

Instructional Redesign Portfolio
Lifespan Development
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Section I: Instructional Context and Pedagogical Approach

- Describe the learning context in which the instructional (re)design took place. Where is the course taught? How often? Is it face-to-face, hybrid, online, clinical? Is it a large enrollment lecture course, one with many sections, or a small seminar? How often have you taught this course?

As the only developmental psychologist on the Lima campus, I regularly teach Lifespan Development (PSYCH3340)—typically each fall and each spring semester. This course is face-to-face. As a regional campus, this is a small enrollment lecture course with one section each fall and spring. I also teach the Honors Embedded section about once per year in tandem with the regular course. Typically, there are 1 to 2 (but up to 5) Honors students in this section. I have taught this course 13 times since coming to OSU-Lima in fall 2009.

This course redesign evolved from an Affordable Learning Exchange (ALX) grant that I was awarded. I began work on this grant in January 2019 for implementation of open resources for this course in August 2019. However, through this process, I quickly realized that I was actually taking on a complete redesign of this course. Spring 2019 was a good time to do so because I was not teaching Lifespan Development in spring as I usually do. Thus, I took Spring and Summer 2019 to redesign this course, and the redesign was fully implemented in Autumn 2019 with an enrollment of 22 (although there was one student who never attended a class).

- Describe the question or area of interest you identified in your teaching. Why did you target this issue/question for instructional (re)design? How did you determine it was a *significant* question or challenge?
- What student learning outcome(s) do you connect with this teaching question? How do you typically evaluate this/these student learning outcome(s)?
- What, if any, strategies had you tried in the past to address this? What evidence-based approach(es) did you identify as possible intervention and why?

There were several overlapping teaching challenges that I identified as I wrapped up the Autumn 2018 semester and started planning the redesign in Spring 2019. I will use the outline below throughout this Portfolio to summarize my responses within each section, organized hierarchically:

- This course needs new energy.
 - I want to make the material more relevant.

- I want assignments/lectures focused more on skills/application to future careers.
- I want assignments/lectures focused more on diversity.
- I want assignments focused more on information literacy.
- I want to make my assignments more transparent.
- Active learning.
 - I want to incorporate more active learning strategies.
 - I want my students to be more engaged.

First, I felt that this course needed new energy. After teaching from the same textbook for almost 10 years, I realized there was important content that I was missing and some content that seemed unimportant. I wanted to focus more on depth and importance, more on teaching students real-world skills, and less on expansive content. Lifespan is a particularly difficult course to do this in because it essentially covers conception to death (sometimes called “womb to tomb”). I believed this was a significant challenge based on feedback from students who said that the course was not relevant to them on past SEIs. Thus, I wanted to be sure to focus in on the important parts of life that I believe are beneficial for everyone to know—either personally or professionally.

This first challenge of new energy really encapsulates the other teaching challenges that followed. First, I wanted the material to be more relevant to students. This course is typically taken by psychology and health science majors; almost all students take this course with the goal of working with people—either in psychology practice (e.g., clinical psychology, educational psychology) or in a medical profession (e.g., nursing, physician’s assistant). Of the 18 students who took the pretest survey during the redesign semester, all but two students reported that their career goals were to work in one of these two broad areas (the other two reported wanting to join the military/unsure). Thus, making content relevant is a significant question because I believe that our major courses should be addressing the content knowledge and skills that will serve students in their professional lives after these courses. As mentioned above, students sometimes comment on this course not being relevant. Thus, I aimed to make these connections more explicit.

Making material more relevant to students aligns with the required learning outcome for lifespan development: “Apply developmental psychology principles to daily life throughout the lifespan.” In the past I had only evaluated this outcome through some discussion in class and multiple-choice questions on exams. However, I aimed to make these connections more apparent in class discussions and also to incorporate this challenge into a new writing assignment. I was inspired to try these new approaches after reading *Student Engagement Techniques* (Barkley, 2010). In this book, the author talks about fostering student motivation (quotes from p. 85):

- “Provide students with meaningful rationales that enable them to understand the purpose and personal importance of course activities.” (This was

addressed with Transparent Design templates and three new assignments aimed at developing professional skills).

- “Give students choices among several learning activities that meet the same objective.” (Students were allowed to select which five of the six *Developmental Trends Assignments* they wished to complete, to vote on an interviewee for the *Diverse Perspectives Interview*, and to select someone they knew personally for the *Lifestory Interview*).
- “Help students to use self-assessment procedures that monitor progress as well as identify personal strengths and potential barriers.” (This was accomplished with quizlets and kahoots and other group quizzes in class and weekly reflections).

I also aimed to “teach things worth learning” (Barkely, 2010; p. 86). In other words, rather than focusing on so much content, much of which changes rapidly, I aimed to focus more on prioritizing essential concepts (e.g., appreciation of diversity, information literacy) as well as some foundational developmental milestones that do not change (e.g., language milestones) and key developmental theories.

Second, I wanted to create lectures and assignments focused more on diversity. Increasing the focus on diversity aligns with the required learning outcome for lifespan development: “Explain the biological, cognitive, **cultural**, environmental and social factors that influence development throughout the lifespan.” In the past, I evaluated this learning outcome with multiple-choice questions on exams. I had discussed racial, ethnic, and cultural differences before, as identified in the textbook I was using. However, I felt these examples were lacking and were often focused on differences that put ethnic minorities at a disadvantage. Thus, I aimed to find ways to acknowledge disparities, but to focus more on celebrating diversity. Although there is much research on why college students *need* diversity (e.g., benefits to professional careers), I actually found it difficult to find resources on *how to teach* diversity. However, I did find one interesting approach, which involved a cultural scavenger hunt (Wesp & Baumann, 2012). In this activity, students visiting St. Croix developed scavenger hunt questions about Crucian culture. Students then had to find the answers to the questions by talking to local residents, exploring historical sites, or obtaining photographs or artifacts. Students reported that the scavenger hunt contributed more to learning in the course than many of the other activities (e.g., tours). I developed something similar, which involved interviewing three individuals from different cultural backgrounds, with a similar aim of finding out more about different cultures. I chose the approach because I wanted to *show* students about the value of cultural differences rather than just telling them it is important.

Third, I wanted to focus more on information literacy. This goal aligns with the required learning outcome for lifespan development: “Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and **the Internet** throughout the lifespan.” In the past, I evaluated these outcomes with in-class discussions, multiple-choice questions on exams, and with the *Scrapbook Project*, which required students to find examples in the real world that related to course content, such as movies, and compile a scrapbook with

12 such examples and written descriptions connecting the real-world example with course content. The intervention that I wanted to try in the redesign was to take a more direct teaching approach to teaching information literacy skills by providing students with Kapoun's (1998) five-point rubric for evaluating web pages. I used this in the context of the *Developmental Trends* assignment, in which students had to locate information on the Internet about six trends throughout the semester, many of which are misconceptions (e.g., teen pregnancy is increasing). This assignment also corresponds directly to the learning outcome: "Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan." Researchers find that this type of information literacy approach increases students' feelings of autonomy and self-efficacy (Bohan, Friel, & Syzmanek, 2015). I have used this rubric successfully in Introductory Psychology and believed it could be successful in a higher-level class and with more specific searches than what I use in Introductory Psychology.

Fourth, I wanted to make my assignments more transparent. I believed this was a significant challenge because I had been using the same *Scrapbook* assignment for almost 10 years and felt that students did not typically complete the assignment as I envisioned it despite years of adding more detailed directions. This challenge thus corresponds to the "new energy" challenge. It also corresponds to the "making the material more relevant" challenge because I wanted to create new assignments that focused on skills rather than content. Whereas the *Scrapbook* assignment focused on content (i.e., finding examples in the real world that related to course content, such as song lyrics), the new assignments I wanted to create would include practical skills AND be more transparent. Specifically, I aimed to focus on information literacy and appreciation of human diversity in new writing assignments.

I used Winkelmes' Transparent Design Template for assignment guidelines. Using this approach, Winkelmes, Bernacki, Butler, Zochowski, Golanics, and Weavil (2016) found that students felt they had more academic competence, greater belongingness, and greater mastery of skills employers value when hiring compared to students who received the standard assignment guidelines. They also found that faculty reported greater student motivation, fewer late assignments, and fewer disputes about grades when using the Transparent Design Template.

Last, I aimed to incorporate more active learning strategies and for students to be more engaged. I believed this to be a significant challenge because in the past students had sometimes commented that class time focused too heavily on lecture. After reading *Student Engagement Techniques* (Barkley, 2010) as my UITL reading reflection book, I had many good ideas I wanted to try. And after reading the additional book, *Small Teaching* (Lang, 2016), I felt I had a wide range of activities to try in the redesigned course. From both books, I wanted to focus on helping students develop learning strategies. For example, some of the learning strategies I aimed to use from *Student Engagement Techniques* included rehearsing (e.g., using quizlets and Kahoots in class, encouraging students to make their own flashcards), organizing (e.g., developmental theories are difficult for students so we did in-class activities around organizing these based on key theorists, labeling and describing the theories). Similarly, in *Small Teaching*, Lang (2016) emphasizes the important of practicing retrieving knowledge

from memory in order to be able to retrieve knowledge from memory (e.g., on an exam). He discusses research on using brief ungraded multiple-choice quizzes in class as a way to improve students' test scores. As Lang (2016) suggested, I also made sure to align practice and assessments (e.g., if students will be asked to remember names on the exam, practice remembering names in class). These activities also correspond to the suggestions in *Student Engagement Techniques* and *Small Teaching* to incorporate games as a way to practice retrieval and to motivate students.

There are not particular learning outcomes associated with this teaching question as this is more focused on the method of teaching rather than any particular content. In the past I had attempted to do some group activities, but these were not very frequent and were largely up to students to decide if they did the activity alone or with someone in the class. I used suggestions from *Small Teaching*, in particular the goal of creating a "community of learners" by creating small groups at the beginning of the term and creating several new activities for the class and for group activities.

Section II: Development and Planning

- Discuss the pathway you selected for exploring the evidence-based strategy or strategies you implemented. Why did you select this pathway? How did it assist you in the development and planning of your change in strategy? How effective was this pathway? Did you begin with an endorsement, then explore additional literature?

This redesign began as an ALX grant. As part of that grant, I was connected to several valuable resources throughout the university with the help of Alexis Duffy. Although Alexis helped most directly with helping me to find my open source textbook, she also helped me to discover that there were many strategies in my course that I wanted to significantly change. This was a very effective pathway for me. Specifically, Alexis put me in touch with Laurie Maynell of UITL, who helped me to connect my desire to bring more diversity to the Lifespan course with the real-world application (e.g., how diversity makes for better workplaces).

Laurie also helped by providing Winkleme's transparent assignment template, which I used for all of my writing assignments in the redesign. Laurie's assistance was the most relevant in terms of providing evidence-based strategies (e.g., the transparent design template). In addition, I also read the book *Small Teaching* as well as several additional journal articles on critical thinking, teaching diversity, information literacy, and active learning.

I also talked with Rachel Hopkin (PhD Candidate in Folklore), who helped with suggested readings for the interview assignments (*Diverse Perspectives, Lifestory Project*) and thinking through how to instruct students on collecting interview data.

Finally, I also consulted with Henry Griffy, Faculty Support Liaison at ODEE, for help with organizing content on Canvas.

I did also attempt to request help from libraries in finding content, but they were unwilling to locate specific content.

Section III: IR Implementation

- Describe in detail the IR implementation process. What did you do? When did you do it? How was it received by students or how did they respond/react in the learning context? Did the strategy change what was required in terms of preparation before instructional sessions? What, if any, educational technology was required? What, if any, teaching assistance did you need?

For the first strategy change (making material more relevant), during lectures, I made an effort to make the connections between the material and application to students' careers more explicit. I did this from the beginning of the semester. For example, in the first module, we covered socioeconomic diversity and different social classes. Students completed an activity to match each social class with an example and then we had a discussion of how understanding someone's social class background would help students in a clinical setting (e.g., counseling, nursing). Another example is that one of the assignments involved obtaining a "life story" from an older adult (described below). In lecture, we discussed the research showing that medical professionals obtaining life story information in medical settings improves patients' outcomes. These were new connections that I added this throughout the term; thus, there was additional preparation before most instructional sessions.

I also added all new assignments to this course to accomplish these new goals. The assignments aimed at addressing making the material more relevant included two new assignments—*Diverse Perspectives Interviews* and *The Lifestory Project*. Because I knew that students were typically interested in psychology practice (e.g., counseling psychologist, school psychologist) or medical practice (e.g., nursing, healthcare administration), I created two new assignments that involved obtaining information from people. For both, students first were assigned readings on best practices in interview techniques. They completed a quiz on these readings to ensure they read them thoroughly before we began. The purpose of the *Diverse Perspectives Interview* was to interview three adults as a class who were from different countries to learn more about how their experiences were both similar and different from students' experiences. After the readings quiz, students then composed the interview questions in small groups at three different pre-planned points in the semester (a meeting or two before the interviewee was scheduled to come to class). These questions focused both on general immigration information (e.g., why did you move the U.S.?) as well as a theme that I predetermined based on what section of the course we were covering (e.g., marriage and children). I selected the first two interviewees (a female professor from Russia and a female staff member from Iran); students selected the third interviewee. They offered several suggestions and then voted as a class to invite a male professor from Scotland as our last interviewee.

As this was a new assignment I have never tried before, there was additional preparation time to locate the readings, write the assignment guidelines and find two interviewees (students chose the third). I also spent time compiling and condensing the questions from the six groups after each of the three question-generation sessions and re-assigning questions to groups, distributing them evenly among groups (such that groups who posed more questions did not have to also ask more questions). I also met with each of the interviewees in person prior to the class interview to gauge what course

topic they had experience with and describe how the class interview would go. I have been invited to contribute a short book chapter on this assignment to an ebook on examples of classroom activities that have integrated elements of diversity into the teaching of psychological concepts for the Society for the Teaching of Psychology.

The second new assignment aimed at increasing relevance was the *Lifestory Project*. This was based on McAdam's Life Story Interview (McAdams, 2008) and involved interviewing an older adult on their life story. The relevance to students, as mentioned above, is that most students who take this class aspire to a clinical profession in which they will need to gather personal, life history, information from patients or clients. I believe this project was also relevant to their personal lives as everyone has someone who they are close to and learning more about that person can be very beneficial (e.g., better understanding choices that older adults have made). Older adults also enjoy having someone take an interest in their personal stories. This project also had three readings that students were quizzed on to make sure they had the background knowledge in conducting the life story interview and interpreting the answers prior to the interview. Based on my frustration with students not understanding how to integrate their real-world examples with course content in the *Scrapbook Project*, I took students step-by-step through the *Lifestory Project*. Based on quiz scores, students seemed to have a very good understanding of the material. The next step of the assignment was for students to conduct their interviews. They were given the McAdams script and some guiding principles (e.g., a minimum set of questions to ask), but were given flexibility to choose other questions based on the interviewee's unique life. Students were provided with a worksheet to provide answers to the questions that would appear on the final paper to fill in based on their interviewee's responses; this was part of their final paper grade. Finally, they wrote their *Lifestory Paper* with this outline. As this was a new assignment I have never tried before, there was additional preparation time to locate the three readings and to write the assignment guidelines.

Finally, because Lifespan Development naturally covers mental health and because suicide rates are increasing, resulting in average longevity decreasing in the United States, I thought it would be very relevant to students to participate in a R.E.A.C.H. training—the suicide prevention workshop offered by OSU. I am a certified R.E.A.C.H. trainer and I set aside one lecture to provide this training to students as part of the Honors embedded section. Although it was not mandatory, almost all students in the course (two Honors students and the other students) attended the session.

For the second strategy change (diversity), I began with the very first lecture by talking about the importance of diversity and its relevance to psychology and health professions. This did change what was required in terms of preparation before each instructional session. I adopted a new textbook and so already had a great deal of reorganization. Adding the diversity to lectures, including added audio and video clips, took additional time before each session. Textbooks often present differences between Caucasian and ethnic minorities in terms of deficits of minorities. I attempted to find examples that were celebratory rather than derogatory of racial and cultural differences. For example, in the NPR series "How to Raise a Human," there is a clip discussing how

Mexican parents have a different view on toddlers' helping that seems to foster their willingness to help with chores in later years.

Another way I increased the focus on diversity in the Lifespan course was the *Diverse Perspectives Interviews* as described above. These were interesting as there was no pre-determined aspect of diversity that I had in mind. The cultural diversity that came through in these assignments was largely based on the unique experiences of each interviewee. However, key themes that came through in each interview were the reasons for immigration to the United States, separation from family, and adjusting to a new life in a new country. Students seemed to appreciate the more trivial, but entertaining, cultural differences interviewees offered as well (e.g., that Russians don't eat raw mushrooms in their salads).

