

INLS 690-087 – Child and Adolescent Development for Librarians

Tuesday/Thursday, 2:00-3:15pm

Manning Hall 304

meeting virtually until the end of the semester

(meets 2/27/20 – 4/23/20)

Instructor: Brian Sturm

Email: sturm@ils.unc.edu

Telephone: 919-962-2460

Office: 111 Manning Hall

Office Hours: drop-in or by appointment

COURSE OVERVIEW

This course covers the basic theories of human development, with a focus on school-age children. It will explore the research basis and theories of cognitive, social, emotional and physical development, as well as the factors that contribute to human development, such as ethnicity, culture, family, society, peers and schools. The course will also focus on issues relevant to human development in a school or public library setting. Rather than teaching a collection of facts, the focus of this course is to teach you different ways to think about development and apply the theories in practice. This course should also help you to understand how the various kinds of development interact with and influence one another.

COURSE OBJECTIVES

The fundamental question this course seeks to answer is: “What can librarians and other information specialists working with children do to help youth grow in the most developmentally successful ways?”

The course should prepare students to:

- Become well versed in the theories of human development, particularly as they influence literacy, education and learning.
- Understand how to connect and apply developmental theories and research to the classroom or library.
- Develop a deeper understanding of the theoretical foundations for constructivist approaches in education.
- Recognize the implications of youth development for the library or group setting.

COURSE MATERIALS

There is no required text for this class; readings are hyperlinked from this Course Schedule.

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces and promotes diversity and inclusion in all their forms. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. SILS is committed to preparing our graduates to be leaders in an increasingly multicultural and global society.

To this end, we strive to:

- Ensure that our leadership, policies, and practices are inclusive
- Integrate diversity into our curriculum and research
- Promote and nurture an environment in which diverse perspectives and experiences are respected and valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved communities in North Carolina and beyond

We are committed to cultivating of an academic environment that is open, representative, and equitable to all.

STUDENTS WITH DISABILITIES

Through Accessibility Resources and Services (ARS), The University of North Carolina - Chapel Hill seeks to meet the individual needs of applicants and current students with disabilities and medical conditions by coordinating and implementing appropriate accommodations and providing resources and services as they relate to academics, residences, dining and co and extra-curricular campus activities.

ARS also functions as a source of information, educational outreach and advice, as well as a communication link among individuals with disabilities, faculty and staff, outside agencies, and the community at large." Visit their website at <https://ars.unc.edu/> for more information.

CLASS SCHEDULE

Session 1: February 27th

Topic: Introductions and Overview/Value of Child Development for Librarians

Guiding Questions:

- Why is it important to understand child and adolescent development?
- How can an understanding of child development affect librarians' interactions with youth?

Session 2: March 3rd

Topic: Some Major Theorists

Guiding Question:

- How do the multiple perspectives on children's development influence each other?

Readings on what we want to accomplish:

- School Library Programs: American Association of School Librarians, [Empowering Learners](#), Chapter 2 (sign in with your ONYEN)
- [Guidelines](#) for Library Services to Babies and Toddlers (IFLA)
- [Guidelines](#) for Children's Library Services (IFLA)
- [Guidelines](#) for Public Library Services Young Adults (IFLA)

Readings on major theorists:

- Explore Bloom's Taxonomy at Vanderbilt University's Center for Teaching website (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>). Look at the Taxonomy and the history of it, as well as updates to it.
- Erik Erikson's Stages of Psychosocial Development: <http://www.simplypsychology.org/Erik-Erikson.html>
- Piaget's Cognitive Development: <https://www.verywell.com/piagets-stages-of-cognitive-development-2795457>

Session 3: March 5th

Topic: Major Theorists continued

Readings:

- Maslow's Hierarchy of Needs:
<https://www.simplypsychology.org/maslow.html>
- Gardner's Multiple Intelligences: 2 articles from Edutopia:
 - Multiple Intelligences Research: <http://www.edutopia.org/multiple-intelligences-research>
 - Interpretations and use of the theory of multiple intelligences:
<http://www.edutopia.org/multiple-intelligences-introduction>

March 10th & 12th Spring Break (no class)

