

THE EVALUATION OF THREE TEACHING STRATEGIES FOR A LARGE
UNDERGRADUATE COURSE IN HUMAN DEVELOPMENT AND FAMILY STUDIES

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ABSTRACT. Research suggests that effective teaching includes actively engaging students and connecting concepts and research to application. This is often difficult to do in large undergraduate courses of over 100 students. The present study evaluated three teaching strategies adapted for a large undergraduate course in a Human Development and Family Studies program. Using data collected over four years in an adolescence course, the study examined if popular film, live demonstration (e.g., “expert” teens), and scenarios were significantly related to students’ ratings of their interest and learning of the material. Descriptive statistics indicated that students rated popular film clips and “expert” teen demonstrations most favorably, and correlations suggested that all three teaching strategies significantly predicted students’ ratings of their interest and learning. Scenarios were most consistently and strongly related to interest, learning, and getting a good grade. Discussion focuses on the utility of using these teaching strategies in large undergraduate courses, and specific recommendations are made for successfully implementing these strategies.

Current conceptualizations of teaching effectiveness often focus on actively engaging students in ways that are best suited for small classes. However, these strategies can be impractical and unwieldy in large undergraduate courses. In many research universities, large class sizes are the norm and faculty are challenged to adapt strategies in order to enhance student learning. As faculty in a Human Development and Family Studies (HDFS) program, we adapted and implemented three applied teaching strategies (live demonstration [e.g., “expert” teens], popular film clips, and scenarios) that reflect research about enhancing student engagement and learning. The purpose of the present study was to evaluate these three teaching strategies used in large sections (often over 100 students) of an undergraduate adolescent course.

More than 15 years ago, Boyer (1990) introduced the idea of the ‘scholarship of teaching’ which asserts that understanding experience-based and research-based teaching knowledge is

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essential for developing teaching excellence. More recently, Kreber and Cranton (2000) concluded that although the “notion of the scholarship of teaching has remained an ill-defined concept” (p. 492), a framework that considers scholarship of teaching to be “both learning about teaching and the demonstration of that knowledge” (p. 492) is important to consider. A comprehensive approach to teaching excellence includes integrating information from instructional research, pedagogical theory, and curricular knowledge. Further, it includes incorporating the assessment of teaching strategies to inform future approaches in the classroom. One author also suggests that analyzing collaborative teaching processes and methods through critical reflection is needed to break the cycle where faculty believe that the meanings and significance they place on their actions are the ones students experience (Brookfield, 1995).

In Winter 2002, we developed a new approach to teaching and learning in an adolescence course. As part of our collaborative process, we met frequently to share ideas, reflect on our successes and challenges through supportive yet forthright conversations, consider informal student feedback, and modify our teaching strategies accordingly. Using the literature on instructional research, we developed a common approach to our teaching that links theory to practice by providing students with experiential learning opportunities and interactive approaches that are relevant to their lives (McKeachie, 1999; Sollie & Kaetz, 1992). We emphasized critical thinking and analysis rather than learning facts, and involvement rather than passive learning. Our approach is based on pedagogical theory suggesting that teaching methods which are student centered and allow students numerous ways to demonstrate knowledge enhance academic success. Such methods fit adult learning models where students are encouraged to be actively involved in their own acquisition of knowledge (Stiehl, 2005). This approach to teaching and learning is particularly important because recent theories indicate that

all learning and development is dynamic, multi-level, and interactive (Gottlieb, Wahlsten & Lickliter, 1998; McClelland, Kessenich, & Morrison, 2003). These theories argue that learning and development is influenced by a complex set of interacting factors including individual characteristics, family factors, and broader school, neighborhood and community characteristics.

It is also important to use curriculum that helps students understand that families are dynamic and changing as are the contexts in which they spend their daily lives (MacTavish & Salamon, 2003). This means creating rich and relevant learning materials that move students toward personal reflection, empowerment, and critical thinking (McClelland & Gray, 2002a). It also means involving students in collaborative processes of intentional discussion and writing within the classroom which models best practices for work with families and individuals across the life span (Family Support America, 2001).

