

**EDUCATION 160:  
FOUNDATIONS OF OUT-OF-SCHOOL LEARNING**

Winter Quarter 2009  
Mondays and Wednesdays  
10:00-11:20am  
BP 1111

Instructor: Joseph L. Mahoney, Ph.D.  
Office: BP 2032  
Office hours: By appointment  
Phone: 824-5850  
Email: joseph.mahoney@uci.edu

Peer Assistants:  
Melissa Junker (mjunker@uci.edu)  
Lacy Nakagawa (lnakagaw@uci.edu)  
Peter Cook (cookp@uci.edu)

**COURSE DESCRIPTION**

This course provides an overview of child and adolescent learning that occurs through participation in out-of-school activities. A person-stage-environment fit perspective that recognizes the importance of matching out-of-school experiences with the interests, needs, and developmental level of the students served is emphasized throughout the course. One goal of the course is for students to develop an understanding of theories and research concerning predictors and consequences of participation in different types of out-of-school settings. Accordingly, both organized activities (e.g., extracurricular activities, after-school programs, and community-based organizations) and less formal/structured experiences (e.g., self care) are considered. A second goal is for students to develop practical knowledge and related skills in out-of-school program evaluation and quality assessment. To achieve this goal, in-class coursework is complimented by a series of three observation-based fieldwork experiences.

**REQUIRED READINGS**

All required readings are available as .pdf files on the course EEE website.

**GRADING**

Final grades are determined by performance in four areas:

- **(1) Mid-term and final examinations** consist of short answers and essay questions. Examinations will cover assigned readings and material discussed in lectures, including student presentations. The mid-term and final examinations each count toward 20% of the final grade. The final exam is not cumulative. Examinations are graded anonymously.
- **(2) Fieldwork assignments** involve students spending three full afternoons (10 hours total) at an after-school program site and carrying out structured observation-based assignments. Three fieldwork assignments are required for the course and are worth a total of 30% of the final grade.

- **(3)** Beginning the second week of class, small groups of 2-3 students must prepare and deliver a **presentation of a research article**. Research articles are available on the class EEE website. The presentation should be a maximum of 20 minutes in length and counts toward 20% of the final grade.
- **(4) Student participation** constitutes 10% of the final grade. Participation is defined both by attendance and active involvement during class projects, discussions, fieldwork assignments, and group activities. Points will be awarded to participating students during nine class meetings that are chosen at random (9%), and completion of the course evaluation (1%).

**Final grades** will be based on percentiles (i.e., A+ = 96.5-100, A = 93-96, A- = 90-92.5, etc). The final grading scale may be more flexible. *Students who earn at least 90% of participation points will never miss a grade by one percentage point.*

### **Policy on Make-up Examinations**

Make-up examinations will be given only in the event of legitimate, unavoidable, and verifiable absence (e.g., medical illness, family emergency). In such a circumstance, the instructor and/or teaching assistant must be notified as far in advance of the scheduled examination date as possible. *If the instructor and/or teaching assistant cannot be reached directly, notification may occur through email or voice mail.* Failure to give prior notice for missing an exam will result in a non-negotiable failing grade for that exam. Make-up examinations will consist primarily of essay questions and/or oral examination.

### **Late Penalty for Fieldwork**

Assignments are considered late if they are not turned in by the end of class on the date the assignment is due. Only a paper copy is acceptable. Email versions of assignments are not acceptable no matter when they are sent. For each day late (weekdays and weekend days) a 1 point penalty is imposed.

### **Academic Dishonesty**

UCI Academic Senate policies concerning student conduct and discipline require that all students in this course: (1) Refrain from cheating and plagiarism, (2) Refuse to aid or abet any form of academic dishonesty, and (3) Notify the course professor and/or appropriate administrative officials about observed incidents of academic misconduct. The anonymity of a student reporting an incident of academic dishonesty will be protected. Additional information on these policies, including the definition of terms and potential consequences for violation, is available at: <http://www.editor.uci.edu/catalogue/appx/appx.2.htm>

Fabricating field notes and related assignments constitutes academic dishonesty. Students doing so will be officially reported and receive a failing grade on the assignment.

### **Students with Disabilities**

Please contact Professor Mahoney and the UCI Disabilities Service Center (<http://www.disability.uci.edu>) to discuss any special arrangements that may be needed to facilitate your work in this course.

**LECTURE TOPICS AND READINGS**

Jan 5 Orientation to the Course and Overview of Topics  
(Mahoney et al.)

