

INDIVIDUAL SERVICE LEARNING PROJECT

You will conduct one individual service-learning project worth 100 points. The project is meant to be a fun and interesting way to increase your comprehension of course material and to help you apply child development principles to everyday life within your community. It is also meant to work in a creative and innovative manner in integrating multiple psychological concepts. Below are 5 potential projects to choose from, although you are not limited to these 5 potential projects and may choose your own idea. If you choose your own idea, you must receive approval from me first. Choose projects which you will enjoy (i.e., which fit your own interests, skills, and creativity level) and which will stimulate your thinking about topics in this course. A brief description of potential projects is listed below. Be aware that some projects may require you to read ahead in the text or get outside sources. You must send me a proposal (briefly describing the project you will do and any relevant details), due week 7 --midnight, 2015 via Blackboard. Please note that these projects can require several days to a week to complete, so plan accordingly (i.e., do not procrastinate!). **All projects must have a community-service impact (ie. Target group). We will discuss this more in detail throughout the semester.** You will write a summary of the project and/or findings and present the project/findings to the class.

Proposal (5 points)—Week 6, BB

- Send a 1 paragraph proposal describing your selection and choice of theory(ies) to be used and potential community service (target group) of interest.

Draft 3 page paper (15 points)—Week 10 BB

- Send a draft 3-page paper on topic. This is on a pass/fail—that is turn in the FULL three pages, and you automatically receive the 15 points (as long as it is not plagiarized).

FINAL PRODUCT DUE ON LAST DAY OF CLASS (4 to 5 pages final paper)

Content (50 points)

- **Identified the community service component: _____/10**
Your target group is clearly described. Who is the product for? Why does the group need the product? What data and/or evidence is cited to support justification for the project?

Then, you can transition onto the "HOW" part which includes the following:

- **Identified the appropriate child development principles: _____/15**
You'll need to select the theories, and the link the specific principles of the theory to your *strategies, methods* and/or *product*—note, that this will depend on which option you choose. Try to do less on pulling in so many theories, but clarify two or three theories in more detail. Be sure to discuss the principles of the theory that speaks to your project most and why they theory guides the change you expect to see in your group.

Link with and extend beyond class/text material; product is appropriate with group/context: _____15

- One or more studies (beyond our class/text material) is discussed. These include research studies and/or additional empirical evidence that support you arguments and why your *strategies, methods* and/or *product* work for your targeted group.

Insights, comments, and interpretations: _____/10 Provide your own insights or interpretation, include supporting evidence to your interpretation and thoughts in your discussion.

Clarity & Organization (10 points)

- Overall organization and structure of your project
- Clarity of explanations (use of examples, clear descriptions)
- Clear flow of information
- Spelling/Punctuation

Presentation (20 points) ---Please note, I will not accept your work unless you are present during the final presentation day

- Post your project on OpenLab
- Present your work

Examples of Potential Individual Projects

Project #1: Write a children's story

Write a short story for children that will be focused in the needs of children in your community (at least 10 pages or more) (e.g., include acts of altruism, aggression and discrimination, etc.) Make sure to look at a few children's stories in order to get an idea of how to proceed. You can aim your story at any age level below 10 (but be sure to specify your story's target audience). Write a 4-5 page paper explaining (1) whether any of the acts committed in the story might be emulated by the readers of your community, (2) which events would have the created impact on the readers, given past research/theory, and (3) describe how your story concepts and ideas illustrate the theories and what we have learned in class. Make appropriate references to the textbook and articles you have read. Please note that your story should be neatly presented (i.e., like an actual book) and should contain illustrations. Bring your book on presentation day.

Project #2: Design a Toy

Design a toy or game that fosters the healthy development of children within your community (e.g., social, cognitive, physical development). Write a 4-5 page paper (1) discussing the theory (ies) you used to help create the toy, (2) describing the toy, and articulating the positive and negative (if any) aspects of your toy, including the developmental stage for which the toy was designed for (e.g. infancy, early childhood, etc), and (3) discuss how the toy promotes social, cognitive, and or/physical development. Bring the toy to class on presentation day.

Project #3: Design a public service campaign

For this project, imagine that you are a professional specializing in persuasive communications and letter you have been hired to bring about a positive change in children's behavior within the community (e.g., you might want to get them to exercise more, to adopt one or more healthy behaviors, to volunteer, to be more compassionate, or to decrease bullying in school or cyber-bullying, etc.) Your final product will consist of a 4-5 page typed paper that includes a list of your specific goals, an outline of the steps you would take to achieve them, and a thorough discussion of the theoretical principles (e.g., modeling, reinforcement, dissonance) that underlie your persuasive techniques/strategies and or your program. You are to provide tangible evidence of your campaign (e.g., a video-clip, psa, etc.) on presentation day.

