sings* in his classes to illustrate a broad range of child development topics.

Angelou’s marvelous book recounts her own childhood from preschool through adolescence. The first part of the book, which spans early and middle childhood, provides vivid examples of many topics: the growth of logic and concrete operational thought; the development of self-concept and self-esteem; the impact of abuse, gender issues, child rearing styles, and sibling and friendship relations. The second half of the book, which could be assigned later in the course, illustrates the challenges of puberty and iden-

tity formation in adolescence, the impact of the peer group, the emergence of formal operational thought, the formation of sexual identity, and the beginnings of interest in parenthood and vocations.

Boyatzis instructs his students to write a term paper discussing “how Angelou’s childhood experiences exemplify two or three aspects or topics of development. Use course materials (text, supplementary readings, class notes, films, handouts) to build a framework of theory and research to analyze Angelou’s development. In short . . . make connections between the general and the particular: Use the course to explain Angelou’s development and use Angelou’s experiences to illustrate the course.” An alternative approach is to assign sections of the book to be discussed in class.

Boyatzis notes that the project has been immensely successful with students. It “develops students’ ability to integrate course materials and helps them understand the complex issues of race, gender, and social class in development. Angelou’s childhood account is such a powerful psychological journey for the reader that I am confident students remember much about development because of this book. The potency of the assignment is captured in students’ comments. One wrote ‘I will remember the book and assignment for a very long time,’ and another said the assignment was ‘the most rewarding and beneficial I’ve had in college.’”

Boyatzis, C. J. (1992). Let the caged bird sing: Using literature to teach developmental psychology. *Teaching of Psychology*, 19(4), 221–222.

Incorporating a Semester-Long Scaffolded Assignment

For the major project in her neuropsychology course, Rebecca Achtman of Nazareth College requires each student to create a “Reader’s Guide” for a neurological disorder of their choosing (e.g., amnesia, aphasia). Her model can easily be adapted to a developmental psychology course by having students choose from a list of disorders of physical, cognitive, or social development. Moreover, the project itself illustrates an important process in cognitive development: scaffolding.

Each Reader’s Guide is divided into the following sections:

- Theorists and contributors
- Central concepts
- Controversial issue
- Major resources
- References

Achtman subdivides the assignment into five smaller ones that are distributed throughout the course to encourage continuous work and to allow for increased feedback and intervention when it is most useful. Each of the smaller assignments, except for Assignment 4 (the completed draft), receives a weighted grade toward the final, overall project grade. The five assignments are as follows:

G-6 Suggestions for Planning the Course

Assignment 1: Topic identification (due week 4)

- What is your topic?
- Why are you choosing this topic?
- What resources will help in your research of this topic?

Assignment 2: Major contributors (due week 6)

Provide the following information on 4 or 5 people who have made significant contributions to your topic:

- Name, affiliation, important dates
- What questions did they ask?
- What technique did they use?
- References

Assignment 3: Oral presentation (due week 9)

- A 7-minute oral presentation that includes an introduction to the topic
definitions of key terms (including relevant research techniques
an explanation of why topic is controversial
evidence supporting each side of the controversy?
whether the controversy has been resolved

Assignment 4: Completed draft (due week 12, extensive feedback provided but no grade)

- Although students in Achtman's class had already received feedback on previous assignments, this was the first time they were required to write about the controversy regarding their topic. The students also received detailed guidelines on what should be included in this draft.

Assignment 5: Final product (due week 14)

- Students were permitted to submit the final product in a variety of formats (e.g., booklet, pamphlet, traditional essay).

Achtman notes that her students became increasingly knowledgeable and enthusiastic about their topics. This in turn increased motivation in the classroom as "they frequently made links between course readings and the disorder they were researching. They presented creative, high-quality, final projects that they were eager to share with one another."

Achtman, R. (2011). *Developing a semester-long scaffolded assignment*. Presented at meetings of the National Institute on the Teaching of Psychology. St. Petersburg Beach, FL.

READING RESOURCES

Keeping up to date is important because students invariably read reports of current research on human development in the media, and you will need to reply to their questions. In several areas, new research challenges what most developmentalists taught and believed as recently as five years ago. For example, genetic discoveries are reshaping the nature–nurture controversy; the information-processing model has increased our understanding of cognitive development; middle childhood may be just as "critical" as early childhood; and adolescents today face more serious potential threats to their development than at any other time in history.

If you wish to update or add material for your course, the extensive and current bibliography in the textbook is a good place to begin. I would like to call your attention to one especially comprehensive source. The four volumes of *The Handbook of Child Psychology* (6th ed.), edited by Paul Mussen and published by Wiley, cover most topics in child development, although there is greater emphasis on research than on applications.

In addition, three major professional journals deal with human development. These provide a good starting point if you would like more recent information on any topic.

Developmental Psychology, published by the American Psychological Association, 1200 17 St. NW, Washington, DC 20036 (www.apa.org).

Child Development, published by the Society for Research in Child Development, The University of Chicago Press, Journals Division, P. O. Box 37005, Chicago, IL 60637 (www.wiley.com/bw/journal.asp?ref=0009-3920)

Human Development, published by Karger, P. O. Box CH-4009, Basel, Switzerland (<http://content.karger.com/ProdukteDB/produkte.asp?Aktion=JournalHome&ProduktNr=224249>).

The Society for Research in Child Development (www.srcd.org) also publishes a very good index of recent research in their *Abstracts and Bibliography*.

IDEAS FOR TERM PROJECTS

This section provides suggestions and guidelines for term projects, including research papers, book reports, adult interviews, case studies, institution reports, and participant-observer logs.

No matter which type of project you assign, you may want to spend one class period preparing students for it. For instance, if you are asking students to do library research, you may arrange for them to be given a tour of the library resources. If you are asking them to conduct an interview, you may review the techniques that make for a good interview (such as ways of establishing rapport, how to be a good listener, what kinds of comments encourage an interviewee to offer more detail). If you are assigning a child-study project, for example, you may show one of the films in *The Child* series (see the audiovisual section and the relevant chapters in these resources), asking your students to write down what they observe and then to present their observations in the way suggested on page G-13. Having students compare their observations will demonstrate the many ways in which data can be classified and interpreted and will lead to the conclusion that some ways are better than others.

After students have completed their assignments, they may be required to share their findings with the rest of the class. This will help students understand points of view other than their own, as well as aid them in developing communication skills. For some students, giving an oral report requires them to spend more time and care on their project than they otherwise would.

GRADING TERM PROJECTS

Grading term projects is difficult. Some instructors find it useful to assign points for various elements of the paper and to explain this system to the students in advance. For example, John G. Hartung, of The University of Colorado, has developed the following guidelines for the research papers he assigns.

Criteria	Your Points/ Maximum
Technical Requirements	
1. Outline handed in, topic approved by _____ :	_____ /10
2. Paper was handed in by _____ :	_____ /10
3. Between 5 and 10 pages, double-spaced, typed:	_____ /10
4. Minimum of 10 scientific references in bibliography:	_____ /10
5. References are cited in the paper itself, according to a consistent format:	_____ /10
Contents	
1. You report the scientific research accurately:	_____ /10
2. Your writing is well organized: you followed the organizational guidelines that were provided; you used research to support your ideas; your writing is logical and sequential:	_____ /10
3. Grammar, spelling, typing, syntax, and sentence construction are correct (a good proofreader can be helpful):	_____ /10
Interest, Creativity	
1. Your paper is interesting and creative:	_____ /10
2. You focus clearly on important points and are selective in choosing facts, ideas, and examples that are most significant to your topic:	_____ /10
Total Points	_____ /100

Note that these grading guidelines can be applied to any type of term project. Items 4 and 5 (under technical requirements), however, apply to research papers only, but they could be replaced by one or more of the following items, depending on the type of project.

Book Reports

The chosen book is a scholarly work relevant to child or adolescent development.

The chosen book was recently published and reflects current developmental thinking (unless it is a work of historical significance).

Adult Interviews

The topic and interviewees were carefully chosen to shed light on an important developmental issue.

Interview guidelines were followed accurately.

Case Studies

Methods chosen for conducting the case study were appropriate and well planned.