Three Teaching Strategies in an Adolescence Course

Three specific strategies that we use in our 10-week 300 level adolescence course are live demonstrations (e.g., “expert” teens), popular film clips, and scenarios. All course sections use the same structure, syllabus, and three teaching strategies. This course is required for all of our 580 HDFS majors; it is also chosen as an elective course by students from other majors. Each academic year the course is offered three to four times, often with 100-150 students enrolled in each section.

Live Demonstrations

A number of studies have found that the use of live demonstrations can have a positive effect on students’ learning and the retention of information by creating an active learning environment (Galotti, 1995; Sheldon, 1996; VanderStoep, Fagerlin, & Feenstra, 2000). For example, one study indicated that the material best recalled by students in an introductory

psychology class involves the use of vivid instructional techniques such as in-class demonstrations (VanderStoep et al., 2000). Another article examining an applied teaching model described bringing a baby to child development classes where the instructor demonstrates specific cognitive and self awareness tasks (McClelland & Gray, 2002a). The instructor discusses issues such as parent-child interaction, attachment, self awareness, cognitive development, and language. Students then apply these concepts to behaviors that they observed (or did not observe) the baby doing.

The use of “expert” teens in our adolescence course works to create an effective learning environment where students watch teenagers perform the very behaviors they read about in their text. In this strategy, we invite five to six middle school students from the community to be “expert” teens. Typically, the teens are friends who are comfortable with one another. We require parental approval and inform school administrators of the student’s absence from school. In a formal letter, we tell teens and parents about the purpose of being part of the “expert” teen demonstration. We also cover logistics, which usually include transportation, time of pick up and return, and length of the panel (about 60 minutes). The letter emphasizes that teens can participate as much or as little as they choose. Further, they are told that class conversations are confidential unless they share information about critical incidents which reveal potential harm to self or others and require reporting to parents, child protective professionals, and/or school administrators.

When these young adolescents come to class, undergraduate students ask questions about being a teen today, while we act as moderators. The teens demonstrate previously identified behaviors as they spontaneously interact with the other teens. The course curriculum and research come alive when middle school teens openly discuss whether teens are sexually active,

if students at their school really smoke marijuana, how much alcohol was in the punch of a student's 13th birthday party, wanting desperately to be invited to the homecoming dance, and being embarrassed by a father who picked them up from the mall wearing his old Hawaiian shirt.

Members of the "expert" teen group also have an opportunity to ask the undergraduate students about college life: dating, programs of study, parent relations, peers, media influences on the campus, alcohol, and substance use. This dialogue allows the young adolescents a chance to hear perspectives from a different stage of development since most of the enrolled college students are about six years older. As with all the teaching strategies described in this article, it is important for the undergraduate students to link their observations, either through writing or discussion, to a theory or concept that has been presented in the curriculum. Many of our students say that they never really understood adolescent and family theory until they saw the teens "act it out" in class.

Popular Film

Popular film has not been a widely used teaching strategy for Human Development and Family Studies courses but has gained attention in recent years (Anderson, 1992; McClelland & Gray, 2002a; Peske & West, 2002; Sharp & Joiner, 2000; Smith, 2001). Popular film promotes interest and engagement and invigorates class discussions (Anderson, 1992; Conner, 1996; Desforges, 1994). In one study, the use of popular film was combined with a progressive writing approach in an introductory psychology course. Course evaluations indicated that films were an effective way to encourage high quality writing (Hemenover, Caster, & Mizumoto, 1999). In another study, students reported that the film *The Breakfast Club*, used in an adolescent development course to illustrate theories of moral reasoning, helped students better understand concepts and theories (Desforges, 1994). These studies suggest that popular film can be a

successful way to bring the real-world into classrooms where concepts related to families are studied.

Although some popular films used in the classroom have been criticized for portraying topics in misleading and incorrect ways (Hylar & Schanzer, 1997), even inaccurate portrayals can be used to teach students to be critical thinkers by having students analyze the inaccuracies relative to the research literature. For the adolescence course, we intentionally select a number of short 10-15 minute clips of popular films, current TV shows, music clips, or MTV videos to complement the topics of each 80 minute class period. Students are informed via the syllabus and through class announcements of the family friendly rating of each media selection. Each year one or two out of hundreds of students choose not to watch some of the more explicit (R-rated) popular film clips due to personal values and religious beliefs; in these cases we provide alternative learning activities. Most of the students have already viewed the films used in class, often on numerous occasions. However, seeing a short piece of a film immediately following the presentation of a theoretical construct allows students to use a different lens of analysis and go beyond entertainment to think more critically.