For the third strategy change (information literacy), I created a third new assignment with the aim of promoting information literacy. Lifespan Development is a course that includes many frequency statistics and many that are misconceptions about development or are misunderstood (e.g., divorce rate). I wanted students to gain practical skills in locating this information for themselves from reliable sources. Because these frequency statistics are constantly changing (e.g., average longevity), I wanted students to have the tools moving forward to be able to locate the most recent and reliable information on the Internet, whatever the content may be. For this assignment, I identified six developmental trends for which I have provided the information to students in the past. They were given a rubric for evaluating web pages and were asked to find the basic frequency statistic for each of these trends (e.g., what is the current prevalence of Autism?). For each trend, they were also given a few additional questions (e.g., has the rate increased or decreased in recent years and why?). Thus, questions were both basic and also involved some more in-depth searching. This did require preparation as I have never used this assignment before. Thus, I needed to write the assignment instructions as well as find the correct information myself prior to the class discussions.

For the fourth strategy change (transparent assignments), I used Mary-Ann Winkelmes' Transparent Assignment Template, which includes an Assignment Name, Due Date, Purpose (including skills and knowledge gained), Task, and Criteria for Success. This did require preparation as I have never used these assignments or this template before. Examples of all three new assignments are provided in the appendices. I also aimed to make these assignments manageable for students. The *Diverse Perspectives Interviews* were low stakes because aside from completing the readings and quiz, grades were primarily based on participation in constructing the interview questions and then just participating in the interview itself. The *Developmental Trends* Assignments were situated towards the beginning of the semester (ending November 1) whereas we began working on the *Lifestory Project* November 6th. Thus, students did not have to juggle too many assignments at any given point in the semester.

My final goal of this redesign was to encourage active learning. I began the semester with activities that got the class talking and moving. For example, in a prior course (Adult Development and Aging) students had responded well to activities where they got up out of their seats to answer questions on the board. Thus, I started the term with

these kinds of activities to set up the expectation for myself that I would do more to engage students. From the first day of class, I started with an icebreaker activity (based on ideas from *Student Engagement Techniques*), which asked students to come up to the board and answer questions (e.g., what is one positive childhood experience that has shaped who you are today?, what is something you thought was very fancy as a kid that turned out not to be?). These questions served to prompt discussion relevant to the class as well as to just set the expectation that we can also be informal and conversational in this class.

I also created small groups at the beginning of the term such that any time I had a planned activity, I could ask that they get together with their group and students knew exactly who to get together with. We also used these groups for the *Developmental Trends* assignments. For each of the six assignments, students were asked to bring two copies of the assignment to class—one to turn in, one to discuss with their group. After discussing and agreeing on the answers, groups were asked to compile their answers on sheets at the front of class. This gave me an opportunity to share with the class the answers as well as to correct any incorrect information or misunderstandings. These groups were also used for the *Diverse Perspectives Interviews*. Groups came up with their questions together in class after some guidance from me on a theme (e.g., marriage and children), I condensed the questions from the class (e.g., combining very similar questions), and then students sat with their group on the day the interviewee came to class and posed their questions. Finally, for the *Lifestory Project*, after interviewing their interviewee, students discussed their interviewee's responses with their group prior to writing the paper based on a set of questions from the Lifestory readings. This provided students the opportunity to learn about others' interviewee responses, to see different interpretations of the readings, and perhaps rethink what their own interviewee's response might mean in the context of the readings. I visited each group and made sure to clear up any confusions or issues for which students were unsure of how to interpret the responses.

To get students more engaged, I also made a point to learn each student's name from the start of the semester. For the first two weeks, I had students create a name plate for their seat with their name and some unique fact (e.g., I like to watch *Friends*). This really helped me to quickly learn names, to have a conversation starter with students before classes started, and to hopefully show my genuine interest in getting to know them. Many of these ideas came from *Student Engagement Techniques* and *Small Teaching* to reduce anonymity and promote a "community of learners". These active learning opportunities were well-received by students as mentioned in the assessment section below.

I also encouraged students to be mindful about their learning outside of the classroom. At the beginning of the course and before each exam, I discussed with students the research on memory to foster better study habits. For example, we discussed the importance of doing literally anything other than simply reading over your notes (e.g., finding ways to quiz yourself, explaining the concepts to someone else, creating concept maps, etc.), as suggested by Lang (2016). I created quizlets and kahoots for use in class and encouraged students to use the links I provided and to create their own. We also had weekly reflections in which students were asked to write down

content that challenged their thinking, content they were unclear on still, and something we did that helped information stick. This helped me to better understand the concepts that are new to students. I then made sure to go over the content that was still unclear to students at our next meeting. The intention was to make students more mindful of the things that help them to retain information and the areas where they may need to go back to review content. These changes did very much change what was required in terms of preparation as I had used none of these strategies before. With the exception of a few activities, I created all of these activities during this redesign.

There was no educational technology or teaching assistance required for any of these strategy changes with the exception of organizing new content on Canvas and audio recording the Diverse Perspectives Interviews so that I could use specific anecdotes in the ebook chapter.

Section IV: Assessment

- Describe the direct and indirect methods of assessment you selected for determining the effect of this instructional strategy(ies) on student learning outcomes and/or experience?

I collected direct assessments of students' critical thinking (Yuan, Liao, Wang, & Chou, 2014) and informational literacy skills (Timmer & Glas, 2009) as well as their viewpoints on diversity (Littleford, 2013) at a pretest and posttest during the redesign semester (Autumn 2019). I also assessed their knowledge of the six developmental trends topics with multiple choice questions at pretest and posttest. The pretest occurred on the first day of class before I told students anything about the course. The posttest occurred after the final exam. Importantly, students were NOT told they would be quizzed on the developmental trends topics; the last of these was discussed in class on November 1st and the posttest occurred on December 11th. I also obtained qualitative data at the posttest on students' opinions of the developmental trends and diversity assignments, and the group assignments. Given the small sample size (only 18 students had both pretest and posttest data of the 21 enrolled) and the skewed responses on the direct assessments, comparisons were limited. However, I did obtain particularly rich qualitative data from students about their experiences.

- Summarize the data you collected. How has this data changed from before you implemented your intervention? What student feedback did you review?

Critical thinking was measured with a 19-item, 5-point Likert scale. There were no significant pretest-posttest differences (all $ps > .05$) in the three factors of critical thinking identified by Yuan et al. (2014)—Systematicity and Analyticity (e.g., I always make sure a piece of information is reliable before taking it into consideration), Inquisitiveness and Conversance (e.g., I always learn as much as possible, even if I don't know when I'll put to use the things I learned), and Maturity and Skepticism (e.g., During discussions, I am able to raise questions and respond to others' opinions while remaining calm). Although improving critical thinking skills was not directly a target for the redesign, I believed that these items corresponded to some of the other skills addressed (e.g., information literacy, appreciation of diverse perspectives). However, students answered very highly on these items at pretest, almost always selecting 4 (agree) or strongly agree (5). Thus, students believed their critical thinking skills to be high at the beginning of the term.

Clearly, a limitation of self-report is that students may not answer these questions objectively.

Information Literacy was assessed with a 20-item, 5-point Likert scale. These items were taken from a larger list and selected based on what was relevant for this particular class. As the authors of this assessment did not identify particular factors, I examined all 20 items individually. All items addressed finding information on the Web (e.g., I am familiar with evaluating guidelines for web resources) and for class assignments specifically (e.g., I examine the URL to evaluate the information). Two items increased in endorsement (i.e., students reported doing this more frequently at posttest)—“I consult Google” and “I use words from my questions as search terms”. Surprisingly, one important activity decreased from pretest to posttest—“I examine who makes or edits the website.” This one was particularly surprising because it was a central topic for the *Developmental Trends* assignments. Based on students’ earlier assignments, it was clear that not all students followed this guideline. For example, many of the developmental trends (e.g., rates of Autism) could be found on reliable websites such as the Centers for Disease Control or the Census Bureau. Yet, in the beginning some students were relying on journalism websites such as Psychology Today. In the group discussions, I used these examples as a way to guide students to pay particular attention to who is producing the information and to look at whether the website is .gov, .edu., .org versus .com. Thus, it is surprising that students would report a decrease in this. However, these comparisons are also limited by the sample size and the number of comparisons, which increases the Type 1 error rate (i.e., false positives—we find differences when there are none). Again, however, at pretest students reported that they were already high on these information literacy skills, not leaving much room for improvement.

On the open-ended question regarding information literacy, students commented:

“I know how to use these skills more so it was very helpful to me.”

“I enjoyed the developmental trends. It was really cool to have to research a specific topic. I enjoyed learning that way.”

“I feel like these assignments were helpful. They made you search for factual information and really got me interested in some of the information.”

“I do feel that these increased my skills in the area of information literacy as well as in the area of developmental trends. I really enjoyed these assignments as they helped me to learn some of the information better and have some schema before learning the topic in class.”

“I liked these assignments because they were interesting and went along with what we were talking about in class.”

“I feel like these assignments kind of helped, but I already had a good sense of finding information. These assignments I felt were perfect because they weren’t too long, but it still made you research something.”

“I liked these assignments because searching for the info allowed me to better remember for the exams. I feel like they did increase my skills in the content areas.”

Thus, from the qualitative data, many students subjectively felt that they benefited both from the going through the steps of finding the information and from the content itself.

To assess perceptions of diversity, students answered questions from Littleford (2014). There were 12 items answered on a 5-point Likert scale regarding the reasons for why diversity should be included in the curriculum (e.g., It will prepare students to work in a culturally diverse workforce), one item about how student feel when they hear the word diversity, one item about how important it is that instructors include diversity issues in courses, four questions about the courses that should include diversity, and six questions about what instructors should focus on when they discuss diversity (e.g., focus on people who are from other countries). At pretest, students were high in general on their appreciation of diversity. For example, *How do you feel when you hear the word diversity?* received a high endorsement (M = 4.35, with 4 being somewhat positive and 5 being extremely positive). *How important is it to you that instructors include diversity issues in your courses?* received a high endorsement as well (M = 4.33, with 4 being somewhat important and 5 being very important). Looking at pretest-posttest comparisons, there were two items that increased significantly ($p < .05$) in endorsement—*It will help students gain more cultural awareness and understanding of people from different backgrounds* and *Cultural diversity issues should be concentrated only in diversity-specific courses*. The latter is difficult to interpret because I am unsure whether students perceived Lifespan Development as such as a course or not. However, based on the qualitative feedback below, I do believe students saw this as important to Lifespan Development. Two items decreased significantly ($p < .05$) in endorsement—*Colleges and universities need to adapt teaching styles to suit a multicultural environment to keep educational practices up to date* and *Colleges and universities need to ensure that historically marginalized groups' experiences are represented in the undergraduate curriculum*. Again, however, because of the small sample size (N = 18), these changes should be interpreted with caution.

Students also answered an open-ended question at posttest on their opinion of the *Diverse Perspectives Interviews*. This is what some of the students had to say:

"I loved the interviews. I felt like I learned a lot more and it was better than just talking about different cultures."

"I loved it. Yes they offered similarities and differences. I learned that Christianity in Europe has run its course in the professor's opinion from Scotland."

"I really liked these interviews. It was really interesting to see the different mindsets and cultural differences. I also learned that America is a very privileged country."

"They offered a lot of insight of the similarities and differences among people from different backgrounds. I gained a lot of knowledge of why people come to the United States. I like these assignments and learning about different cultures as well as people."

"I thought it was a better way to learn about people from different backgrounds instead of reading an article or watching a video about it, for example. I gained so much knowledge about the countries where each interviewee was from. I thought it was a really neat way to learn about other cultures."

“I really liked and enjoyed the Diverse Perspectives Interviews. I think the interviewees did an excellent job of giving me insight to the similarities and differences among people from different backgrounds. I feel I gained a lot of respect for those that come from other cultures because I never really knew what all they went through.”

“I thought the assignments were eye-opening. I got to meet and talk to others from different countries, cultures, and backgrounds.”

“I thought these assignments were very interesting and they were laid out very well with going along with the material in the class.”

From the qualitative data, this seemed to be a favorite assignment for students. I was pleasantly surprised at the volume of positive feedback on this activity.

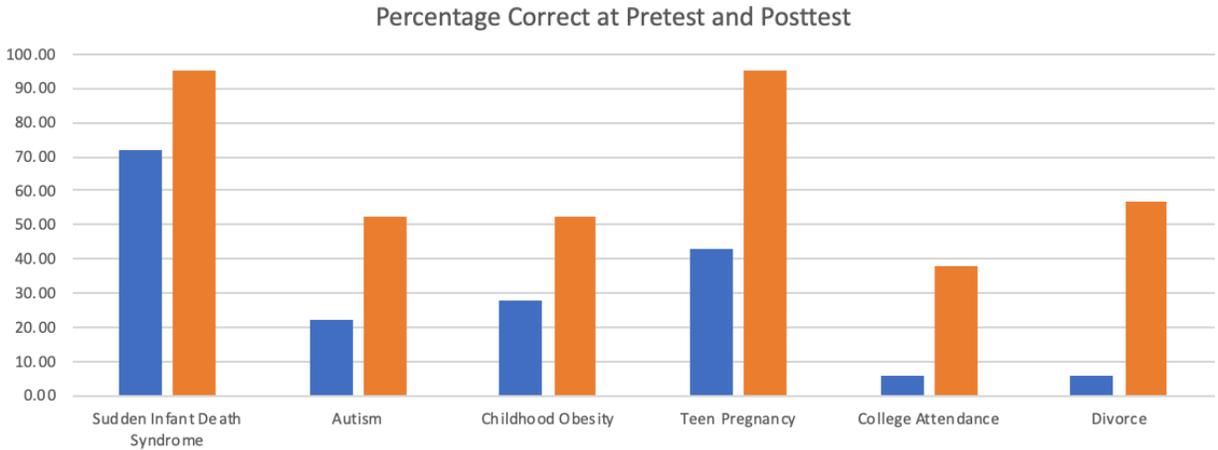
Although the goal of increasing students' interviewing skills was not directly assessed on the posttest, a few students also commented on the *Diverse Perspectives Interviews* question:

“I think it was really interesting and helped us develop skills we may have never used before.”

“I enjoyed these assignments, and I really learned a lot more about different cultures and how different or similar they actually are. I also learned how important interviews could be.”

I examined students' knowledge of the six *Developmental Trends* activities at pretest and posttest with objective multiple-choice questions. These included Sudden Infant Death Syndrome, Childhood Obesity, Autism, Teen Pregnancy, College Attendance, and Divorce Rates. Students' knowledge of these topic increased significantly after completing these assignments for Sudden Infant Death Syndrome, Teen Pregnancy, College Attendance, and Divorce Rates ($p < .05$) and was marginally significant for Autism and Childhood Obesity ($p = .056$). Again, students were not aware that they were being tested on this information after the final exam, which was not cumulative (December 11th) and these assignments were covered from September 4 to November 1. Thus, presumably finding this information for themselves helped to solidify this information and recall it later. In the open-ended comments, one student commented: “I think learning about the different misconceptions myself helped me retain the information.”

The figure below presents the percentage of students answering these questions correctly at pretest and posttest. This activity helped me to see that most students began the term with some basic knowledge (e.g., most knew that infants should be placed on their backs to sleep to reduce Sudden Infant Death Syndrome). This also helped me to confirm my assumption that students do begin the term with many misconceptions (fewer than half of students answered all other questions correctly at the beginning of the term). For example, most students believe incorrectly that the divorce rate is increasing. Note that the lowest performance was for the question asking how many high school graduates attend college; however, the answer choices were very close to one another (65% and 70%). Thus, I think the low score underrepresents what most students know—over 60% of high school graduates attend college.



To assess the active learning, students were asked to answer an open-ended question on the posttest survey about assigning groups to create a “community of learners.” There was one student who reported not liking the groups and one other who reported being neutral. However, all other students had positive comments:

“I think this totally decreased anxiety and made it a more fun way to learn content.”

“I liked having groups because it helped me bounce ideas and get new ones. It was easier to come to conclusions.”

“I liked my group. I think we kind of established a friendship and it was easier to work together from the consistency.”

“I enjoyed the groups. I liked that we were able to share each other’s findings and learn from those different perspectives as well as having those set people as contacts for course information.”

“I liked the groups. I felt it was a good way to help master the material. If one of us didn’t know something, another student could explain it in a way that we all could understand it. Having a consistent group allowed us to get to know each other better so we could explain content to each other where we all could understand it.”

“I enjoyed the groups. We got along really well and helped each other by giving studying tips and just learning about each other in general.”

“I enjoyed the same group. I felt like having the same people allowed me to speak my ideas more openly.”

“I liked it and made more comfortable doing things in class.”

“I liked my group and they became friends to talk to about class.”

“I really enjoyed the groups and gained more knowledge about how others think and just make the class more enjoyable which allowed me to pay more attention.”

Also part of my goal for this strategy change was to try a variety of active learning strategies and to motivate students. Although not formally assessed on the posttest, students did make these comments on the SEI:

“I thoroughly enjoyed this class. The instructor tried different ways of teaching the content (lecture notes, videos, group work) that I thought made it easier to understand the material. The atmosphere the instructor created made me want to go to class. I never really was dreading going to this class. I think that also made the class more enjoyable and made me want to learn the content.”

“Dr. Tompkins is a very informative teacher. I enjoyed her class and the group work/activities really helped to keep the information stored.”

- Offer your conclusions regarding the effectiveness of this instructional strategy. Did it work, and how do you know it worked? Did it change student learning or experience? If there was no change, why not? How would you refine this approach if you choose to implement it again?

For the first strategy change (make material more relevant), I believe it worked to have class content and assignments focused more on relevant career skills. Students commented on the value of learning interview techniques, suggesting this was effective. In the future, I plan to incorporate more explicit examples throughout lecture connecting material to students' careers.

For the second strategy change (diversity), I believe this was one of the most successful changes based on students' attitudes in class during these interviews and based on their open-ended responses. In the future, I might try to invite interviewees with different types of diverse experiences. We focused on cultural diversity and immigration, but these interviews could also focus on racial diversity, sexual orientation/identity, developmental disability (e.g., autism), etc.

For the third strategy change (information literacy), I believe it was effective based on the improvements I saw in the information gathered by students from the first to last assignment. However, I do think there was a bit of a limit to its success. Some students needed more of this instruction than others—some had a good handle on finding the information from the beginning. In the future, I might make this assignment more varied as we go along or make it more challenging. I might also find a better way to assess their initial skills.

For the fourth strategy change (transparent assignments), I think this change worked well. Because we went through the assignments together and because the objectives and activities were very explicit in the guidelines, students seemed to really understand what they needed to do. These assignments were much more successful than the *Scrapbook Project* I have used in the past based on students' performance on their papers.

Finally, for the fifth strategy change (active learning), I think students' experience was much improved based on their SEI and posttest comments and their attitude in class. Students seemed to enjoy the activities, games, and small group work that we used throughout the semester.

Section V: Reflection

- In light of your IR work, how has your view of the teaching question/issue you chose to address changed?

For the first strategy change (making the material more relevant), I now see the benefit of making the connections for students more explicit. I saw evidence of this primarily in the interview assignments (*Diverse Perspectives* and *Lifestory Project*), which students seemed to enjoy. In the future, I plan to make more of these connections in lecture as well.

For the second strategy change (diversity), my view has changed only in the sense that I was very pleasantly surprised at how well-received this goal of infusing diversity into the course was. Of all of the changes I made, I believe this one was most successful based on students' attitudes in class and based on their open-ended responses on the posttest survey.

For the third strategy change (information literacy), I plan to continue using those assignments. The *Developmental Trends* assignment (Information Literacy) is one area where I believe students already had some strengths and so I plan to change the pretest assessment of these skills in the future, perhaps with more multiple-choice types of questions rather than self-report behaviors. Students clearly knew what they were supposed to do when searching for information on the Internet, but I am not confident that they actually did these things before beginning these assignments. I think I may also need to change this assignment in the future so that the assignments are not as redundant (e.g., the same types of questions asked each time) so that we can focus on different types of skills.

For the fourth strategy change (transparent assignments), I will definitely continue using the transparent design template in this course and in others. Using the template combined with taking the step-by-step approach with the interview assignments helped students to better know what I expected from them compared to the *Scrapbook Project* I used in the past.

For the fifth strategy change (active learning), based on students' open-ended feedback on the posttest survey, I believe I will continue using the small, assigned groups approach. Almost all students really seemed to enjoy the small, consistent groups.

- What did you learn about yourself as a teacher from going through this process?

I am more confident in taking risks in terms of changing my teaching approach generally and in terms of specific assignments. For example, I was concerned that by focusing so much on diversity, students would feel that it was forced upon them. I was also concerned that discussions of immigration, particularly from countries that so often appear in our news cycle (e.g., Russia, Iran) would be off-putting to students. On the contrary, I believe these interviews were very well-received based on students' posttest comments. On the regional campuses, teaching is a priority and unfortunately, we are often judged largely based on SEI ratings. Taking a teaching risk also means that SEIs might suffer. On the contrary, my overall SEI rating this semester was an average of 5.0. Students had many positive comments about the class (see appendices). This is an increase from the last time I taught this course in Autumn 2018 (M = 3.9). That course was an anomaly—I believe because of some academic misconduct issues with students. However, the sections prior were not as high as 5.0 (4.6 the prior two semesters). I do not think that SEIs are the only way to judge a course's success, but

the 5.0 average rating does suggest that students were overall satisfied with the course content.

- What aspects of the IR process will help you approach future teaching questions?

I have learned that there are many great empirical resources for addressing teaching questions and many great resources at OSU.

- What aspects of the IR process were most useful and least useful to your development as a teacher and why?

I thoroughly enjoyed working with people at OSU from ALX, UITL, and ODEE. Everyone was very resourceful and helpful in providing the resources I needed. There weren't really any aspects of the process that were not useful, perhaps just that I was a bit disappointed that libraries were not willing to help find interesting sources for specific topics.

- What teaching support services are you most likely to make use of in the future and why?

Although not technically part of the IR process, Alexis Duffy with ALX was wonderful with getting the open textbook ready for this course, but also with connecting me to all of the wonderful resources OSU offers faculty. I have already applied for and was awarded another smaller ALX grant for a syllabus review for another course. I will also definitely use UITL and ODEE resources again in the future.

- How confident do you feel in continuing to use instructional redesign in future courses or curricula?

I do feel very confident in this process. It was a tremendous amount of work, but well worth the effort for transforming the experience of our students.

Appendices

Several appendices are attached, in the following order:

- References
- Syllabus before (Autumn 2018) and after (Autumn 2019) redesign
- Developmental Trends Assignment
- Diverse Perspectives Interview Assignment
- Lifestory Project Assignment
- Pretest and posttest blank surveys
- Student evaluation of instruction before (Autumn 2018) and after (Autumn 2019) redesign

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Lifespan Development: Syllabus

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<u>CLASS WEBSITE:</u>	https://carmen.osu.edu/		
<u>OFFICE HOURS:</u>	By appointment		
<u>CLASS MEETS:</u>	Wednesdays and Fridays, 11:15am-12:35pm; Galvin 330		

Textbooks

REQUIRED TEXT: *Human Development: A Life-Span View*, 7th edition, Kail & Cavanaugh, 2015

Course Overview

Lifespan Development is an introductory course in developmental psychology that explores basic principles of human development throughout the entire lifespan, from infancy through death. We will discuss major theories and foundations of human development. We will also examine physical, cognitive, social and emotional development at different ages. We will consider the ways in which the major domains and external influences interact to guide development, as well as how culture influences development. The knowledge you gain from this course will provide you with the tools to better understand people of all ages.

TAG Learning Outcomes

1. Explain the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.
4. Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan.
5. Describe methodological approaches used to study human development across the lifespan.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet throughout the lifespan.

There are several ways in which the above course objectives will be achieved, including: course lectures, reading the required text and articles, in-class activities, discussions with active participation, and video clips.

Expectations for Performance in Class

1. Be in your seat and **BE READY** to take notes at 11:15am. Class ends only when the speaker indicates that class is dismissed, not before. Do not arrive late or leave early as doing so disrupts the class.
2. Give your **FULL ATTENTION** to the speaker and audiovisual materials. Do not read outside materials, sleep, talk to others, use a cell phone, do homework, pack up your books early, or listen to music. Such inattention to the lecture is rude and distracting to classmates who want to learn.
3. **COMMUNICATION** with me or your classmates is expected to be handled in a courteous and professional manner. When e-mailing me, please use my name (Dr. Tompkins), provide your name and course, and write in complete words and sentences, not "text speak."

4. **TAKE RESPONSIBILITY** for your own learning. You are responsible for paying attention and taking notes during lectures; for getting notes from a classmate if you miss a lecture, including any announcements or videos that you may have missed; for being aware of all exam dates and due dates; and for contacting me if you have questions, need help understanding course material, or need additional help in the course.

Course Website

The website for this course is <https://carmen.osu.edu/> There are several important links on this website to facilitate your learning in this course. Thus, it will be important to regularly access this website. Important information on Carmen (Canvas) will include the syllabus, course schedule, announcements, lecture notes, study guides for exams, project guidelines, grades for all exams and assignments, as well as other helpful tools.

Grades for Non-Honors Students

Course grades will be based on four multiple choice exams, six in-class quizzes, one project, and class participation.

EXAMS: There will be three non-cumulative exams during class time throughout the semester. Exams will consist of 40 multiple choice questions, and each exam will be worth 80 points. You will have 50 minutes to complete the exam. The rest of class will be reserved for reviewing the answers to the exam.

FINAL EXAM: The final exam will be during exam week on **Wednesday, December 12th from 12:00pm to 1:45pm in Galvin 330**. This exam is non-cumulative. The final exam will consist of 40 multiple choice questions and will be worth 80 points. **Note:** Any student who comes late to an exam for any reason (i.e., who arrives after at least one person has left the room) will be subject to the make-up policy described below. **THERE WILL BE NO MAKE-UPS OR EARLY EXAMS FOR THE FINAL.**

IN-CLASS QUIZZES: There will be 10 in-class quizzes based on listening to interviews from NPR.org and reading corresponding sections from the text. Links to interviews and textbook pages will be posted on Canvas. Each quiz will have 5 items and will be worth 20 points each. Your final quiz grade will be based on your 6 best quiz scores. A discussion of the topic will follow each quiz so please be prepared to contribute to the discussion in class.

SCRAPBOOK PROJECT: This project is briefly described here. A more detailed description will be posted on Canvas. The purpose of this assignment is to help you to understand that developmental concepts are not just abstract theory, but are very much a part of the real world. You will compile a scrapbook of at least 12 examples of developmental concepts from across the lifespan that are found in the popular media (movies, tv shows, song lyrics, comic strips, news stories, magazine articles). Each example will be explained in the context of material learned in the course. This project is worth 120 points and is due **Wednesday, December 5th** in class.

CLASS PARTICIPATION: Your class participation will be assessed with an attendance sign-in sheet or class activities on lecture days, which will be turned in, and discussion of quiz material on quiz days. The purpose of these assignments is to not only encourage class participation, but also to facilitate understanding of the material. The first 3 absences will not affect your grade. Each absence beyond those will result in a 5-point reduction in your class participation grade. Class participation will be worth 100 points. **Note:** your class participation grade reflects other aspects of your behavior in class, such as disruptiveness or inattention (e.g., using your cell phone, sleeping in class).

Grading Scale for Non-Honors Students

Exams: 4 at 80 points = 320 points	A	= 614-660	C	= 482-507
Quizzes: 6 at 20 points = 120 points	A-	= 594-613	C-	= 462-481
Scrapbook Project: 120 points	B+	= 574-593	D+	= 442-461
Class Participation: 100 points	B	= 548-573	D	= 396-441
Total Points: 660 points	B-	= 528-547	E (F)	= below 395
	C+	= 508-527		

Grades for Honors Students

Course grades will be based on four multiple choice exams, six in-class quizzes, two short reaction papers, one project, and class participation.

EXAMS: Exams will be the same format, content, points, etc. as the Non-Honors Students (see above).

IN-CLASS QUIZZES: Quizzes will be the same as for the Non-Honors Students (see above).

REACTION PAPERS: There will be about 8 “special topics” throughout the semester. For each topic, there will be two empirical articles available on Canvas, which will be discussed in class. You will choose *two* of these special topics that interest you and write a 3-page reaction paper after the class discussion. These will be due 1 week after the discussion. Each reaction paper is worth 40 points for a total of 80 points. A more detailed description will be posted on Carmen.

VOLUNTEER PROJECT: You will be required to complete volunteer hours outside of the classroom and to write a paper about your experience. The purpose of volunteering for this course is to gain hands-on experience with an age group of your choice. By volunteering, you will be able to engage in in-class discussion about the experiences you have had with that particular age group, and be able to apply the concepts you have learned about developmental psychology to the real world. Each student will be required to volunteer a minimum of **15 hours** over the course of the semester (approximately one hour per week). You will be provided with possible volunteer opportunities, although you can choose a different opportunity if you would like. All decisions regarding where you will volunteer must be made by **Friday, August 31st**. You will find a form to fill out on Carmen titled “Volunteer Placement”, which must be turned in to me by this date IN CLASS. You will be required to track your hours and obtain your supervisor’s signature at the end of the semester. You can find this form on Carmen under “Volunteer Log.” You will turn this in with your paper assignment. You will also be required to write a 7-8 page paper, which will be due no later than **Wednesday, December 5th** in class. The purpose of this paper will be to reflect on your experience, to incorporate the knowledge you have gained in this course with your experience, and to research a topic related to your experience by reading 2-3 journal articles and incorporating those findings into your paper. All Honors students will meet with me at the end of the semester as a group to discuss your volunteer experience and brainstorm about paper topics. This paper is worth 180 points; 80 points are based on the completion of your volunteer hours. If you do not complete the minimum 15 hours, your grade will be reduced accordingly. The other 100 points will be based on your paper. A more detailed description will be posted on Carmen.

CLASS PARTICIPATION: Class participation will be the same as for the Non-Honors Students (see above).

Grading Scale for Honors Students

Exams: 4 at 80 points = 320 points	A	= 741-800	C	= 589-620
Quizzes: 6 at 20 points = 120 points	A-	= 717-740	C-	= 557-588
Reaction Papers 2 at 40 points: 80 points	B+	= 693-716	D+	= 533-556
Volunteer Project: 180 points	B	= 669-692	D	= 477-532
Class Participation: 100 points	B-	= 645-668	E (F)	= below 476
Total Points: 800 points	C+	= 621-644		

Policy Regarding Missed Classes and Exams

Understandably, you may have to miss a class because of circumstances beyond your control, such as weather or sickness. If you miss a lecture for any reason, there is no need to contact me—this is what your three unexcused absences are for. If a lecture is missed, simply borrow the notes from a fellow student, and make an appointment to speak with me if you have further questions. If several lectures are missed because of sickness or other circumstances, you may be able provide documentation for your absences to avoid a reduction in your grade. Please contact me so that I can work with you to maintain good standing in the course and not fall behind.

EXAM MAKE-UP POLICY: There will be NO make-up exams unless an unavoidable circumstance arises. If an exam will be missed, you must notify me prior to the exam, and provide documentation for your emergency (e.g., doctor’s note). If your documentation is sufficient and prior notification was given, you will be given one

week to take the make-up. If these conditions are not met, a grade of zero will be given for the missed exam. Note: Any student who comes late to an exam for any reason will be subject to the make-up policy. If you arrive after the first test has been handed in, you will not be allowed to take the exam unless something unavoidable has caused you to be late (and you provide documentation).

QUIZ MAKE-UP POLICY: There will be NO make-up quizzes regardless of the reason for missing the quiz. Quizzes will be taken during the first 5 minutes of class. Any student arriving to class after the quizzes have been turned in will not be allowed to take the quiz or make up the quiz from that day.

LATE ASSIGNMENTS: Any assignments turned in late will be subject to a 10-point grade reduction for each day (not each class meeting) they are turned in late if you do not have adequate documentation for why the assignment is late.

Academic Honesty

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>.

Disability and Special Needs

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know privately as soon as you can such that we discuss accommodation options. To establish reasonable accommodations, you may want to register with Student Life Disability Services. After that registration, please make arrangements with me as soon as possible to review the recommended accommodations for you so that they may be implemented in a timely fashion. The contact information for our campus' Disability Services follows:

Karen Meyer, 154 Student Services Building; 419-995-8453; meyer.193@osu.edu.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Student Advocacy

Student advocacy is able to help students navigate through their campus experiences. They can answer students' questions, direct students to appropriate departments and people, familiarize students with university policies and procedures, give guidance when trying to find ways to solve problems and make difficult choices. Student Advocacy can help with financial distress, notify professors, advisors, bursar, etc. in the event of an emergency/illness, help with financial distress, link students with appropriate resources, collaborate with Student Advocacy in Columbus, and cut through red tape at the university. Contact: Gail Nelson at 419-995-8698 or at nelson.700@osu.edu.

Counseling Services

Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS at 419-995-8272 or 419-995-8698 to schedule an appointment or visit: <https://lima.osu.edu/current-students/student-life/counseling/services.html>.

Tobacco Free Campus Policy

Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at <http://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>.

University Expectations Regarding 2:1 Ratio of Student Effort

In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Board of Regents has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. As part of these guidelines, the Board of Regents' guidelines state that one semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction, and that "students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity." In other words, if we spend about 2 ½ hours in lecture each week, you are expected to spend an additional 5 hours outside of class on this course.

