

TEACHING AND MENTORING STATEMENT

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Teaching Experience

I began my research career trying to understand the kinds of teaching practices that are both developmentally appropriate and optimally motivating for young people during adolescence. I had no idea how difficult it was to implement those theoretical ideas and empirically-validated principles within the context of my own pedagogy in the college classroom until I started teaching. The task of become a teacher has been one of my greatest challenges, and also one of the greatest labors of love in my professional life. Needless to say, my developmental trajectory as *teacher* is still “in progress.”

I taught only once as a graduate student prior to taking a full time academic position. I was a teaching assistant for the *Psychology and Religion* (PSYCH 313) course with Dr. Bill McKeachie at the University of Michigan. The course included approximately 65 juniors and seniors and was taught 3 times a week (twice in a medium size lecture hall, once in a smaller discussion section). I gave lectures and ran a discussion section of approximately 30 undergraduates. My basic education in developing a syllabus, lecturing in front of a class, holding sections, and grading papers came from my experience as a TA for this course. I discovered that I enjoyed teaching and working with students, though I was not yet very good at it. It would only be through repeatedly teaching a series of courses in my first academic job that I would come into my own as a teacher.

My first academic position was as an Assistant Professor in the School of Education at Stanford University. For eight years, I taught undergraduate and graduate classes there. During this period, I developed six new courses and taught hundreds of students. My student course evaluations were consistently “very good” to “excellent.” In 1999, graduate students in the School of Education honored me with an award for “outstanding teaching.” This was one of the highest honors of my early professional career - to be given feedback by some of the finest graduate students studying education in the world that I was beginning to realize the principles of good teaching in my own practice. This led to my interest in *why* students appreciated the teaching I was doing, and in my undertaking a case study of my own pedagogy that I describe more below (Roeser, 2002).

The courses I taught at Stanford were for three main audiences: undergraduate sophomores (ED137 - *Human Motivation East and West* taught 8 times), master’s students who were prospective secondary school teachers in Stanford’s Teacher Education Program (ED240 - *Adolescent Development for Teachers* co-taught 8 times), and Ph.D. graduate students interested in issues of education, motivation and human development (ED343 - *Achievement Motivation in School-aged Children* taught 3 times; ED345 - *Adolescent Development and Schooling* taught 5 times; ED350 - *Supervised Research* taught 4 times; ED431 *School and Community-based Counseling* taught once; and ED461 *Schooling and Mental Health Issues* taught once). In 1997, I was a visiting professor in the Department of Pedagogics at the University of Amsterdam in the Netherlands. I taught two sections of a course with Dr. Kees Van der Wolf entitled *Problem Behaviors in School-aged Children and Adolescents* while visiting there. The students were special education teachers and teacher aides pursuing master’s and bachelor’s degrees, respectively. The Dutch students also rated my teaching as “very good” (despite my American English and vocabulary!).

While teaching these various courses with their various student audiences, I learned several things about being a teacher. One common lesson I learned from all my classes was the value of considering the identity-related needs of students as key levers for motivating their learning. Whether it was college sophomores trying to figure out “what to do with their lives” or master’s level teachers trying to figure out “how to become a teacher” or Ph.D. level graduate students trying to figure out “what to study,” I learned that by understanding the broader developmental needs of my students, I could design my instruction so as to speak to those needs and therefore motivate students’ learning, at least in part, through that intrinsic source of interest and questing. I also learned the value of listening to and learning from my students, and how by sharing power in this way in the classroom, the quality of dialogue and learning could be enhanced in the class. Finally, I learned to experiment and fail and then keep going. This motivational orientation towards challenge, risk-taking and self-improvement over time is one of the most important “purposes of learning” we can role model for our students.

I also learned unique things from the different subgroups of students that I taught. For instance, my undergraduate sophomores helped me to see the strong need for a supportive environment in the undergraduate college classroom where young students can ask and explore the “big questions” of life. What is the purpose of life? What is happiness? What does it mean to live a life of dignity, value and worth? What should I do with my life? It is unfortunate that so few contemplative spaces exist in the undergraduate curriculum for young people to take time with supportive others to stop and to think about their lives, their learning, their futures and the connection of these to personal happiness and the welfare of others. My sophomores taught me about the hunger of young people for such contemplative spaces in the college classroom, and the strong bonds and deep learning that can be fostered in such spaces.

My master’s level prospective secondary school teachers were the hardest students to teach! They were very demanding, requiring that I both (a) model the highest standards of good teaching that we were teaching them to employ in their classrooms, and (b) translate the findings of adolescent developmental psychology in a manner that was comprehensible and useful to them given the kinds of work environments and experiences with adolescents they encountered in their daily lives as teachers. The needs of the master’s student in the Teacher Education program were so great, and my ability to meet them initially so poor, that my colleagues and I undertook a five year program of reform to make our course, “Adolescent Development for Teachers” better, more relevant, and more motivating. I document this process in a case study I published in 2002 in *Teaching Education*. One of the main things I learned from these students was the value of using case-based teaching methods. This method of teaching is extremely effective with practitioners.