For example, students can relate ideas regarding 'physical development' including primary and secondary sexual changes and being early or late bloomers to clips from classic movies such as *BIG*. They are able to explore the literature regarding culture and body image through film clips from the movie *Real Women Have Curves*. Students connect multiple film clips from the movie *Pieces of April* to family systems constructs (e.g., boundaries, roles, and communication processes) and other issues such as race and the stages of death and dying. In spite of students having unique personal experiences, they can find aspects of the family portrayed in the movie that are relevant to their lives. Students also examine the impact of music

media on families and its increasingly explicit nature through watching a series of *Britney Spears* videos that span over a ten year period. Two topics that are often difficult to bring alive in the classroom are adolescent cognitive development and identity development. The understanding of these topics is facilitated by clips from *American Pie* where the description of adolescents' fragile and developing identities occurs through both poignant sharing and teen humor. Film clips from the movie *Girl Interrupted* are especially helpful for students to understand aspects of clinical depression and how mental illness impacts both adolescents and families. Typically, our students express empathy after watching clips from this film and are able to explore difficult issues surrounding mental illness including ways that stereotypes are reinforced. Clips from the movie *Driving in Cars with Boys* stimulate discussion about parental and societal reaction to pregnancy in the life of one adolescent girl and boy. Finally, *Thirteen* is a challenging yet realistic film where numerous pieces demonstrate peer influence, social issues such as class-ism and substance abuse, and varied parenting practices.

Scenarios

Several studies examining the use of written scenarios in the classroom indicate that participating in scenarios and case studies improve knowledge, actively engage students, and are positively evaluated by students (Ahles & Contento, 2006; Harvard Business School, 2004; Morgan, Cleave-Hogg, Desousa, & Lan-McCullouch, 2006). In particular, written scenarios allow students to actively examine concepts compared to more passive teaching strategies. Some research suggests the need for instructors to develop a conceptual framework integrating experiences from the field that guides their scenario-based teaching approach (Callanan & Perri, 2006). McKeachie (1999) also emphasizes the importance of moving beyond "students' fascination with the particular case to the general principle or conceptual structure. In choosing a

case to discuss, the teacher needs to think, “What is this case a case of?” (p. 178).

We use four extensively developed reflective scenarios that match well-known concepts about morality, ecological systems, cognitive development, and identity development and integrate our professional experiences with adolescents and families (see Appendix for examples). One example, “The Gas Station Robbery,” is a compelling scenario that helps students understand multiple dimensions of morality through presenting the dilemma of recognizing a masked “gas station robber” who not only faces serious life events but also has family ties. The second scenario entitled “Suzanne” is a brief story we developed of a young adolescent trying to find her place with her family and friends. It provides discussion around three content areas: biological, socio-emotional and cognitive changes; environmental/contextual issues; and, shared/ non-shared influences among siblings. We wrote the third scenario, “Theresa,” to illustrate social cognition processes of a 13-year-old who is at Sea World with her family and embarrassed by her parents behavior. The last scenario, a compilation of four short vignettes, was created to illuminate four career decision-making processes related to identity development during the transition from high school to college.

Taken together, strategies such as live demonstrations, popular film clips, and scenarios have the potential to be effective teaching tools. Anecdotal evidence and university-based student evaluations of our instruction indicates that these teaching strategies are successful in terms of student interest and learning, but they have not been formally evaluated. Thus, there has not been reliable data on what strategies work or need to be modified.

Goals of the Study

The present study evaluated three teaching strategies (live demonstrations, popular film clips, and scenarios) used in multiple sections of a large undergraduate adolescence course. All

strategies were designed to engage students by using meaningful contexts and connecting theory and practice. We sought to promote stronger critical thinking skills via writing activities or discussions linked to the strategies, and to enhance students' knowledge as measured by self-perception of learning, interest, and grade acquisition. Using a student-rated evaluation tool, data were collected over a four year period in five terms of the same course. We hypothesized that students would rate each of the three teaching strategies favorably and that they would be significantly related to students' ratings of interest and learning of the material. We also expected that the strategies would be significantly related to student perceptions that these learning tools would help them to get a good grade.