Reading and Exam Schedule

Note: This is a tentative schedule of topics, and may change slightly. However, exam dates will NOT change. Chapter readings are due on the first date the topic is covered. Quizzes are on a section from your textbook (e.g., 3.4 refers to chapter 3, section 4 and is labeled in the same way in your text).

Date	Topics/Exams	Chapter Reading Schedule	Special Topics/ Assignments Due
W 8/22	Introduction to Course <i>Chapter 1: The Study of Human Development</i>		
F 8/24	<i>Chapter 1</i>	Chapter 1	
W 8/29	Finish <i>Chapter 1</i>		
F 8/31	<i>Chapter 3: Tools for Exploring the World</i>	Chapter 3	Quiz 1: Sudden Infant Death Syndrome Volunteer Placement Due (Honors Only)
W 9/5	Finish <i>Chapter 3</i>		
F 9/7	<i>Chapter 4: The Emergence of Thought and Language</i>	Chapter 4	
W 9/12	Finish <i>Chapter 4</i>		Special Topic: Eyewitness Testimony
F 9/14	<i>Chapter 5: Entering the Social World</i>	Chapter 5	Quiz 2: Attachment

W 9/19	Finish <i>Chapter 5</i>		Special Topic: Gender Stereotypes
F 9/21	EXAM 1 Chapters 1, 3, 4 & 5		
W 9/26	<i>Chapter 6: Off to School</i>		
F 9/28	Finish <i>Chapter 6</i> <i>Chapter 7: Expanding Social Horizons</i>	Chapter 6	Quiz 3: Parenting Special Topic: Early Literacy
W 10/3	Finish <i>Chapter 7</i>	Chapter 7	
F 10/5	<i>Chapter 8: Rites of Passage</i>	Chapter 8	Quiz 4: Puberty
W 10/10	Finish <i>Chapter 8</i> <i>Chapter 9: Moving into the Adult Social World</i>		
F 10/12	Finish <i>Chapter 9</i>	Chapter 9	Quiz 5: Sexual Orientation/Teen Suicide Special Topic: Bullying
W 10/17	EXAM 2 Chapters 6, 7, 8, & 9		
F 10/19	<i>Chapter 10: Becoming an Adult</i>	Chapter 10	Quiz 6: Going to College
W 10/24	Finish <i>Chapter 10</i> <i>Chapter 11: Being with Others</i>		
F 10/26	Finish <i>Chapter 11</i>	Chapter 11	Quiz 7: Marriage Special Topic: Alternative Forms of Parenting
W 10/31	<i>Chapter 12: Work and Leisure</i>	Chapter 12	
F 11/2	Finish <i>Chapter 12</i> <i>Chapter 13: Making it in Midlife</i>		Quiz 8: Discrimination in the Workplace Special Topic: Discrimination in the Workplace
W 11/7	Finish <i>Chapter 13</i>	Chapter 13	
F 11/9	EXAM 3 Chapters 10, 11, 12 & 13		
W 11/14	<i>Chapter 14: The Personal Context of Later Life</i>	Chapter 14	Special Topic: Alzheimer's Disease
F 11/16	Finish <i>Chapter 14</i>		Quiz 9: Alzheimer's Disease
W 11/21 F 11/23	Thanksgiving NO CLASS ☺		
W 11/28	<i>Chapter 15: Social Aspects of Later Life</i>	Chapter 15	
F 11/30	Finish <i>Chapter 15</i>		Quiz 10: Palliative Care Special Topic: Nursing Homes
W 12/5	<i>Chapter 16: The Final Passage</i>	Chapter 16	Scrapbook Projects Due Signed Volunteer Hour Log & Paper Due (Honors only)
W 12/12	FINAL EXAM (EXAM 4) Chapters 14, 15, & 16 12:00pm—1:45pm in Galvin 330		

Lifespan Development: Syllabus

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<u>PHONE:</u>	(567) 242-6537	<u>EMAIL:</u>	tompkins.73@osu.edu
<u>CLASS WEBSITE:</u>	https://carmen.osu.edu/		
<u>OFFICE HOURS:</u>	By appointment and after class any day we meet		
<u>CLASS MEETS:</u>	Wednesdays and Fridays, 11:15am-12:35pm; Galvin 124		

Textbooks

REQUIRED TEXT: *Lifespan Development: Lumen Learning* (free ☺ textbook linked on Carmen under Files or <https://ohiostate.pressbooks.pub/lifespandevlopment/>)

Course Overview

Lifespan Development is an introductory course in developmental psychology that explores basic principles of human development throughout the entire lifespan, from infancy through death. We will discuss major theories and foundations of human development. We will also examine physical, cognitive, social and emotional development at different ages. We will consider the ways in which the major domains and external influences interact to guide development, as well as how culture influences development. The knowledge you gain from this course will provide you with the tools to better understand people of all ages.

TAG Learning Outcomes

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met

1. Explain the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.*
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.*
3. Apply developmental psychology principles to daily life throughout the lifespan.*
4. Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan.*
5. Describe methodological approaches used to study human development across the lifespan.*
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet throughout the lifespan.*

There are several ways in which the above course objectives will be achieved, including: course lectures, reading the required text and articles, in-class activities, writing assignments, discussions with active participation, and video clips.

Expectations for Performance in Class

1. Be in your seat and **BE READY** at 11:15am. Class ends only when the speaker indicates that class is dismissed, not before. Do not arrive late or leave early as doing so disrupts the class.
2. Give your **FULL ATTENTION** to the speaker and materials. **Cell phones should not be out in class and should be put out of sight during exams.** Taking notes or following lectures notes on a laptop or tablet is fine so long as you are on task and not distracting your neighbors by looking at non-course related content.
3. **COMMUNICATION** with me or your classmates is expected to be handled in a courteous and professional manner. When e-mailing me, please use my name (Dr. Tompkins), provide your name and course, and write in complete words and sentences.

4. TAKE RESPONSIBILITY for your own learning. You are responsible for paying attention and taking notes during lectures; for getting notes from a classmate if you miss a lecture, including any announcements or videos that you may have missed; for being aware of all exam dates and due dates; and for contacting me if you have questions, need help understanding course material, or need additional help in the course.
5. ENGAGE. You are expected to attend class regularly and be engaged in the course material. This means volunteering answers in class (or I may call on you!) and participating in group work.

Course Website

The website for this course is <https://carmen.osu.edu/> There are several important links on this website to facilitate your learning in this course. Thus, it will be important to regularly access this website. Important information on Carmen (Canvas) will include the textbook, syllabus, course schedule, announcements, lecture notes, study guides for exams, assignment guidelines, grades for all exams and assignments, as well as other helpful tools.

Grades for Non-Honors Students

Course grades will be based on three multiple choice exams, two quizzes, three “Diverse Perspectives Interviews”, five “Developmental Trends” assignments, one “Life Story Project”, and class participation.

EXAMS: There will be two non-cumulative exams during class time throughout the semester. Exams will consist of 40 multiple choice questions, and each exam will be worth 80 points. You will have 50 minutes to complete the exam. The rest of class will be reserved for reviewing the answers to the exam.

FINAL EXAM: The final exam will be during exam week on **Wednesday, December 11th from 12:00pm to 1:45pm in Galvin 124**. This exam is non-cumulative. The final exam will consist of 40 multiple choice questions and will be worth 80 points. Note: THERE WILL BE NO MAKE-UPS OR EARLY EXAMS FOR THE FINAL.

QUIZZES: There will be two quizzes based on the outside readings that will prepare you for the two interview assignments and for the life story project. Quizzes are on **October 2nd** and **November 6th** IN CLASS.

DIVERSE PERSPECTIVES INTERVIEWS: There will be three in-class interviews in which we will hear from campus community members who have had diverse life experiences. We will work together as a class to identify interview questions and at a later date we will interview the campus member during class time. Thus, this is a two-part assignment that involves both contributing to the interview questions (10 points each) and the interview itself (10 points each).

DEVELOPMENTAL TRENDS: The purpose of this assignment is to improve your ability to find current, objective, and accurate information about developmental trends relevant for this course and your daily lives. There are six trends for which you will provide information located on the internet. Due dates for each are listed below. The first assignment is mandatory; of the remaining five you may skip or drop one assignment. For each assignment, you will bring your answers to class for a class discussion. These are worth 20 points each. More details are posted on Canvas.

LIFE STORY PROJECT: You will interview someone you know about their life story and write a paper which outlines their life, but that also incorporates the life story theory and related research findings into their life story. You will be provided with the interview questions, will learn interview techniques, and will be provided with the relevant course readings. Interviews must be completed no later than **November 13th**; you will also complete a worksheet by this date to bring to class. We will go over the paper on this date, which is due on Canvas on **Monday, December 9th by 11:59pm**. More details are posted on Canvas.

CLASS PARTICIPATION: Your class participation will be assessed with class activities on lecture days. You will be assigned to a small group and many activities will be completed in these groups. We will also have reflection activities most weeks in which you will turn in a written reflection on the week’s content. The purpose of these assignments is to not only encourage class participation, but also to facilitate understanding of the material. The first 3 absences will not affect your grade. Each absence beyond those will result in a 5-point reduction in your class participation grade. Class participation will be worth 100 points (about 15% of your final grade). Note: your class participation grade reflects other aspects of your behavior in class, such as disruptiveness or inattention (e.g., using your cell phone, sleeping in class).

Grading Scale for Non-Honors Students

Exams: 3 at 80 points = 240 points	A	= 601-650	C	= 473-497
Interview Techniques Quiz = 10 points	A-	= 582-600	C-	= 452-472
Diverse Perspectives: 3 at 20 points = 60 points	B+	= 566-581	D+	= 433-451
Developmental Trends: 5 at 20 points = 100 points	B	= 537-565	D	= 387-432
Life Story Readings Quiz: 40 points	B-	= 517-536	E (F)	= below 387
Life Story Project Paper: 100 points	C+	= 498-516		
Class Participation: 100 points				
Total Points: 650 points				

Grades for Honors Students

Course grades will be based on three multiple choice exams, one quiz, three “Diverse Perspectives Interviews”, five “Developmental Trends” assignments, one “Volunteer OR Research Project”, and class participation.

All assessments and assignments are the same as the Non-Honors Students with the exception of the volunteer or research project, which takes the place of the Life Story Project and quiz.

VOLUNTEER OR RESEARCH PROJECT: You will be required to complete a volunteer or research project outside of the classroom and to write a paper about your volunteer experience or give a presentation on your research findings. A side by side comparison of the two options is on Canvas (Files → Honors) and you will need to discuss which option you select early in the semester (decision due August 30th). More detailed assignment guidelines will be given at that time.

Grading Scale for Honors Students

Exams: 3 at 80 points = 240 points	A	= 601-650	C	= 473-497
Interview Techniques Quiz = 10 points	A-	= 582-600	C-	= 452-472
Diverse Perspectives: 3 at 20 points = 60 points	B+	= 566-581	D+	= 433-451
Developmental Trends: 5 at 20 points = 100 points	B	= 537-565	D	= 387-432
Volunteer/Research Story Project: 140 points	B-	= 517-536	E (F)	= below 387
Class Participation: 100 points	C+	= 498-516		
Total Points: 650 points				

Policy Regarding Missed Classes and Exams

Understandably, you may have to miss a class because of circumstances beyond your control, such as weather or sickness. If you miss a lecture for any reason, there is no need to contact me—this is what your three unexcused absences are for. If a lecture is missed, simply borrow the notes from a fellow student, and make an appointment to speak with me if you have further questions. If several lectures are missed because of sickness or other circumstances, you may be able provide documentation for your absences to avoid a reduction in your grade. Please contact me so that I can work with you to maintain good standing in the course and not fall behind.

EXAM AND QUIZ MAKE-UP POLICY: There will be NO make-up exams unless an unavoidable circumstance arises. If an exam will be missed, you must notify me prior to the exam, and provide documentation for your emergency (e.g., doctor’s note). If your documentation is sufficient and prior notification was given, you will be given one week to take the make-up. If these conditions are not met, a grade of zero will be given for the missed exam. Note: Any student who comes late to an exam for any reason will be subject to the make-up policy. If you arrive after the first test has been handed in, you will not be allowed to take the exam unless something unavoidable has caused you to be late (and you provide documentation).

LATE ASSIGNMENTS: Any assignments turned in late will be subject to a 10-point grade reduction for each day (not each class meeting) they are turned in late if you do not have adequate documentation for why the assignment is late.

Reading and Exam Schedule

Note: This is a tentative schedule of topics and may change slightly. However, exam dates will NOT change.

Date	Topics/Exams	Special Topics/ Assignments Due
Week 1:		
W 8/21	Introduction to Course	
F 8/23	<i>Module 1: Lifespan Psychology</i>	
Week 2: (note that we are skipping Module 3)		
W 8/28	<i>Module 2: Developmental Theories</i>	
F 8/30	<i>Module 2</i>	Weekly Reflection in Class Honors Project Option Due
Week 3:		
W 9/4	<i>Module 4: Infancy</i>	Developmental Trends (Module 4) Due
F 9/6	<i>Module 4</i>	Weekly Reflection in Class
Week 4:		
W 9/11	<i>Module 4</i>	
F 9/13	<i>Module 5: Early Childhood</i>	Developmental Trends (Module 5) Due Weekly Reflection in Class
Week 5:		
W 9/18	<i>Module 5</i>	
F 9/20	EXAM 1 Modules 1, 2, 4 & 5	
Week 6:		
W 9/25	<i>Module 6: Middle Childhood</i>	
F 9/27	<i>Module 6</i>	Developmental Trends (Module 6) Due Weekly Reflection in Class
Week 7:		
W 10/2	<i>Module 7: Adolescence</i>	Interview Techniques Quiz
F 10/4	<i>Module 7</i>	Developmental Trends (Module 7) Due Weekly Reflection in Class
Week 8:		

W 10/9	REACH	
F 10/11	AUTUMN BREAK: NO CLASS ☺	
Week 9:		
W 10/16	<i>Module 8: Early Adulthood</i>	Developmental Trends (Module 8) Due
F 10/18	<i>Module 8</i>	Class Interview with Dr. Ignatieva Weekly Reflection in Class
Week 10:		
W 10/23	<i>Module 8</i>	
F 10/25	EXAM 2 Modules 6, 7, & 8	
Week 11:		
W 10/30	<i>Module 9: Middle Adulthood</i>	
F 11/1	<i>Module 9</i>	Developmental Trends (Module 9) Due Weekly Reflection in Class
Week 12:		
W 11/6	<i>Module 10: Late Adulthood</i>	Life Story Readings Quiz
F 11/8	<i>Module 10</i>	Weekly Reflection in Class
Week 13:		
W 11/13	Life Story Project Activities	Life Story Interviews Must Be Completed Interview Summary Due
F 11/15	<i>Module 10</i>	Weekly Reflection in Class
Week 14:		
W 11/20	<i>Module 10</i>	Class Interview with Rou Rasekhy
F 11/22	<i>Module 11: Death and Dying</i>	Weekly Reflection in Class
Week 15:	W 11/27 F 11/29	Thanksgiving NO CLASS ☺
Week 16:		
W 12/4	<i>Module 11</i>	
M 12/9		Life Story Project Papers Due on Canvas Honors Project Due on Canvas
W 12/11	FINAL EXAM (EXAM 3) Modules 9, 10, & 11 12:00pm—1:45pm in Galvin 124	

LIMA CAMPUS RESOURCES AND UNIVERSITY POLICIES

ACADEMIC MISCONDUCT: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>.

DISABILITY AND SPECIAL NEEDS: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know privately as soon as you can such that we discuss accommodation options. To establish reasonable accommodations, you may want to register with Student Life Disability Services. After that registration, please make arrangements with me as soon as possible to review the recommended accommodations for you so that they may be implemented in a timely fashion. The contact information for our campus' Disability Services follows: Karen Meyer, 154 Student Services Building; 567-242-7510; meyer.193@osu.edu.

COUNSELING SERVICES: Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS at 567-242-7158 to schedule an appointment or visit: <https://lima.osu.edu/current-students/health-and-wellness-services/counseling/staff.html>.

THE WRITING CENTER: The Writing Center is located at 310 Galvin Hall. Tutors at the Writing Center offer help with writing in general, as well as writing in APA style. You are strongly encouraged to use these resources. More information about the Writing Center can be found at: <http://lima.osu.edu/current-students/the-learning-center/the-writing-center/>

TOBACCO FREE CAMPUS POLICY: Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at <http://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>.

SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

UNIVERSITY EXPECTATIONS REGARDING 2:1 RATIO OF STUDENT EFFORT: In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Board of Regents has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. As part of these guidelines, the Board of Regents' guidelines state that one semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction, and that "students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity." In other words, if we spend about 2 ½ hours in lecture each week, you are expected to spend an additional 5 hours outside of class on this course.