**PART I: SOCIAL AND CULTURAL PERSPECTIVES**

Jan 7, 12 The Out-of-school Landscape: Trends, Scope, & Diversity  
Positive Youth Development  
**Dr. Peter Jones, “The CA After-School Landscape”**  
(Kleiber et al.; Larson)

Jan 14, 21 Conceptualizing the Ecology of After School  
Self Care and Unstructured Leisure  
**Jeff Johnston, Decorum during Fieldwork  
Selection of Fieldwork Sites**  
(Mahoney & Parente; Richardson et al.)

Jan 26 Cultural Considerations in After-school Programming  
**Dr. Claudia Pineda, Cultural Diversity in Youth Programs**  
(Riggs)

**PART II: PROGRAM FEATURES**

Jan 28, Feb 2 Basics of Program Observation  
Program Quality and Content  
(Beckett; Larson & Walker ; Granger et al.)

Feb 4 Program Quality and Content  
Review for Mid-Term  
**Fieldwork assignment #1 is due Feb 4**

Feb 9 **Mid-Term Examination**

**PART III: DEVELOPMENTAL PROCESSES AND OUTCOMES**

Feb 11 Evaluating Out-of-school Programs  
(Little et al.; Mahoney & Zigler)

Feb 18, 23 Understanding Outcomes of Program Participation  
(Vandell et al., pp. 51-69; Gottfredson)

Feb 25, Mar 2 Types of Activities and Model Programs  
(Eccles & Barber; Cummings et al.; Rhodes & DuBois)  
**Fieldwork assignment #2 is due Feb 25**

**PART IV: INTEGRATION AND FUTURE DIRECTIONS**

Mar 4 *Guest Panel: Career Options and Opportunities*

Mar 9 Building an Agenda for Out-of-school Time  
(Pittman et al.)  
**Fieldwork assignment #3 is due Mar 9**

Mar 11 Course Wrap-up and Review for the Final  
Mar 16 **Final Exam 10:30-12:30**

**REQUIRED READINGS**

- JAN 5: Mahoney, J. L., Larson, R., Eccles, J. S., & Lord, H. (2005). Organized activities as developmental contexts for children and adolescents. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. 3-22). Mahwah, NJ: Lawrence Erlbaum & Associates.
- JAN 7: Kleiber, D. A., Powell, G. M. (2005). Historical change in leisure activities during after-school hours. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. 23-44). Mahwah, NJ: Lawrence Erlbaum & Associates.
- \*JAN 12:** Larson, R. W. (2000). Towards a psychology of positive youth development. *American Psychologist*, 55, 170-183.
- JAN 14: Mahoney, J. L., & Parente, M. E. (in press). Should we care about adolescents who care for themselves?: What we've learned and what we need to know. *Child Development Perspectives*.
- \*JAN 21:** Richardson, J., Dwyer, K., McGhigan, K., et al. (1989). Substance use among eighth-grade students who take care of themselves after school. *Pediatrics* 94:556-66.
- \*JAN 26:** Riggs, N. R. (2006). After-school program attendance and the social development of rural Latino children of immigrant families. *Journal of Community Psychology*, 34, 75-87.
- Beckett, M. K. (2008). *Current-generation youth programs: What works, what doesn't, and at what cost?* Rand Corporation.
- \*JAN 28:** Larson, R. W., & Walker, K. C. (in press). Dilemmas of practice: Challenges to youth program leaders encountered by youth program leaders. To appear in a special issue of the *American Journal of Community Psychology*.
- \*FEB 2:** Granger, R., Durlak, J. A., Yohalem, N., & Reisner, E. (2007). *Improving after-school program quality*. New York, NY: William T. Grant Foundation.
- Little, P., DuPree, S., & Diech, S. (2002). *Documenting progress and demonstrating results: Evaluating local out-of-school time programs*. Retrieved July 17, 2008 from: <http://www.hfrp.org/content/download/1095/48600/file/issuebrief3.pdf>
- \*FEB 11:** Mahoney, J. L. & Zigler, E. F. (2006). Translating science-to-policy under the No Child Left Behind Act of 2001: Lessons from the national evaluation of the 21<sup>st</sup>-Century Community Learning Centers. *The Journal of Applied Developmental Psychology*, 27, 282-294

FEB 18: Vandell, D. L., Pierce, K. M., & Dadisman, K. (2005). Out-of-school settings as a developmental context for children and youth. In R. V. Kail (Ed.), *Advances in child development and behavior* (Vol. 33, pp. 43-77). New York: Academic.