My Ph.D. students taught me enormous things about methods, schools, and young people as a function of their own considerable levels of expertise and life experiences. I viewed and interacted with my doctoral students and advisees as true colleagues in my classes, and this manner of interacting with students enhanced the intellectual development of both parties I believe. Evidence of this comes from the fact that, over the past 10 years, my doctoral students and I have collaborated on 27 conference presentations, 11 peer-reviewed journal articles, and 5 published chapters. These collaborations continue, and not all of them have been with my primary advisees.

Teaching Philosophy

Through my teaching experiences and my reflection on them, I think it is accurate to say that I have now developed a sort of *working teaching philosophy* that consists of five pragmatic goals. Although this philosophy is a work in progress, my goals as a teacher at this point are to (a) to create courses that draw upon the principles of psychology with respect to developmentally appropriate, optimally motivating pedagogy for students of a particular life stage; (b) to improve my teaching through co-teaching with others and through reflective and critical inquiry into my own teaching practice; (c) to present the content of courses in ways that assist students in making connections to their own lives; (d) to instill the value of applying social science to improve the lives of children and adolescents; and (e) to highlight how research is used to improve education and human services for children and adolescents.

Employing motivational principles. I attempt to use the principles of motivational psychology in the design of my classes. I tend to design my courses to include opportunities for student interaction and leadership, affordances for student choice in relation to topics of discussion and topics of research papers, assignment of weekly written work that invites students to relate aspects of the course readings to self, professional practice, and/or personal research interests, use of peer review of written products, and provisions of cycles of teacher feedback and student revisions of assignments before final grading is done. These principles are aimed at maximizing students' motivation in terms of felt experience of autonomy and community, course relevance, and the notion that learning and self-improvement through mentoring (rather than the demonstration of one's superior relative ability) are (or should be) the goals of undergraduate and graduate school education.

Being a reflective educator. I have also attempted to improve my own pedagogy through co-teaching, reflection, research, and revision of approach over time. For instance, in my *Adolescent Development for Teachers* (ED240) course, my co-teachers and mentors Drs. Linda Darling-Hammond, Denis Phillips, Amado Padilla and I embarked on a 5-year reform effort to make the class more engaging and relevant, and thus to achieve our pedagogical goal of instilling a developmental orientation in prospective teachers' evolving professional identities and approaches to pedagogy. The central reform undertaken was assigning the students a case study of a single adolescent that they complete during the full length of the course. We reasoned that the case study would give prospective teachers a chance to understand the world from their students' perspective, to apply the theory and research they were learning in class to an authentic context, and to do so using a mode of reasoning preferred by practitioners – the case-based approach. I did a piece of research to find out how our reforms went. In 2002, I published a case study of my own teaching of a section of this larger course. In this case study, I analyzed longitudinal course evaluation data and qualitative essays and interview data from my former students. I found evidence that students' motivation and satisfaction with the course increased over time as we made our reforms. Specifically, many mentioned the use of the case study as a key part of why they found the course informative and motivating. There was also some indication that the use of the case study helped to instill something of a developmental outlook in at least some students' evolving professional identities as teachers (Roeser, 2002). This was one instance in which I used formal scholarship in the service of bettering my own teaching.

Teaching for relevance. A third goal in my teaching has been to assist students in seeing psychology as something of value and worth for understanding their own lives, not just the lives of other people. I pursued this goal most explicitly in a course I taught for the Sophomore Seminar Program at Stanford University. This program aimed to promote student-professor relationships and provide students with mentorship during this critical year in their college development – a time when they are deciding on a major and on possible career directions. The course, *Human Motivation East and West* (ED137), introduced students to a series of historical theories on human motivation, personality and life purpose. These theories included two different kinds: the first-person psychologies embedded within the great contemplative traditions of the Middle East (e.g., Sufism) and India (e.g., Yoga and Buddhism), as well as the third-person clinical-personality theories of William James, Sigmund Freud, Karen Horney and the Stone School theorists, Erik Erikson, Abraham Maslow, and others. To ground the first-person theories in their own experience, I would take students on field trips to local Yoga, Zen, and Sufi centers so they could see (and engage if they wished) in the contemplative psychological practices of these traditions such as meditation and contemplation first-hand. To ground the clinical-personality theories in their own lives, we would read the work of these grand theorists and students were invited to complete a series of exercises in which they applied aspects of these theories to their own lives (e.g., assessing their own identity development vis a vis the ideas of Erikson). These exercises would ask students to study their own life goals, the motives behind these goals, and generally where they want to go in the next few years of their lives. This course was enormous fun and was a great success. Four undergraduates from this course “kept me on” as their faculty advisor at Stanford, another took an independent study with me subsequently, and several have told me that this course helped them to decide to become psychology majors at Stanford. One student credited my class with “opening her up to the idea that culture and psychology were two things that could be studied together” and another decided to study psychology instead of law and is now a Ph.D. student studying the emotional signatures of compassion in the psychology department at Berkeley.