THE OHIO STATE UNIVERSITY

Developmental Trends Assignments

Due Date: There are Several Throughout the Semester (Printed Copy Must be Submitted IN CLASS on These Dates)

- Module 4*: September 4th
- Module 5: September 13th
- Module 6: September 27th
- Module 7: October 4th
- Module 8: October 16th
- Module 9: November 1st

*Note: Module 4 is due for everyone (a missing score will be a 0); however, you can drop or skip one of the remaining assignments

Purpose: To obtain information from the internet that answers questions about several key developmental trends discussed in this class. By sourcing the information yourself, I hope that you will learn skills for obtaining current, objective, and accurate information for any questions you may have related to your personal or professional lives.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course, in school, in this field, in your personal and professional life beyond school:

- Understanding basic knowledge of lifespan development
- Information literacy, i.e., the ability to locate and evaluate current, objective, and accurate information using technology
- Oral communication skills

Knowledge: This assignment will help you to become familiar with the following important content knowledge across the lifespan:

- Sudden Infant Death Syndrome
- Childhood Obesity
- Autism Spectrum Disorder
- Teen Pregnancy
- College Attendance
- Divorce Rates

Task: For each Module topic due, you will do an internet search of the questions posed and find the answers to the questions. **Please copy these questions into a typed document and type your responses below the questions. You will print this and bring it to class. You will also print and bring to class your evidence (i.e., print the online article where you obtained the information).*** I suggest you keep a copy for yourself or have a way to view your assignment in class because you will turn in the assignment and then we will discuss the results in class. The first question is always about a basic frequency statistic and so will be answered with numbers (e.g., 1 out of XXX, a percentage, a ratio, etc.). The next question is typically about historical changes in this trend and/or how the trend differs depending on race, gender, etc. Finally, you are asked what explains these changes.

* If you do not have access to a printer, you can print on campus in Galvin 340. You must print from Buckeye Box or a flash drive; you will not be able to print from a device.

Criteria for Success: You will use the information in the “Evaluating Web Pages” handout at the end of this assignment to find and report information that is 1) accurate, 2) authoritative, 3) objective, and 4) current. Specifically, your sources should be no more than 2 years old and contain statistics from no more than 3 years ago. Your grade will also reflect your ability to discuss your findings and any discrepancies from your classmates in class so class attendance is necessary for full points.

Module 4: Infancy

What is the rate of Sudden Infant Death Syndrome in the United States?

How is that rate different for children of different races?

What explains these disparities?

How has the rate changed over time?

What explains these changes?

Module 5: Early Childhood

What percentage of children are considered obese in the United States?

Has that percentage increased or decreased in recent years?

What explains these changes?

Module 6: Middle Childhood

What is the prevalence of Autism Spectrum Disorder in the United States?

How is that rate different for boys and girls?

How has the prevalence changed over time?

What explains this change?

Module 7: Adolescence

What is the rate of teenage pregnancies in the United States?

How has that rate changed over the last few decades?

What is responsible for that change?

Module 8: Early Adulthood

What percentage of adults attend college in the United States?

How has that percentage changed over the last few decades?

What is responsible for that change?

Module 9: Middle Adulthood

What is the divorce rate in the United States?

Whatever value you landed on, precisely what does that number mean?

Has the divorce rate increased or decreased over the last few decades?

Why is it so hard to pinpoint this statistic?!

Evaluating web pages

Quick Study Guide

Why evaluate web pages?

The Internet has revolutionised research. Instead of looking only at print resources, it is now possible to have fast and easy access to the best and the worst on the Web. This may make you think that the Internet is a better source of information than books and journals. In fact you need to be more careful with information found on the Web because anyone can set up a web page. In contrast, publishers of print materials (even those available online) carefully control and check what goes out under their name. The online databases available through the library are evaluated and selected by University librarians. Studies have shown that most people judge a website on its look rather than its content. Be careful not to fall into this trap.

Accuracy	<ul style="list-style-type: none">• Who wrote the page? Is there information that allows you to contact the person or organisation?• Is the author qualified to write this page? What other works has this author published on this topic? If they are qualified in the relevant area, the information is more likely to be reliable.• Can the accuracy of the factual information presented be verified from other sources?• Does the information include citations to related or quoted sources? Are quotes attributed to specific commentators, researchers or institutions?
Authority	<ul style="list-style-type: none">• Check the domain of the site. What institution or organisation publishes this page?• Is there a way of verifying the publisher's legitimacy – a postal address or phone number?• What credentials are listed for the author(s)? Are they known experts in <i>this</i> field? Do they work for a recognised institution? Are credentials relevant to the topic?• Who else links to this page?
Objectivity	<ul style="list-style-type: none">• <i>Why</i> was the site created? To provide information as a public service? To promote the ideas of a particular political, cultural or religious group? To advertise a product?• Is the information free of advertising? If there is advertising on the page, is it clearly differentiated from the information content?• Who is the intended audience for this information?
Currency	<ul style="list-style-type: none">• When was the page produced? Check for a date on the home page.• When was it last updated? Look for copyright or update information at the bottom of the page.• How current are any hyperlinks or citations?
Coverage	<ul style="list-style-type: none">• Is there an indication that the page has been completed, and is not still under construction?• If there is a print equivalent to the web page, is there a clear indication of whether the entire work is available on the web or only parts of it?• Is the information that is freely available complete, or is it a sample of something you have to pay for? If you do have to pay, is the full information available through a reputable database or library?

Adapted from Jim Kapoun |1998, *Teaching undergrads web evaluation - a guide for library instruction*.

Analysing a web address/URL

Think critically about the sources of the information you find on the Internet. You can tell a lot about whether an internet site is reliable or appropriate for your needs by analysing the URL (universal resource locator). The main part of the name (usually appears first, or straight after www) tells you the name of the organisation or host of the site (e.g. monash.edu or monash.gov.au). The domain (usually one of the last parts of the main URL) tells you the nature of the organisation:

The domain (usually one of the last parts of the main URL) tells you the nature of the organisation:

- **.ac.uk** or **.ac.nz** = academic (in Britain and New Zealand and similarly for a few other countries)
- **.biz** = business (usually commercial entities, but can be registered by anyone)
- **.edu** = academic (in Australia, USA and others; note that this can include personal pages of staff and students at the institution)
- **.com** = commercial (**.co.uk**, **.co.nz** in Britain and New Zealand respectively)
- **.gov** = government
- **.info** = Information – but anyone can register a .info domain so be careful.
- **.int** = international treaty-based organisations (e.g. NATO)
- **.mil** = military
- **.org** = non-profit organisation
- **.net** = network – anyone can register a .net domain.

It is important to be aware of who is providing the information, for example: information on research into smoking and lung cancer might be more reliable if it comes from an **.edu** site than if it is on a **.com** site related to the tobacco industry, or a **.org** site from an anti-tobacco group.

Sometimes it is important to consider the country in which the domain is registered (and pages are likely to be written), particularly where this is likely to relate to political perspectives, availability of resources or particular systems (e.g. health or education systems). Country codes appear at the end of the main URL and consist of two letters. Absence of a specific country code suggests either registration in the USA, or an international entity (e.g. monash.edu).

Common country codes:

.au = Australia
.cn = China
.my = Malaysia
.nz = New Zealand
.uk = United Kingdom
.za = South Africa

Note that it is important to evaluate the relevance of the material on the site to your particular context. Also consider if more appropriate or academic sources are available for the same information. The first source you find isn't always the best one to use!

Brought to you by Monash University Library



MONASH University

Diverse Perspectives Interviews

Due Date: There are Three Throughout the Semester (Each includes work done in class prior to the interview and the interview in class)

- Interview 1, Prep Work in Class: October 4
- Interview 1: October 18
- Interview 2, Prep Work in Class: November 8
- Interview 2: November 20
- Interview 3, Prep Work in Class: November 22
- Interview 3: December 4

Purpose: To obtain information about diverse perspectives on different developmental experiences (e.g., marriage, parenthood, caring for parents).

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course, in school, in this field, in your personal and professional life beyond school:

- Understanding basic knowledge of lifespan development
- Ability to apply this knowledge to a real-world setting
- Oral communication skills
- Teamwork skills
- Cultural competence
- Ethical judgment and integrity

Knowledge: This assignment will help you to become familiar with the following important content knowledge across the lifespan:

- Cultural Differences
- Cultural Relativism
- Gender Roles
- Family
- Marriage
- Caring for the Elderly

Task: For each Interviewee, you will compose interview questions around a particular theme based on what you have learned in the course. We will compose

these questions in class in small groups with guidance from me and the readings (readings quiz is on October 2nd). We will then interview individuals from our campus community as a class. Students will be expected to pose the questions they came up with to the interviewee.

Criteria for Success: This is largely a collaborative assignment as you will come up with the interview questions together, but you will also be asked to pose the questions to the interviewee so your grade depends on both your participation in the group work and the interview day. You will need to be actively engaged in the constructing the interview questions and able to use the information from the Interview Readings to do so. You will also need to be actively engaged in participating in the interview in class.

Life Story Project Assignment

Due Date: There are Several Throughout the Semester (Pay close attention to each component of the project, when it is due, and the other resources that go along with this assignment)

- Life Story Project Readings Quiz: November 6th in class (40 points)
- Interview Summaries Due: November 13th in class (20 points)
- Life Story Papers Due: December 9th 11:59pm on Canvas (80 points)

Purpose: To document the “life story” of someone who is middle aged or older and write a paper narrating this life story in the context of the life story model of identity and related research on the topic. A life story is an autobiographical narrative of one’s life that provides coherence and meaning to one’s life.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course, in school, in this field, in your personal and professional life beyond school:

- Understanding basic knowledge of lifespan development
- Applying this knowledge in a real-world setting
- Oral and written communication skills, including interview techniques
- An appreciation for how getting people talking about themselves is critical to health and social science disciplines (e.g., healthcare is improved when we know more about our patients’ lives)
- Ethical judgment and integrity
- APA style

Knowledge: This assignment will help you to become familiar with the following important content knowledge across the lifespan:

- Life story
- Life story chapters
- Subjective well-being
- The relevance of the life story to identity, the self, well-being

- Professional uses of the personal interview (childhood events, marriage, parenthood)
- Generativity
- All other content that one may include in a life! (e.g.,

Task: There are several stages of this project each worth points for a total of 140 points. This is about 22% of your final grade.

Stage 1: Select a Participant

To get the most out of this project, you should choose an adult who has reached at least 45 years of age. This is because middle age is a time during which people start to think about how much time they have left rather than how long they have lived, and also because at this age, they will have many life experiences to discuss with you. Other than age, however, there are no limitations in who you interview. This could be someone you know relatively well (e.g., a parent) or someone you know little about (e.g., a neighbor). As seen by the extensive interview questions, you will be asking this person a lot of questions, some of which are somewhat personal. So, you should choose a person that you are interested in knowing more about! I would also suggest that you select someone who you think will be willing to open up about his or her life. It is helpful to know a little bit about the person prior to the interview (as discussed below); however, you do not necessarily need to know anything about him or her. This project will take time to complete, so you are encouraged to find a participant and conduct the interview as early as possible. However, before conducting the interview, you will need to prepare (see Stage 2 and 3).

Stage 2: Required Readings

There are a handful of articles to read that will detail what the life story theory of identity is and related research. It is essential that you complete these readings before you attempt a life story interview. These are numbered in the order I think you should read them. The first two are longer reviews, the remaining three are briefer and report on specific studies. Take your time to read through these. This is not a 1-day endeavor! There will be a quiz in class on **November 6th** worth 40 on these readings to ensure that you have read the background reading before you begin. These resources are linked under Files→Life Story Project, including a study guide that will help you know what information to pay attention to, which is also what you will be asked to write about in your final paper. Note that at this point in the semester you should have already read the interview background readings (that quiz was on October 18th).

Stage 3: Conduct the Interview

There is a script for the life story, including what to say before you begin asking the interview questions. However, you are not required to ask EVERY question. Once you have selected your participant, you will review the script (see “McAdams The Life Story Interview” under Files→Life Story Project). As the script is quite long, I recommend you create your own script by modifying the McAdams Life Story to fit your interviewee. However, at a minimum, your interview should include: Introduction, A. Life Chapters, B. Key Scenes (High Point, Low Point, Turning Point), C. Future Script (all), D. Challenges (Life Challenge, Failure, Regret), and Reflection. You can also add specific questions from Atkinson’s life story if you like (also under Files→Life Story Project). It is expected that you will go off script by probing or prompting (see interview readings) for more information. I would highly recommend that you record the conversation so that you can listen to it later and so that you are maintaining rapport with your interviewee and not writing during the interview. The readings mention transcribing the interview, but that is not necessary for this assignment. RECIPROCITY: Please share the audio file (or your notes) with the participant when you are through. In return for him or her helping with your project, you should give him or her this important documentation of their life.

Stage 4: Interview Summary

An interview summary is due on **November 13th** in class (see Files→Life Story Project). This is to ensure that you have completed the interview before we discuss the literature in detail and how you will apply it to your paper; this assignment is worth 20 points. Be sure to give yourself PLENTY of time to complete this; the answers won’t come easy if you have not done the reading and contemplated the answers in the interview summary. We will do this in class on November 13th. This is a Word document so please type your answers to the questions in the document. I suggest that you bring two copies of your paper—one to hand in to me at the beginning of class and one to review while we discuss.

Stage 5: Write Paper

The final paper is due on Canvas on Monday, December 9th by 11:59pm.

Format:

Your paper should be typed, double-spaced, 12-point font, with 1 inch margins on all sides.

Your paper will involve narrating your interviewee’s life based on the answers they provided regarding Life Chapters, Key Scenes, Future Script, Challenges, and Reflection. Begin with a little background on the individual (age, gender, how you know the person) and use a pseudonym in your paper so the person’s privacy is protected. Next summarize the person’s life story chronologically, beginning with childhood to where they see their life headed in the future and then finally their reflection. 35 points will be assigned to the life narrative portion.

As you tell this life story, you will also integrate the readings in the telling (readings are found under Files → Life Story Project → Life Story Readings. That is, you will interpret the person’s life story in terms of its

meaning based on the following items, citing these references using APA style (both in text and in a reference section see Files → Life Story Project):

- What enduring themes of life stories (see Atkinson, 2011; McAdams & Guo, 2015) became apparent as the person recounted their experience?
- Did the life story appear completely factual or did the interviewee seem to embellish or misremember facts? If so, does it matter? Why or why not? (see Atkinson, 2011)
- What signs of generativity did you detect in their narrative? Explain what those signs were and how they demonstrate generativity. How did generativity relate to other outcomes? (see McAdams & Guo, 2015)
- What signs of the redemptive self did you detect in their narrative? Explain what those signs were and how they demonstrate the redemptive self. How did redemption relate to other outcomes? (see McAdams & Guo, 2015)
- Was their evaluation of the past negative or positive? How did that appear to relate to their subjective well-being? (see Thomsen, Lind, and Pillemer, 2017)
- What signs of the socioemotional selectivity did you detect in their narrative? Explain what those signs were and how they demonstrate socioemotional selectivity. (see Thomsen, Lind, and Pillemer, 2017)
- Did the person's age seem to affect how many future chapters they included, how positive those chapters were? How so? (see Thomsen, Lind, and Pillemer, 2017)
- Did the person's age seem to relate to life satisfaction? How so? (see Thomsen, Lind, and Pillemer, 2017)
- Was the emotional valence of the chapters related to their well-being? How so? (see Thomsen, Lind, and Pillemer, 2017)

Because the order in which you relate the answers to these questions will vary for each life story, there is no prescribed order in which they should appear. However, it IS important that they appear somewhere in your paper. This is a large portion of your paper grade (35 out of 80 points); if you only tell the life story without integrating the research you will be deducted 35 points.

Writing: The final 10 points will be based on your correct use of APA style (both in text citations and reference list) and writing quality (spelling, grammar, clarity).

Help with the paper:

- You may visit the Learning Center on campus up to two times to receive help and earn 2 extra credit points per visit. Be sure to bring your assignment and any writing you have completed.
- You can also turn in your completed paper to me one week early via e-mail by Monday, December 2nd and meet with me in person Wednesday, December 4th to discuss feedback.

Criteria for Success: Make sure to give yourself plenty of time to complete each stage of this assignment; you will not be successful if you have rushed through the steps outlined here. Your paper will be graded based on an articulate, organized summary of the person's life, but more importantly based on your ability to explain the person's life story in the context of the readings with direct connections to the content of those readings and APA citations. Quality papers will make these connections in a meaningful and insightful way, have a clear organization, writing free of spelling and grammatical errors, and be in perfect APA style.

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Pretest Survey

Dear Student,

This survey asks about your thinking style in general and content knowledge specific to Lifespan Development. This is NOT a test. The purpose of this survey is simply to assess student knowledge at the beginning of the term. You will be asked to complete a similar survey at the end of the term. You will not be graded based on your responses, but I do ask that you answer honestly. You will be awarded 2 points extra credit by completing this packet. You can earn another 2 points of extra credit by answering similar questions at the end of the term.

