

RESEARCH You May Have Missed

UNIVERSITY OF CALIFORNIA
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RESEARCH YOU MAY HAVE MISSED . . . provides brief summaries of recent research relevant to youth development practice. It is designed to help youth development professionals keep up-to-date with contemporary research.

■ Desmond, D., Grieshop, J., & Subramaniam, A. (2003).

Making learning relevant: principles and evidence from recent experiences (Part 2) D. Atchoarena & L. Gasperini (Eds.), *Education for rural development: Towards new policy responses* (pp 208 – 238). Italy: Food and Agriculture Organization of the United Nations, and France: United Nations Educational, Scientific and Cultural Organization.

This chapter defines garden based learning (GBL) and describes how this concept is integrated within educational programs in both formal and non-formal settings. From the history and the theories of GBL, the authors develop how garden based learning is inspired by the concepts of learning-by-doing, project-based learning, real world learning and child-centered or learner-centered principles. The authors review the evolution of the practice of GBL and a summary of relevant literature to describe the core uses of GBL in basic education (academic skills, personal development, social development, moral development, vocational and life skills) and beyond basic education (community development, food security, sustainable development, vocational schools, and Grounds Greening Education). From this review and an analysis of a number of experiences around the world, the authors suggest

principles and best practices for a successful conception, planning, implementation and evaluation of GBL programs in developed and developing countries. To enable proper development of GBL in education institutions, organizational and operational considerations are described step by step. Impacts and outcomes of GBL programs on academic achievement, environmental education, children's health and nutrition, and family and communities were reviewed as well. In conclusion, an attempt is made to identify how garden based learning will continue to evolve within basic education. The article is an in depth review of the garden based learning concepts and practices from a global perspective. Practitioners involved in school gardens may find this to be a useful resource in informing theory identifying best practices in garden based learning, and situating their work in the global school gardening movement. (AS)

■ Eccles, J.S., Vida, M.N., & Barber, B. (2004).

The relation of early adolescents' college plans and both academic ability and task-value beliefs to subsequent college enrollment.

Journal of Early Adolescence, 24(1), 63-77.

Many community-based youth development programs are designed to promote interest in and commitment to college plans, and even target very young children and their families to nurture plans for higher education. However, little research has examined pre-high school factors that influence high school performance and college attendance. This article uses data from a longitudinal study of over 600 adolescents in the Michigan Study of Adolescent Life Transition to study the links between 6th grade academic achievement and plans for college, high school academics, and college attendance. The authors found that 6th grade academic

values (the importance of academics to the student) were not linked to college attendance. However, certainty of college plans in the 6th grade strongly predicted college attendance, even after taking into account family background characteristics and grade-point average. Further, 6th grade college plans predicted decisions about which courses to take in high school as well as high school academic performance. Taken together these results suggest that certainty about plans for college are important early on, and that efforts to foster those plans should focus on the value of college attendance among children and their parents. Youth

development programs that involve young children and their parents should emphasize the importance of college

as well as nurturing visions that children have for themselves for attending college. *(STR)*

- Huebner, A.J., & Mancini, J.A. (2003).

Shaping structured out-of-school time use among youth: The effects of self, family and friend systems.
Journal of Youth and Adolescence, 32(6), 453-463.

Are there predictors of how youth will fill their out-of-school time? While much research has focused on the outcomes of adolescent time use, relatively little research has focused on what predicts time use in the first place. In the present study, the authors used an ecological model to explore factors that influenced how 454 youth in grades 9-12 filled their out-of-school time. This model takes into consideration multiple layers of influencing variables (e.g., relationships, families, culture, personal characteristics). Two particular systems of influence were considered: the self-system (including attributes of the individual such as self-esteem and gender) and microsystem (including family, friend and school factors such as parent marital status, SES, peer pressure and endorsement of participation, and having one good friend). These variables were considered in whether youth participated in several structured activities: after school extracurricular, nonschool clubs, volunteer work

and church or other religious-related activities. Results indicated that while none of the self-system and microsystem variables related significantly to all four activity items, factors cut across ecological layers to affect decisions about use of time. Gender and ethnicity were positively related to participation in church or religious activities, while ethnicity alone was positively related to afterschool extracurricular activity participation. There was a positive relation between grade level and volunteering, and friend peer pressure and endorsement of activities were positively related to participation in afterschool extracurricular and church/religious activities. Family structure, family socioeconomic status and parental endorsement of activities were related to greater participation. This study provides insight into multiple factors that influence how youth will spend their out-of-school time and could be beneficial to community-action work that is developing programs for their youth. *(RC)*

- Hughes, K. L., Bailey, T. R., & Karp, M. M. (2002).
School-to-work: Making a difference in education.
Phi Delta Kappa 84(4), 272-279.

