

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

Spring Term 2024

5201 Posvar



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(You can call me Tom)

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 in person in Pittsburgh, Posvar 5201, four Saturdays from 1-5pm:

Jan 13

Feb 3

Mar 2

Apr 6

Texts: All readings are available online via Canvas.

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

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.

- **Flip** We will use Microsoft Flip, which provides a friendly interface for sharing videos. You can access it via computer, phone, or tablet, and the links will be available via assignments in Canvas. We'll use 3 grids this term, each before our face-to-face sessions. These will serve as video discussions of the readings, to jumpstart our in-person dialogs. For each assignment, 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 among provided options. Most will be 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. Mini-papers should be 1.5-2.5 pages (single spaced).
- **PoP Statement or PoP Update (not required for Masters students).** For 1st year EdD students, the PoP Statement (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 2nd year EdD students, this PoP Update assignment provides the opportunity to update, further develop, and get feedback (from me and maybe classmates) 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/Snap/Insta/TikTok-checking and texting. 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.

Use of Artificial Intelligence: The use of Generative AI tools, including ChatGPT, is encouraged/permitted in this course for students who wish to use them. You may choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. However, to adhere to scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

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 2023:

4 votes	Connected/digital learning; Adult learning & PD
3 votes	Summer learning; OSL workforce; how to lead activities; youth-adult partnership; the arts; evaluation
1-2 votes	Motivation; Coordination of OSL; SEL; Developmental relationships; mentoring; youth activism; youth employment

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., Hecht, M., & Blyth, D. (2022). Using a learning and development ecosystem framework to advance the youth fields. In T. Akiva & K. Robinson (Eds.), *It takes an ecosystem: Understanding the people, places, and possibilities of learning and development across settings* (pp. 13-36). Information Age Publishing.

Akiva, T., Hecht, M., & Osai, E. (2021). Arts learning across a city: How ecosystem thinking helps shape understanding of Black-Centered and Eurocentric arts programming. *Urban Education*.

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. (2020). The Youthwork Paradox: A Case for Studying the Complexity of Community-Based Youth Work in Education Research. *Educational Researcher*, 49(8), 618–625.

Braun, L., & Simpson, L. (2022). Connected learning & libraries: An essential part of the OST ecosystem. In T. Akiva & K. Robinson (Eds.), *It takes an ecosystem: Understanding the people, places, and possibilities of learning and development across settings* (pp. 249-262). Information Age Publishing.

Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. <https://doi.org/10.54300/122.311>

Grassini, S. (2023). Shaping the future of education: Exploring the potential and consequences of AI and ChatGPT in educational settings. *Education Sciences*, 13(7), 692.

Halverson, E. R., & Sheridan, K. (2014). Arts education and the learning sciences. In *The Cambridge handbook of the learning sciences* (pp. 626-648).

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.

Larson, R. W. (2011). Positive development in a disorderly world. *Journal of Research on Adolescence*, 21(2), 317-334.

Larson, R. W. & Walker, K. (2010). Dilemmas of practice: Challenges to program quality encountered by youth program leaders. *American Journal of Community Psychology*, 45(3-4), 338–349.

- Lipmanowicz, Singhal, A., and McCandless, K. (2015). Liberating Structures: Engaging Everyone to Build a Good Life Together. In H. Wang (Ed.), *Communication and “the good life”*. Peter Lang.
- Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2009). Afterschool Programs in America: Origins, Growth, Popularity, and Politics. *Journal of Youth Development*, 4(3), 23–42.
- 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
- Ozuah, P. O. (2016). First, there was pedagogy and then came andragogy. *Einstein Journal of Biology and Medicine*, 21(2), 83. <https://doi.org/10.23861/EJBM20052190>
- Shek, D. T., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: Current perspectives. *Adolescent Health, Medicine and Therapeutics, Volume 10*, 131–141.
- 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.

Schedule

(Pitt semester: Jan 10 – Apr 30)

Week of	Readings	Class	Assignments
Jan 8	Review Syllabus	Jan 13	
Jan 15	Part 1: Current & historical perspectives Afterschool Alliance (2020); Shek et al. (2019)		
Jan 22	Baldrige (2020); Mahoney et al. (2009)		Flip 1*
Jan 29	McGee (2019); Lamott (2005)	Feb 3	YT Plan
Feb 5	<i>[no additional readings]</i>		Mini-Paper 1
Feb 12	Part 2: Learning National Research Council (2000); Larson (2011)		PoP Statement
Feb 19	<i>Adult learning:</i> Ozuah (2005); <i>Prof. development:</i> Darling-Hammond et al. (2017)		
Feb 27	<i>How to lead activities</i> Lipmanowicz et al. (2015) + peruse liberatingstructures.com (or mobile app) Larson & Walker (2010)	Mar 2	Flip 2* (YT Presentations)
Mar 4	<i>Connected Learning:</i> Braun & Simpson (2022) <i>AI:</i> Grassini (2023)		
Mar 11	SPRING BREAK		
Mar 18	Part 3: The Learning Ecosystem <i>Ecosystem:</i> Akiva et al. 2022 <i>Workforce:</i> TBD		Mini-Paper 2
Mar 25	<i>The Arts:</i> Akiva et al. (2021); Halverson & Sheridan (2014)		
Apr 1	<i>Summer learning:</i> Alexander et al. (2007); Sibthorp et al. (2020)	Apr 6	Flip 3* (YT Presentations)
Apr 8	<i>Evaluation:</i> Little (2014)		Mini-paper 3
Apr 15	<i>[no additional readings]</i>		Final Reflection
Apr 22	Term ends Sat, Apr 27		

* Flip assignments – please post by Tuesday (11:59pm) and reply by Friday (noon) before the Saturday class.