

Youth Development in Out-of-school Settings (TLL 3023)

Spring Term 2022



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Office Hours: Available by request

The syllabus is a required text. Please read it carefully!

Course Description: Throughout the lifespan, learning and development occur throughout a wide range of activities and settings. It is only during the younger years that school is equated with learning; indeed, school is a special case of a learning setting, different in critical ways from the vast diversity of settings in which people learn and grow throughout their lives. To understand learning and development, we take an approach that is life-long, life-wide, and life-deep. In this course, we will apply a developmental lens to lifelong learning, with a particular focus on non-school activities and settings.

Doctoral Requirements: Those of you in your first year of the program (cohort 2019) will complete your Problem of Practice Statement (Requirement 3) in this course. See assignments section for more details.

Format: We will use our Canvas site for readings, assignments, and contact throughout each month. The course meets synchronously four Saturdays from 1-5pm:



Because of Omicron and the University's decision for classes to be [fully remote](#) at the start of the semester, Jan 15 class will be fully remote for everyone. The remaining three courses will be a combination of remote and in-person students.

Texts: This course does not have a textbook. All readings are available online via Canvas.

Grading: Letter grades with A or redo (described later in document).

University Health and Safety statement: During this pandemic, it is extremely important that you abide by the [public health regulations](#), the University of Pittsburgh's [health standards and guidelines](#), and [Pitt's Health Rules](#). These rules have been developed to protect the health and safety of all of us. Universal [face covering](#) is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. It is your responsibility have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit coronavirus.pitt.edu and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

Assignments

The course assignments include reading responses, writing assignments, and class presentations. Below are short descriptions of each assignment; for most assignments more info will be provided closer to the due date.

Reading responses. These assignments are about reading, considering, and discussing the class readings.

- **Flipgrid.** We will use an online app called Flipgrid, which provides a friendly interface for sharing videos. You can access it via computer, phone, or tablet. Our gridcode is **ab214fb4**. You can get there by going to <https://flipgrid.com/ab214fb4>, by scanning the QR code at right, or simply click the link on Canvas. We'll use 4 grids this term, each before our face-to-face sessions. For all but the first grid (which is introductions before the first class), we'll use Flipgrid for video discussions of the readings. For those reading response grids, the requirement is to post once and reply at least twice.



Writing Assignments. These assignments require writing in APA style and backing up claims with citations. All are short—I'm interested in tight, focused writing that gets your points across efficiently. The assignments allow you to connect more deeply with the readings and to practice communicating your ideas in concise and effective ways.

- **Mini-Papers.** These short essay (or an alternative option) assignments are designed for you to focus on understanding, synthesizing, and applying the articles, chapters, and media we read as part of the course. For each assignment, you will choose one of four options. Three options include traditional writing prompts, and the fourth asks you to create an alternate representation (such as a website). You are required to cite from the course texts in APA style. Minipapers should be 1.5-2.5 pages (single spaced).
- **PoP Statement (Cohort 2021) / PoP Update (Cohort 2020) / not required for Masters students.** The PoP Statement (cohort 2021: 3-5 pages + references, double-spaced, APA style) is your first draft of a direction for your Dissertation in Practice. After you complete and receive feedback on this as a *class assignment*, you can work with your advisor to complete it and have it approved as a *program milestone*. For students in cohort 2020, this assignment provides the opportunity to update, further develop, and get feedback (from me) on your PoP statement and plans.

The requirement [guidelines](#) are described in full on the EdD Resource site. The statement should include:

- A clear description of topic
- Compelling rationale for significance of topic, based on a preliminary review of literature
- Description of place of practice (context)
- Initial questions about the problem or possible solutions to guide your future review of literature
- Precise use of language and correct use of language conventions

- **Final Reflection.** This is a short essay (1.5-2.5 pages, single spaced) in which you can discuss what you learned this semester.