Guidelines for observation, interviewing, or testing were accurately followed.

Institution Reports

Choice of institution was appropriate for the topic.

Guidelines for conducting an institution visit or interview were accurately followed.

If you prefer giving more holistic grades, it is still helpful to establish for yourself the criteria you are using, so you will be fair in your grading. This also helps you if a student complains that his or her paper deserved a better grade.

RESEARCH PAPERS

Writing term papers helps students develop their research and writing skills, and encourages them to think about the issues in the study of human development. Unfortunately, many students find it extremely difficult (impossible?) to write a term paper without extensive help in finding resources, in organizing their ideas and time, and in actually writing the paper. Thus, before assigning research papers, consider your students' skills and how much time you want to spend helping them. If they are inexperienced in writing research papers, you may want to revise and then duplicate the following guidelines for writing research papers, along with the list of suggested topics, for distribution to your students. If your campus has an academic center that helps students develop sound writing skills, you may call this to your students' attention or have a representative from the center give a class presentation.

Guidelines for Research Papers

Instructions

Research papers are due by _____. The topic must be related to human development.

Please return the top of this sheet to me by _____ to have your topic approved. Keep the remaining pages for reference in preparing your paper.

Your name _____

Date _____

Your topic _____

Briefly outline your topic:

Do you know how to use the reference library to find and read at least three scientific articles (journals, monographs, etc.) that you will use in preparing your paper?

Yes _____ No _____

Format

As you are working on your research paper, keep in mind that its primary function is to show your ability to read and understand scholarly research and to use it to support your own ideas and opinions.

1. *Due date.* Papers are due by 5 P.M. on _____. Late papers will be accepted but graded more strictly. No late papers will be given an A.
2. *Length.* Your paper should be at least 5 and no more than 10 pages long.
3. *Form.* Your paper should be keyboarded, double-spaced. You must submit your original sheets. Photocopies of your paper are not acceptable.
4. *Textbook.* Read the relevant parts of the textbook before beginning your research to help you put your topic in its proper context. Consult the Subject Index to help you find the material you need.

5. *Organization.* Your paper should be organized as follows:

- (a) *Introduction.* A paragraph or two that clearly and concisely describes (1) the topic of your paper, (2) the question(s) you will investigate, and (3) the various points of view or differing explanations proposed in the scientific articles on which you are basing your paper.
- (b) *Research section.* The core of the paper—three to eight pages—must be a discussion of the scientific evidence. You should consult at least 10 sources (books, articles within books, monographs, or journal articles), at least half of which should have been published within the last five years. Try to find at least one relevant source published within the last year. While magazines written for a general audience sometimes pose provocative questions and contain interesting information, you should not rely on them for accuracy. Instead, you should find recent scholarly books and journals on your topic. If you have difficulty finding relevant material, ask the librarian.

To effectively use the contents of journal or magazine articles to support your ideas, be sure to clearly describe (1) the topic of the research being reported, (2) the research methods used (and how these methods may have affected the results), (3) the researchers' conclusions, and (4) questions raised by the research.

In the last paragraph or two of the research section of your paper, summarize the research findings and briefly state how the research relates to the topic of your paper. Good examples of how research can be used to support a discussion are given throughout your textbook.

- (c) *Your opinions.* A very important part of the paper is your own opinions and ideas, based on the research you have read. Indicate which sources you agree with and which you don't, and why. What conclusions can you draw from your reading? What important questions related to your topic remain unanswered?
 - (d) *Bibliography.* All the books and journals used for your paper should be listed alphabetically in a bibliography at the end. You should follow a consistent format, such as the one in the text or in the style manual of the American Psychological Association.
6. *Plagiarism.* When you copy something word for word, or when you are merely rephrasing ideas from someone else's text, you must cite your source, including the last name of the author and

the date of publication in parentheses (see examples in your textbook). If you use someone else's words and ideas without citing them, you are committing plagiarism and may receive an F.

7. *Topics.* A list of possible topics is available _____ . For each topic, we have provided relevant questions to help you think of ways to organize your paper. You are not required to follow them, and you should not limit your paper to these questions. If you want to select your own topic, consult your instructor for approval and suggestions.
8. *Oral summary.* You will be required to give an oral summary of your findings to the class. Class members will have time to ask questions and to help in the evaluation of the research.

Possible Topics for Research Papers

This list represents only a very few of the almost endless possibilities for research topics. You may want to pursue a topic of particular interest to you, in which case you will need to set out the questions you intend to answer (your instructor can help you), as is done for each topic listed below.

Abuse

Cross-cultural analysis of child abuse Are some cultures more abusive than others? If so, why? What are the cultural variations in the modes of discipline? Is research based on the abuse and neglect of North American middle-class children valid for children from other groups?

Biosocial Development

Brain, eye, and hand specialization What is the usual developmental sequence of brain, eye, and hand specialization? What recent evidence is there concerning the relationship among these three body parts, especially with regard to left-right coordination? What conclusions can be drawn from studies of brain, eye, or hand injuries?

Dementia Identify the causes and symptoms of severe cognitive impairment in the elderly. How are different disorders distinguished? What is Alzheimer disease, and what does the latest research suggest about it? What methods are used to treat dementias?

Drug use What are the trends in adolescent drug use? To what extent do these patterns constitute a distinct subcultural pattern, and to what extent are they simply a reflection of the larger culture? What kinds of drug education programs should there be for adolescents?

Eating disorders What are some of the causes of or theories about anorexia and bulimia? the consequences of these disorders? Why are adolescent

G-10 Ideas for Term Projects

females particularly susceptible? What methods are being used to treat people with anorexia and those with bulimia, and how successful are they?

Health What are some common health problems for adults? What steps can be taken to prevent them? What do health clubs recommend for adults? Cite evidence for the effectiveness or ineffectiveness of their programs.

Perceptual development What are the interrelationships in the development of the various senses? How do they relate to motor-skill development? to cognitive skills? Does recent evidence allow you to reach a more complex conclusion than the generality that “maturation and learning interact”?

Puberty What psychological issues accompany puberty in adolescents? Are there sexual or cultural differences in the way puberty is viewed? What are the consequences of early or late maturation for the adolescent?

Cognition

Achievement in later life Find examples of individuals who produced great art or literature, or made a scientific discovery, late in life. Characterize their earlier productivity, and compare it to their later works. Is there evidence for a new wisdom or creativity in later life?

Children’s art What are the theories that attempt to explain the sequence of children’s art? Which aspects of children’s art seem universal and developmental, and which seem bound by culture and personality? What function does art play in children’s lives, as development of motor skills and development of emotional expression increase?

IQ Does intelligence decline during adulthood? Examine the arguments for and against this claim. Compare research on both sides of the controversy, including subjects and the research method used. Are standard IQ tests “age-biased”?

Language acquisition What are the universal similarities and individual differences in language acquisition? What light does research on Motherese shed on this question? How does language acquisition relate to later intellectual development?

Measuring intelligence What are the assumptions and theories underlying various tests of intelligence? Consider how tests change with the age of the individual and with the theories of the test makers. Can tests be culture-free? culture-fair?

Cultural and Socioeconomic Factors

Ageism What are some causes of ageism in our society? Which characterizations of the elderly are factual,

and which are myths? How does ageism affect the elderly? How can ageist attitudes be changed?

Delinquency To what extent do the laws of your community treat juveniles differently from adults? Do these differences seem appropriate, given your knowledge of development? Would other differences be recommended? What is being done to prevent delinquency? What should be done? Be sure to consider research studies on this topic, especially large-group longitudinal research.

The generation gap Are there great differences between adolescents and their parents in values, ideals, political beliefs, or morals? What may cause the appearance of a gap? What do researchers think may help close the gap? Consider various theories and the evidence that supports them.

Minority-group children Pick one minority group—racial, religious, or cultural—and trace the development of children from that group. Which aspects of development are affected by minority status? What are the advantages and disadvantages of growing up as a member of that minority group? Are problems that occur caused by the majority culture, by the minority group itself, or simply by human nature?

Political attitudes How do political attitudes develop? What are the factors that influence the social values, voting patterns, and political protests of young people? What are the similarities and differences between the political attitudes of today’s young people and those of earlier generations?