Method

Participants and Procedure

Students enrolled in five terms of an adolescence class (Spring 2002, Fall 2002, Winter 2005, Fall 2005, Winter 2006) in a Human Development and Family Sciences program at a large land-grant university participated in this study on effective teaching strategies. One term (Fall 2002) was co-taught by the two authors and all other terms were alternatively taught by one of the authors. Each class was large and the total enrollment was 503 for all courses. The majority of students in all courses were female (84%) and either sophomores (36%) or juniors (25%). Overall, 59% or a total of 296 students participated in the study. All participating students were at least 18 years of age and informed consent outlining the nature of the study was obtained. All participation was anonymous and voluntary. The sample size for students who participated in the study for each term was as follows: Spring 2002, $N = 40$; Fall 2002, $N = 82$, Winter 2005, $N = 56$; Fall 2005, $N = 42$; Winter 2006, $N = 76$. At the end of each term, a graduate teaching assistant gave students a Likert-scale survey assessing teaching strategies. Participating students

completed the survey in about 10 minutes.

Measures

Teaching Methods Evaluation. The Teaching Methods Evaluation (McClelland & Gray, 2002b) assesses student interest in, and learning of, the course material in an adolescence class. Sample questions include “Popular film clips helped me to be interested in the material” and “‘Expert’ teens helped me learn.” Two forms of the survey were given over five terms. Form A contained 14 items and Form B contained 20 items. All items were rated on a 5-point scale from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). Reliability coefficients for items in the survey were strong and as follows: Form A (Spring 2002), .88; Form A (Fall 2002), .88; Form B (Winter 2005), .91; Form B (Fall 2005), .88, Form B (Winter 2006), .77. The present study focused on questions common to Form A and B: asking students about the degree to which “expert” teens, popular film clips, and whether scenarios helped them to learn and to be interested in the material. The surveys also included questions asking about overall interest in the class, learning in the class (Form A only), and if the class helped them get a good grade (Form B only).

Results

Evaluations of Teaching Strategies

Results of descriptive statistics from five terms of an adolescence course demonstrated that students rated the three teaching strategies favorably on a five-point scale, and indicated that all strategies helped them to learn and to be interested in the material (see Table 1). Overall, students rated popular film clips most highly in terms of helping them to learn (average $M = 4.52$ for all terms) and to be interested in the material (average $M = 4.63$ for all terms). There was more variability over the five terms in ratings about the degree to which the “expert” teens and scenarios helped students to learn and to be interested in the material, although ratings were

positive. For example, the average rating across all terms for the “expert” teen demonstration helping students to learn and to be interested in the material was 4.02 and 4.25, respectively. The average rating across all terms for scenarios helping students to learn and to be interested in the material was 3.96 and 3.83, respectively. This variability was also demonstrated in results of one-way ANOVAs showing significant differences between the average scores for “expert” teens helping students with learning, $F(4, 289) = 12.03, p > .05$, and interest, $F(4, 286) = 13.62, p > .05$, for the different class terms (see Table 1). Significant differences were also found between the means for two terms (Winter 2005 and Winter 2006) on scenarios helping students learn $F(4, 291) = 2.60, p > .05$ (see Table 1).

Ratings of the overall interest and learning were fairly consistent over time (for overall interest, average $M = 4.33$; for overall learning, average $M = 4.18$), and indicated that students thought that the class helped them be interested in the material and learn from the class (see Table 1). Students were somewhat less likely to agree with the statement that the class would help them get a good grade (average $M = 4.13$ for four terms).