Thank you!

Dr. Tompkins

About You

We will start with just a few demographic questions about yourself. Feel free to skip any demographic questions, but please provide your name so that I can award the extra credit.

Name: _____

Age: _____

Year in School: _____

Gender: _____

Race: _____

Marital Status: _____

Currently raising children? _____

If yes, please provide ages here: _____

When working in groups in class what is your preferred group size? _____

Is there anyone you would like to be in a group with? _____

Is there anyone you would NOT like to be in a group with? _____

Do you have a smart phone? _____

What do you plan/hope to do after college? What career do you plan to pursue? Do you intend to go to graduate school? If so, what discipline? _____

Is there anything you would like to tell me about yourself that would help me help you succeed in this course?

Is there anything you wish to know about me before we begin the semester?

Pretest Survey

These next questions ask about your thinking style...

Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. In times of trouble, I strive to seek all potential solutions before deciding on the best one.	1	2	3	4	5
2. I never hesitate to question any prejudice, assumption, or belief of mine and thoroughly examine everything I have said and done.	1	2	3	4	5
3. I will correct my viewpoint immediately when there is enough evidence to prove that it is biased.	1	2	3	4	5
4. When I am thinking, I am able to tolerate different viewpoints or opinions.	1	2	3	4	5
5. During discussions, I am able to raise questions and respond to others' opinions while remaining calm.	1	2	3	4	5
6. During discussions, I always try my best to understand, and listen to, different opinions before communicating.	1	2	3	4	5
7. I often contemplate what is right and wrong about the things I have done and experienced.	1	2	3	4	5
8. I always make sure that a piece of information is reliable before taking it into consideration.	1	2	3	4	5
9. I am able to read between the lines, and find out any conflicting or contradictory statement in an article.	1	2	3	4	5
10. I always examine the pros and cons of each opinion I am exposed to.	1	2	3	4	5

Pretest Survey

Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
11. Before making a judgment, I am used to analyzing all the available information and the current situation.	1	2	3	4	5
12. When solving a problem, I manage to keep myself updated with everything relevant.	1	2	3	4	5
13. I draw conclusions by logical thinking and methodological analysis.	1	2	3	4	5
14. I try to know every detail about controversial problems that occurred recently.	1	2	3	4	5
15. I am able to determine the value of a piece of information, and then evaluate the reasonableness of the conclusion accordingly.	1	2	3	4	5
16. When making a decision, people expect me to lay down proper rules as guidance.	1	2	3	4	5
17. I try to delve into anything, or any viewpoint, that is new and novel.	1	2	3	4	5
18. Before making an important decision, I always make every effort to collect all the relevant information.	1	2	3	4	5
19. I always learn as much as possible, even if I don't know when I'll put to use the things I learned.	1	2	3	4	5

Pretest Survey

These next questions ask about your opinion on each reason for why diversity should be included in the curriculum...

Please circle 1 option for each statement. There are no right or wrong answers.	Not at all important	Somewhat unimportant	Neither important or unimportant	Somewhat important	Very important
1. It will prepare students to work in a culturally diverse workforce.	1	2	3	4	5
2. It will help students be more fair and equitable when interacting with others.	1	2	3	4	5
3. Students will personally benefit when exposed to diverse perspectives.	1	2	3	4	5
4. It helps students learn to get along with people who are not like them.	1	2	3	4	5
5. Colleges and universities will gain economic benefit if they respond to the changing demographics and needs of students from culturally diverse backgrounds.	1	2	3	4	5
6. Colleges and universities need to be culturally responsive to members of underrepresented social groups who have been unjustifiably denied access to higher education in this country.	1	2	3	4	5
7. It will reduce students' negative attitudes toward people whose cultural backgrounds differ from their own.	1	2	3	4	5
8. Colleges and universities need to adapt teaching styles to suit a multicultural environment to keep educational practices up to date.	1	2	3	4	5
9. It will help students gain more cultural awareness and understanding of people from different backgrounds.	1	2	3	4	5

Pretest Survey

Please circle 1 option for each statement. There are no right or wrong answers.	Not at all important	Somewhat unimportant	Neither important or unimportant	Somewhat important	Very important
10. It enhances students' critical thinking skills.	1	2	3	4	5
11. College and universities need to ensure that historically marginalized groups' experiences are represented in the undergraduate curriculum.	1	2	3	4	5
12. It adds to the educational experience for all students.	1	2	3	4	5

Pretest Survey

These next questions ask about your opinion of the term diversity and your preferences for having diversity topics included in your courses. Note that some answer choices vary depending on the question.

Please circle 1 option for each statement. There are no right or wrong answers.	Extremely negative	Somewhat negative	Neither positive nor negative	Somewhat positive	Extremely positive
1. How do you FEEL when you hear DIVERSITY?	1	2	3	4	5
Please circle 1 option for each statement. There are no right or wrong answers.	Not at all important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important
2. How important is it to you that instructors include diversity issues in your courses?	1	2	3	4	5
Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
3. Courses that focus specifically on cultural diversity issues should be offered as ELECTIVES for all students.	1	2	3	4	5
4. Courses the focus specifically on cultural diversity issues should be REQUIRED for all students.	1	2	3	4	5
5. Cultural diversity issues should be infused in as many nondiversity-specific courses as possible.	1	2	3	4	5
6. Cultural diversity issues should be concentrated only in diversity-specific courses.	1	2	3	4	5

Pretest Survey

When instructors include cultural diversity issues in a course, they should:					
Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
7. Focus on how people are similar.	1	2	3	4	5
8. Focus on how people are different.	1	2	3	4	5
9. Focus on what we can do to ensure equal participation and access to resources by marginalized groups (minorities) in the United States.	1	2	3	4	5
10. Focus on the oppression experiences by marginalized groups (minorities) in the United States.	1	2	3	4	5
11. Focus on people who are from other countries.	1	2	3	4	5
12. Focus on people from marginalized groups (minorities) in the United States.	1	2	3	4	5

Pretest Survey

These next questions ask about your familiarity with finding information on the Web.

Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I know the extent and scope of the information I need for my particular tasks.	1	2	3	4	5
2. I have the knowledge to identify the keywords for my search of the information on the Web.	1	2	3	4	5
3. I have the skills to narrow down the search of the information on the Web.	1	2	3	4	5
4. I have the technical skills to search information on the Web.	1	2	3	4	5
5. I am familiar with evaluating guidelines for web resources.	1	2	3	4	5
6. The information on the Web is as trustworthy as that in academic books or journals.	1	2	3	4	5

Pretest Survey

When I search information for study assignments:					
Please circle 1 option for each statement. There are no right or wrong answers.	Always	Often	Sometimes	Seldom or Never	<i>What is that?</i>
1. I consult Google.	1	2	3	4	5
2. I consult other search engines.	1	2	3	4	5
3. I consult Wikipedia.	1	2	3	4	5
4. I use words from my questions as search terms.	1	2	3	4	5
5. I determine the best places to search for this information.	1	2	3	4	5
6. I determine new search terms during the research process.	1	2	3	4	5
7. I use the option 'advanced search.'	1	2	3	4	5
8. If I find little or no information on the topic, I adjust the questions.	1	2	3	4	5
9. I examine the URL to evaluate the information.	1	2	3	4	5
10. I examine the date of the last update on the webpage.	1	2	3	4	5
11. I examine the rest of the webpage to judge the reliability of the info.	1	2	3	4	5
12. I determine whether the info consists of facts or opinions.	1	2	3	4	5
13. I examine who makes or edits the website.	1	2	3	4	5
14. I use more than one source to answer my question.	1	2	3	4	5

Pretest Survey

These are the last questions and sample your content knowledge in the area of lifespan development. Please circle your answers below.

1. What is one way in which parents can **reduce** the likelihood that a child will die from sudden infant death syndrome?
 - a. Put the infant to sleep on her back.
 - b. Put the infant to sleep on her stomach.
 - c. Put the infant in bed with his parents to sleep.
 - d. Put the infant in his crib with lots of pillows and blankets.

2. The ability to infer a cause-and-effect relationship is associated only with a(an)
 - a. case study.
 - b. correlational study.
 - c. qualitative study.
 - d. experiment.

3. According to Bowlby's stages of attachment, at what age would a normally maturing infant be most likely to have just formed a clear-cut attachment to his caregiver?
 - a. At birth
 - b. 4 months
 - c. 8 months
 - d. 12 months

4. What is the current prevalence of autism in the United States?
 - a. 1 in 1000 children
 - b. 1 in 784 children
 - c. 1 in 124 children
 - d. 1 in 59 children

Pretest Survey

5. Which of the following is TRUE of teen pregnancy rates in the United States?
 - a. Teen pregnancy rates have been declining over the past few decades.
 - b. Teen pregnancy rates have been increasing over the past few decades.
 - c. Teen pregnancy rates have remained stable over the past few decades.
 - d. Teen pregnancy rates are impossible to track so we do not know how they have changed.

6. What is the average longevity in the United States?
 - a. 63.9 years
 - b. 70.5 years
 - c. 78.7 years
 - d. 81.4 years

7. What percentage of children are currently considered obese in the United States?
 - a. 5%
 - b. 10%
 - c. 20%
 - d. 30%

8. What percentage of high school students currently attend college in the United States?
 - a. 55%
 - b. 60%
 - c. 65%
 - d. 70%

Last questions, next page!

Pretest Survey

9. Which of the following is TRUE of marriage and/or divorce in the United States over the past 10 years?
- a. The divorce rate is going up.
 - b. More people are getting divorced.
 - c. More people are getting married.
 - d. Fewer people are getting divorced.
10. Which is FALSE of McAdam's life story model?
- a. How positively you see your past affects your current well-being.
 - b. One's life can be divided into story chapters.
 - c. People whose life stories contain a greater degree of generativity tend to be happier.
 - d. Older adults tend to view their lives as more negatively than younger adults.

Thank you!

Posttest Survey
Lifespan Development
PSYCH3340E
Autumn 2019

Posttest Survey

Dear Student,

This survey asks about your thinking style in general and content knowledge specific to Lifespan Development. This is NOT a test. The purpose of this survey is simply to assess student knowledge at the end of the term. You were asked to complete a similar survey at the beginning of the term. You will not be graded based on your responses, but I do ask that you answer honestly. You will be awarded 3 points extra credit by completing this packet.

Thank you!

Dr. Tompkins

Posttest Survey

Name: _____

Posttest Survey

These questions ask about your thinking style...

Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. In times of trouble, I strive to seek all potential solutions before deciding on the best one.	1	2	3	4	5
2. I never hesitate to question any prejudice, assumption, or belief of mine and thoroughly examine everything I have said and done.	1	2	3	4	5
3. I will correct my viewpoint immediately when there is enough evidence to prove that it is biased.	1	2	3	4	5
4. When I am thinking, I am able to tolerate different viewpoints or opinions.	1	2	3	4	5
5. During discussions, I am able to raise questions and respond to others' opinions while remaining calm.	1	2	3	4	5
6. During discussions, I always try my best to understand, and listen to, different opinions before communicating.	1	2	3	4	5
7. I often contemplate what is right and wrong about the things I have done and experienced.	1	2	3	4	5
8. I always make sure that a piece of information is reliable before taking it into consideration.	1	2	3	4	5
9. I am able to read between the lines, and find out any conflicting or contradictory statement in an article.	1	2	3	4	5
10. I always examine the pros and cons of each opinion I am exposed to.	1	2	3	4	5

Posttest Survey

Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
11. Before making a judgment, I am used to analyzing all the available information and the current situation.	1	2	3	4	5
12. When solving a problem, I manage to keep myself updated with everything relevant.	1	2	3	4	5
13. I draw conclusions by logical thinking and methodological analysis.	1	2	3	4	5
14. I try to know every detail about controversial problems that occurred recently.	1	2	3	4	5
15. I am able to determine the value of a piece of information, and then evaluate the reasonableness of the conclusion accordingly.	1	2	3	4	5
16. When making a decision, people expect me to lay down proper rules as guidance.	1	2	3	4	5
17. I try to delve into anything, or any viewpoint, that is new and novel.	1	2	3	4	5
18. Before making an important decision, I always make every effort to collect all the relevant information.	1	2	3	4	5
19. I always learn as much as possible, even if I don't know when I'll put to use the things I learned.	1	2	3	4	5

Posttest Survey

These next questions ask about your opinion on each reason for why diversity should be included in the curriculum...

Please circle 1 option for each statement. There are no right or wrong answers.	Not at all important	Somewhat unimportant	Neither important or unimportant	Somewhat important	Very important
1. It will prepare students to work in a culturally diverse workforce.	1	2	3	4	5
2. It will help students be more fair and equitable when interacting with others.	1	2	3	4	5
3. Students will personally benefit when exposed to diverse perspectives.	1	2	3	4	5
4. It helps students learn to get along with people who are not like them.	1	2	3	4	5
5. Colleges and universities will gain economic benefit if they respond to the changing demographics and needs of students from culturally diverse backgrounds.	1	2	3	4	5
6. Colleges and universities need to be culturally responsive to members of underrepresented social groups who have been unjustifiably denied access to higher education in this country.	1	2	3	4	5
7. It will reduce students' negative attitudes toward people whose cultural backgrounds differ from their own.	1	2	3	4	5
8. Colleges and universities need to adapt teaching styles to suit a multicultural environment to keep educational practices up to date.	1	2	3	4	5
9. It will help students gain more cultural awareness and understanding of people from different backgrounds.	1	2	3	4	5

Posttest Survey

Please circle 1 option for each statement. There are no right or wrong answers.	Not at all important	Somewhat unimportant	Neither important or unimportant	Somewhat important	Very important
10. It enhances students' critical thinking skills.	1	2	3	4	5
11. Colleges and universities need to ensure that historically marginalized groups' experiences are represented in the undergraduate curriculum.	1	2	3	4	5
12. It adds to the educational experience for all students.	1	2	3	4	5

Posttest Survey

These next questions ask about your opinion of the term diversity and your preferences for having diversity topics included in your courses. Note that some answer choices vary depending on the question.

Please circle 1 option for each statement. There are no right or wrong answers.	Extremely negative	Somewhat negative	Neither positive nor negative	Somewhat positive	Extremely positive
1. How do you FEEL when you hear DIVERSITY?	1	2	3	4	5
Please circle 1 option for each statement. There are no right or wrong answers.	Not at all important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important
2. How important is it to you that instructors include diversity issues in your courses?	1	2	3	4	5
Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
3. Courses that focus specifically on cultural diversity issues should be offered as ELECTIVES for all students.	1	2	3	4	5
4. Courses that focus specifically on cultural diversity issues should be REQUIRED for all students.	1	2	3	4	5
5. Cultural diversity issues should be infused in as many nondiversity-specific courses as possible.	1	2	3	4	5
6. Cultural diversity issues should be concentrated only in diversity-specific courses.	1	2	3	4	5

Posttest Survey

When instructors include cultural diversity issues in a course, they should:					
Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
7. Focus on how people are similar.	1	2	3	4	5
8. Focus on how people are different.	1	2	3	4	5
9. Focus on what we can do to ensure equal participation and access to resources by marginalized groups (minorities) in the United States.	1	2	3	4	5
10. Focus on the oppression experienced by marginalized groups (minorities) in the United States.	1	2	3	4	5
11. Focus on people who are from other countries.	1	2	3	4	5
12. Focus on people from marginalized groups (minorities) in the United States.	1	2	3	4	5

Posttest Survey

These next questions ask about your familiarity with finding information on the Web.

Please circle 1 option for each statement. There are no right or wrong answers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I know the extent and scope of the information I need for my particular tasks.	1	2	3	4	5
2. I have the knowledge to identify the keywords for my search of the information on the Web.	1	2	3	4	5
3. I have the skills to narrow down the search of the information on the Web.	1	2	3	4	5
4. I have the technical skills to search information on the Web.	1	2	3	4	5
5. I am familiar with evaluating guidelines for web resources.	1	2	3	4	5
6. The information on the Web is as trustworthy as that in academic books or journals.	1	2	3	4	5

Posttest Survey

When I search information for study assignments:					
Please circle 1 option for each statement. There are no right or wrong answers.	Always	Often	Sometimes	Seldom or Never	<i>What is that?</i>
1. I consult Google.	1	2	3	4	5
2. I consult other search engines.	1	2	3	4	5
3. I consult Wikipedia.	1	2	3	4	5
4. I use words from my questions as search terms.	1	2	3	4	5
5. I determine the best places to search for this information.	1	2	3	4	5
6. I determine new search terms during the research process.	1	2	3	4	5
7. I use the option 'advanced search.'	1	2	3	4	5
8. If I find little or no information on the topic, I adjust the questions.	1	2	3	4	5
9. I examine the URL to evaluate the information.	1	2	3	4	5
10. I examine the date of the last update on the webpage.	1	2	3	4	5
11. I examine the rest of the webpage to judge the reliability of the info.	1	2	3	4	5
12. I determine whether the info consists of facts or opinions.	1	2	3	4	5
13. I examine who makes or edits the website.	1	2	3	4	5
14. I use more than one source to answer my question.	1	2	3	4	5

Posttest Survey

These questions sample your content knowledge in the area of lifespan development. Please circle your answers below.