This article provides a summary of recent evaluative research examining the effectiveness of the school-to-work educational approach in order to present lessons learned about how this strategy can improve young people's educational outcomes and workforce preparation. The authors refute critics' concerns that school-to-work detrimentally effects students' academic achievement and tracks them into low-skill jobs by noting that research has identified a wealth of positive results for students, teachers, and employers alike. Drawing from studies reporting the outcomes for and opinions of students, teachers, and employers, the authors present findings in five general areas, including academic achievement, career preparation, youth development, teachers' views, and employers' views. In all, the authors cite research indicating (in part) that school-to-work

approaches 1) improve students' grades, attendance, and graduation rates; 2) teach young people career-related skills and help them define career interests and goals; 3) help young people develop future plans, self-confidence, and connections with caring adults; 4) contribute to teachers' professional preparation and work satisfaction; and 5) benefit employers by reducing recruitment and training costs and promoting heightened productivity and worker morale. While acknowledging that additional research is necessary to further assess the effectiveness of school-to-work (especially as it contributes to high-stakes standardized test outcomes), the authors maintain that these optimistic findings will encourage continued development of the school-to-work strategy despite the discontinuance of federal funding in 2001 following the expiration of the 1994 School-To-Work Opportunities Act (STWOA). *(MSB)*

- Lapan, R. T., Tucker, B., Kim, S.-K., & Kosciulek, J. F. (2003).
Preparing rural adolescents for post-high school transitions.
Journal of Counseling and Development, 81(3), 329-342.

Noting that many rural adolescents have lower career aspirations than young people living in other settings,

authors sought to assess the impact of four School-To-Work Opportunities Act (STWOA) curricular strategies (i.e.,

organized curriculum, relevant curriculum, work-based learning experiences, and connected learning activities) and three levels of stakeholder support (i.e., emotional/instrumental support from school counselors, teachers, and other sources including parents) on young people's preparedness for post-high school transitions. Eighth-, tenth- and twelfth-grade students who lived in rural areas of a large Midwestern state were surveyed about their satisfaction with how their school had supported them to prepare to achieve future educational and career goals, and about the level of education students indicated they would need in their desired post-high school settings. Survey items were designed to collect measurements of six constructs central to adolescent career development (i.e., academic success, career-related efficacy expectations, career goals and actions, work readiness behaviors and social skills, person-environment fit, and involvement in activities focusing on vocational interests). While an exhaustive review of the study's

results is beyond the scope of this review, several important findings emerge from this research. Students in all three grade levels who participated in more career development activities planned to enter post-high school settings requiring more education and were more satisfied with their career preparation. Furthermore, students whose course curricula were organized around their career goals exhibited more satisfaction with their schooling and higher educational aspirations. Finally, more positive levels of career development, satisfaction with school, and educational aspirations were reported by girls than boys. Not surprisingly, receiving both emotional and instrumental support from multiple sources was found to be critical to promoting positive adolescent career development. Although beset by a number of limitations, this study provides a useful example of how adolescent career development research and practice may be framed to inform programmatic efforts and policy makers within the context of increasing accountability and reform initiatives. *(MSB)*

■ Lee, C.D. (2003).

Why we need to re-think race and ethnicity in educational research.

Educational Researcher, 32(5), 3-5.

This article is an introduction to a special issue of *Educational Researcher*, titled "Reconceptualizing Race and Ethnicity in Educational Research". The theme issue was developed to renew conversations among educational researchers regarding how race, ethnicity and culture are conceptualized. Overall the articles propose that culture is never static and that the belief systems associated with cultural groups are always under negotiation with new generations. The articles address what it means to understand individuals within their participation in ethnic cultural practices as well as within the broader relationships that come with being members of a society. The topics

for the articles include (a) the call for an ecological framework for research to better understand the varied paths to cultural socialization and its consequences for students' opportunities to learn, (b) the questioning of assumptions that propose patterns of cultural variation as static traits of individuals, and (c) methodological and conceptual challenges of attending to diversity in educational research. Together the articles call for a more complex and nuanced analyses of cultural diversity than have characterized the field of educational research, illustrating ways in which viewing cultures as both bounded and dynamic helps researchers explain core issues of human development and learning. *(RC)*

■ Ontai, L. L., & Raffaelli, M. (2004).

