




Toward a Better World for Children:
*Helping Students Practice
Real World Applications of Developmental Science*


Olivia K. Lima


SRCD Teaching Institute, April 17, 2013 (Seattle)

AUGUSTANA COLLEGE - SIOUX FALLS, SD 




“Professor Lima warned us at the beginning of the semester this would be a lot of work. I wouldn’t want that to discourage anybody from taking it. You really have to work for your grade and I feel a sense of accomplishment of what I have achieved. I know the knowledge I have gained will be beneficial in my future.”

AUGUSTANA COLLEGE - SIOUX FALLS, SD 



“In most classes it is really easy to just memorize material and get scores on exams – but these activities have really challenged me to think and process things in more detail. It seems strange, but it has been nice to have to really think about things. I think that is what college should really be about – so I appreciate this aspect the most.”

AUGUSTANA COLLEGE - SIOUX FALLS, SD 

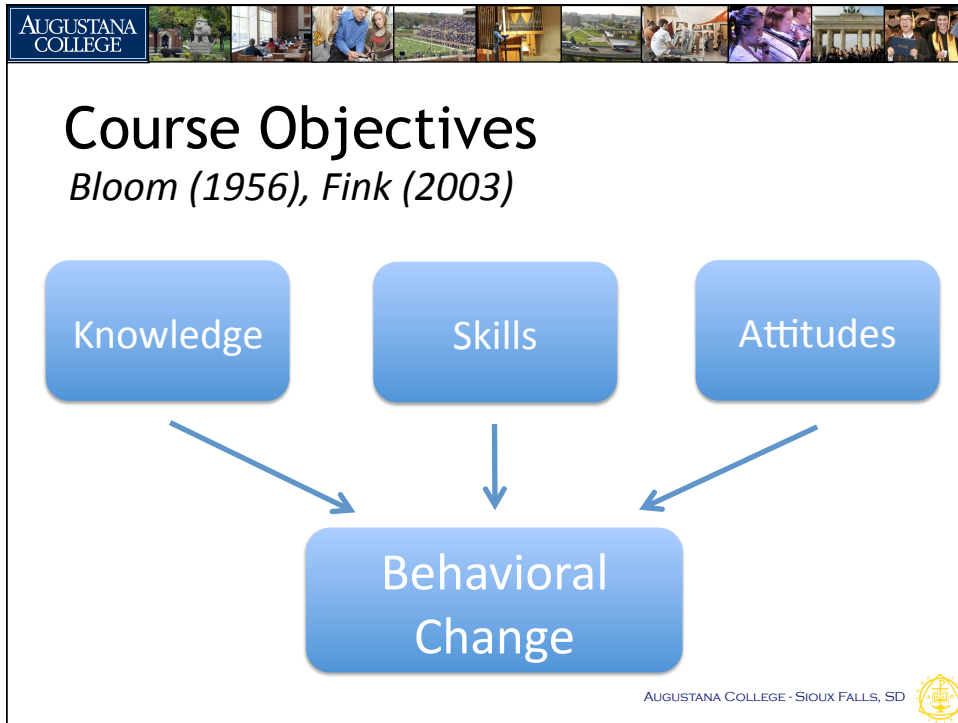


Setting

- College/university size & mission
- Audience for developmental courses
- Class size

Where are you?

AUGUSTANA COLLEGE - SIOUX FALLS, SD 



The slide is titled "What behaviors do you want to see?" in red text. Below the title, it lists "My main interests:" followed by a numbered list: "1) Direct interaction", "2) Decision-making", and "3) Research process". The Augustana College logo and name are visible in the top left and bottom right corners of the slide.



Group research activities

Ex: Baby Einstein

- 1) Brainstorm - where would you look?
- 2) Go & gather info
- 3) Compile, interpret, discuss
- 4) Reach a (***well-supported***) conclusion

AUGUSTANA COLLEGE - SIOUX FALLS, SD




Case studies

Ex: Depression

- 1) Pre-writing
- 2) Case (Wilmhurst, 2011)
- 3) Research on disorder (inc. assessment & treatment)
- 4) Write (***well-supported***) recommendations

AUGUSTANA COLLEGE - SIOUX FALLS, SD







Service learning

Ex: Afterschool, coaching, hospital


- 1) Select site for semester; regular hours
- 2) Plan interaction/observation (prompts)
- 3) Write reflective (*well-supported*) reports

AUGUSTANA COLLEGE - SIOUX FALLS, SD 




Exams: Applied essay questions

Your neighbor says she heard a news story about the recent surge in autism diagnoses. “That’s a lot of bunk!” she tells you. “My hairdresser says her boy has autism, but there’s nothing really wrong with him. It’s just an excuse she uses for his misbehaving. Nowadays people want to turn everything into a ‘disorder’!”


AUGUSTANA COLLEGE - SIOUX FALLS, SD 

AUGUSTANA COLLEGE




What are the barriers to implementation?


- Scaling to your load
- Student resistance (Felder, 2007)
- Grading
- Coverage

AUGUSTANA COLLEGE - SIOUX FALLS, SD 

AUGUSTANA COLLEGE



What can you do in your setting?

AUGUSTANA COLLEGE - SIOUX FALLS, SD 



References

Bloom, B. S. (Ed.) (1956). *Taxonomy of educational objectives, the classification of educational goals - Handbook I: Cognitive domain*. New York: McKay

Felder, R. M. (2007). Sermons for grumpy campers. *Chem. Engr. Education*, 41 (3), 183-184.

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Wilmshurst, L. (2011). *Child and adolescent psychopathology: A case book*. Thousand Oaks, CA: Sage.

Sample materials from my classes available at:
www.augie.edu/academics/psychology/srcd

AUGUSTANA COLLEGE - SIOUX FALLS, SD 