Senior housing What kinds of housing arrangements are available to the elderly today? Who seems to adjust to and like each type best? What are the advantages and disadvantages of age-segregated communities for the elderly? Evaluate your community’s response to the housing needs of the elderly.

Death and Dying

Euthanasia and assisted suicide What laws govern these practices in your state? What ethical issues are raised by these practices? What rational arguments can you provide for and against euthanasia? Who should decide whether euthanasia and assisted suicides are legal?

Mourning rituals What funeral, burial, and bereavement customs are practiced by people living in your community? How do they compare with rituals practiced by their forebears a century ago? What accounts for these historical differences? What are the consequences of the changes?

Terminal illness How do people cope with a terminal illness? How do the reactions of dying children com-

pare to those of dying adults? How can the responses of family members help or hurt the dying person? How can supportive care, such as that given in a hospice, help both the dying person and family members and friends?

Widowhood What factors make adjustment to widowhood relatively easy or difficult? How is the position of widows in your community today different from that of widows in other cultures? Other centuries?

Developmental Theory and Research

Behaviorism and current research What recent attempts have there been to apply behaviorist theory to human development? To what extent is behaviorism too narrow in focus to be able to take an ecological approach? What direction do you see behaviorism taking in the next decade?

Continuity and discontinuity According to recent thinking, is development more continuous or discontinuous? What are the strongest arguments for each side and the unresolved issues? Be sure to consider both longitudinal and cross-sectional research.

Eriksonian theory and current research What recent attempts have there been to validate Eriksonian ideas? How much of it is subjective and how much relatively objective? Evaluate both critical and laudatory approaches to Eriksonian theory.

Ethics and research What are the most recent formulations of ethical principles that should be upheld in psychological research? Is there widespread agreement on these? Is there any recent research that violates these standards? Do these ethical standards restrict scientific progress? Can they be bent to suit the experimenter?

Midlife crisis What evidence exists for a midlife crisis? Characterize the midlife crisis. What other factors could account for upheaval in an adult's life? Consider the various theories of adult development, both stage and continuity, in discussing the questions.

Moral development What evidence is there to support or refute the various theories of moral development? What is the relationship among moral attitude, gender, cognitive stage, and behavior? Consider cultural, familial, and personality factors in your answer.

Piaget's theory What do contemporary developmentalists say about Piaget's theory of cognitive development? Which aspects of the theory have withstood the test of time? Which have been modified, and how?

Play How does the play of children change as they develop? What are the various theories about the

functions of play? What evidence is there to support each theory? What kinds of play patterns are ideal? Is play ever destructive to normal development?

Education

Bilingual education What are the various approaches to the education of children who speak a language different from that of the dominant culture? What are the advantages and disadvantages of each method for fostering the child's intellectual, linguistic, and emotional development? Consider the experiences of at least two different ethnic groups, such as French-Canadians, Mexican-Americans, Puerto Ricans living on the mainland, or Native Americans.

Education—Piaget Versus Skinner Compare books for educators written by followers of Piaget and by followers of Skinner. What are the similarities and differences in their assumptions and suggestions? What critical comments do you consider valid or invalid for these two approaches? Is there any research that helps resolve the controversy?

Employment

Career change What factors are involved in the decision to change careers? What programs are available to help with midlife career changes? How do the new careers differ from the original career choices? Are the new careers generally more or less satisfying than first careers?

Career selection What are the factors involved in career selection? What programs are available to help with career decisions? What effect do these programs have on career decisions? What factors affect an individual's satisfaction with a career? What factors are involved in the decision to change careers?

Families

Alternative lifestyles In terms of psychosocial development, what are the advantages and disadvantages for an adult who chooses to remain single? childless? who adopts a homosexual lifestyle? Be sure your paper reflects research findings as well as opinions.

Family patterns To what extent does the "traditional" family (father working, mother at home with the children) exist today? How are home-care responsibilities divided in families where the mother is employed? How do patterns in this country compare with patterns in other countries and/or earlier decades?

Siblings What effect do siblings have on development? Consider research on family size, birth order, and sex of siblings in connection with this topic. Is there an ideal family size and composition?

Learning Disabilities

Development of disabled children Pick one disability, such as blindness, deafness, mental retardation, or hyperactivity, and trace the development of children with that disability from birth to young adulthood. What periods of development, or aspects of development, are especially crucial? What can be done to minimize the impact of that disability?

Learning disabilities What recent evidence is there concerning the causes and treatment of learning disabilities? Which lines of research seem most promising? most popular? If children are diagnosed as having a learning disability during childhood, what predictions can be made about their later development?

Mainstreaming and special education What evidence is there that mainstreaming helps children? What evidence is there that it does not? What seem to be the crucial factors that should be considered in planning the education of a disabled child? Consider cognitive, emotional, and social development.

Marriage

Divorce What are the factors implicated in divorce and what are the factors that determine adjustment afterward? Consider the impact of divorce on children, adults, and grandparents.

Parenting and Caregiving

Alternatives to home care What evidence do we have concerning the differences and similarities between child care provided by the parents in the home and care provided by others outside the home? How do the advantages and disadvantages of alternative care change with the age of the child? with the type of family? with the type of alternative care? What can be learned from day-care experiences in other cultures?

Divorced and single parents How has the incidence of divorced and single-parent families changed over the last twenty years? How have these changes affected the experiences of children from these families? Which factors correlate with good adjustment and development in children from such families? Which factors correlate with poor adjustment? Are there periods of development when divorce is particularly difficult for children to cope with?

Fathers and mothers What are the differences between father-child and mother-child interactions? What are the similarities? Does this pattern change as the infant becomes a toddler? a preschooler? a school-age child? Does the sex of the child affect these differences? To what extent are these similarities and differences cultural? biological? psychological?

Peers and parents In what ways do peers have more influence with adolescents than parents do, and in

what ways are parents more influential? Does the answer to this question depend on the subculture, the sex, and the familial pattern of the young person, or are there broad generalizations that can be made? Consider various theories, and the evidence that supports them.

Prenatal Development and Birth

Birth customs and traditions What are the variations in the birth process throughout the world? throughout North America? What are the reasons for the differences you find? Which traditions seem most beneficial for the baby? the mother? the father? other family members? the attending doctors, nurses, midwives? Consider psychological as well as biological advantages and disadvantages.

Medical procedures used during the birth process Fetal monitoring, cesarean deliveries, forceps deliveries, and especially drugs given to women during labor have both critics and champions. What recent evidence can you find that is relevant to the controversy over these procedures, and what are the possible interpretations of that evidence? Why do views diverge so widely on this issue?

Prevention of congenital problems Describe recent evidence concerning the cause and prevention of congenital problems. Consider topics such as genetic counseling, nutrition, education, drug use, and air and water pollution. What are the most recent developments in prenatal diagnosis and treatment?

Sex Differences

Female self-concept How has the women's movement affected the psychosocial development of adolescent girls? Compare research on this topic published within the last five years with research published a decade or more ago.

Gender roles What are the similarities and differences between male and female development in adulthood? Consider all three domains, but specialize in one area, such as sexuality, moral development, or employment.

Sex differences What are the sex differences in behavior, ability, and attitudes that emerge during childhood? Which theories explain these differences? What evidence supports the various theories? Since this is a broad subject, you may want to focus on a single aspect, such as the differences in motor skills, verbal ability, or rate of psychological disturbance.

Sexual-Reproductive System

Adult sexuality What does the most accurate and recent research say about sexual behavior after age 20? What are the difficulties in obtaining accurate information on this topic? What research do you think is most carefully done?

Family planning What predictions can you make about family planning in the year 2010? What cultural and socioeconomic variations will there be? Remember that predictions should be based on evaluation and interpretation of past data and history, and that family planning is a cognitive and psychosocial issue as well as a biosocial one.

BOOK REPORTS

If library research papers seem too time-consuming or complicated for your class, book reports may provide an alternative way to get students to read additional sources and think about the issues involved.

1. Make up a readings list of your own.
2. Permit students to select their own books, asking that they use books published in the last five years. In this case, ask them to bring the books to you for approval before beginning, and/or to lend you the book when they hand in the report, to help you evaluate their work.