1. What is one way in which parents can **reduce** the likelihood that a child will die from sudden infant death syndrome?
 - a. Put the infant to sleep on her back.
 - b. Put the infant to sleep on her stomach.
 - c. Put the infant in bed with his parents to sleep.
 - d. Put the infant in his crib with lots of pillows and blankets.
2. The ability to infer a cause-and-effect relationship is associated only with a(an)
 - a. case study.
 - b. correlational study.
 - c. qualitative study.
 - d. experiment.
3. According to Bowlby's stages of attachment, at what age would a normally maturing infant be most likely to have just formed a clear-cut attachment to his caregiver?
 - a. At birth
 - b. 4 months
 - c. 8 months
 - d. 12 months
4. What is the current prevalence of autism in the United States?
 - a. 1 in 1000 children
 - b. 1 in 784 children
 - c. 1 in 124 children
 - d. 1 in 59 children

Posttest Survey

5. Which of the following is TRUE of teen pregnancy rates in the United States?
 - a. Teen pregnancy rates have been declining over the past few decades.
 - b. Teen pregnancy rates have been increasing over the past few decades.
 - c. Teen pregnancy rates have remained stable over the past few decades.
 - d. Teen pregnancy rates are impossible to track so we do not know how they have changed.

6. What is the average longevity in the United States?
 - a. 63.9 years
 - b. 70.5 years
 - c. 78.7 years
 - d. 81.4 years

7. What percentage of children are currently considered obese in the United States?
 - a. 5%
 - b. 10%
 - c. 20%
 - d. 30%

8. What percentage of high school students currently attend college in the United States?
 - a. 55%
 - b. 60%
 - c. 65%
 - d. 70%

Posttest Survey

9. Which of the following is TRUE of marriage and/or divorce in the United States over the past 10 years?
- a. The divorce rate is going up.
 - b. More people are getting divorced.
 - c. More people are getting married.
 - d. Fewer people are getting divorced.
10. Which is FALSE of McAdam's life story model?
- a. How positively you see your past affects your current well-being.
 - b. One's life can be divided into story chapters.
 - c. People whose life stories contain a greater degree of generativity tend to be happier.
 - d. Older adults tend to view their lives as more negatively than younger adults.

Have you ever travelled outside of the United States? _____ no _____ yes

If yes, please list where you travelled to and how many times (e.g., Mexico X 2):

Posttest Survey

Finally, because I redesigned this course this semester with all new assignments and a new textbook, I would like your honest feedback on the components of the course that went well/did not go well.

Part of the course redesign was adopting an “open” textbook at no cost to students rather than a more comprehensive, but costly textbook. What was your opinion of your free textbook? You can comment on the ease of access, the depth of coverage, how current it was, etc.

Part of the course redesign was also bringing in new resources (e.g., video clips, articles). I typically just discussed those in class as part of the lecture rather than providing you with direct access in the hopes that you did not feel overwhelmed with resources. Would you prefer that approach or would you prefer to have links to all of these resources on Canvas?

Part of the course redesign was to create new assignments focused on diversity, which was addressed with the “Diverse Perspectives Interviews”. What was your opinion of these assignments? Did they offer insight into the similarities and differences among people from different backgrounds? What did you gain from these assignments? Anything that could be improved?

Posttest Survey

Part of the course redesign was to create new assignments focused on information literacy, which was addressed with the “Developmental Trends Assignments” focused on many common misconceptions about development. Do you feel these increased your skills in the area of information literacy (e.g., knowing how to search for factual information, knowing which resources are more reliable)? In the area of developmental trends? Any comments on the effectiveness of these assignments? Anything that could be improved?

Part of the course redesign was to create a “community of learners.” This was addressed with the group assignments that were carried through the entire semester and was meant to help students feel as if they were not alone in mastering the course content. What was your opinion of the groups? What did you gain from having a consistent group? Anything that could be improved?

Thank you!

Classes included in this report:
Subject Catalog Number Class Number

PSYCH 3340 17603

Raters	Students
Responded	12
Invited	15
Response Ratio	80%

Frequency Analysis

The 9 questions of the SEI are organized around three key elements of teaching. Results are grouped based on these elements.

Instructor's preparedness, organization of material, and clarity of presentation

	Response#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
1. The subject matter of this course was well organized	12	0 %	0 %	8 %	33 %	58 %	0 %
2. The instructor was well prepared	12	0 %	0 %	0 %	58 %	42 %	0 %
9. The instructor communicated the subject matter clearly	12	0 %	0 %	17 %	42 %	42 %	0 %

Rapport and instructor commitment

	Response#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
3. This instructor was genuinely interested in teaching	12	0 %	0 %	8 %	42 %	50 %	0 %
6. The instructor was genuinely interested in helping students	12	0 %	0 %	25 %	25 %	50 %	0 %
8. The instructor created an atmosphere conducive to learning	12	0 %	0 %	33 %	33 %	33 %	0 %

Students' sense of their own learning

	Response#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
2. This course was intellectually stimulating	12	0 %	17 %	17 %	33 %	33 %	0 %
4. The instructor encouraged students to think for themselves	12	0 %	8 %	17 %	25 %	50 %	0 %
7. I learned a great deal from this instructor	11	0 %	0 %	36 %	27 %	36 %	0 %

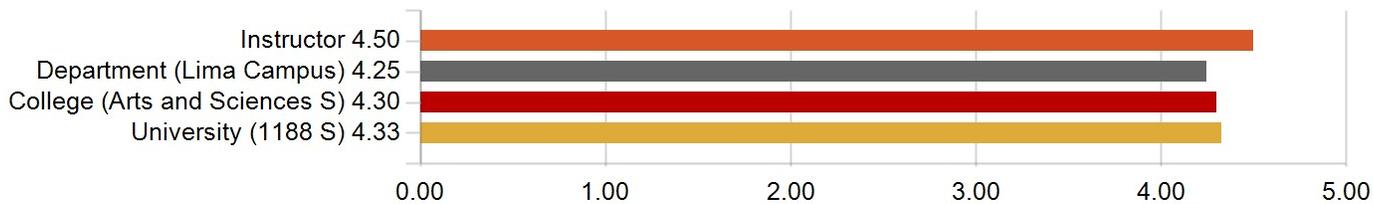
Overall, I would rate this instructor as... (Question 10)

Response#	Poor	Fair	Neutral	Good	Excellent
11	0 %	18 %	9 %	36 %	36 %

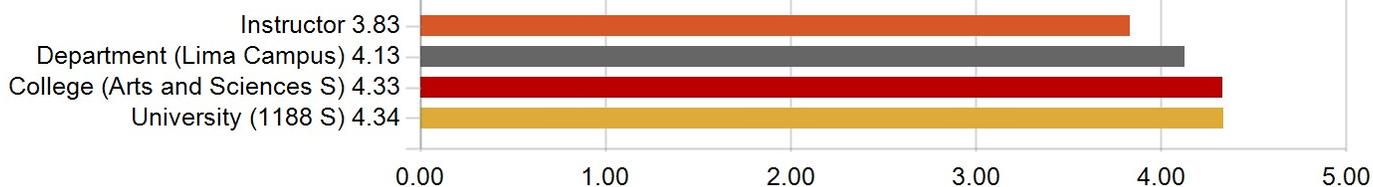
Score Analysis

Your mean scores are summarized below. Comparison group scores are provided. The College and the University comparison groups are based on the size of your class. The Department group is not. Class size groups are 1-19, 20-60, and 61+. This information is also presented as a table at the end of this section.

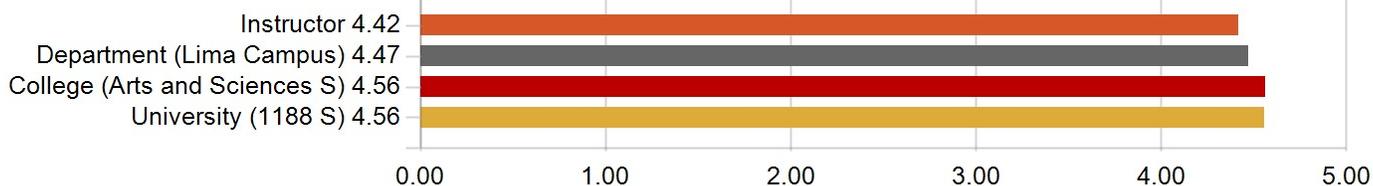
1. The subject matter of this course was well organized



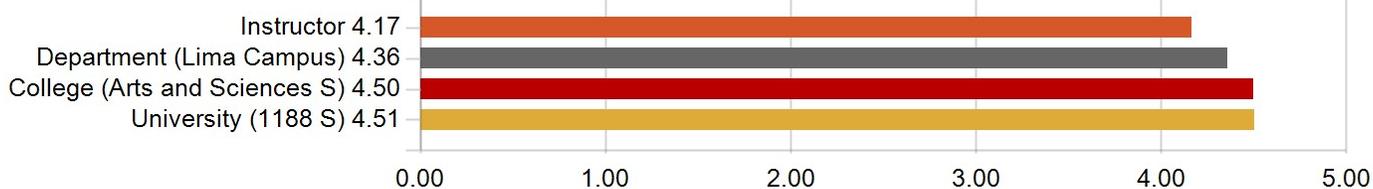
2. This course was intellectually stimulating



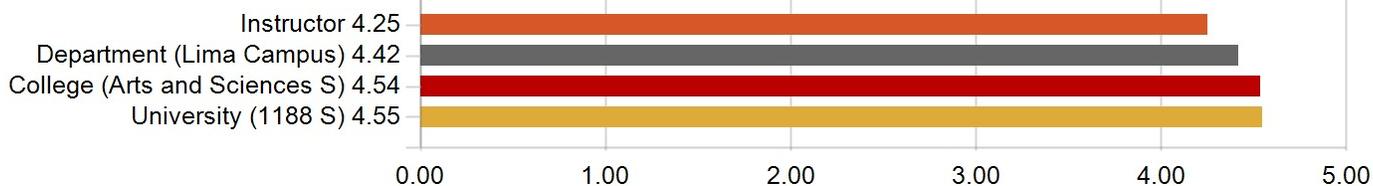
3. This instructor was genuinely interested in teaching



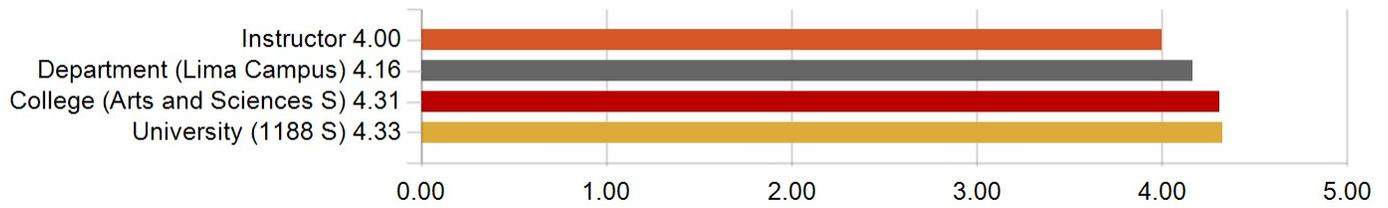
4. The instructor encouraged students to think for themselves



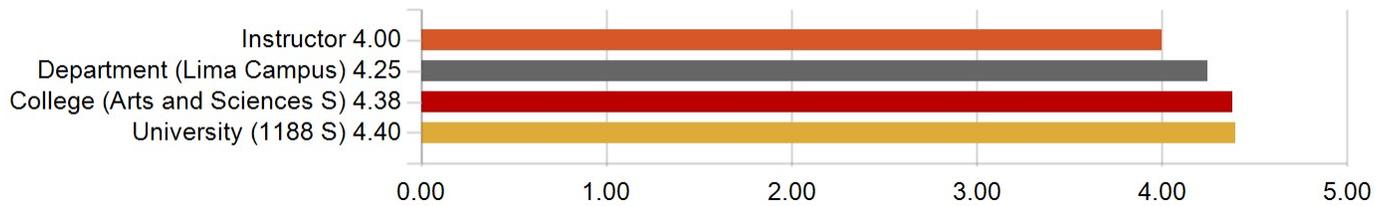
5. The instructor was genuinely interested in helping students



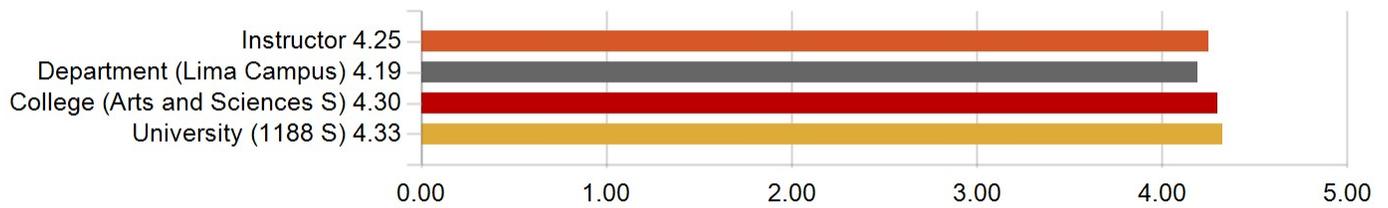
6. I learned a great deal from this instructor



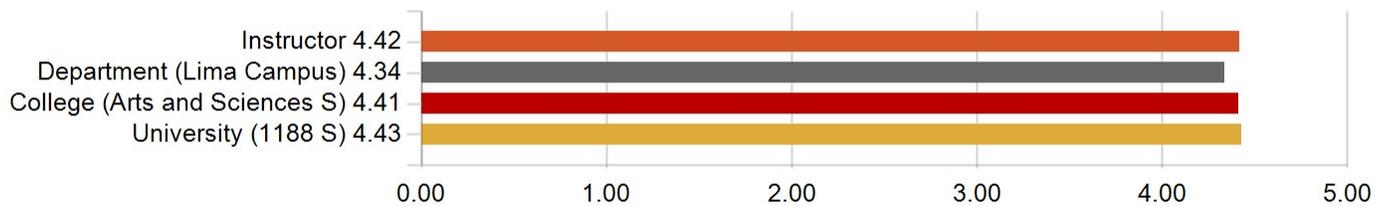
7. The instructor created an atmosphere conducive to learning



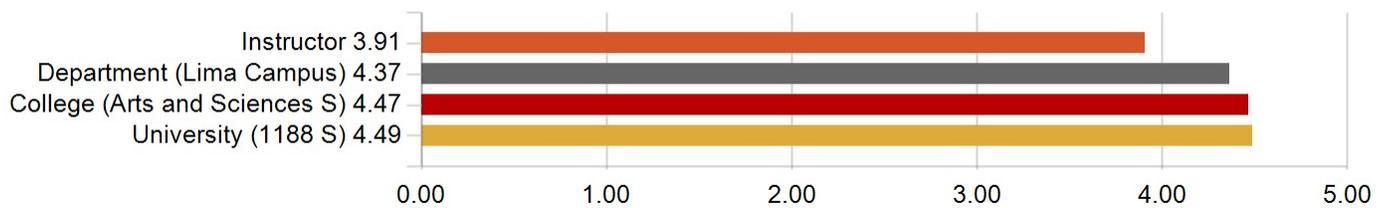
8. The instructor communicated the subject matter clearly



9. The instructor was well prepared



10. Overall, I would rate this instructor as



Question	Instructor		Department (Lima Campus)		College (Arts and Sciences S)		University (1188 S)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1. The subject matter of this course was well organized	4.50	0.67	4.25	0.97	4.30	0.96	4.33	0.95
2. This course was intellectually stimulating	3.83	1.11	4.13	1.03	4.33	0.94	4.34	0.94
3. This instructor was genuinely interested in teaching	4.42	0.67	4.47	0.86	4.56	0.82	4.56	0.82
4. The instructor encouraged students to think for themselves	4.17	1.03	4.36	0.91	4.50	0.84	4.51	0.83
5. The instructor was well prepared	4.42	0.51	4.34	0.91	4.41	0.92	4.43	0.91
6. The instructor was genuinely interested in helping students	4.25	0.87	4.42	0.91	4.54	0.85	4.55	0.84
7. I learned a great deal from this instructor	4.00	0.89	4.16	1.04	4.31	1.01	4.33	0.99
8. The instructor created an atmosphere conducive to learning	4.00	0.85	4.25	0.99	4.38	0.95	4.40	0.93
9. The instructor communicated the subject matter clearly	4.25	0.75	4.19	1.02	4.30	1.02	4.33	1.00
10. Overall, I would rate this instructor as	3.91	1.14	4.37	0.95	4.47	0.93	4.49	0.90

I enrolled in this class because...