\***FEB 23**: Gottfredson, D. C., Gerstenblith, S. A., Soulé, D. A., Worner, S. C., & Lu, S. (2004). Do after school programs reduce delinquency? *Prevention Science, 5*, 253-266.

FEB 25: Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research, 14*, 10-43.

\***FEB 25**: Cummings, S. P., Smoll, F. L., Smith, R. E., & Grossbard, J. R. (2007). Is winning everything? The relative contributions of motivational climate and won-lost percentage in youth sports. *Journal of Applied Sport Psychology, 19*, 322-336.

MAR 2: Rhodes, J. E., & DuBois, D. L. (2006). Understanding and facilitating the youth mentoring movement. *Social Policy Report, 20*(3), 1-19.

\***MAR 9**: Pittman, K., Tolman, J., & Yohalem, N. (2005). Developing a comprehensive agenda for the out-of-school hours: Lessons and challenges across cities. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. 399-418). Mahwah, NJ: Lawrence Erlbaum & Associates.

**\*Article for student presentation**

## REQUIRED FIELDWORK

### Finding an After-school Program

It is **YOUR RESPONSIBILITY** to find a placement program. You have two options:

- A.** *You place yourself.* If you have a particular program/teacher that you know, it may be possible for you to pursue this option. However, you must first get approval from the course instructor.

Note: In placing yourself, you may NOT randomly contact programs. If you have a particular program interest, we will assist you in trying to find a placement in that site.

- B.** *We assist placing you.* We have established contacts with several excellent after-school programs that are seeking UCI volunteers and will allow you to complete your observational fieldwork. In the second week of class, you will indicate your program preference among several sites in Orange County. You will be assigned (by me or a peer assistant) a placement (i.e., program, contact person) to contact.

### Dress and Behavior

Supervising personnel at your program site will answer any questions you have about dress codes. Favor on the conservative/professional side. Shirts, skirts or slacks and comfortable shoes are the norm at most programs. Shorts and short skirts usually are not acceptable, no matter how hot the weather, because they are distracting to students. Additional information on decorum during fieldwork is discussed by Mr. Jeff Johnston during lecture.

### TB Testing

If you volunteer to conduct *interactive fieldwork* with children, then programs may require you to be cleared of TB. TB test results are good for at least one year (each district is different). **If you go to Student Health Services, it is a 3 step process.**

1. Call and make an appointment. 949-824-5304. The coordinator is Nieves Navera.
2. Attend the appointment, which takes about 15 minutes.
3. After 48 hours, return for your results. If your results are negative, they will give you a “clearance” document stating you are clear of TB. Bring this to your school site, so you may begin your placement.

The cost is \$16. Student Health is open Monday through Friday, from 7:30am to 5:30pm.

**Assignment #1: Observing the Ecology of an After-school Program**

Observe an after-school program from beginning to end and take field notes as discussed in class. If there are different groups at the site, then pick one to follow for the entire duration of the program. Remember to always follow the general instructions for both decorum and observation. Type up your field notes into 5 single-spaced pages maximum! Be sure to answer all parts of each step.

1) Specify the program, location, day, time, lead teacher(s) and age range of children where you did your observation.

\*\*\*For Steps 2, 3, and 4 you must distinguish between your inferences and objective content\*\*\*

2) Spend about 30 minutes describing in the physical and structural elements of the program environment. This may include the numbers of children and staff as well as their gender and race/ethnicity, room furnishings, cleanliness, presence of learning and recreation materials, wall displays, space available, etc.

Briefly consider how these aspects might facilitate (or impede) children's ability to learn and develop new skills.

3) Pick one target child and spend about 20 minutes viewing the program through his or her eyes. What activities does the child participate in? What types of learning situations – physical, cognitive, social, and emotional – does he/she experience? How much contact does the child have with peer and adults and what are those social interactions like? What sorts of physical resources and materials does the child come in contact with? Then, pick a second child of the opposite gender and repeat the observation for another 20 minutes.

Briefly compare and contrast the experiences of the two children.

4) Pick an adult teacher and spend about 30 minutes viewing the program through his or her eyes. How does he or she spend this time? What types of group-level and/or individual-level activities is he or she involved in? What kinds of social interchanges does he or she have with children or other adults? Do any challenging situations arise and, if so, how does he or she handle them?