Correlations Between Teaching Strategies and Overall Interest and Learning

Correlations between student ratings of teaching strategies and overall assessment of interest and learning suggested that the teaching strategies were significantly and positively related to interest in the material, student learning, and getting a good grade in the course (see Table 2). The most consistent pattern over the five terms was the relation between scenarios helping students to be interested in the material and overall interest (r 's ranging between .20 and .55). Another consistent relation was found between students' evaluations that popular film clips helped them to be interested and ratings of overall interest (r 's ranging between .24 and .48). Students' evaluation that the scenarios helped them learn was significantly related to the belief

that the class would help them get a good grade (r 's ranging between .28 and .43). Students were also likely to agree that popular film clips and scenarios helped them learn and that they learned a lot from the class (r 's ranging between .50 and .63). Less consistent relations were found among evaluations of the "expert" teens and overall interest, learning, and getting a good grade in the class (see Table 2).

Discussion

Evaluation of Teaching Strategies

Results from the present study indicated that students positively rated three teaching strategies (live demonstrations in the form of "expert" teens, popular film clips, and scenarios). In general, students rated popular film clips and the "expert" teens highest in terms of helping them to learn and to be interested in the material, although ratings of scenarios were also positive over the five terms. Across the five terms, however, there were also significant differences in mean ratings of the "expert" teens contributing to student interest and learning, which is likely due to variability in teen panel membership. Each term a new panel was recruited which consisted of adolescents of different ages, genders, and personalities. Thus, ratings likely varied depending on the composition of the panel. Significant differences were also found between two terms (Winter 2005 and Winter 2006) regarding average ratings of scenarios helping students learn. Classes for each term received the same activities and were taught by the same instructor so it is unclear why these differences emerged. However, ratings for both terms were still high and significant differences were only found on two out of the five terms.

Overall, students thought that the class increased their interest in the material which suggests that the emphasis on active, contextual, and applied learning was an effective way of engaging students in large class settings. Ratings also demonstrated that students learned much

from the class, which can be viewed as one contributing factor of successful teaching. Finally, students thought that the class would help them get a good grade, which could indicate that students believed that these tools would help them be academically successful.

Results of correlations indicated that popular film clips and scenarios which helped students to be interested in the course material were significantly related to ratings of overall interest, learning, and getting a good grade in the course. This suggests that these teaching strategies may have contributed to increased engagement and learning in students. Although students rated scenarios the least favorably of the three teaching strategies, it was the strategy most consistently related to overall interest, learning, and getting a good grade in the class. It may be that scenarios require more active learning and thus, are more strongly related to perceived interest, learning, and a student's grade. In other words, student preference for a particular teaching tool (e.g., popular film clips) may not translate into perceptions of interest and learning. Overall, however, results demonstrated remarkable consistency across five terms of the course and support the effectiveness of these teaching strategies for student interest and learning.

Limitations

Although this study found that the three teaching strategies were successful based on student ratings, there were some limitations. First, because there two forms of the teaching evaluation survey were given, not all questions were asked at all time points. As a result, we do not have complete data on overall learning or whether students believed the class would help them get a good grade. However, aside from these two questions, all other questions were the same across both forms. Second, because evaluations were anonymous, we were unable to look at whether student ratings of the strategies were related to actual grades in the class. However,

results across the five terms were consistent in supporting the finding that the teaching strategies were significantly related to learning and getting a good grade in the course. Notwithstanding these limitations, this study suggests that the three teaching strategies were effective tools to engage students and promote learning in a large Human Development and Family Studies course. Thus, based on these results supporting the efficacy of the three teaching tools, we next discuss practical issues and recommendations for successfully implementing these strategies.

Challenges: Live Demonstrations, Popular Film Clips, and Scenarios

Although using live demonstrations, popular film clips, and scenarios are effective tools to stimulate student learning, they also present some challenges. Two major issues, time and planning, and unpredictability are articulated below:

Time and Planning

When using a live demonstration such as “expert” teens, it is important to allow adequate time to successfully plan and implement the activities. Parents must receive enough information to feel comfortable allowing their teens to participate in a college class. In addition, it is difficult and time-consuming to find different groups of adolescents to be involved each term. There are also advantages and disadvantages to the fact that most frequently the “expert” teens are a homogeneous group. On the one hand, students that are friends prior to participating on the panel are at ease with each other and provide needed support to one another; on the other hand, teens from the same peer group often portray similar thinking and beliefs.

It also takes additional planning to locate and stay current on recent films so that theoretical concepts can best be linked to contexts that today’s undergraduates find meaningful. Cueing the film clips takes time and, unfortunately, needs to be done each time a clip is shown.