You may find it helpful to photocopy and distribute the following book report guidelines.

Guidelines for Book Reports

One of the assignments for this course is that you read a book relevant to human development and write a report about what you read. In your report, answer the following questions:

1. What are the main ideas of this book?
2. What are the underlying assumptions of the author(s)?
3. To what extent is the book objective, and to what extent is it subjective?
4. Evaluate the main ideas and assumptions of the book. Criticize and praise, agree and disagree, point out omissions and overemphases, all with examples.
5. Why was this book written, and who is the intended audience? Would you recommend this book, and if so, to whom?
6. Your report should be at least 1,000 words. Type it if possible; if not, write neatly and legibly.

CASE-STUDY PROJECTS

There are many ways to structure reports on the development of an individual. The most elaborate includes longitudinal observation, informal interaction, testing, and interviews with other family members. The information presented should involve biosocial, cognitive, and psychosocial development, and include predictions about the person's future as well. (Although you may want to limit the scope of this

assignment by omitting some of the research methods, you may profitably consider adding to it by requiring the students to study several people, perhaps in different age groups.) This assignment could be done in pairs or trios. Students can benefit from collectively performing these kinds of projects because they will learn how often subjective interpretations arise.

Structuring Case-Study Projects

Part of your work in this course is to study a child, adolescent, or adult closely, and report the results of your study.

Child-Study Project

1. When you have chosen a child for your study and are securing the parents' consent, explain that you are doing this research for a course in life-span development, that the child's name will not be used in the report, and that the main purpose of the report is to help you see the relationship between textbook knowledge of child development and real children. Also explain that you are not making a psychological evaluation of the child—you are not qualified to do so. (Indicate that you would be happy to talk with the parents informally about their child.)
2. *Before* you begin the study, read the trio of text chapters that apply to the age group to which your subject belongs.
3. Collect the information for your paper by using these research methods:
 - (a) *Naturalistic observation* Ask the parents when the child is likely to be awake and active, and observe the child for an hour during this time. You should try to be as unobtrusive as possible: you are not there to play with, or care for, the child. If the child wants to play, explain that you must sit and write for now, and that you will play later.

Write down, minute by minute, everything the child does and that others do with the child. Try to be objective, focusing on behavior rather than interpretation. Thus, instead of writing "Jennifer was delighted when her father came home, and he dotes on her," you should write "5:33: Her father opened the door, Jennifer looked up, smiled, said 'dada,' and ran to him. He bent down, stretched out his arms, picked her up, and said 'How's my little angel?' 5:34: He put her on his shoulders, and she said 'Getty up horsey.'"

After your observation, summarize the data in two ways: (1) Note the percentage of time spent in various activities. For instance, "Playing alone, 15 percent; playing with brother, 20 percent; crying, 3 percent." (2)

Note the frequency of various behaviors: “Asked adult for something five times; adult granted request four times. Aggressive acts (punch, kick, etc.) directed at brother, 2; aggressive acts initiated by brother, 6.” Making notations like these will help you evaluate and quantify your observations. Also, note any circumstances that may have made your observation atypical (e.g., “Jenny’s mother said she hasn’t been herself since she had the flu a week ago,” or “Jenny kept trying to take my pen, so it was hard to write”).

Note: Remember that a percentage can be found by dividing the total number of minutes spent on a specific activity by the total number of minutes you spent observing. For example, if, during your 45-minute observation, the child played by herself for periods of 2 minutes, 4 minutes, and 5 minutes, “playing alone” would total 11 minutes. Dividing 11 by 45 yields .244; thus the child spent 24 percent of the time playing alone. (If the figure in the third decimal place is 5 or more, round the second decimal place up to the next digit—for example, if your quotient were .246, you would round to .25, which is 25 percent.)

- (b) *Informal interaction* Interact with the child for at least half an hour. Your goal is to observe the child’s personality and abilities in a relaxed setting. The particular activities you engage in will depend on the child’s age and character. Most children enjoy playing games, reading books, drawing, and talking. Asking a younger child to show you his or her room and favorite toys is a good way to break the ice; asking an older child to show you the neighborhood can provide insights.
- (c) *Interviewing parents and other adults responsible for the child’s care* Keep these interviews loose and open-ended. Your goals are to learn (1) the child’s history, especially any illnesses, stresses, or problems that may affect development; (2) the child’s daily routine, including play patterns; (3) current problems that may affect the child; (4) a description of the child’s character and personality, including special strengths and weaknesses.
You are just as interested in the parents’ attitudes as in the facts, so it may make sense to concentrate on conversing during the interview, and then to write down all you have learned as soon as the interview has been completed.
- (d) *Testing the child* Assess the child’s perceptual, motor, language, and intellectual abilities by using specific test items you have planned in advance. The actual items you

use will depend on the age of the child. For instance, you would test object permanence in an infant between 6 and 24 months old; you would test conservation in a child between 3 and 9 years old; and logical thinking in an adolescent. Likewise, testing language abilities may involve babbling with an infant, counting words per sentence with a preschooler, and asking a school-age child to tell a story.

- 4. When writing the report, do *not* simply transcribe your findings from the various techniques you used (although you can attach your raw data to your paper, if you want to).
 - (a) Begin by reporting relevant background information, including the child’s birth date and sex, age and sex of siblings, economic and ethnic background of the family, and the educational and marital status of the parents.
 - (b) Describe the child’s biosocial, cognitive, and psychosocial development, citing supporting data from your research to substantiate any conclusions you have reached.
 - (c) Predict the child’s development in the next year, the next five years, and the next ten years. List the strengths in the child, the family, and the community that you think will foster optimal development. Also note whatever potential problems you see (either in the child’s current behavior or in the family and community support system) that may lead to future difficulties for the child. Include discussion of the reasons, either methodological or theoretical, that your predictions may not be completely accurate.

Adolescent- or Adult-Study Project

- 1. When you have chosen an adolescent or adult for your study, explain that you are doing this research for a course in life-span development psychology, that the person’s name will not be used in the report, and that the main purpose of this study is to help you see how textbook knowledge applies to real life. Also explain that you are not making a psychological evaluation—you are not qualified to do so. (However, if your subject would like to know your ideas, you would be willing to share them.)
- 2. Before you begin the study, read the trio of chapters that apply to the age group to which the subject belongs.
 - (a) *Naturalistic observation* Accompany the person to school, work, or to a social gathering. Try to be as unobtrusive as possible; maintain some distance from the person and those with whom the person interacts. Begin

by describing the environment. For example, if you are observing the subject in his or her workplace, you may consider the following questions: Is it crowded? (How many people in how large an area?) Is it calm or busy? (How many phone calls, how many interruptions in how long a period of time?) On which skills, mental and physical, does the person's work depend?

Once you have collected some basic information about the surroundings, write down, minute by minute, everything the person does alone or with others. Try to be objective, focusing on behavior rather than interpretation. Thus, instead of writing, "Subject seems well-organized," you should note those factors that are the basis for the observation: "Subject keeps a calendar with notes for telephone calls and tasks to be performed each day." Or instead of noting, "Subject seems well-liked and respected by her co-workers," it is better to indicate, "At 3:05 P.M., a co-worker stopped by the subject's office to ask her opinion of how to solve a deadline problem. The subject came up with possible solutions; the co-worker thanked her and said that the ideas seemed good possibilities. At 4:15 the subject's manager asked her to interview a prospective employee."

After your observation, summarize the data in two ways: Note the percentage of time spent in various activities. For instance, "Talking on phone, 10 percent; typing, 20 percent; conferring with co-workers, 5 percent; attending meetings, 15 percent," and so on. (2) Note frequency of various behaviors (e.g., co-workers visited subject's office twice; subject visited co-worker's office once; subject made three phone calls and received two). Also note any circumstances that may have made your observation atypical (e.g., subject had just returned from a five-day, cross-country business trip and was tired and had a lot of catch-up work in the office).

- (b) *Informal interaction* Interact with the person for at least half an hour. Some possible topics for discussion: What are the subject's favorite (and least favorite) activities? What experiences from the subject's past have been most influential to the subject's present life? What have been the influences of family, friends, and mentors in the subject's choice of employment and satisfaction with work? What other factors have been important (education, personal preference, financial needs, temperament, and so on)? How does the subject balance work responsibilities and family life? Questions about current events can elicit information about values and character.

Note the subject's attitudes and responses: Does the subject seem shy or open, easy-going or difficult to get along with, have a sense of humor about him- or herself? Does the subject accept responsibility for his or her life and actions, or blame others? Does the subject seem satisfied or dissatisfied with his or her personal life, family, choice of employment, etc.?

- (c) *Interview* Conduct an interview with your subject and, if possible, with a relative or a friend of the subject. Keep these interviews loose and open-ended. Your goals are to learn (1) the person's history, especially any past illnesses, stresses, or problems that may affect development; (2) the person's daily routine, including patterns of school, work, and recreation; (3) current problems that may affect the person; (4) temperament, character, and personality, including special strengths and weaknesses.

Since you are just as interested in the person's attitudes as in the facts, it may be best not to take notes during the interview but simply to converse, and then to write down all you have learned as soon as the interview has been completed.

- (d) *Testing the person* You can learn about your subject's thinking by planning in advance (with the help of your instructor) to obtain or design a test suitable for eliciting the type of information in which you are interested.

INTERVIEWING INDIVIDUALS

Asking your students to interview one or more adults is one way to help them understand the relevance of research in developmental psychology.

To help your students plan their interviews and gather information effectively, you may want to hand out the following guidelines.

Format for Adolescent and Adult Interviews

Students will better understand the issues important to adolescents and adults if you have them use the semi-structured interview technique. People are usually willing to talk about their lives if they feel that the researcher will treat their information confidentially and ethically. Their comments can be a rich source of information about human development.

To be sure they get the proper information during the interviews, students should develop a short list of questions in advance. (You may wish to review the students' questions before they go out on the interviews.) The interview subject should then be encouraged to talk freely about topics related to the original questions or to explore the questions in more detail. When the interviews are analyzed, both structured

answers and related information should be considered.

To help your students plan their interviews and gather information effectively, you may want to hand out the suggestions and topics listed below.

Suggested Format for Interviews

Select a topic of interest, using the list that follows as a guide. Read the information about this topic in *The Developing Person Through the Life Span* or other sources. Draw up a list of about six questions that you want answered by all your interview subjects.

Select two people who fit the category described by the topic and ask them if they would agree to participate in a half-hour interview. Explain that you are working on a project for your class and that all information will be confidential.

Begin the interview by telling the subject that you will be asking some questions, but he or she should feel free to expand on the topic or talk about related ideas. Set a definite schedule for the interview (such as five minutes per question) and stay on that schedule. Either tape-record the session (with your subject's permission) or take thorough notes.

If a subject's answers are too brief or uninformative, follow up with questions like, "Why did you choose X?" or "Why do you think X happened?" If something the subject says seems important, follow up with additional probing questions, like "Tell me more about X."

Remember, you are interested in your subject's life and ideas. Do not involve yourself in a conversation, offer advice, or talk about your own experiences during the interview, except as a way of encouraging your interviewee to talk.

Prenatal development and birth (expectant parents) How many weeks along is your pregnancy? Do you have other children? What do they know about pregnancy and birth? Was the pregnancy planned? If so, what factors were involved in your decision to have this child? Are you aware of any possible genetic problems, and what are you doing about them? What steps for prenatal health are you taking (nutrition; exercise; avoiding drugs, alcohol)? What are your plans for the birth? Will the husband be involved in the birth? in child care?

Family planning options (childless couples) Did you choose not to have children, or are you childless for biological reasons? How difficult was your choice/recognition of a childless relationship? What are the advantages of being childless? the disadvantages? How has your child-free status affected your marriage? Is there a possibility that you will change your mind, or adopt, in the future?

Maternal employment (mothers employed outside the home) What are your reasons for working? Do you have any doubts about your decision to work? How old are your children? Are you having any problems with

your children that may not exist if you were not working? What alternative child care have you used? What happens when your child gets sick? How much responsibility does your husband take for home and child care? How understanding is your employer? your family? How do you evaluate your children's development?

Schools and learning (high school students) What are your favorite courses in school? your best teachers? Why do you think they are better than other courses or teachers? Does your school encourage excellence in academic subjects? do your peers? How would you change your school if you could?

Independence (high school or college students) In what ways do you feel you have gained independence from your parents? What responsibilities go along with being independent? In what ways do your peers have more influence on your ideas, and in what ways do your parents have more influence? Do you feel that there is a generation gap between your parents and yourself? Have you thought of ways to reduce any differences while still developing your independence?

Moral reasoning (high school or college students) What are the moral issues in your life today? How are you resolving them? How would you approach a moral dilemma, such as finding out that a good friend cheated on an important exam? Do you have a trusted person with whom you discuss moral issues? Who is it? What are the important moral issues facing our country?

Sexuality (teenagers and young adults) When did puberty occur for you? Are you sexually active now? How long have you been active? If you are not sexually active, are you being pressured by your peers? How do you respond to that pressure? What is your current level of activity—frequency, number of partners, etc.? What birth control method do you use? What would you do if you/your partner became pregnant? What is the most important aspect of sex for you (love, pleasure, popularity)?

Drug use and health (teenagers and young adults) Do you smoke? drink alcohol? use other drugs? Why or why not? If so, how much? Would you like to quit? Why or why not? Do you think much about the health hazards? What drug habits do people you know engage in? What are the reasons? the results? What healthy activities do you engage in on a regular basis?

Decision making (young adults) What major decisions have you had to make in the past few years? How did you select your career goals? What resources did you consult in making your decisions? In retrospect, did you make the right decisions? What would you change? What decisions are you facing now? Has your approach to decision making changed in the past few years?

Life satisfaction (adults ages 45–65) How satisfied are you with your life today? Is it better or worse than you had expected when you were younger? What was

(is) the happiest period of your life? the unhappiest? Why? Are you looking forward to the next decades? Why? Describe some of your plans for the future.

Cognitive development in adulthood (adults ages 45–65) What sorts of intellectual activities do you engage in (reading, games, taking courses, educational television, politics, debates and discussions)? What do you enjoy about these activities? Are you better or worse at them than you were as a young adult? in what ways? Would you take college courses now? Why? Would you choose different courses than you would have in your earlier school years? Explain.

Gender roles and society (adults ages 45–65) When you were young, how were males and females supposed to act? Did men do housework or women have careers? How have changes in the roles of men and women affected your own life? Do you think the changes are beneficial for men and women? for you?

Menopause (women ages 50–65) When did you begin (and complete) menopause? Did you experience symptoms such as hot flashes and discomfort? Do you think menopause caused a serious disruption of your life or your emotional stability? Are your attitudes about menopause different from those you held when you were younger? What do you think about the fact that you can no longer have children? Are you satisfied with your health in general?

Retirement (retired adults) What kind of job did you hold before you retired? When did you retire? Did you look forward to retiring? Did you plan for it financially and emotionally? Describe your adjustment to retirement. What factors made the adjustment easier or more difficult? How do you feel now about being retired?

Marital satisfaction (couples married more than 50 years) How have you kept your marriage interesting over the years? Has your relationship changed? When were your happiest years? your unhappiest years? Did you ever consider divorce? What kept you from divorcing? What do you think is the key to a successful marriage?

Bereavement (widows or widowers) How long have you been a widow(er)? What was your marriage like? What adjustments were the most difficult after your spouse's death? How did the advice or actions of friends and relatives help or hurt? How have you resolved your loss now? Would you consider remarriage? What would you look for in a new partner?

INSTITUTION VISITS

Visit an institution that is intended, at least in part, to serve developmental needs. It can be a formal organization (a school, a nursing home) or an informal institution (a park where preschoolers play, a health club). Use both naturalistic observation and information gathered from talking with various staff members

and clients to understand the institution.

Begin your report by describing the institution, including the numbers of people it serves and their characteristics. Then evaluate the institution. In what ways does it foster and/or hinder development? What do the young people and the adults who are involved with the institution think about it? If you could change it, and had unlimited funds, what would you do and why? If you could change it, but had to stay within the present budget, what would you do and why?