March 17th & 19th Extended Spring Break due to COVID-19 (no class)

Session 4: March 24th

Topic: Infant Development (birth – 1 year)

Readings:

- First Year Development: <http://americanpregnancy.org/first-year-of-life/first-year-development/>
- Milestones: 7-12 months: http://www.babycenter.com/0_milestones-7-to-12-months_1496587.bc
- [Promoting the Healthy Development of African American Babies](#)
- Eight Things to Remember about Childhood Development:
<https://developingchild.harvard.edu/resources/8-things-remember-child-development/>
- Watch slideshow at:
<https://www.webmd.com/parenting/baby/ss/slideshow-baby-milestones-first-year> and read <http://www.webmd.com/parenting/baby/infant-development-9/stages-of-development>
- Skill Development From Birth to Age 5:
<https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/skill-development-from-birth-to-age-5>
- Explore the Learn&Grow buttons at: <http://www.pbs.org/parents/child-development/>

Session 5: March 26th

Topic: Toddler Development (1-3 years)

Readings:

- <https://medlineplus.gov/toddlerdevelopment.html>

- Physical: Video on learning to walk: http://www.babycenter.com/2_baby-on-the-move-walking_1487451.bc
- [Psychology of Asian American Children](#) (Liu, et. al. 2012)
- Language: http://www.babycenter.com/0_toddler-milestone-talking_11738.bc
- Milestones: <http://www.parenting.com/article/toddler-developmental-milestones>

Due: Assignment 1: Observation of library context (services and place)

Session 6: March 31st

Topic: Pre-school Development (3-6 years)

Readings:

- <https://www.healthychildren.org/English/ages-stages/preschool/Pages/Developmental-Milestones-3-to-4-Year-Olds.aspx>
- <http://www.webmd.com/parenting/guide/4-to-5-year-old-milestones#1>
- <https://childdevelopmentinfo.com/child-development/devsequence/>
- High/Scope Perry Preschool Project found at http://nieer.org/wp-content/uploads/2014/09/specialsummary_rev2011_02_2.pdf

Session 7: April 2nd

Topic: Pre-school development continued

Readings:

- [Racial Gaps in Early Childhood](#) (Aratani, et. al. 2011)
- <https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/developmental-milestones-for-typical-4-year-olds>
- [Early Childhood Education of Hispanics in the United States](#) (Garcia 2010)

Session 8: April 7th

Topic: Elementary Age (6-8 years)

Readings:

- http://ccedelaware.org/wp-content/uploads/2016/09/Child_Development_Ages_6-8.sflb_.pdf
- <http://www.pbs.org/parents/childdevelopmenttracker/eight/index.html>
- Development of Children Ages 6-14 (Eccles 1999)
<https://www.jstor.org/stable/pdf/1602703.pdf?refreqid=excelsior%3Aa626e4838aaa4afc7e1f2f95f660cb52>

Session 9: April 9th

Topic: Elementary Age (9-12 years)

Readings:

- Social Emotional Learning: <http://www.edutopia.org/sel-research-learning-outcomes>
- [America's Hispanic Children \(2014\).](#)

Due: Assignment 2: Presentation on observation of children**Session 10: April 14th**

Topic: Middle Grades (13-15 years)

Readings:

- [Learning from Latinos \(Fuller & Coll 2010\)](#)
- How Does Puberty Affect Brain Development video: <https://www.youtube.com/watch?v=awO2ielnjVk>
- American Psychology Association. (2002). *Developing Adolescents: a Reference for Professionals*. Washington, DC: APA. Retrieved from <https://www.apa.org/pubs/info/brochures/develop>
- Watch Sarah-Jayne Blakemore's TED Talk "The Mysterious Workings of the Adolescent Brain" (2012) at http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_working_s_of_the_adolescent_brain#t-182148
- Ethnic and Racial Identity Development (2016) http://www.actforyouth.net/adolescence/identity/ethnic_racial.cfm. Please explore the Powerpoint presentation linked to in the left-hand side bar.