Students can not answer or select more than one answer so the total may differ from the number of respondents.

Options	Count	Percentage
It is specifically required in my major/minor	5	36%
It was one of several choices to meet a requirement in my major	7	50%
It fulfills a General Education requirement	0	0%
It was a free elective choice	2	14%
Respondent(s)	12	

Comments

Comments
Overall a good class, geared toward younger students though.
I liked how she organized the way she taught us about things and I learned a lot.
Dr. Tompkins does a wonderful job of teaching this course. She was always asking the students for opinions and answering their questions to the best of her ability. Her class is heavily focused on following power points. Print out the power points, follow along, ask questions when they pop up and take advantage of her study guides. Do all of these things and her class becomes a fairly easy course full of useful and interesting material. Dr. Tompkins does an excellent job at setting up her students for success. If a student doesn't do well in her class its because they didn't try.
For exams, I think the instructor should monitor the class better. I witnessed one student using her phone during several of the exams. But overall, Dr. Tompkins is a good instructor.
enjoyed the course, didnt like things like the "Scrapbook Project" that made me feel as if i was back in high school or elementary
Some of us are not auditory learners. Simply giving a definition verbally and expecting us to be able to write it down properly is unreasonable. If there is a specific definition you want us to know please write the term AND definition in your slides so we aren't afraid of missing any information.
I wish you would step out from behind the computer and engage with us students more.



Virginia Tompkins SEI Class Detail Report Autumn 2019

Classes included in this report:

Subject Catalog Number Class Number

PSYCH 3340 27824

PSYCH 3340E 29203

Raters	Students
Responded	10
Invited	22
Response Ratio	45%

Frequency Analysis

The 9 questions of the SEI are organized around three key elements of teaching. Results are grouped based on these elements.

Instructor's preparedness, organization of material, and clarity of presentation

	Response#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
1. The subject matter of this course was well organized	10	0%	0%	0%	10%	90%	0%
5. The instructor was well prepared	10	0%	0%	0%	10%	90%	0%
9. The instructor communicated the subject matter clearly	10	0%	0%	0%	20%	80%	0%

Rapport and instructor commitment

	Response#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
3. This instructor was genuinely interested in teaching	10	0%	0%	0%	10%	90%	0%
6. The instructor was genuinely interested in helping students	10	0%	0%	0%	20%	80%	0%
8. The instructor created an atmosphere conducive to learning	10	0%	0%	0%	20%	80%	0%

Students' sense of their own learning

	Response#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
2. This course was intellectually stimulating	10	0%	0%	0%	20%	80%	0%
4. The instructor encouraged students to think for themselves	10	0%	0%	0%	40%	60%	0%
7. I learned a great deal from this instructor	10	0%	0%	0%	10%	90%	0%

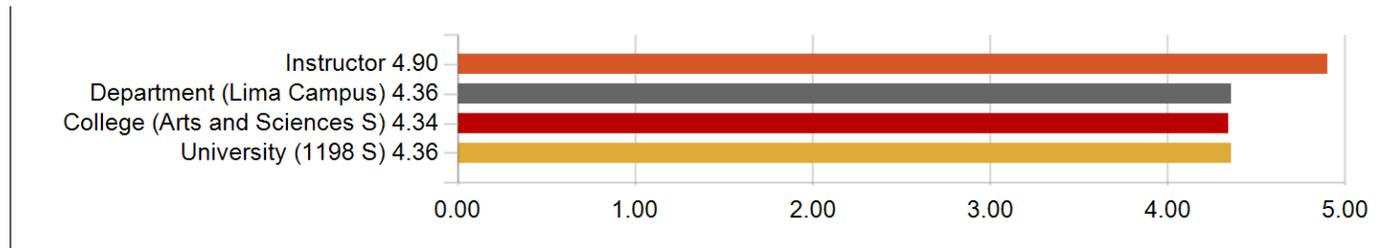
Overall, I would rate this instructor as... (Question 10)

Response#	Poor	Fair	Neutral	Good	Excellent
10	0%	0%	0%	0%	100%

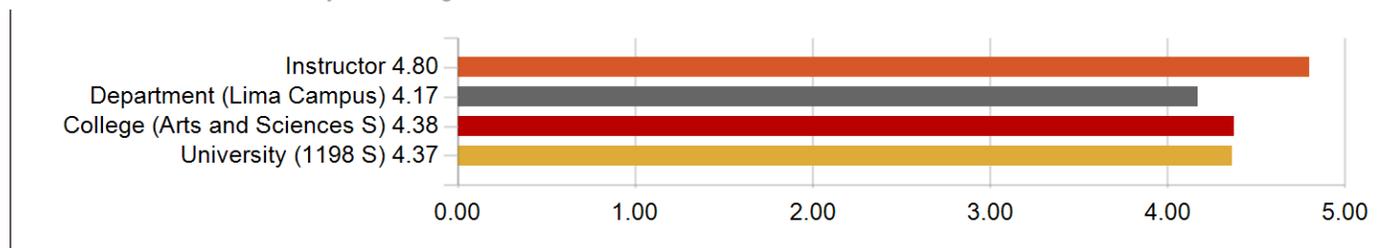
Score Analysis

Your mean scores are summarized below. Comparison group scores are provided. The College and the University comparison groups are based on the size of your class. The Department group is not. Class size groups are 1-19, 20-60, and 61+. This information is also presented as a table at the end of this section.

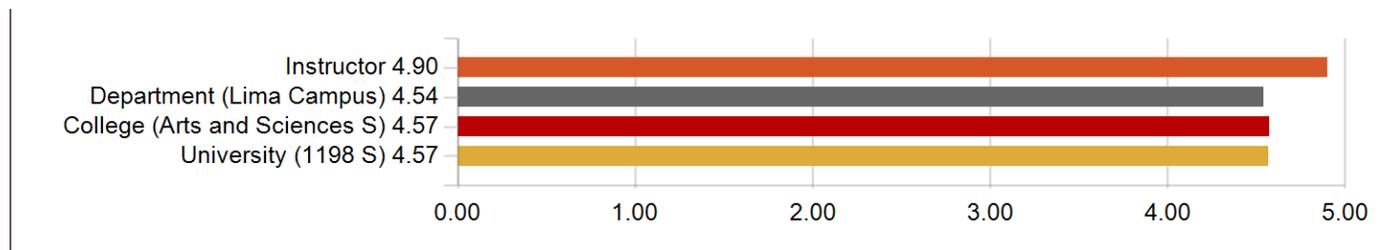
1. The subject matter of this course was well organized



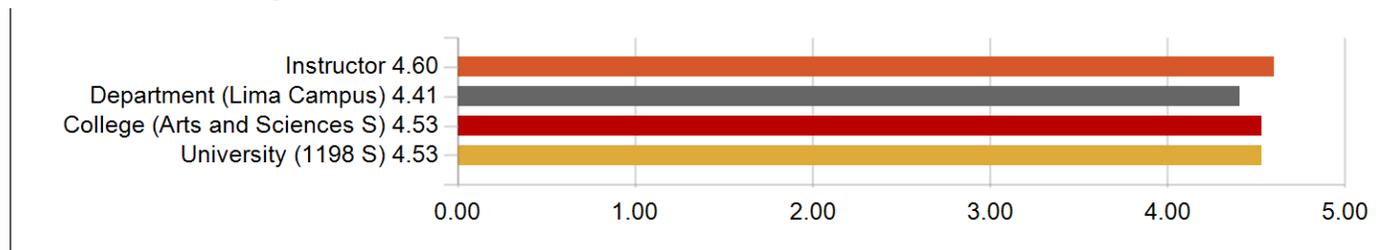
2. This course was intellectually stimulating



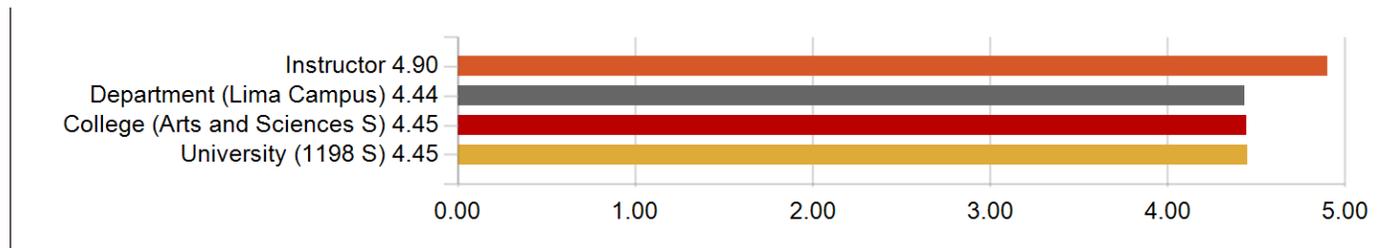
3. This instructor was genuinely interested in teaching



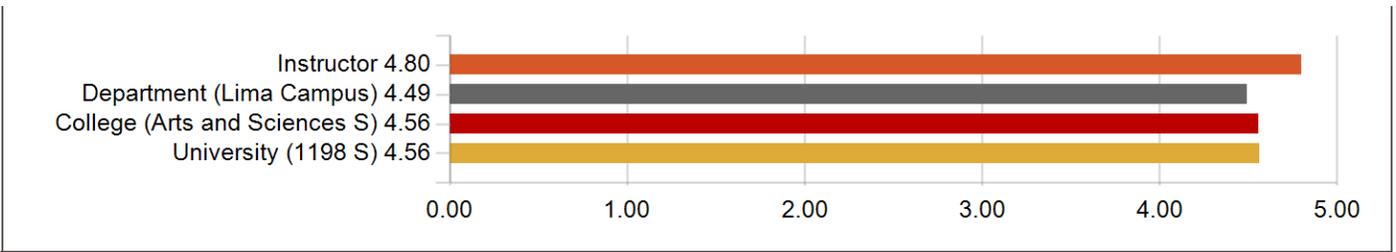
4. The instructor encouraged students to think for themselves



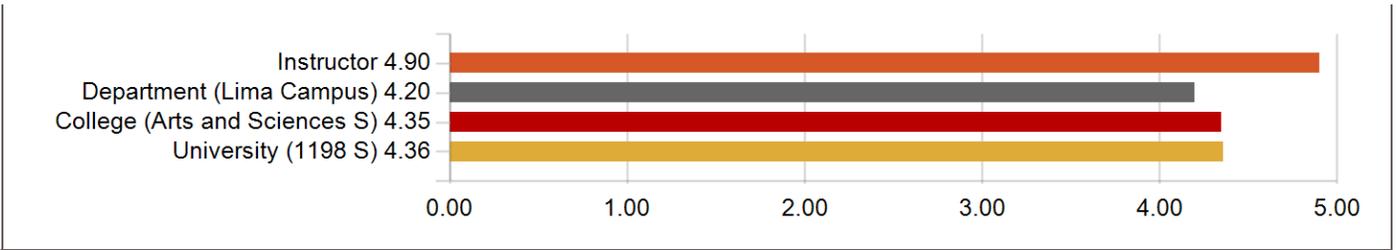
5. The instructor was well prepared



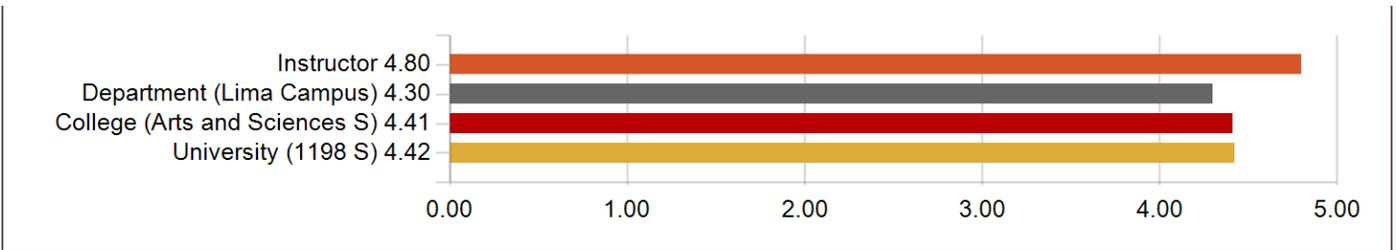
6. The instructor was genuinely interested in helping students



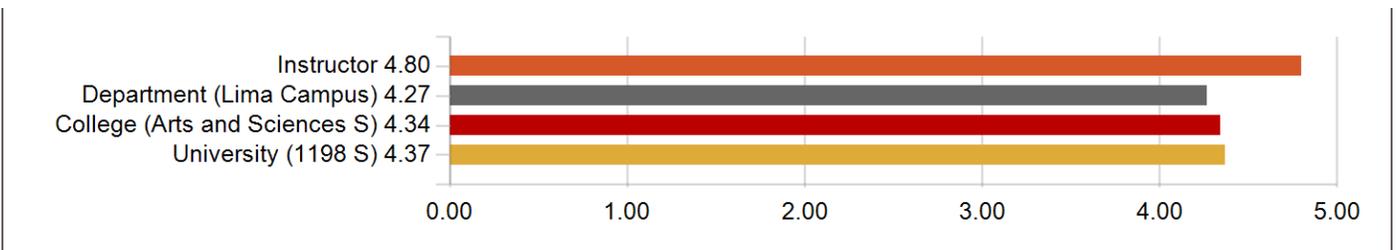
7. I learned a great deal from this instructor



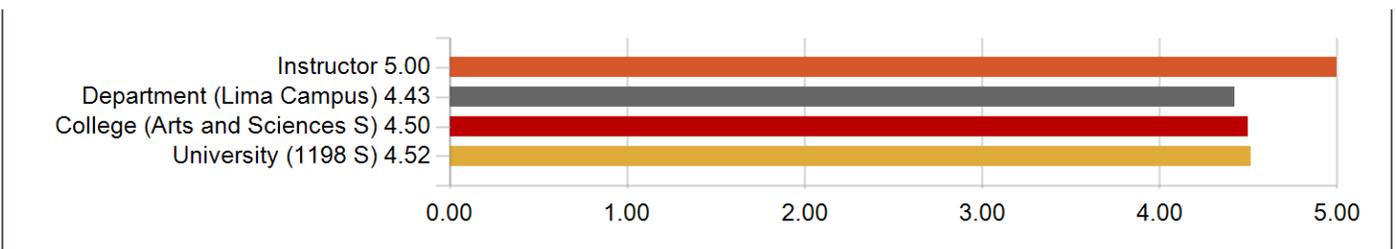
8. The instructor created an atmosphere conducive to learning



9. The instructor communicated the subject matter clearly



10. Overall, I would rate this instructor as



Question	Instructor		Department (Lima Campus)		College (Arts and Sciences S)		University (1198 S)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1. The subject matter of this course was well organized	4.90	0.32	4.36	0.88	4.34	0.93	4.36	0.93
2. This course was intellectually stimulating	4.80	0.42	4.17	1.03	4.38	0.92	4.37	0.93
3. This instructor was genuinely interested in teaching	4.90	0.32	4.54	0.79	4.57	0.81	4.57	0.80
4. The instructor encouraged students to think for themselves	4.60	0.52	4.41	0.85	4.53	0.81	4.53	0.80
5. The instructor was well prepared	4.90	0.32	4.44	0.84	4.45	0.89	4.45	0.89
6. The instructor was genuinely interested in helping students	4.80	0.42	4.49	0.84	4.56	0.83	4.56	0.82
7. I learned a great deal from this instructor	4.90	0.32	4.20	1.06	4.35	0.99	4.36	0.97
8. The instructor created an atmosphere conducive to learning	4.80	0.42	4.30	0.95	4.41	0.92	4.42	0.91
9. The instructor communicated the subject matter clearly	4.80	0.42	4.27	1.00	4.34	0.99	4.37	0.96
10. Overall, I would rate this instructor as	5.00	0.00	4.43	0.92	4.50	0.88	4.52	0.86

Please select the primary reason you enrolled in this class

Please select the primary reason you enrolled in this class

Options	Count	Percentage
It was specifically required in my major/minor	2	20%
It was one of several choices to meet a requirement in my major	5	50%
It fulfills a General Education requirement	1	10%
It was a free elective choice	2	20%

Comments

Comments are retained for one year. This section will be deleted from this report at the end of Autumn 2020. Please save a copy of your report if you want access to comments after that time.

Comments
Very fun and interesting class !
Dr. Tompkins is a very informative teacher. I enjoyed her class and the group work/activities really helped to keep the information stored.
I really enjoyed Dr. Tompkins. She made stuff easy to understand and was well organized.
I thoroughly enjoyed the class. The instructor tried different ways of teaching the content (lecture notes, videos, group work) that I thought made it easier to understand the material. The atmosphere the instructor created made me want to go to class, I never really was dreading going to this class, I think that also made the class more enjoyable and made me want to learn the content.
Very well organized course