Developing scenarios that allow students to explore concepts in-depth can be a creative and fun process, especially if it is done collaboratively with other instructors. It is also helpful to refine the scenarios through informal student feedback when they are initially used.

Unpredictability

Regardless of extensive planning, teens may not be able to “perform on demand” which can prevent live demonstrations from being dynamic. Young adolescents are often shy and self-conscious in front of college students; older high school seniors may be too similar to first year college students taking the class. Although planning in advance for ways to enhance class discussions and facilitate awkward moments is important, it is helpful to recognize that “expert” teens, by nature of their developmental status, can be unpredictable. On the other hand, the use of popular film and scenarios are more easily controlled.

How to Successfully Use Live Demonstration, Popular Film Clips, and Scenarios

Based on lessons learned, we developed the following recommendations for success in using these three teaching strategies:

1. *Organize.* When planning “expert” teen demonstrations, send detailed letters early to obtain permission from parents and school administrators. With popular film clips, remember to take detailed notes so you know where the applicable clips are located.
2. *Keep it simple.* With “expert” teen demonstrations, limit the number of questions so that in-depth discussion can occur. When using popular films, it is important to find a few relevant clips that clearly illustrate the concepts you want students to understand.
3. *Be flexible.* Be aware that age makes a difference when using “expert” teens. Try not to recruit adolescents who are too young or too old; middle school students are effective because they often experience the stereotypical hallmarks of adolescence: peer pressure,

interest in boys or girls, and egocentrism. However, discussions may need to be redirected if the adolescents become uncomfortable or if college students ask questions in an inappropriate way. When discussing popular film clips, one benefit of being flexible is that discussions can lead to new perspectives and understandings. Scenarios may be more or less successful depending upon student involvement so they may need to be spontaneously adapted to challenge the class to think critically (e.g., “What if the family portrayed...?”).

4. *Make the connection.* Remember that live demonstrations, popular film clips, and scenarios are tools to promote student engagement, facilitate critical thinking, and connect research to practice. It is critical that activities reflect these intentions so that students go beyond the surface information portrayed. There are multiple ways this can be facilitated including asking students to discuss with their immediate neighbors and then inviting brief “read-outs” of random groups to get an overall sense of class climate. A “write and pass” activity where students write a sentence in response to a classroom experience and then pass left to allow classmates to add thoughts is a powerful way to process materials. Assigning particular views for sections of the class to defend is a helpful way to assimilate the live demonstrations, popular film clips, and scenarios. In addition, students can individually respond to these activities through graded reflections completed in-class or on the internet.

Conclusion

The present study indicated that undergraduate students rated three teaching strategies (live demonstrations in the form of “expert” teens, popular film clips, and scenarios) highly and that all were significantly related to student perception of interest, and learning. Scenarios showed the most consistent relations to interest, learning, and getting a good grade in the course over five terms. Overall, these strategies were useful ways of engaging students in large class

settings and can be used by instructors in Human Development and Family Studies programs to enhance their teaching effectiveness.

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Table 1

Descriptive Statistics for Student Ratings of Teaching Strategies

	<i>Spring 2002</i> (<i>N</i> = 40)		<i>Fall 2002</i> (<i>N</i> = 82)		<i>Winter 2005</i> (<i>N</i> = 56)		<i>Fall 2005</i> (<i>N</i> = 42)		<i>Winter 2006</i> (<i>N</i> = 76)		<i>Average M</i> <i>for all terms</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>
“Expert” teens helped me learn.	4.38*	.77	3.38*	1.17	4.36*	.84	3.83	1.05	4.16*	.95	4.02
Popular film clips helped me learn.	4.65	.62	4.45	.72	4.55	.61	4.52	.55	4.43	.70	4.52
Scenarios helped me learn.	4.00	1.13	3.78	1.08	4.28*	.74	3.98	1.07	3.78*	1.01	3.96
“Expert” teens helped me to be interested.	4.28*	.91	3.66*	1.24	4.64*	.48	4.05*	1.01	4.61*	.77	4.25
Popular film clips helped me to be interested.	4.61	.87	4.59	.72	4.68	.51	4.61	.74	4.67	.60	4.63
Scenarios helped me to be interested.	3.70	1.11	3.65	1.05	4.09	.96	3.95	1.05	3.76	1.07	3.83
Overall, the class helped me to be interested.	4.10	1.19	4.20	.89	4.56	.69	4.38	.70	4.41	.72	4.33
Overall, I learned a lot from this class.	4.08	1.16	4.28	.88	N/A	N/A	N/A	N/A	N/A	N/A	4.18
The class will help me get a good grade.	N/A	N/A	N/A	N/A	4.41	.81	4.03	.95	4.20	.86	4.13