Teaching research for the social good. Consistent with the emerging field of “Applied Developmental Science,” I try to emphasize in my teaching the social utilitarian ends of social science for improving the lives of children, adolescents, and their teachers and families. Indeed, educational psychology as a sub-discipline, and schools of education in general, are by definition applied enterprises. Thus, I would teach students to think about pressing social problems in the “real world” as a significant point of departure for contemplating their scientific interests and research. Unlike the old stale dichotomy between “applied” and “basic research,” I continually tried to emphasize how the problems of the “real world” could inform and transform their research as much as vice versa. The “context of application” thus became a focal concern we would discuss with respect to our research interests and aims. Reading about the most up-to-date, empirically documented and developmentally appropriate “best practices” in teaching and learning was thus a significant part of my classes.

Summary. In sum, in my work as an educator, I try to draw together the insights of my own scholarship and the discipline of psychology with the practical concerns of the culture and the developmental needs of my students. Teaching has been a great love and struggle for me, simultaneously.

Teaching Examples

At the end of this statement, I have included the syllabus for the Adolescent Development for Teachers course that I co-taught for eight years at Stanford. This syllabus gives a flavor of my philosophy as an educator.

Mentoring

In addition to teaching, I work very hard to mentor graduate students – including those with whom I do and do not directly work. During my eight years at Stanford University, for example, I chaired seven doctoral dissertations and served on an additional 20 doctoral committees for graduate students from psychology, sociology, and education. Six out of seven of my Stanford doctoral advisees have since gone on to a variety of research and teaching positions:

Dr. Karen Strobel is now a Senior Research Associate at the John Gardner Center for Youth and their Communities at ***Stanford University***.

Dr. Shun Lau is now an Assistant Professor with the Centre for Research in Pedagogy and Practice at Singapore's National Institute of Education.

Dr. Angela Haydel DeBarger is now an Educational Researcher at ***SRI International***, Menlo Park, CA.

Dr. Mollie Galloway is now the Director of Research in the Graduate School of Education and Counseling at ***Lewis and Clark College***, Portland OR.

Dr. Jason Stephens is now an Assistant Professor of Educational Psychology, Neag School of Education, ***University of Connecticut***.

Dr. Hunter Gelbach is now an Assistant Professor of Education, Graduate School of Education, ***Harvard University***.

In addition to mentoring Ph.D. students, I chaired 3 master's theses and 4 undergraduate research honor's theses while at Stanford, and also was an undergraduate advisee to several students from my ED137 (sophomore seminar) class.

Furthermore, during my visiting professorship at the University of Amsterdam in 1999, I became a mentor for two master's level students, Ms. Wenja Heusdens and Miriam Boer. These two students came to the United States and we completed a cross-cultural piece of research on motivation to learn and problem behaviors among Dutch and American adolescents.

In my 9-month term as a United States Fulbright Scholar in India, I employed and mentored six Indian graduate students in psychology on my research project. I see this work as very significant (and personally gratifying) because psychology is still a fledgling, if not necessary, discipline in India. Since my Fulbright in 2005, I have assisted one of those students, Ms. Mrinalini Rao, to enter a Ph.D. program in Counseling Psychology at the University of Illinois, Urbana-Champaign; and am currently assisting

another, Ms. Ayesha Gonsalves, to apply for master's degree programs in social work in the United States. Furthermore, through our collective science and its presentation at conferences in the United States, I have been able to assist Dr. Sunit Bhatewara in getting an international student scholarship to come to the United States for the Society for Research on Adolescence Conference in San Francisco in 2006; and am currently assisting Ms. Mukti Shah to do the same for the upcoming Society for Research on Adolescence conference in Chicago in 2008.

In my current position at Tufts University as an Associate Professor (Research), I serve as a mentor for 3 Ph.D. students and 1 master's level student. I am currently in the process of mentoring one of my doctoral advisees to apply for and obtain a Fulbright Fellowship to conduct research on adolescent development with my colleagues in South Africa.

In sum, mentoring students has been an extremely important and satisfying part of my life as a professor and a scholar. I have been enriched by, and hopefully have enriched, the minds and work of my many student-colleagues.

Coordination of ED240 with ED246B

During the Autumn Quarter, the focus of both ED240 and ED246B will be upon the growth, learning, and development of adolescents in the contexts of families, classrooms, schools, and communities. Taken together, these courses will provide a theoretical and practical framework for understanding how schooling and curriculum can be designed to address the needs of middle and high school students, and thereby enhance their learning, motivation, and mental health. As a final project, teacher candidates will use the theory and research learned in these two courses to conduct a case study of an adolescent.

Course Materials. The Course reader will be available during the first week of class. It will be on sale from a private copying vendor, so do not look for it in the bookstore. Major sections of the following three books will be required reading in the course:

Daniel Goleman (1995), **Emotional Intelligence** (Bantam Books).

Laurie Olsen (1997), **Made in America** (The New Press).

Beverly Tatum (1997), **Why Are All the Black Kids Sitting Together in the Cafeteria?** (Basic Books)

We recommend that you purchase the books through Amazon.Com --- each of the books is available in paperback and under \$14 through Amazon. Each of the books will be useful additions to your professional library. These books are also on reserve in the Cubberley library. The reader and reference materials are available in the STEP library.

Course Requirements. Your grade for the course is based on your engagement with and mastery of concepts underlying adolescent development and learning. Four tasks will comprise our assessment of how well you engaged with and mastered the class material, including (a) leading a class discussion, (b) participating in class and thorough reading of class material, (c) writing weekly logs that relate to the readings and your case study student, and (d) completing a case study of an adolescent.

Leading Class Discussion. In groups of 2 or 3, you will be responsible for leading a class discussion of the readings. A sign-up sheet will be circulated on the first day of class. You can sign-up for any week based on your interest in the topics. In terms of leading the class, you and your colleagues should be creative and prepare about 30 to 45 minutes worth of focused activity that deals with some aspect of the week's readings. (In the past, students have prepared outlines of the material so they could answer inquiries from peers on substantive points of the articles. They have designed group discussion questions, developed a short group-work assignment based on the readings, presented additional videotapes, articles or research studies related to the week's topic, and so on.) Please plan to meet with your instructor in advance of the class period in which you lead so as to get any needed suggestions, supports, or materials. *Each group is required to submit a written lesson plan* to their instructor at the beginning of the class period that they lead describing their lesson and goals. These lesson plans should be at least 1-2 pages in length (**20% of grade**).

Class Participation. Attending, participating in class, and preparing the readings for class are essential for you to fully master the tasks and concepts we will be covering in class. At the end of the quarter, the instructor will give class participation grades based on these three areas (**20% of grade**). We look forward to constructing a classroom environment with and for you.

Weekly Logs. Each week, you are required to write a log that will be based on the readings that we will discuss in class that week. It will include either a reflection on some aspect of your own adolescence or an exercise that connects the readings to the adolescent whom you have chosen to focus upon in your case study. These logs should be about 2 pages in length, except where you are presenting data on your case study student when you may need more space for your interview

or observation data. Our goal is to have you consider how the concepts and ideas in the readings help you to explore some particular aspect of your chosen adolescent's life and life circumstances. In this way, we hope to help you develop a fuller understanding of your adolescent students.

Please take some time each week to reflect on connections of the articles to your experiences as a student, teacher, and researcher. Developing a habit of informed reflection is essential in the early (and later) years of becoming a teacher. These papers will be due at the beginning of class each week and may be used in class exercises. Thus, *please be sure to bring your log to class each week (20% of grade)*.

Case Study. The case study of an adolescent will allow you to learn to look closely at a developing adolescent and to link what you learn from observations and interviews to the readings you are doing on adolescents' social, emotional, moral, physical, and cognitive development. The goal is for you to understand his or her thinking and learning, motivation to learn and identity-related goals, commitments, and aspirations; relationships; and activity involvement and behaviors as he or she develops and matures in the social landscapes of the family, school, peer group, and community.

In both this course and the practicum, you will be developing inquiry techniques related to the case study. The written case study itself will link your observations and analyses about the student you study to the readings you have been doing in practice and ED240. You will have the opportunity to review case studies written by other students who have previously engaged in this kind of activity. You will also have the opportunity to have your final case study reviewed by a peer and a faculty member before completing the final version. Initial drafts of the case study will be **due November 20** to your peer case reviewer and faculty reader. You will also receive a case to review on that date. On **November 28**, case conferences will be held during practicum so that you give feedback to the colleague whose case you have reviewed, receive initial feedback from your instructor, and discuss your own case with your case consultant. You will receive feedback on your case from a faculty reader as well. Revised case studies are due by **December 14** before your winter break ☺ (**40% of grade**).

Schedule of Weekly Readings (To be read before each class!)

Understanding development during the second decade of life

Week 1 9/26

Overview of topic

Human development and learning always occur at the interface of the inner world of the person, in this case the adolescent, and the outer circumstances of his or her existence. Development in the social, emotional, moral, and intellectual spheres occurs at the nexus between a person and the social and historical circumstances in which he or she is "coming of age." Adults' roles in promoting healthy development of adolescents revolve around of the provision of safe, nurturing, and challenging opportunities for young people. Such opportunities should be designed such that they draw the young person's intellectual, emotional, and social growth along desirable educational, developmental, and cultural lines – lines that lead toward acquired knowledge and skills, acquired social roles and citizenship skills, and fulfillment of personal and socially valued ends. Each of the articles for this week discusses the important changes that occur for the individual during adolescence, as well as the importance of social environments and historical circumstances in informing that development. Development and learning is always a dance, spun out of the interactions of persons and social-historical circumstances.

Adolescence is a time of many life changes in the child and her spheres of experience. Changes in the growing child include puberty, formation of a psycho-sexual-social identity; and transformations in cognitive capacities. Social changes include the transitions to new, often larger

schools; transformations in relationships with parents; deepening intimacy with same sex peers and entry into dating; and gradual emergence into a world in which one is perceived as an increasingly mature person. Two important themes are central to understanding adolescence as a developmental stage. First, changes in body, thought, emotion, and social relationships are all occurring simultaneously in youth. The interdependence of these changes suggests that we need to understand adolescents' experience, behavior, and learning in a holistic manner. Second, all of the internal changes that adolescents are experiencing are mirrored by profound changes in their peer, school, and family lives. Adolescent development requires not only a consideration of the "whole adolescent," but also the "whole adolescent developing in particular social contexts." Thus, understanding adolescents' choices, their behaviors in the classroom, their goals and life aspirations, requires an understanding of the places in which they are living and growing.

Readings (read for today)

Cole & Cole (2001) "Biological & Social Foundations of Adolescence" (ch.15, pp. 603-617)

Crockett & Petersen (1993) "Adolescent Development: Health Risks and Opportunities..." (pp. 13-37)

Hargreaves, Earl & Ryan (1996) "Adolescence and Adolescents" (pp. 9-17)

Newsweek, "What Teens Believe" (pp. 70-81)

No log due today

Who am I? Identity as the "Work of Adolescence"

Week 2 10/2

Overview of topic

Identity development is the central life task of the adolescent period. Psychologists tend to study identity development as an inner project reflected in personal goals, values, beliefs, and aspirations in the major life domains of love (relationships) and work (achievement). Socio-cultural theorists tend to emphasize behavioral choices, activities, and participatory communities as hallmarks of identity -- identity as activity and participation. Sociologists focus their attention on the ascribed roles related to gender, race, class, sexual orientation, etc. that compose one's social (public) identity -- identity as social status and role. Identity is personal and historical; chosen and imposed; reflective and explicit and unreflective and implicit; moral and spiritual. Adolescents' identity development influences how they choose to be in the world and how they engage the spheres of school, work, home, community, and interpersonal relationships.

Readings (read for today)

Read an adolescent case study from the collection in the library

Cole, M. & Cole, S. (2001). Adolescence and Beyond (pp. 671-689)

Erikson, E. (1968). Identity, Youth and Crisis (pp. 128-135)

Harter, S. (1990). Self and Identity Development (pp. 352 - 368)

{Optional} "Falling from my Pedestal." Adolescent Portraits (pp. 163-178)

Log #1 (due today)

Observation of your case study student. 1) Write a brief paragraph about the adolescent you have chosen to study. Include your reason for choosing this young person, any questions you now have about him or her and any conjectures or impressions you currently hold about him/her. 2) Conduct an observation of the student for at least 20 minutes in a classroom or non-classroom setting. Be careful to be concrete, specific, and nonjudgmental (see the case study article by Susan Florio-Ruane). Note the context within which the child is operating (who and what is in the environment; what is going on) and how the student reacts to events and people in the environment. Record specific questions or hypotheses that pertain to your observations in a separate column or section of your notes. 3) What do you currently believe or wonder about the way in which this student sees him/herself in terms of the ideas about self-concept and identity discussed in Harter and Cole and Cole?

Who am I in Relation to Others? Identity Development in Peer Contexts**Week 3 10/9**

Overview of topic

Physical maturation not only heralds the entry of the adolescent into sexual maturity, but also sets in motion a series of important social role changes that are focal in adolescence - the intensification of sex role socialization; interest in romantic partners and issues around inter-ethnic dating, development of opposite sex friendships, and actual explorations with sex and intimacy. Issues of safe sex, the enjoyment of sex, and the dangers of sexually transmitted disease also assume tremendous importance during adolescence, though these issues are not always addressed by parents or educators. Overall, pubertal development and the associated social role changes are exciting as well as challenging for young people (and their parents!). These changes often engender identity conflicts and trade-offs as students begin to try to manage multiple roles simultaneously - potential romantic partner, intimate friend, student, athlete, and so on. Sexuality and dating can be particularly challenging for gay and lesbian youth as they begin to navigate (or not) the heterosexual landscape and the difficulties of being in a sexual minority that is often the target of violence.