Gender socialization in Latino/a families: Results from two retrospective studies.

Sex Roles, 50(5-6), 287-299.

It is generally well known among researchers and others that parents actively engage in gender socialization practices with their children. Many of these behaviors are in the form of encouraging gender-typed activities such as playing with appropriate toys and engaging in appropriate activities (ballet vs. football). These patterns tend to be most prevalent in families that hold traditional views of gender roles. Given that results of this field of research is used to inform parents, schools, and administrators, a major limitation of this research has been the lack of attention paid to ethnic differences. Such

oversight has contributed to limited knowledge of parenting practices of ethnically diverse families and normative developmental contexts of their children. The current study drew from qualitative and quantitative studies to explore gender-related socialization behaviors in Latino/a families and factors linked to variations in these behaviors. Analyses revealed that Latino/a families in the U.S. experience gender socialization behaviors that are marked by traditional expectations and messages (e.g., girls as caretakers, boys as providers and that parents of the same-sex as the child were more likely to engage in these traditional socialization

behaviors). The results suggest that more research on family practices related to socialization of children in Latino/a families is needed in order to fully understand this developmental context. The findings are important

for programs and policies that work with or address Latino/a families as traditional gender roles are prevalent in shaping parents' interactions with and expectations for their children. *(LO-G)*

- Rose, A., Swenson, L., & Waller, E. (2004).

Overt and relational aggression and perceived popularity: Developmental differences in concurrent and prospective relations.

Developmental Psychology 40(3), 378-387.

Past research on aggression has shown a strong link between overt aggression (direct verbal or physical acts) and peer rejection. However, recent research has indicated that there is a positive relation between aggression and perceived popularity. Relational aggression (excluding or ignoring others, spreading rumors) especially, may be used as a technique to manage social powers and status. The purposes of the two studies described in this article are to explore the relation between overt and relational aggression and perceived popularity, and examine gender and developmental differences. Additionally, the researchers wanted to explore prospective relations between aggression and perceived popularity – that is examining the idea that aggression may be used to increase perceived popularity or increased popularity may caused youth to be more aggressive. Results from the studies

suggest that of aggressive youth, a notable number use both relational and overt aggression. Aggression was positively correlated with perceived popularity among 7th and 9th graders, but had no relation for 5th graders, and was significantly and negatively correlated for 3rd graders. However closer analysis revealed that overt aggression was not a significant predictor of perceived popularity in any grades, yet relational aggression has a strong association with perceived popularity for 7th and 9th graders. In addition relational aggression was shown to be a bi-directional predictor of perceived popularity for girls but not boys and generally only with older youth. The challenges of attempting to steer youth away from aggression are very real, since there is very little motivation for aggressors to change. Furthermore it is often necessary to address the whole peer group and not merely individuals. *(SND)*

- Suarez-Orozco, C., & Todorova, I.L.G., (Eds).. (2003).

Understanding the social worlds of immigrant youth.

New Directions for Youth Development. No. 100, Winter.

This issue of *New Directions for Youth Development* features seven articles on the social contexts that shape development for contemporary immigrant youth in the U.S. Immigrant youth make up twenty percent of the youth population in the U.S.; the majority of these young people are Latino or Asian Americans. Immigrant youth must negotiate the intersections of the cultures of their countries of origin with dominant and immigrant cultures in the U.S. Articles in this issue discuss the family and home responsibilities of Latino immigrant

youth, the ways that Asian youth navigate multiple school contexts in the U.S., and the influences of religion, gender roles, and the media in the lives of immigrant youth and their families. The concept of cultural competence is now a routine expectation for the profession of youth development. These insightful articles provide an important grounding in the contexts and experiences that matter to immigrant youth. The issue will be useful for any youth development professional who guides programs that include immigrant youth. *(STR)*

- Taylor, C.S., Lerner, R.M., Eye, A.V., Bobek, D.L. , Balsano, A.B., & