Course Development Plan-Final Report

Course Background

In this course, SFL 333 - Adolescent Development in the Family and Other Social Contexts, the biological, cognitive, and psycho-social development of adolescents are covered. The role of individual and contextual factors in promoting or hindering healthy development for adolescents is also addressed. Additionally, diversity (i.e., racial, cultural, and gender differences) involving adolescent growth and development is discussed throughout the course.

Our department offers several sections of this course in a given semester. Currently I am teaching both sections. Previous instructors of this course have shared their teaching materials with me as I have developed my lectures. I anticipate I will continue to update course materials for this course.

Learning Outcomes

1. Identify and critique the major theories as well as research foundations of adolescent development.
2. Understand the research methodology utilized in the study of adolescent development.
3. Describe the major life-changes that may be experienced in adolescence and how these changes could have long-term influences on the individual.
4. Discuss what roles individual, familial, societal, and cultural factors play in both positive and negative aspects of adolescent development.
5. Integrate information from scientific findings and spiritual thoughts that foster positive adolescent development, and apply this information to young men and women with
whom you come in contact.

6. Improve critical thinking and writing skills.

Our department has established learning outcomes for this course based on curricular needs. The committee established these standard outcomes in order for students to comprehend fundamental concepts of adolescent development. Therefore, students could successfully progress to other classes taught within the human development specialization. I added one more learning outcome that specifically addresses critical thinking and writing skills. This is because with these skills, students are more likely to engage in effective discussions and communications regarding the specifics of adolescent development inside and outside class.

**Course Activities**

In addition to lectures and in-class discussion, course activities include I-clicker questions, in-class assignments, two formal papers, and four exams. The table below shows how the assignments are designed and evaluated according to the learning outcomes of this class.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Exams</th>
<th>Article Critique</th>
<th>Application Paper</th>
<th>In-Class Assignments</th>
<th>I-clicker questions</th>
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</thead>
<tbody>
<tr>
<td>1. Theories/Research foundation</td>
<td>x</td>
<td>x</td>
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<td>2. Research Methodology</td>
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<td>3. Impact of life experiences</td>
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<td>4. Roles of contextual factors</td>
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<td>x</td>
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<td>x</td>
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<td>5. Foster positive outcomes</td>
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<tr>
<td>6. Critical thinking and writing</td>
<td>x</td>
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</table>

**Assessment of Student Learning**

Students are required to turn in two formal papers for this course. The first formal paper is designed to help them think and write critically about information they read from a peer-
reviewed research article in the field of adolescent development. In addition to comprehending the research results, they are asked to look for strengths and weaknesses of the research articles regarding the theoretical background, research design, and implications. This is designed to help them achieve learning outcomes 1, 2, and 6. The second formal paper is an application of the course material to an assessment of students’ own experiences during adolescence or an adolescent whom they know very well (learning outcomes 3, 4, and 5). This design is intended to help students connect what they have learned in class to real life circumstances. Students are rewarded with participation points based on tracked I-Clicker responses for questions regarding class materials of that day. This activity is used to help students review class materials and get them ready for in-class discussion (learning outcomes 1, 3 and 4). Students are asked to write brief summaries and comments during class in response to specific topics we have been discussing. These writings are designed not only to facilitate class discussion but also to improve critical thinking and writing skills (learning outcomes 1, 5 and 6). There are four non-comprehensive tests in the class, three midterms and one final exam. This allows students to read textbook and class materials in depth on a regular basis in order to recall relevant information they have learned and studied (learning outcomes 1 to 5).

**Student Achievement of Learning Outcomes**

1. Identify and critique the major theories as well as research foundations of adolescent development.

   Indicators of achieving this outcome: Exam scores and two formal papers.

2. Understand the research methodology utilized in the study of adolescent development.

   Indicators of achieving this outcome: Exam scores and one of the formal papers - article critique.
3. Describe the major life-changes that may be experienced in adolescence and how these changes could have long-term influences on the individual.

   Indicators of achieving this outcome: one of the formal papers - application paper.

4. Discuss what roles individual, familial, societal, and cultural factors play in both positive and negative aspects of adolescent development.

   Indicators of achieving this outcome: Exam scores, in-class assignments, and two formal papers.

5. Integrate information from scientific findings and spiritual thoughts that foster positive adolescent development, and apply this information to young men and women with whom you come in contact.

   Indicators of achieving this outcome: In-class assignments.

6. Improve critical thinking and writing skills.

   Indicators of achieving this outcome: In-class assignments and two formal papers.

Overall, the tests and papers provided some feedback to students about their learning; students usually got an average score between 82 and 85% across exams, 87% for formal papers, and 95% for in-class assignments.

**Steps Planned or Taken to Improve Teaching and Student Learning**

From student comments, I would like to incorporate three ways to improve teaching and help students stay engaged. First of all, since English is not my first language and I have a strong Chinese accent, I will speak slower and check students’ understanding periodically in class. Second, in addition to direct and heavy lecture using PowerPoint slides, I will add more class activities, such as in-class assignments, debates, or watching video clips to help student apply class materials. Accordingly, I will adjust class materials to make room for such activities.
Finally, I notice that I am not strict and firm enough with my feedbacks, and therefore some students have taken advantage of me being too generous. Therefore, I will work on being clear and staying firm with my expectations toward students.
Scholarship Strategies Final Report

From my scholarship strategies project proposal, the goals I set up to complete by February 15, 2015 are:

1. **Taiwan Youth Project (TYP) from Academia Sinica, Taiwan.** I have completed a piece of work using data from TYP by cooperating with researchers in Taiwan and the U.S. This paper has been submitted for review for three months. I would like to have it either accepted or revised and resubmitted at the first attempt. If it is not accepted, I will revise it and submit it to another journal.