Readings (read for today)

Cole & Cole (2001) "Biological & Social Foundations of Adolescence" (ch.15, pp. 617-638)
 Maccoby (1998). "Heterosexual Attraction and Relationships" (pp. 191-226)
 Friend (1993). "Choices, Not Closets: Heterosexism and Homophobia in Schools" (209-235)
 {Optional} "A Step in the Only Direction," Adolescent Portraits (pp. 102-119)

Log #2 (due today)

Based on your interview(s) with and observations of your case study student to date, how would you characterize his/ her social identity formation? How would you characterize your student's evolving relationship with his / her family? What kinds of friendships does he/she have? How does he/she view the functions of these friendships? What does your student think is important in a friend? What cliques and/or crowds does he/she affiliate with? How are these affiliations determined? Does he / she experience peer pressure? If so, in what ways? (Relate your answers to Cole and Cole).

Cultural Contexts in the Process of Identity Development**Week 4 10/16**

Overview of topic

Identity development is the central life task of the adolescent period, and group memberships related to culture, race, ethnicity, religion are important and central dimensions of the identity formation process. For instance, adolescents of color eventually must address issues of discrimination and oppression associated with their group membership, integrate positive aspects of their racial and cultural identity, and address issues of negative stereotypes as they forge a sense of personal and social identity related to their minority reference group. Understanding issues of race and culture in the identity formation process is the focus of this week's readings.

Readings (read for today)

Slonim (1991) Children, Culture and Ethnicity (pp. 3-19, 61-82)
 Tatum, B. D. (1997). Why are all the Black Kids Sitting Together in the Cafeteria? (Chap. 2,4, 6, 8-10)

Log #3 (due today)

Culture includes the many social contexts we inhabit simultaneously: family history, community, geographical location, designations of race and ethnicity, language, strong interest affiliations, religion, gender and sexual orientation are just some of the cultural contexts through which we may acquire our ways of being in the world and by which we may identify ourselves or be identified by others. Using the concepts in Slonim and Tatum, discuss some of the cultural

contexts that are most salient to your case study student and how they shape his/ her perceptions of him/herself and others in his family, community, and/or school contexts. You may also want to reflect on some of the implications of the cultural contexts in which you found yourself in adolescence and discuss how your responses shaped your view of what was important and possible for you (or conversely, what was unimportant or impossible for you) in your adolescent years. If you have interviewed your student in his/ her home context yet, you will want to include your observations about the family context in this log or the next one.

Exploring the Social Dimensions of Identity Formation

Week 5 10/23

Overview of topic

The question of social identity goes beyond “Who am I?” to the question of “Where do I belong?” Membership in peer groups is an activity with important identity consequences in terms of self-perceptions and perceptions by others. Psychological and social characteristics of adolescents (e.g., their interests and activity choices, racial-ethnic group membership, academic track, and so on) affect their choices of which peers to affiliate with. Peer groups in turn affect the adolescent’s academic motivation, future aspirations, kinds of after-school activities, etc. Such relationships fulfill the strong need for affiliation during these years, and can reflect pro-social commitments (e.g., academically supportive friends) or problematic commitments (e.g., gang membership). If adolescents cannot find productive channels at home, in the neighborhood, and at school that fulfill their affiliative needs, they may turn to risky and dangerous arenas to fulfill such needs. Schools can shape the development of constructive social identities and the creation of relationships among and across adolescent groups. Helping students from diverse backgrounds navigate the borders (“differences”) that sometimes exist between the ethos of home and the ethos of school can cultivate motivation, learning, mental health, and identity formation in youth. Facilitation of such transitions for youth requires that teachers develop mechanisms for open dialogue with adolescents’ about how their lives in and out of school are (or are not) related.

Readings (read for today)

- Davidson, A.L. & Phelan, P. (1999). “Students’ Multiple Worlds: An Anthropological Approach to Understanding Students’ Engagement with School” (pp. 233-273).
- Lee, S.J. (1994). “Beyond the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students” (pp. 413-429)
- Olsen, L. (1997). *Made in America* (Chapters 1-2, 4-5)
- {Optional} Yee, A.H. (1992). “Asians as Stereotypes and Students: Misperceptions that Persists” (pp. 95-132) - *In the STEP Library*

Log #4 (due today)

Based on your interviews and observations, what messages do you think your case study student feel he / she receives about appropriate roles, ways of being in the world, and aspirations from the different contexts in which he/she lives? Are these consistent or inconsistent with one another? How would you describe the way in which this adolescent is navigating the psychosocial borders he/she encounters? (relate this to Olsen and Davidson and Phelan). Feel free to include excerpts of interview transcripts or observation notes to provide evidence about the students’ views and behaviors. You may want to draw a social map of your school and show us where your student “fits.”