YouTeach (YT)TM. This part is about making our class-time and your learning experience even more awesome than it might have otherwise been. For this assignment, you will work in pairs and learn up on and present about a chosen topic. Ideally, your topic can be a problem of practice, so you can practice improvement science techniques. We will establish groups and topics on the first day of class. Presentations will occur on the 3rd and 4th class meetings. Your presentation should include a description of the topic and problem(s) of practices, a brief review of existing research on the topic, and a summary of current approaches or trends related to the topic/problem. Due dates for the assignments associated with this strand vary based on your presentation date.

- **YT Plan.** Once you and your partner establish a topic and problem(s) of practice, please outline in a page or two, how you plan to learn more about this topic, and your initial plans for presentation.
- **YT Presentation.** Expect to lead about 20-30 minutes of class-time on your day. This can include presenting information, leading discussion, and conducting activities. Your presentation should include a summary of existing research on the topic. And make it fun!
- **YT Reflection.** Due after your class presentation, the written summary should reflect what you presented and also include your reflections on how the presentation went, what you might do differently in the future, how your collaboration went, etc. You will submit this as a pair; however, you may include individual reflections if you like.

Grading

The course is based in the instructional strategy and educational philosophy of mastery learning. This means that I aim to provide substantive feedback on all assignments with learners revising work until mastery is achieved. I refer to this as an ‘A or redo’ grading. As long as you do the assignments, you can expect to receive an A in the course. Assignments are to be submitted electronically via Canvas (except as noted). Please submit work on time. Late work slows down the process of review and, potentially, your progress on subsequent assignments. As graduate students, I expect your rigorous engagement with the course materials and assignments.

The course consists of 1,000 points, as described in the table at right. Masters students have one fewer assignment than EdD students; thus points per assignment differ.

	EdD	Masters
Flipgrid	100	100
Minipaper1	125	150
Minipaper2	125	150
Minipaper3	125	150
PoP Statement	150	n/a
Final Reflection	125	150
YT Plan	50	75
YT Present	150	150
YT Reflection	50	75
Total	1000	1000

University Policies

Academic Integrity: Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services \(DRS\)](#), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Technology: I *encourage you* to bring digital devices to class (if/when you come in person) and use them as tools in your learning. I expect you to manage your attention productively in class. This probably means limiting Facebook/Snapchat/Insta-checking and texting—particularly when we're fully remote. Please avoid Tiktok during class at all costs! But we should also take advantage of technology; for example, when Google-able topics come up in class discussion, I encourage you to search & share.

Your well-being: College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](#) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

Topics

Here are a few core topics:

- Current and historical **perspectives on OSL**
- **Developmental ecological theories**
- Diversity and **equity in OSL** and across learning landscapes

Below are the results from the survey students completed in December 2021:

7 votes	Motivation; social emotional learning
3 votes	Summer learning; coordination of OST; youth-adult partnership
2 votes	The OSL workforce
1 vote	Mentoring; the arts, music, & dance; youth organizing; youth employment Other: Children in early education settings (specifically 3-5 year olds) Other: OST and data-driven decisions

I’ve worked in topics from the first two rows (7 votes & 3 votes). If we don’t explore a topic you are interested in, you might consider choosing it for your YouTeach project.

Readings (all will be available via Canvas)

Afterschool Alliance. (2020). *America After 3PM: Demand grows, opportunity shrinks: Executive Summary*. Afterschool Alliance. <http://afterschoolalliance.org/documents/AA3PM-2020/AA3PM-Executive-Summary.pdf>

Akiva, T. & Petrokubi, J. (2016). Growing with youth: A lifewide and lifelong perspective on youth-adult partnership in youth programs. *Children and Youth Services Review*, 69, 248-258.

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 72(2), 167–180.

Baldrige, B. J. (2014). Relocating the Deficit: Reimagining Black Youth in Neoliberal Times. *American Educational Research Journal*, 51(3), 440–472.

Durlak, J. a, Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3–4), 294–309.

Halpern, R. (2003). After-school programs emerge (Chapter 1). In Halpern, R. *Making play work: The promise of after-school programs for low-income children* (pp. 9-39). New York: Teachers College Press.