2. **Taiwanese youth psychological development project from my dissertation.** I have worked on a manuscript and it is ready to be submitted for review. Thus, I am hoping to have it either accepted at or under review for another journal if the first attempt is rejected.

3. **Emerging Adults (READY) Project from School of Family Life.** I have cooperated with my colleagues and completed a piece of work regarding moral motivations among college students using READY data. I recently submitted that piece as well. By February I would like it to be accepted or revised and resubmitted. Otherwise, I will revise this work and submit it to another journal.

4. **Chinese Shyness Project from School of Family Life.** Similar to the emerging adult project, a piece of work among Chinese participants has been submitted. I am waiting to see whether it gets accepted, otherwise I will revise it and submit it to another journal.

5. **ADHD and Smoking Trajectories** Using Add Health data. This work was carried over from Duke Medicine Center. I have worked on this for over two years. I would like to
submit the manuscript by the end of August, 2014. I hope by February this piece of work will be accepted, otherwise I will work on getting it published somewhere else.

6. **Evaluating Gateway Hypothesis Using Add Health data.** Similar to ADHD paper, this work was also carried over from Duke Medicine Center. I have re-run the analyses, and written up the results sections and part of the introduction. I would like to push this work along and get it ready to submit by the end of January 2015.

7. **Substance Use among Emerging Adults using Flourishing Family data from School of Family Life.** I have the conceptual model set up and also received the data. I am going to work on cleaning the dataset and then fitting it with the conceptual model. I expect the completed draft of this work will be ready by February 2015.

8. **Father Involvement and Child Outcomes using Flourishing Family data from School of Family Life.** I have received a cohort-sequential dataset for this project. Since this project will involve assessing several outcomes across years, I expect the data management will be completed by February 2015.

9. **Constructing Survey for Collecting Data.** I am planning to collect data among Taiwanese youth during spring and summer 2015. Therefore, I expect to have all the scales translated and ready to be used by February 2015.

Of the goals I planned to complete prior or by this month, goals 6-9 are not yet completed and will not be completed by February 2015. For goal #6, my coauthors took a long to review what my work for this manuscript and work on either the introduction or discussion as they agreed to do in the beginning of this project. Since I am the second author, I will not able to submit it without my coauthors’ approval even I take the full responsibility to complete the manuscript. Therefore, I am currently not focusing on this piece of work. For goal # 7, with my
colleague’s help, I have a rough introduction, method, and result section drafted since December 2014. I need more time to work on it since my research assistant is not yet ready for doing scholarly work, I will need to do most work by myself. For goal # 8, although the data management is completed, the conceptual model my colleagues and I set up for the project did not work well with the data and therefore it needs further diagnosis. For goal # 9, I have identified the scales but they are not yet translated. The plan was to collect data in Taiwan during spring and summer 2015, however, this is postponed to next year because I am expecting my baby this spring.

Although I did not move some of the papers to the stage I wanted by this point, I am happy with what I have accomplished. I learned that setting aside time to work on research projects is very important. I also realized that the skill set of my research assistant is limited because of the stage of his professional development, and therefore I will need to make time to train him little by little and soon involve him in publishing research work with me. Finally, I recognized that the process to publish articles in the field of cultural psychology takes longer and may contain more challenges because of measurement equivalence and cultural sensitivity issues. However, since this line of research is what I am passionate about, I am planning to do more peer-review for articles in this field and get connected to others with same interests. Thus I will be able to enhance my skills and become more efficient in publishing articles in this area.
Citizenship Project Final Report

From my citizen project proposal, the goals I set up to complete by February 15, 2015 are:

1. I will continually participate in faculty and committee meetings.
2. I will continually participate in “Methods Brownbag” offered by the Family Studies Center and will also volunteer to present a relatively advanced method in fall semester.
3. I will actively reach out to faculty members who share similar research interests of mine and collaborate with them on writing manuscripts.
4. I would like to join other faculties for Friday lunches to know what is new in our field.
5. I would like to strengthen my contacts with colleagues outside BYU, write papers with them, and also expand my network by meeting scholars at the conference I will attend.

Overall, I really enjoy working with my colleagues and learning from them. I hope to contribute more as I grow and progress. Of the goals I planned, goal 5 did not advance to the stage I would like. I still maintain contacts and collaborations with my previous mentors outside BYU; however, I have not yet established new contacts and collaborations in the field. I learned from the participating process for goal 1 to 4 that I am quiet in front of others because I am hesitant to share my opinions or I do not know what to say to keep the conversation flowing. I am learning how to word and share my opinions in a small group so that I will be comfortable in a big group setting. Additionally, I would like to review more articles in my field by introducing myself to the editors of the journals to which I frequently submit my work. My purpose in doing this is that though the reviewing process; I can learn how to exchange opinions/ideas in a regular formal basis to enhance future collaborations with others in the same field.