Adolescents’ Motivation to Learn

Week 6 10/30

Overview of topic

Motivation is not solely a personality trait that adolescents have either more or less of. Students’ motivation to learn comprises a pattern of achievement-related beliefs, emotions, and goals that predispose them to act and invest their energies in different ways in the classroom. In particular, *achievement-related goals* and *perceptions of being able* to accomplish what the teacher asks or

what one wants to pursue (e.g., efficacy beliefs) are two of the most important “motivational variables” in determining if students engage in curricular tasks. In addition, *emotions* like interest (positive) or anxiety (e.g., fear of failure - negative) are major “motivational variables” that affect why students do what they do in the classroom. Students want to know what is expected of them (what is the purpose?); want to feel confident that they can succeed and can draw on supports to help them do so (can I do this?); and want to connect their learning with something in their lives and experiences that is of value and importance (how do I feel about doing this?). Research has shown that when teachers design their instructional practices, feedback, assessment strategies, and curricular tasks in a manner that emphasizes task mastery, efficacy, and interest in learning, they influence students’ propensities to invest effort in the learning process.

Readings (read for today)

Blumenfeld, P.C., Puro, P., & Mergendoller, J.R. (1992). “Translating Motivation into Thoughtfulness” (pp. 207-239).

Steinberg, A. (1993). Adolescents and Schools: Improving the Fit (pp. 13-29).

Wlodowski, R. & Ginsberg, M., (1995) Motivation and Diversity (pp. 1-3, 19-47).

Log #5 (due today)

How does your case study student think of him/herself as a learner? Does he/she think school is an important part of his/her life and identity? Does he/she see his/her intelligence as fixed or malleable in different domains (see Steinberg)? In what domains does the student feel most confident (or least confident), academically and otherwise? Which subjects does he/she find most interesting (or most boring)? Why? What motivates him/her – e.g., to be the smartest in the class, to make parents proud, to learn for learning’s own sake? What goals does he/she have related to his/her own learning? What kinds of things (if any) does the student say really get him/her interested or excited about learning and facilitate learning? Discuss the features of one or more specific classrooms experienced by your student that illustrate how his/her motivation to learn deeply is influenced (positively or negatively) by different learning environments. Connect your observations to the readings, using Blumenfeld, Puro, and Mergendoller’s analysis of meaningful teaching and learning and Wlodowski and Ginsberg’s framework for evaluating classrooms in terms of how they support inclusion, attitude, meaning, and competence). Use specific quotes from interviews and evidence from observations to support your views.

Adolescents’ Cognitive Development

Week 7 11/6

Overview of topic

Adolescence heralds a new stage in the cognitive and reflective capacities of the child. Developmental changes and experience support increased capacity for abstract thinking (e.g., formal operations), perspective taking, self-reflection, higher-order integration of ideas, means-end thinking, and other changes in cognition. Because of the integrated nature of the biological, psychological, and social changes adolescents are experiencing, changes in intellectual capacity transform adolescents’ ability to think about themselves and their social worlds in a more nuanced, critical, and integrative way. Adolescents become more adept at understanding others’ perspectives through reason and emotion; and thereby are able to enter into more intimate relationships with others and to have a broader understanding of others. They become more able to reason through moral dilemmas and, as a result of their expanded awareness of others, feel a broader range of emotions. Thus, cognitive changes not only herald new possibilities for learning, but also for psychosocial, emotional, and moral development. Reasoning about moral dilemmas may emphasize individual rights and abstract principles (Kohlberg’s focus) or human relationships and care (Gilligan’s focus), a difference that some have argued may be culturally- or gender-conditioned. Moral reasoning is also shaped by social contexts. What is considered morally important differs across communities.

Piaget, the biologist, conceptualized an “unfolding of cognitive structures” that was linked to biological maturation and experiences in the world and thus, emphasized the individualistic nature

of cognitive development. In contrast, Vygotsky, the socio-cultural theorist, emphasized the environmental (social, cultural, historical) influences that shaped the cognitive structures and contents of the child's mind across development. In this way, he stressed that cognitive development is supported socially through language, cultural symbols and tools, and the nurturing of learning by caregivers and peers – especially within the child's "zone of proximal development" (ZPD). Both biological and socio-cultural factors do indeed shape learning, and we know that the development of higher order thinking in the subject matter disciplines of formal schooling requires not only confronting growing children's misconceptions about the world, but also in providing them with assisted practice in which socially structured, scaffolded inquiries into concepts are offered in the child's ZPD.

Readings (read for today)

Cole, M. & Cole, S. (1993). Adolescence and Beyond (pp. 644-671).

Tharpe, G. & Gallimore, R. (1988). Rousing Minds to Life (pp. 27-43 required){pp. 13 – 26 optional}

Wlodowski, R. & Ginsberg, M. (1995). Motivation and Diversity (pp. 136-160).