Jones, D., Feigenbaum, P., & Jones, D. F. (2021). Motivation (constructs) made simpler: Adapting self-determination theory for community-based youth development programs. *Journal of Youth Development*, 16(1), 7-28.

Jones, S., Bailey, R., Brush, K., Kahn, J. (2017). *Social and emotional learning for out-of-school time settings*. The Easel Lab at the Harvard Graduate School of Education and the Wallace Foundation.

Lamott, A. (2005). Shitty first drafts. In P. Eschholz, A. Rosa, & V. Clark (Eds.), *Language awareness: Readings for college writers*. (pp. 93-96). Bedford: St. Martins.

Little, P. & Donner, J. (2022). The role of out-of-school time intermediaries in contributing to equitable learning and development ecosystems. In T. Akiva & K. Robinson (Eds.), *It takes an ecosystem: Understanding the people, places, and possibilities of learning and development across settings* (pp. 183-206). Information Age Publishing.

- Larson, R. W. (2011). Positive development in a disorderly world. *Journal of Research on Adolescence*, 21(2), 317-334.
- McGee, M. (2019). Critical Youth Development. In S. Hill & F. Vance (Eds.), *Changemakers!: Practitioners Advance Equity and Access in Out-of-School Time Programs* (pp. 93-108). Information Age Publishing, Inc.
- National Research Council. (2000). How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. Chapter 1
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, 1-31.
- Pittman, K., Young, J., Osher, D., Jagers, R., Smith, H., Irby, M., & Borah, P. (2022) Why narrow definitions of how, where, and when learning happens undermine equity: How OST leaders can help. In T. Akiva & K. Robinson (Eds.), *It takes an ecosystem: Understanding the people, places, and possibilities of learning and development across settings* (pp. 37-66). Information Age Publishing.
- Shernoff, D. J., & Da Silva, R. (2017). Motivation in out-of-school learning. In K. Peppler (Ed.) *The Sage encyclopedia of out-of-school learning*.
- Sibthorp, J., Wilson, C., Povilaitis, V., & Browne, L. (2020). Active ingredients of learning at summer camp. *Journal of Outdoor and Environmental Education*, 23, 21-37.
- Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youth-adult partnership: Bridging generations for youth development and community change. *American journal of community psychology*, 51(3-4), 385-397.

Schedule			
Week of	Readings	Class	Assignments
Jan 10	Review Syllabus	Jan 15	Flipgrid 1
Jan 17	Part 1: Current & historical perspectives Halpern (2003); Baldrige (2014)		
Jan 24	Afterschool Alliance (2020); Osher et al. (2018)		
Jan 31	McGee (2019); Pittman et al. (2022); Lamott (2005)	Feb 5	Flipgrid 2 YT Plan
Feb 7	<i>[no additional readings]</i>		Mini-Paper 1
Feb 14	Part 2: Motivation & Learning <i>Motivation:</i> Shernoff & Da Silva (2017); Jones et al (2021)		PoP Statement
Feb 21	<i>Learning:</i> National Research Council (2000); Larson (2011)		
Feb 28	<i>SEL:</i> Jones et al. (2017); Durlak et al. (2010)	Mar 5	Flipgrid 3 (YT Presentations)
Mar 7	SPRING BREAK		
Mar 14	Part 3: The Learning Landscape <i>Intermediaries:</i> Donner & Little (2022)		Mini-Paper 2
Mar 21	<i>Summer learning:</i> Alexander et al. (2007); Sibthorp et al. (2020)		
Mar 28	<i>Youth-Adult Partnership:</i> Zeldin, et al. (2013); Akiva & Petrokubi (2016)	Apr 2	Flipgrid 4 (YT Presentations)
Apr 18	<i>[no additional readings]</i>		Mini-paper 3 Final Reflection
Apr 27	Term ends Sat, Apr 30		

* NOTES: Flipgrid assignments – please post by Tuesday and reply by Friday before the Saturday class. For YT Presentations (and reflections), due dates depend on when you present.