Institution Interviews

People who work with an institution's clients can teach us a great deal about their unique needs, problems, and solutions. Using the semi-structured interview technique (described under "Format for Adolescent and Adult Interviews," page G-15), talk to a professional or lay worker concerned with human development in the institution you have selected.

Try to interview an experienced person who has been working directly with clients. Some sample questions are provided, although you would want to adapt your interview to your particular subject and institution.

Sample Questions

- What are your goals and how are you meeting them?
- What problems do you see in the group you work with, and what solutions have you developed?
- What is your opinion of the clients you work with?
- What measures does your organization take to encourage healthy development? How effective are these measures?
- What changes would you like to see in the institution?
- What gratifications and disappointments have you experienced in your work?

Suggested Subjects for Institution Interviews

- genetic counselor
- childbirth preparation class leader
- neonatal care unit nurse
- La Leché League coordinator
- day-care worker
- staff member at a children's park or camp
- teacher (Montessori school, public school, private school)
- school psychologist
- social worker dealing with child abuse
- lifeguard at local pool
- Little League coach
- juvenile court officials (police officers, probation officers, judges)
- businesspersons working with children or adolescents

(record store, pizza parlor, toy store)
 high school teacher, coach, or guidance counselor
 college career counselor
 Planned Parenthood counselor
 health club exercise teacher
 staff member of displaced homemaker center
 member of Alcoholics Anonymous
 minister, priest, rabbi, nun, or layperson concerned
 with religious values
 retirement counselor
 medical professional working with the elderly
 activities director of a nursing home
 coordinator of college courses or programs serving senior citizens

PARTICIPANT-OBSERVER LOGS

If you want your students to get more practical experience, and to be socially useful as well, you may assign them to spend at least two hours a week interacting with young people or senior citizens, and require them to write a log of their activities, observations, and impressions. This is a difficult assignment to grade, but if you can collect their logs weekly and comment on them quickly, you may create a dialogue that can be very educational.

Among the places where students may observe and participate are schools, hospitals, playgrounds, and senior-citizen centers. In addition, you may consider having the students care for one person on a steady basis. If you offer this option, consider whether it would be legitimate for the students to be paid babysitters, and whether the students can do this project with their own younger siblings, their own children, or their own elderly relatives.

PORTFOLIO ASSIGNMENTS

To help students make meaningful connections between course material and the “real world,” you may want to create a Portfolio Assignment for a particular chapter or one for each chapter. The basic format for such assignments is provided on the next page; simply insert the chapter title and duplicate the form for distribution to students.

In Portfolio Assignments, students are asked to find a recent newspaper or magazine article or to think of a personal experience that illustrates a perti-

nent developmental phenomenon, concept, theory, issue, or research finding, and then write a brief description or explanation of how it relates to material covered in class or in the text. Students may choose from magazine articles, newspaper feature articles, editorials, commentaries, advice columns, medical columns, pictures, and even cartoons.

Elizabeth Rider of Elizabethtown College, who has used portfolio assignments extensively in her developmental psychology classes, suggests giving students a photocopy of a sample portfolio during the first class meeting to facilitate understanding of the project. The sample portfolio may contain 15 to 20 entries compiled from articles that the instructor has found in the media. (For subsequent terms or years, you may want to create a sample portfolio from previous student submissions.) Each entry should be annotated by the instructor to illustrate its relevance to the course. After discussing the entries, Rider distributes several additional media clippings to the class and has students spend about 15 minutes locating a pertinent section of the text chapter and drafting sample comments. Student comments are submitted to the instructor and returned with feedback at the next class.

Portfolio assignments can be graded chapter-by-chapter, or maintained in a folder by the student and submitted as a major project for a final grade. Portfolios can be graded on several dimensions, including relevance to course material, originality, and accuracy of student descriptions of psychological terms, concepts, and theories.

Rider has found that the overwhelming majority of her students report that the portfolio assignment was more valuable to them than other course projects, such as an oral presentation or a written term paper, were. The assignment, they felt, increased their ability to think about course material outside the context of the classroom. Furthermore, they enjoyed being able to write about a variety of topics rather than the usual single topic assigned as a term paper. Finally, this assignment encouraged students to distribute their writing across the course, which may have contributed to their feelings that this assignment improved their exam performance. An additional benefit of the assignment is that it stimulates critical thinking and nurtures students' writing skills.

Rider, E. A. (1992, October). Understanding and applying psychology through use of news clippings. *Teaching of Psychology, 19*(3), 161–162.

PORTFOLIO ASSIGNMENT**Unit Title**

Based on text and/or lecture material covered in this unit, prepare a brief (1–2 typed pages) essay or discussion that is divided into the following three parts.

1. Find and summarize a recent newspaper or magazine article or describe a personal experience or observation that illustrates, exemplifies, or pertains to one of the developmental phenomena, theories, processes, issues, or research findings discussed in class or the text. (Note: You may wish to check the original journal article on which the newspaper or magazine account is based to be sure that the author's findings are accurately reported in the media.)
2. Briefly explain the developmental phenomenon, theory, process, issue, or research finding described in item 1.
3. Explain why the phenomenon, theory, process, issue, or research finding applies to the article or to your personal experience or observation, and evaluate how well it "fits."

Instructions for Student Projects in Part II

Various chapters in Part II contain special activities that require general instructions for setup. This section provides the necessary instructions for these classroom debates, observational activities, and selected readings. The activities for your particular text are listed in the Lecture Guides that accompany the text.

CLASSROOM DEBATES

Thomas G. Moeller of Mary Washington College advocates the use of classroom debates in developmental psychology courses in order to teach students about controversial issues and to improve their thinking, oral communication, and research skills. If you wish to organize class debates, during the first or second class meeting give students a list of debate topics in a form such as the one provided in the Lecture Guides that accompany the text, asking them to rank topics in order of their preference. Note that you cannot assure them of being assigned their first choice. For each debate topic, set up two teams of four students each on the basis of topic preferences and, in order to balance the teams, your impressions of their academic and verbal abilities.

Several weeks prior to the actual debate meet with the two teams to clarify the debate procedures, provide some background information and suggested references (as presented in the relevant unit of these resources), identify important developmental issues, and answer any questions. To develop an effective rebuttal to their position, debaters should be required to prepare arguments and supporting evidence for both the affirmative and the negative positions on the issue in question. Approximately one week before the debate, have the two teams flip a coin to determine which side will argue each position.

For reference material, you may choose appropriate journals and textbooks and place them on reserve in the college library or you may want students to uncover them themselves. The latter approach has the benefit of giving students experience in conducting library research using the *Psychological Abstracts*, computer literature databases, and other available resources.

For a 50-minute class, you should divide the debate into eight 5-minute speeches. Beginning with the affirmative side, the sides alternate constructive (initial) speeches, with the order reversed during the

second, rebuttal phase. Allow a 5-minute intermission/strategy review period between the constructive and rebuttal speeches. Have a nondebater keep time, signaling when a debater has 1 minute remaining and when time is up.

The overall grade for the debate should be a weighted average of the individual's oral presentation (60%) and the team grade (40%).

Moeller has found that students consider the debate to be a challenging and extremely positive learning experience. In addition, research has shown that innovative teaching techniques, such as a debate, foster critical thinking in students and a much deeper understanding of the complexity of child and adolescent development.

Moeller, T. G. (1985). Using classroom debates in teaching developmental psychology. *Teaching of Psychology, 12*(4), 207–209.

Barnett, M. A., Knust, J., McMillan, T., Kaufman, J., & Sinisi, C. (1988). Research findings in developmental psychology: Common sense revisited. *Teaching of Psychology, 12*(4), 195–197.

CRITICAL THINKING ACTIVITIES

Like most psychology courses, developmental psychology has two major goals: (1) to help students acquire a basic understanding of developmental psychology's knowledge base, and (2) to help students learn to think like a developmental psychologist. The second goal—learning to think like a developmental psychologist—involves critical thinking, those “thinking skills that promote conscious, purposeful, and active involvement of the thinker with new ideas” (Halonon, 2001). These skills include careful observation, asking questions, seeing connections among ideas, and analyzing arguments and the evidence on which they are based.

The critical thinking activities in these Instructors' Resources have been designed to help students develop their ability to think critically as they learn about developmental psychology.* Each exercise emphasizes one of six categories of critical thinking: pattern recognition, practical problem solving, creative problem solving, scientific problem solving, psychological reasoning, and perspective taking.

*The model for these exercises comes from J. S. Halonon (2001). *The critical thinking companion* (2nd ed.). New York: Worth.

As the foundation for all other forms of critical thinking, *pattern recognition* is the ability to use psychological concepts to describe behavior patterns and events, especially when a student's expectation of what is normal in a certain situation is different from what actually occurs.

When events or behaviors are unexpected, they may constitute a problem. *Practical problem solving* is the ability to use psychological concepts to develop a plan of action that will lead to the problem's solution.

Creative problem solving is the ability to make novel connections between previously unrelated ideas. This type of critical thinking often leads to new insights about behavior and developmental phenomena.

Developmentalists often employ the scientific method to develop comprehensive and systematic explanations of developmental phenomena. At the heart of this is *scientific problem solving*, which seeks to uncover relationships among the many factors, or variables involved in development.

Psychological information is transmitted through persuasive arguments that state a relationship between some aspect of behavior, such as intelligence, and another factor, such as age. *Psychological reasoning* is thinking critically about such arguments, especially the evidence on which they are based.

The final category of critical thinking is *perspective taking*, which refers to the ability to recognize the ways in which each person's thinking is shaped by his or her values and past experiences.

Before assigning any of these exercises, review these categories of critical thinking with the class. Each unit of these resources includes an activity focused on one of these categories. For some units, the exercise presents a hypothetical situation that students will need to think through. For others, students will be asked to evaluate arguments that are derived from actual psychological research. And for still other units, students' understanding of developmental concepts will be tested by asking them to apply them to a new situation.

Finally, encourage your students to polish their critical thinking skills by applying them to each of

their college courses, and to other aspects of life as well, including advertising, political speeches, and the material presented in popular periodicals.

INTERNET ACTIVITIES

To help students broaden their "horizons" in finding developmental psychology resources, various chapters contain an Internet activity. Each activity asks students to search the Internet to find answers to questions regarding developmental issues, theorists, and recent research studies described in the text. In some cases, actual Web site URLs are provided. In other cases, students are simply given suggestions to guide their research.

OBSERVATIONAL ACTIVITIES

Two or three fully planned observational activities are presented for each major part of the textbook. Each activity is designed to highlight the text coverage of biosocial, cognitive, or psychosocial development during a particular stage of life.

These activities are described in the relevant units in Part II ("Teaching Resources") of this manual. Each activity begins with an overview ("orientation") of the project, then describes the assignment, and concludes with a series of questions to be completed by the student and returned to the instructor.

You may wish to assign a specific activity for each student to complete, or give students their choice of activities at the start of the semester. Another approach would be to divide the class into groups of three or four students and have each group complete one of the activities and then give an oral report to the class.

By assigning observational activities, rather than allowing students to select their own term projects, the instructor has greater control over the range of topics and developmental stages covered in "out-of-class" work.

Audiovisual Materials

Every class benefits from occasional deviations from the “talk and chalk” mode of instruction, especially since today’s students are accustomed to receiving information through many media. Simple measures—such as posters or art on the walls or appropriate slides as each new chapter begins—are useful and welcome ways to supplement the more traditional modes of transmitting information. In some classrooms, use of an overhead projector or occasional use of filmstrips may be helpful, too. (Keep in mind that some students find filmstrips too evocative of elementary school.)

The most widely used audiovisual tool is the movie—either the 16 mm, the videotape, or the DVD. If you are unaccustomed to using these, read the tips on this and the following page. If you use them often, consult the Lecture Guides for your text, which lists all the clips suggested for each text chapter. Additional suggestions are welcome.

TIPS FOR IMPORTING VIDEOS INTO POWERPOINT PRESENTATIONS

The video clips that make up the Instructor’s Media Tool Kit can be imported into PowerPoint to create a presentation for your classes (these instructions are also provided in the Faculty Guide that accompanies the tool kit). Please note that not all versions of PowerPoint are the same, and these instructions may not be compatible with your particular version or operating system. If you encounter any problems, see the Help menu in your program, contact BFW Tech Support at (800) 936-6899 or techsupport@bfpwpub.com, or visit Microsoft’s PowerPoint home page (<http://office.microsoft.com/en-us/Fx010857971033.aspx>).

Locating Video Files

Review the list of clips in the contents. Choose the proper CD for the clip you want to show and put it in your CD-ROM drive. If you are lecturing from the same computer every lecture, or if you have time and access to the hard drive in your lecture hall’s computer, you can copy video files from the CD to the hard drive. Video files will run much better off of the computer hard drive than off the CD.

Be sure to check the drive space on the computer to which you are copying the files. Some of these video files are quite large. You should always do a test run with the videos you plan to show, whether off the CD

or off the hard drive. Some machines will have difficulty running the largest files and the video clips may pause, jump, or stop.

Integrating Video Files into PowerPoint

When you insert a movie into a slide, PowerPoint actually creates a link to the original movie file and inserts a still frame image to represent the movie object. All inserted movies will be linked to your presentation. If you show your presentation on a different computer, remember to also copy the movie file when you copy the presentation. If you don’t, you will just have a picture of the poster frame of the movie.

Importing videos into PowerPoint on a PC...

...in Windows 97/2000:

1. In slide view, display the slide to which you want to add the video.
2. On the Insert menu, select Movies and Sounds.
3. To insert a video from the Media Gallery, click Movie from Gallery, then double-click the video you want.
4. To insert a video from another location, click Movie from File, locate the folder that contains the video, then double-click the video you want.

Tip: By default, the video will start when you click it during a slide show. To change how you start a video—for example, by positioning the mouse over the icon instead of clicking it—click Action Settings on the Slide Show menu.

...in Windows XP:

1. Display the slide to which you want to add a movie or animated GIF.
2. On the Insert menu, point to Movies and Sounds, click Movie from File, locate the folder that contains the file you want, then double-click the file.

Note: A movie or .gif file that you’ve added to Clip Organizer is found in the Clip Organizer folder within the My Pictures folder on your hard disk. Or, go to the original location for these files.

3. When a message is displayed, do one of the following:
 - a. To play the movie or GIF automatically when you go to the slide, click Yes.
 - b. To play the movie or GIF only when you click it, click No.

Note: If you try to insert a movie and get a message that Microsoft PowerPoint can't insert the file, try inserting the movie to play in Windows Media Player, as follows:

1. In Windows, launch Windows Media Player (from the Start button on the Accessories submenu).
2. On the File menu in Windows Media Player, click Open, then type the path or browse for the file you want to insert and click OK.
3. If the movie opens and plays, complete the remaining steps in this task.
4. If the movie cannot play, then it won't play when you open the Windows Media Player in PowerPoint, so don't complete this task. You can consult Windows Media Player Help to try to troubleshoot the problem. Also, in PowerPoint, search on "Troubleshoot movies" in the Ask a Question box on the menu bar to get more suggestions.
5. Display the slide you want the movie on in PowerPoint; then on the Insert menu, click Object.
6. Under Object Type, click Media Clip and make sure Create New is selected. If you want the movie to display as an icon, select the Display as Icon check box.
7. Click OK.
8. On the Insert Clip menu in Windows Media Player, click Video for Windows.
9. In the Files of Type list, select All Files, select the file, then click Open.
10. To play it, click the Play button just below the menu bar, on the upper left; to insert it onto your slide, click outside the movie frame.

To add a motion clip from Microsoft Clip Organizer:

1. On the Insert menu, point to Movies and Sounds, and click Movie from Clip Organizer.
2. In the Insert Clip Art task pane, scroll to find the clip you want, and click it to add it to the slide.
3. If a message is displayed, do one of the following:
 - a. To play the movie or GIF automatically when you go to the slide, click Yes.
 - b. To play the movie or GIF only when you click it, click No.