Note. All items were rated on a 5-point scale from 1(*Strongly Disagree*) to 5(*Strongly Agree*). Spring 2002 and Fall 2002 received

Form A of the survey. All other terms received Form B of the survey. N/A is Not Applicable.

* $p < .05$.

Table 2

Correlations Between Teaching Strategies and Overall Ratings of Interest and Learning

	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>	<i>Fall</i>	<i>Winter</i>
	2002	2002	2005	2005	2006
	<i>R</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>
<i>"Expert" teens helped me to be interested and Overall, the class helped me to be interested.</i>	.24	.41***	.14	.18	.33**
<i>Popular film clips helped me to be interested and Overall, the class helped me to be interested.</i>	.39*	.48***	.48***	.24	.29*
<i>Scenarios helped me to be interested and Overall, the class helped me to be interested</i>	.55***	.52***	.54***	.33*	.20 ^t
<i>"Expert" teens helped me learn and Overall, I learned a lot from this class.</i>	.17	.27*	N/A	N/A	N/A
<i>Popular film clips helped me learn and Overall, I learned a lot from this class.</i>	.50**	.60***	N/A	N/A	N/A
<i>Scenarios helped me learn and Overall, I learned a lot from this class.</i>	.62***	.63***	N/A	N/A	N/A
<i>"Expert" teens helped me learn and The class will help me get a good grade.</i>	N/A	N/A	-.06	.09	-.01
<i>Popular film clips helped me learn and The class will help me get a good grade.</i>	N/A	N/A	.24 ^t	.12	.07
<i>Scenarios helped me learn and The class will help me get a good grade.</i>	N/A	N/A	.28*	.43**	.01

^t $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Appendix

“Suzanne” Scenario for Understanding Adolescence

Suzanne is a 13-year-old high school freshman who is the second oldest of five children. Three months ago, her father, with whom she was always close, was sent to Iraq with his National Guard Unit. As the oldest, she is expected by her parents to be responsible at home and to also do well in school. She sees herself as outgoing and social but often feels impatient & frustrated with people. She finds herself looking for things to get her out of the house. With her new group of friends she has started smoking and sneaking out of the house at night just to hang out. Sometimes she feels reckless and impulsive when she's with her friends but likes the rush she gets. Suzanne is noticing her hips getting wider and her breasts getting bigger. She is beginning to have fantasies about boys she is with. Her mother works and is putting more responsibility on Suzanne to help out around the house and take care of her brothers and sisters. She thinks her mother doesn't understand what she's going through.

1. What are some biological, socio-emotional and cognitive changes in Suzanne's life?
2. What are some environmental/contextual issues in Suzanne's life?
3. What are some shared influences that Suzanne and her siblings are experiencing? Non-shared?

Identity Development in Adolescence: Four Vignettes

Identify and explain the identity status of the adolescent in each of these scenarios:

1. Marsha is a 14-yr-old who, when asked what she wants to do when she graduates from high school, replies, “Maybe I will get married & have children, or maybe I'll be a neurosurgeon, or a fashion designer”

2. 17-yr-old Mark is questioning the tenets of the religion in which he has been brought up. He is, for the first time, examining his beliefs & considering other belief systems. At the end of the period, he chooses to follow the same religion as his parents.
3. After Bill graduates from high school, he plans to go into his father's business. He has been talking this over with his parents since he was a preschooler and is eager to fulfill his parents' expectations.
4. Lorraine is 16-yrs-old, and when asked what she wants to do when she graduates from high school, replies, "I never really thought about it. I guess I will decide when the time comes."