Project #4: Conduct an experiment (Yes, you MUST run the experiment)

(e.g., cartoons, aggression, bullying or anything else that might be of interest)

Conduct the following experiment on observational learning. Videotape a television cartoon (or rent one) that contains a lot of violence and one that contains virtually no violence. Then recruit 6 participants (either Parents of children; or children) to watch the violent cartoon, and 6 participants to watch the mild cartoon. Choose any group but make sure to get all 12 individuals from the same group. You should also try to have the same number of males and females in each group. After participants watch the cartoon, give them a sheet of paper and ask them to write a one paragraph story about a boy named Tim. Read these stories (taking care not to see which condition each participant is in), and code them on a 4-point scale from "not much aggression in story" to "a lot of aggression in story." Next, see if your mean rating of the stories in the two groups is different (using a t-test)—I can help you with this. (If you would prefer to use another measure of aggression, that's OK, but check with me first). Did you find more aggression in one of the groups? Use your findings to educate your community by explaining both why you choose this community, and describing the results of your experiment in a 4-5 page paper, including a section on whether or not your findings are consistent with past research. You must collect your data and include them with your project. On the final day you present the results on a poster board or via a power point presentation with your data.

GRADING RUBRIC FOR PROJECTS:

Below is a grading rubric for A-C grades on both your group and individual projects, a more detailed rubric will be handed out later

A **C** project is one that answers the questions adequately, without being particularly innovative. A project receiving this grade may not properly draw on child development concepts, nor integrate them in a logical fashion. Projects that are not well-thought out, do not reflect a great deal of effort, are not well written, and/or include noticeable carelessness, will receive this grade. Projects that seem to "take the easy way out" are more likely to receive this grade.

A **B** project addresses the question in an interesting, logical manner. Concepts and relevant research are applied accurately and cleverly integrated. Such projects are also well written, do not reflect much carelessness, and reflect a fair amount of thought and effort. Novel approaches are not necessarily taken, but the project satisfactorily addresses the question in a thoughtful way.

An **A** project is one that approaches the question in a creative, innovative manner. Several child development concepts are clearly and logically integrated, and links (in some case, novel links) are made to current research on the topic. Such papers reflect extremely careful attention to detail, are very well written, and often offer interesting new approaches to a community problem at hand. Projects earning this grade usually reflect an impressive amount of thought and rigor.

WHO IS IT FOR? (COMMUNITY SERVICE COMPONENT) <i>*Who? And What evidence supports why this is especially important to intervene in this group? This gives me a CONTEXT to understand your project.</i>	WHAT is the PRODUCT? <i>* Describe your product. What is it? What is the story? What is the toy? What will the campaign involve/include?</i>	HOW DOES THIS PRODUCT INCREASE: COGNITION SOCIAL-EMOTIONAL OR PHYSICAL? <i>* Describe here, how those elements of the product actually increase development.</i>	WHAT THEORIST (Child Development Principles) WOULD SUPPORT YOUR REASONING OF 'HOW' THIS PRODUCT WILL INCREASE CHILDREN'S DEVELOPMENT? <i>* Find the theorists to support your rationale.</i>	WHAT <u>OTHER</u> PSYCHOLOGICAL RESEARCH DID YOU FIND TO SUPPORT YOUR ARGUMENT WHICH WAS <u>NOT</u> COVERED IN OUR CLASS? <u>Extend beyond class materials</u> <i>* Did you do some research beyond our class? What other research in psychology did you find that supports your argument?</i>	INSIGHTS WHAT OUR YOUR THOUGHTS TO ALL THIS? <i>* Here you want to voice your own interpretations. Show your <u>critical lens</u>.</i>
AGE? <i>WHY?</i> GENDER? <i>WHY?</i> SES? <i>WHY?</i> ETHNICITY? <i>WHY?</i> GEOGRAPICAL? <i>WHY?</i>	1. IT WILL...	How does this part of the product increase development?	Who supports this assertion?	Did you find evidence outside of class that this will work? Who? What did they say?	Your interpretation of why it might work really well (or not).
	2. IT DOES...	How can this function increase development?	Who supports this assertion?	Did you find evidence outside of class that this will work? Who? What did they say?	
	2. IT HAS....	How does this part increase development?	Who supports this assertion?	Did you find evidence outside of class that this will work? Who? What did they say?	
	4. IT WILL MAKE..., IT WILL COVER..., etc.	How does this part increase development?	Who supports this assertion?	Did you find evidence outside of class that this will work? Who? What did they say?	