5) With reference to Bronfenbrenner's bioecological theory, reflect on some ways that the physical setting, child experience, and teacher experience might interact and influence one another. In other words, how does all of this fit together as a developmental context?

**Your typewritten responses for Assignment #1 are due on Feb. 4.**

### **Assignment #2: Observing After-school Program Activities and Practices**

As we discussed in class, many aspects contribute to effective after-school programs and they often work in a synergistic fashion (e.g., effective programs often do a number of things very well). During this program observation you will attend to a variety of empirically-supported after-school practices that have been linked to positive developmental outcomes for children and adolescents. Using the observational forms provided in class, observe the program from start to finish and complete the following:

1) Specify the program, location, day, time, lead teacher(s) and age range of children where you did your observation.

2a) Track the sequence of up to five main activities in which children participate. For each activity describe: where the activity takes place, what children are doing, the materials offered/used, who leads the activity, instructional processes involved, the emotional tone during the activity, and how many youth were engaged in the activity.

2b) Following observation of each activity, use your rating form to indicate how well the eight program practices characterized this activity (1 = highly uncharacteristic, 4 = highly characteristic). Provide a brief explanation for why you rated each practice as you did. If it was not possible to rate a practice, then you can write “n/a” (not applicable) and explain.

3) After observing the entire program, use your rating forms to make an overall assessment of the eight practices characterizing this program (1 = highly uncharacteristic, 4 = highly characteristic).

4) No research instrument is perfect. Discuss how well your activity descriptions, ratings of the eight practices, and notes captured your observation of the program experience. Did this capture the program experience fully and accurately? For example, were the eight practices too many or too few? Did the rating categories work for the age-group and cultural background of the students you observed? Were there any unanticipated challenges to your observation and ratings? Would you make conclusions about this program based on your observation and ratings?

**Your completed rating form with notes for Assignment #2 is due on Feb. 25.**

### Assignment #3: Group Interview with an After-school Provider

For the final fieldwork assignment you will be part of small group of 3-to-5 students that develops and conducts an interview with an adult after-school program provider. For purposes of this assignment, “adult after-school provider” refers to lead teachers, site coordinators, and regional directors of an organized after-school program or activity. However, other program providers may be interviewed pending approval of the instructor.

**Step 1: Form your interview group.** Groups should consist of 3-5 classmates. Ordinarily interview groups consist of students that have been at the same program site for the prior observational fieldwork assignments in this course.

**Step 2: Choose an interviewee.** The person your group interviews will usually be a lead teacher or site coordinator where you completed observational fieldwork for this course. However, in some cases, he/she might also be working at a different level such a regional coordinator for a system of programs. *Scheduling the interview is your responsibility!* When scheduling, ask this person if he/she can set aside about one hour of her/his time.

**Step 3: Develop and personalize interview questions.** Your group must work together to construct a total of 20 interview questions. About half of the questions should be of interest all group members. The other half should reflect your individual interests. *Each group member must write up his/her own field notes from the interview. Field notes will need to list all 20 questions from the full group, but your individual questions should be put in bold type.* In case time runs out, it is a good idea to prioritize the questions so that each group member gets to ask at least one of her/his own questions.

*Examples* of questions that might be asked: 1) What are your responsibilities? What is your schedule per week? What training have you had to prepare you for these responsibilities (relevant college education; in-service training). 2) What are the most common problems that students at your program face on day-to-day basis? 3) For you, what are the greatest challenges of accomplishing your job? Which are most rewarding? 4) What sorts of feedback and interaction do you get from parents or other adults in community? How important are parents to this program? 5) What consequences occur for students misbehaving in your program? 6) Do you reward those children with good behavior? 7) If you had three wishes for this program, or the children you serve, what would they be? 8) Is there anything else you want to tell us?

**Step 4: Conduct the interview and record field notes.** If the interviewee consents, you are strongly encouraged to *tape record the interview*. Field notes should begin by identifying: your name, names of your group members, specification of the location, day, time, and person that you interviewed and her/his title or role in the program. Then provide *typewritten comments for the entire interview* (all questions and answers!) and *include your own reflections on the experience and information you received*. What was most interesting, surprising, encouraging, disheartening, etc. Although group members will ask a common set of questions, each person is responsible for their own field notes. Group members should NOT collaborate in any way on the write-up.

**Your transcribed interview and responses for Assignment #3 are due on Mar. 9.**