Session 11: April 16th

Topic: Young Adult (16-18 years)

Readings:

- [Understanding African American Adolescents' Identity Development](#) (Brittian 2013)
- Steensma, T.D., Kreukels, B., de Vries, Peggy, A., Cohen-Kettenis, T. (2013). [Gender Identity Development in Adolescence](#). *Hormones and Behavior*, 64(2), 288-297.
- <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html>
- <https://keepconnected.searchinstitute.org/understanding-ages-and-stages/ages-15-18/>

Rites of passage (what do we do to help YAs' transitions to adulthood?):

- 13 Amazing [Coming of Age Traditions](#) From Around the World
- Apache girl's coming of age ritual (National Geographic): <https://www.youtube.com/watch?v=5B3Abpv0ysM>
- Zambian girls' coming of age ritual (MediaLive)
- <https://www.youtube.com/watch?v=UjI4wDQOOE>

- Brazilian boys' coming of age ritual with poisonous ants (**Content warning:** physical pain) <https://www.youtube.com/watch?v=ZGIZ-zUvotM>

Session 12: April 21st

Topic: Special Issues in youth development

Readings:

- Fears: <http://files.eric.ed.gov/fulltext/ED348625.pdf>
- Humor: <https://kidshealth.org/en/parents/child-humor.html>
- Learning to Read: <https://lincs.ed.gov/publications/pdf/readingk-3.pdf> and The [Reading Skills Pyramid](#) and [Developmental Stages of Reading](#)

Session 13: April 23rd

Assignment 3: Final virtual presentations of your new model and any new insights from your observations

Assignments and Grading:

Assignment 1: Observation of youth library services

The purpose of this assignment is to help you to understand how knowledge of child development plays out in an actual public or school library setting. This assignment requires at least 2 observational hours in the library of your choice.

- *Part 1:* Spend at least two hours in a youth library (attend special programs, unobtrusively observe in the youth library area, etc.), focusing on the types of materials used, instructional practices, discipline methods, and how the space is used. Your goal is to focus on the *place* and its *services* (including librarians), not the children (that's Assignment 2).
- *Part 2:* In a 3-4-page single-spaced paper, describe the observational settings and what you observed about the *services* that is directly related to youth development. The important part of this assignment is to focus on developmental issues and how they "play out" in the library setting. Also, describe how your setting could be changed to more accurately reflect an understanding of child development. You should think about whether the context and the people are appropriately integrating knowledge of physical, cognitive, social and emotional development in their interactions with the youth.

Assignment 2: Observation of children

The purpose is to compare your academic knowledge of child development to the realities of child life.

- *Part 1:* Observe one or more groups of children in a setting of your choice. Possible settings could include a public library story hour or other children's programming, a classroom, cafeteria, or a sporting event or practice. You must observe children for a minimum of 2 hours, taking note of the various aspects of development you observe. You should be thinking about cognitive, physical, emotional, and social development. Some questions you may be considering:
 - How are the children interacting with each other?
 - What are the differences in the ages of the children?
 - Are there differences in the children's behaviors based on gender, age, ethnicity, etc.?
 - Did the setting influence the children's behavior?
 - Did behaviors change based on activity or supervisor expectations?
- *Part 2:* You will consolidate your observations and present them to your classmates in a [virtual presentation](#). You need to explain the settings and situations you observed, the apparent demographics of the groups of children, and the different developmental aspects of youth you observed. The aim here is to focus on the *children's behaviors* as evidence of development (the context is secondary, though its influence on behavior is justifiably important). [The deliverable for this assignment must be virtual, so you may select one of the following options for delivery:](#)
 - [you can prepare a Prezi, Powerpoint, video, or other online format document to share with the class in our Sakai site or in the cloud](#)
 - [you can turn your presentation into a series of Sakai discussion forum posts/interactions \(i.e., you lead a short online discussion related to your observations, sharing the issues mentioned above\)](#)
 - [you can duplicate the format for Assignment #1 and write a 3-4-page single-spaced paper synthesizing your findings and share it with the class on Sakai.](#)

Assignment 3: Final Presentations (new model and insights from observations)