Log #6 (due today)

Describe an aspect of your case study student's cognitive development. Use a sample of the student's work or a cognitive assessment task as the basis for discussing what the student can do in terms of higher order thinking and reasoning and what areas are still developing. You may want to assess his/her thought in terms of concreteness vs. abstractness; ego-centricity vs. capacity for taking perspectives of others, black & white vs. reasoned pragmatism, etc. Relate your findings to the readings (e.g. Cole and Cole; Tharpe and Gallimore). Based on your observations and interviews, what do you see as the well-developed intelligences of your case study student (see Wlodowski & Ginsberg)? Describe how you have observed him or her use one of these strengths as an avenue for learning or problem solving. In addition, having examined the student's cumulative folder, provide an overview of what you have learned about the student's academic development over time from the perspective of his / her former teachers, tests, records, parents and others. What does this add to what you understand about your student? What does this view of your student miss about his or her abilities?

Adolescents' Social-Emotional Development

Week 8 11/13

Overview of topic

Students' capacities to treat others with concern and compassion are a learned ability, as is the ability to handle frustrations or to solve problems in ways that are productive and supportive of the needs of others as well as oneself. The ways in which adolescents develop as emotionally healthy human beings as well as morally grounded people is influenced by parents, peers, and schools, whether intentionally or unintentionally. Intentional support for development can make a difference in young people's abilities to work well with others in the world (e.g., teaching the golden rule).

Readings (read for today)

Goleman. D. (1995) Emotional Intelligence (chapters 3,6,7,8,12 & 16)

Log #7 (due today)

Give at least 2 examples of things you have observed about your student's socio-emotional development, using the descriptors of emotional intelligence Goleman describes. This could be based on a cognitive assessment task or on a naturally occurring event. Use specific evidence from interviews or observations to guide your discussion and analysis.

Development and Stage-Environment Fit: The School Context**Week 9** **11/20**

Overview of topic

Optimal motivation to learn, academic achievement, mental health, and identity development in youth occur when school and family environments provide opportunities that “fit” with the needs of the adolescent. Basic needs during adolescence include the need for challenging opportunities to develop academic and social skills, the need for opportunities to express opinions and participate in decisions; and the need for caring relationships with parents, peers, teachers, and other adult role models in society. Schools that provide these opportunities create greater achievement and greater affiliation with adults and with the academic enterprise.

Readings (read for today)

Eccles et al. (1993). “Development during Adolescence” (pp. 90-101)

Hechinger (1993). “ Schools for Teenagers: An Historic Dilemma” (pp. 64-81)

Sizer, T. (1992). Horace’s Compromise (pp. 71-83).

{Optional} Fine, M. (1986) “Why Urban Adolescents Drop into and out of Public School” (pp. 393-409)

Log #8 (due today)

Reflect on what you learned about the school context when you shadowed your case study student. To what extent is there a good “fit” between the school environment and your adolescent’s needs for competence, autonomy, healthy identity development, affiliation, and belonging? How do particular instructional, organizational, or interpersonal aspects of classroom and school life serve to fulfill or frustrate such needs in your case study student? Give specific examples from your observations and relate what you have found to the readings.

***** **Draft of Case Study Due TODAY** *****

**Creating Developmentally Healthy Schools for Adolescents:
Addressing Problems and Instilling Strengths****Week 10** **11/27**

Overview of topic

Erikson (1968) once wrote “because elders are apt to forget” that “identity formation, while critical in youth, is really a generational issue.” In this session, we discuss what our roles as educators are in creating communities that cultivate adolescents’ healthy development, learning, and civic participation. It is adults who must continue to guide the children along towards healthy maturity, though youth will continue, as they have historically done, provide regenerative (and sometimes revolutionary) influences on the development of cultural norms, values, roles, and responsibilities. This is an inter-generational process, one in which adults must play a major role, sometimes leading, and sometimes following the youth.

Schools can be organized explicitly to support adolescent development. This week’s readings examine a set of schools that are extraordinarily successful with diverse learners and that are carefully designed to support their learning and development by providing opportunities for strong relationships between and among adults and students, developing respect and responsibility, supporting growing autonomy and decision making, and teaching and assessing for understanding.

Readings (read for today)

Case studies of Central Park East Secondary School, Urban Academy, and International High School will be provided. Each student will read one case study and discuss in “jigsaw” fashion.

Lucas, T., Henze, R., Donato, R. (1990). "Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools." (pp. 315-340).

Log #9 (due today)

What aspects of your student's school and home experiences do you see as supporting his/ her healthy development – physically, socially, emotionally, morally, and cognitively? What aspects, if any, seem to be obstacles to his/her development? Use evidence from your interviews and observations to support your views and link to any of the readings throughout the term.

Dec. 4 – Sharing Cases

Log #10 (due 12/4)

Please reflect on your experiences in this class. (1) What do you feel were the most important things you learned? (2) What do you feel were the learning events (readings, discussions, assignments, etc.) that worked best for you? (Feel free as well to discuss what did not work well for you, or to share that information anonymously with us outside the class log if you prefer.) (3) What opportunities do you think would help extend your learning? (4) What work in this class do you feel reflects your best work? Explain why.

**** Case Study Due December 14, 2001****

Enjoy your holidays!

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