Tip: To preview a clip, go to the Insert Clip Art task pane. In the Results box that displays the clips available, move your mouse pointer over the clip's thumbnail; click the arrow that appears; then click Preview/Properties.

Importing videos into PowerPoint on a MAC...

...in MAC OS/9:

1. In slide view, display the slide to which you want to add the video.
2. On the Insert menu, point to Movies and Sounds.
3. To insert a video from the Clip Gallery, click Movie from Gallery, then double-click the video you want. To insert a video from another location, click Movie from File, locate the folder that con-

tains the video, then double-click the video you want.

Tip: By default, the video will start when you click it during a slide show. To change how you start a video—for example, by positioning the mouse over the icon instead of clicking it—click Action Settings on the Slide Show menu.

...in MAC OS/X:

1. Display the slide to which you want to add the video.
2. On the Insert menu, point to Movies and Sounds.
3. Do one of the following: To insert a video from the Clip Gallery, click Movie from Gallery, then locate and insert the video you want. To insert a video from another location, click Movie from File, locate the folder that contains the video, then double-click the video you want.
4. A message is displayed. If you want the movie to play automatically when you display the slide, click Yes; if you want the movie to play only when you click the movie during a slide show, click No.
5. To preview the movie in normal view, double-click the movie.

EXPLORING HUMAN DEVELOPMENT TOOL KITS

This series, available to instructors on CD-ROM, VHS, and DVD, was prepared by a talented team of instructors, including Victoria Cross, University of California, Davis; Sheridan Dewolf, Grossmont College; Pamela B.Hill, San Antonio College; Lisa Huffman, Ball State University; Thomas Ludwig, Hope College; Cathleen McGreal, Michigan State University; Amy Obegi, Grossmont College; Michelle L. Pilati, Rio Hondo College; Tanya Renner, Kapiolani Community College; Catherine Robertson, Grossmont College; Stavros Valenti, Hofstra University; and Pauline Zeece, University of Nebraska, Lincoln. Combining video, animations, self-tests, and interactive exercises, the student tool kit offers hands-on, interactive learning. The activities range from depictions of classic experiments (Piaget's conservation tasks, the Strange Situation, and the visual cliff) to case studies and investigations of topics such as malnutrition, bullying and Alzheimer's disease. In addition, the CD contains quizzes and flashcards tied to every chapter of the text. The instructor tool kit includes more than 500 video clips and animations. The descriptions of videos and activities in these tool kits are provided in the Lecture Guides that accompany the text.

DEVELOPMENTPORTAL

DevelopmentPortal is the complete online gateway to all the student and instructor resources available with Kathleen Berger's texts. DevelopmentPortal brings together all the resources of the media tool kits, inte-

grated with an eBook and powerful assessment tools to complement your course. The ready-to-use course template is fully customizable and includes all of the teaching and learning resources that go along with the text, preloaded into a ready-to-use course; sophisticated quizzing, personalized study plans for students and powerful assessment analyses that provide timely and useful feedback on class and individual student performance; and seamless integration of student resources, eBook text, assessment tools, and lecture resources. The quizbank (featuring more than 80 questions per chapter) that powers the student assessment in both DevelopmentPortal and the Tool Kits was written by Pamela Hill, San Antonio College and Michelle L. Pilati, Rio Hondo College. These questions are not from the test bank!

Descriptions of the student activities within DevelopmentPortal are provided in the Lecture Guides that accompany the text. For the descriptions of the instructor's videos provided, please see the video descriptions for Exploring Human Development: An Instructor's Media Tool Kit.

THE JOURNEY THROUGH CHILDHOOD AND THE JOURNEY THROUGH THE LIFE SPAN

These two video series consist of 14 and 20 segments, respectively, that closely follow the organization of the Berger texts. The segments, which range in duration from 2 to 19 minutes, provide an engaging overview of physical, cognitive, and social development in each of the major periods covered in the text. S. Stavros Valenti, who edited the programs and wrote the accompanying student workbook, offers two alternative suggestions for using the programs. One is to show one or two segments at the start of each new developmental unit to give the class a sampling of the material that will be covered. The other is to play individual segments in the course of a lecture as a way to liven up the class.

Each video program is accompanied by one or more observation modules. These are unnarrated video segments that depict children, adolescents, and adults interacting in a variety of contexts. Valenti suggests presenting a module following a lecture or unit and asking students to identify key developmental concepts and behaviors

CHILD DEVELOPMENT: STEPPING STONES AND TRANSITIONS THROUGHOUT THE LIFE SPAN

These two video series are one-semester, college-level telecourses designed to cover the concepts, vocabulary, and subjects that are typical of an on-campus, development course. Closely following the chapters of Kathleen Berger's texts, the telecourses present the development process in three distinct domains: biosocial, cognitive, and psychosocial. The half-hour video

programs feature an assortment of real-life examples, historical footage, and an array of subject matter experts. The programs emphasize how developmental principles can be used to improve the quality of students' everyday life.

The video and online components are produced by the award-winning Coast Learning Systems with funding support provided by the Coastline Community College District and Worth Publishers. Each video lesson includes real-life examples interwoven with commentary by subject matter experts. In addition to programs closely tied to each developmental domain at each age, there are video lessons on the whole child and special topics such as the role of the father, child maltreatment and abuse, school, and teen challenges.

TIPS ON USING FILMS AND VIDEOCASSETTES

Films and videocassettes should be ordered well before the term begins, since there is a limited supply and you want to be sure the best ones are available on the dates you need them. They are particularly apt to be unavailable if you wait until the last minute; most developmental courses are roughly chronological, which means everyone wants to show a film or video on the birth process in the first month, and so forth.

If you have not used films or videos before, you should probably acquaint yourself with the audiovisual department at your school as soon as possible. Most colleges not only have equipment and trained technicians but also own many films and videos. If this is the case at your institution, planning may involve nothing more than telling the audiovisual people what you want. Many audiovisual departments will also order for you. Audiovisual staff members might also be able to suggest films or videos for you to use, since they are likely to be aware of materials purchased by other departments, say, biology, that may be applicable to your course.

In some schools, however, good equipment and trained personnel are in short supply, so you may have to do most of the work yourself. (If you have never run a movie projector or VHS player, don't panic: neither is really very complicated, and chances are one of your students can help if you run into a problem.) Even if the "audiovisual department" is nothing more than a locked closet with a projector and VHS player in it, don't be put off. Whatever the effort required, it will be worthwhile: audiovisuals provide valuable education, as well as a break from usual classroom routines.

Many of the newer films and videos are available on DVD. This convenient format has many advantages over videotape, including virtual indestructibility, random access to specific video segments (for those who wish to show only parts of a film), and the ability to link video directly to computer PowerPoint presentations. If you have a notebook computer with a DVD drive, and an LCD projector with USB or serial port

connections (or, even better, a multimedia classroom that allows you to simply bring your notebook computer), this makes for an excellent video display system.

I strongly recommend that you preview each title before showing it. Although the list of suggested materials was carefully prepared, some of the titles may not be appropriate for your class. If you can't preview a film or video (perhaps because it arrived late), tell the class that you haven't seen it and ask their opinion about it for future classes. Then, at least, you won't have to suffer the onus of having selected a bomb.

Even if you have previewed the movie or video and shown it to many classes, it is still a good idea to view each showing rather than turn to some other task while the class watches. Your students will be more attentive, you will catch nuances that you may have forgotten, and, probably most important, you will pick up valuable information from your students' reactions. Their laughter, comments, and restlessness during the showing reveal a great deal about the directions that subsequent discussion should take.

Many students view audiovisuals in class with the same mental set they adopt when watching television; that is, they see them as relaxing entertainment, nothing more. For this reason, it is useful (even essential) that you tell the class what you want them to learn from the film or video, then review its salient points as soon as it is over. One way to help your students focus their attention is to distribute a list of questions to be answered in writing at the end of class. Students' answers can be read aloud and used as a basis for class discussion. Or you might consider showing only part of a title or interrupting it to highlight the ideas presented up to that point.

Finally, although every class learns from seeing good films or videos, it is possible to show too many. Your class and your own evaluation are the best guide to the proper number, but as you are planning the course, keep in mind not to schedule too many audiovisuals back-to-back.

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