Each year, the Youth Development Research Update creates a forum for practitioners and Cornell University researchers to discuss issues relevant to the well-being and development of children and adolescents. Together we will ask:

- How can practitioners use research findings for interventions or practices that benefit young people within various social settings?
- Which questions emerge from the field that researchers have not explored and need to address?

Day 1 - Tuesday, June 3, 2014
1:00 - 4:30 p.m.

1:00 Welcome and Introductions
1:30 Research Presentation: Robert Sternberg, Human Development
*Beyond IQ: Assessing students for creative, analytical, practical, wisdom-based, and ethical skills*
2:45 Research Presentation: Nancy Wells, Design and Environmental Analysis
*Findings from a research - extension partnership: The effects of school gardens on children’s diet and physical activity*
3:45 Roundtable Discussions

Day 2 - Wednesday, June 4, 2014
9:00 a.m. - 3:30 p.m.

9:00 Welcome Back and Refreshments
9:15 Research Presentation: Natalie Bazarova, Communications
*Self-disclosure of personal information in social media*
10:30 Research Presentation: Travis Gosa, Africana Studies
*Does hip-hop really belong in schools? Reframing hip-hop as critical pedagogy*
11:30 Roundtable Discussions
12:00 Lunch and Networking
1:00 Update: Jutta Dotterweich, Bronfenbrenner Center for Translational Research
*Positive Youth Development 101: Findings from the pilot trainings and next steps*
2:00 Research Presentation: Lorraine Maxwell, Design and Environmental Analysis
*The role of the physical environment in child and adolescent self-efficacy*
3:00 Final Roundtable Discussions and Wrap-up
Conference registration and lunch are provided at $60. Participants are responsible for hotel and travel arrangements and expenses. For the group rate of $99, reserve rooms with La Tourelle Inn by May 2, 2014, and reference the Youth Development Conference.

**REGISTRATION FEE IS $60** *(includes lunch and refreshments)*.

**PAYMENT IS DUE WITH REGISTRATION.** We can accept checks made payable to Cornell University.

If you are a Cornell University employee you can contact Amy Breese to arrange for a department charge (contact information below).

Name: ________________________________________________________________

Organization: ___________________________________________________________

Address: ______________________________________________________________

City: ____________________________ State: _____ ZIP: __________

Phone: ____________________ E-Mail: _____________________________________

**Please mail completed registration form with payment to:**

Amy Breese
ACT for Youth Center of Excellence
Cornell University
Bronfenbrenner Center for Translational Research – Beebe Hall
Ithaca, NY 14853

**If you have any questions, contact Amy at:**

Phone: 607.255.7736
E-mail: act4youth@cornell.edu
Beyond IQ: Assessing students for creative, analytical, practical, wisdom-based, and ethical skills

The theory of successful intelligence views intelligence as the set of skills needed to choose a direction in life and then realize it. People do so by understanding and capitalizing on their strengths, and understanding and then correcting or compensating for their weaknesses. Conventional tests of intelligence and aptitudes typically measure memory and analytical skills. But according to the theory of successful intelligence, people need creative skills to generate new ideas, analytical skills to ascertain whether their ideas are good ones, practical skills in order to implement ideas and convince others of their value, and wisdom-based and ethical skills in order to ensure that their ideas help achieve a common good. Dr. Sternberg will describe measures of these various skills that we have constructed. The assessments have been used with tens of thousands of students applying to Tufts and Oklahoma State Universities. (Another version of the assessments applies to younger students.) He also will present data showing that the tests increase prediction of college GPA and extracurricular activities. The measures also reduce adverse impact and produce greater satisfaction on the part of those individuals who are tested.

Robert J. Sternberg is Professor of Human Development at Cornell. Previously, he has been IBM Professor of Psychology and Education at Yale, Dean of Arts and Sciences at Tufts, Provost and Senior Vice President of Oklahoma State University, and President of the University of Wyoming. Sternberg's PhD is from Stanford and he holds 13 honorary doctorates from 12 different countries. Sternberg is a member of the National Academy of Education and the American Academy of Arts and Sciences, as well as a Fellow of the American Association for the Advancement of Science and the Association for Psychological Science. He is past-president of the American Psychological Association and the Federation of Associations in Behavioral and Brain Sciences. His main interests are in human intelligence, creativity, wisdom, leadership, love, and hate. Sternberg is married to Karin Sternberg, PhD, and has two adult children plus three-year-old triplets.

Findings from a research - extension partnership: The effects of school gardens on children’s diet and physical activity

This presentation describes a 2-year, 4-state research and Cooperative Extension partnership employing a true experiment to assess how school gardens affect diet, physical activity, and related outcomes among elementary school children. Forty-eight schools in Iowa, Arkansas, New York, and Washington were randomly assigned to receive the garden intervention or to be in the wait-list control group that received gardens at the end of the study. Thirty Extension educators were “on the ground” at the schools, implementing the garden intervention, delivering garden-based lessons, and collecting objective data and survey data to assess effects on children’s health and health behaviors. Findings provide insight regarding the potential for school gardens to promote children’s health.

Nancy Wells earned a joint PhD in Psychology and Architecture from the University of Michigan and completed an NIMH post doc in the School of Social Ecology at the University of California, Irvine before joining the Cornell faculty in 2001. As an environmental psychologist, Dr. Wells studies the effects of the built and natural environment on human health and health behaviors. Dr. Wells leads the research component of the USDA-funded Healthy Gardens, Healthy Youth study and is PI of several related studies examining the effects of gardens on diet, physical activity, and related outcomes.
Self-disclosure of personal information in social media

Social media technologies have opened new possibilities for sharing personal information online. Millions of young people routinely self-disclose personal information, from deep personal feelings and opinions to mundane details of daily life, on social network sites like Facebook and Twitter. These disclosures appear to blur boundaries between private and public and raise concerns about information privacy and risks (e.g., job risks, threats to information security, and data mining). In this talk, Dr. Bazarova will speak about her ongoing research on self-disclosure focusing on young people’s motivations to disclose personal information in social media, and how their motivations can explain their disclosure behaviors. Understanding self-disclosure motivations and behaviors may provide ways to for interventions to help young people to think more carefully and make better decisions about to whom, when, and why they disclose information in social media.

Natalie Bazarova is an Assistant Professor of Communication in the Department of Communication at Cornell University. Her research examines socio-cognitive processes underlying the use of information and communication technologies (ICT), and the effects of ICT on social relationships and personal well-being. Over the past decade she has done research in the areas of social media, computer-mediated communication, and web-based assessments. Her work on management of personal information in social media includes production, perception, and motivations behind self-disclosure in personal, dyadic, and group communication on the Internet; a relationship between mental health and communication activities in social media; developmental differences in online activities; and how ICT contribute to social relationships, quality of life, and emotional well-being.

Does hip hop really belong in schools? Reframing hip hop as critical pedagogy

Earlier this year, an 8th grade teacher was suspended for assigning Lil Wayne rap lyrics as a supplementary homework project on Edgar Allen Poe and Shakespeare. In the Bronx, high school students have been writing rhymes about science with The Wu-Tang Clan’s GZA. Beyond promoting literacy and STEM education, advocates of hip hop-based education (HHBE) believe that rap can help reform urban schools, improve student-teacher relationships, and save at-risk youth from becoming dropouts. While HHBE may sound like an exciting innovation, critics warn that the movement is intellectually bankrupt, and may even promote oppositional culture and criminal activity over educational excellence. Does hip hop really belong in schools? This research talk provides a brief (re)introduction to HHBE, including its theoretical foundations in critical pedagogy and deployment in real-life classrooms. The talk highlights the potential of HHBE, but also the very real pitfalls of bringing hip hop into the classroom. The talk concludes with seven best practices that teachers should consider before pursuing HHBE.

Update: Positive Youth Development 101

The field of youth work has struggled with creating clearly defined education and career paths for a long time. Before it came to an end in 2011, the NYS Advancing Youth Development (AYD) Partnership had tried for 15 years to fill the void of professional development for youth workers. A new project at the BCTR has picked up the charge of developing a training program for professionals working with youth. This presentation will highlight core components of the training program as well as evaluation findings of the pilot trainings, and suggest strategies and next steps for rolling out the program in New York State.

The role of the physical environment in child and adolescent self-efficacy

Self-efficacy is an important component of child and adolescent development. If young people do not believe that they can be successful they may be less likely to put forth the necessary effort. The quality of their school and neighborhood physical environments can contribute to their sense of self-efficacy. Recent research suggests that poorly maintained and poorly designed places affect young people's school attendance, academic achievement, and their perception of how the larger community sees them. Investing in well-maintained neighborhoods and schools may be an important step in contributing to young people's development of positive self-efficacy.

Lorraine E. Maxwell is an environmental psychologist and associate professor in the department of Design and Environmental Analysis at Cornell University. Her research has focused on the effects of noise and density in the home and school on children's cognitive development and behavior. She currently investigates attributes of the physical environment related to children's and adolescents' development of self-identity, self-efficacy, and competency and possible connections with academic achievement. Dr. Maxwell teaches the Programming Methods in Design course for the department as well as a course examining how gender, culture, stage in the life cycle, and disability are reflected in the design of residential environments, public places, health care settings and the workplace. She also teaches a graduate seminar in human environment relations. She received her doctoral degree in psychology (the Environmental Psychology subprogram) from the Graduate Center of the City University of New York and holds a Master's degree in City and Regional Planning from Rutgers University. Prior to her appointment at Cornell Dr. Maxwell was an associate in a New York City architectural firm and a city planner in New Jersey.