Throughout the class, we will be exploring various models and visualizations related to youth development proposed by developmental theorists, reading researchers, and other experts in child development. One purpose of this assignment is to get you to analyze as many models as you can find that you feel are relevant to youth development, to compare and contrast them, and then to create a new synthesis model that you feel captures the various developmental components we have

discussed (and others that you encounter in your own exploration). The result will be:

1. a visualization of your own creation (table, chart, graph, model),
2. a 2-3-page single-spaced description of the model's component parts and the relationships among those parts (i.e., how your model "works"), and
3. a **virtual** presentation in our final class that shares your model and any brief insights gained in your observations. **For this presentation you can:**
 - a. share your work as part of the last class Zoom video conference. I can share control of Zoom so that you can share your screen with the class to showcase your model, or you can tell us where to find it on the internet as you talk about it (this is the best approach for submitting the assignment, in my opinion, but it relies on your having pretty fast wifi at home and a computer with a video camera of some sort)
 - b. you can prepare a Prezi, Powerpoint, video, or other online format document to share with the class in our Sakai site or in the cloud
 - c. you can turn your presentation into a series of Sakai discussion forum posts/interactions (i.e., you lead a short online discussion related to your work, sharing your model and discussing it)
 - d. you can duplicate the format for Assignment #1 and write a 3-4-page single-spaced paper synthesizing your model and observations and share it with the class on Sakai.
 - e. you can create some combination of these ideas

In Class Participation

This seminar is a discussion-based course (**now online discussion-based**). Students are expected to complete all readings and come to class ready to explore the issues they raise. As this course only runs for half a semester, it is very important that you attend every session.

Grading and Due Dates

Assignment	Weight	Due Date
Assignment 1: Observation of library context (services and place)	25%	March 26 th
Assignment 2: Observation of children	25%	April 9 th
Assignment 3: Final presentation of model and observation insights	40%	April 23 rd
In Class Participation	10%	Ongoing

Grading Scale

H	“clear excellence,” above and beyond what is required
P	all requirements satisfied at entirely acceptable level
L	low passing
F	failing

Additional Resources:

- American Association of School Librarians. (2009). *Empowering Learners: Guidelines for School Library Programs*. Chicago, IL: American Library Association.
- Brain Connection: <http://brainconnection.brainhq.com/>
- Center for Disease Control: Child Development Overview: <https://www.cdc.gov/ncbddd/childdevelopment/>
- Child Development Council: <https://www.childdevelopmentcouncil.org/>
- Child Development Institute: <https://childdevelopmentinfo.com/ages-stages/>
- Child Development journal: <https://srcd.onlinelibrary.wiley.com/journal/14678624>
- Early Childhood Longitudinal Study: <http://nces.ed.gov/ecls/index.asp>
- Kids Health: <http://kidshealth.org/en/parents/growth/>
- McNeely, C., & Blanchard, J. (2009). *The Teen Years Explained: A Guide to Healthy Adolescent Development*. Baltimore, MD: Center for Adolescent Health at Johns Hopkins Bloomberg School of Public Health
- [Child Development Special Section on Asian American Child Development](#)
- Meece, J.L., & Daniels, D.H. (2008). *Child & Adolescent Development for Educators*, 3rd ed. New York: McGraw-Hill Higher Education.
- World Health Organization: http://www.who.int/topics/child_development/en/
- PBS Child Development Tracker: <http://www.pbs.org/parents/child-development/>
- Harris, Yvette R. and James A. Graham. 2014. *The African American Child*, 2nd edition: Development and Challenges. Springer.

Data and Statistical Sources:

- Child Welfare Information Gateway: <https://www.childwelfare.gov/topics/systemwide/statistics/>
- Children’s Bureau Statistics: <http://www.acf.hhs.gov/cb/research-data-technology/statistics-research>
- NC Division of Social Services: Child Welfare Statistics: <https://www2.ncdhhs.gov/dss/stats/cw.htm>
- Center for Disease Control and Prevention: Data and Statistics on Child Development: <https://www.cdc.gov/ncbddd/childdevelopment/data.html>

- UNICEF Data and Statistics: <http://data.unicef.org/>
- America's Children in Brief:
<http://www.childstats.gov/americaschildren/index.asp>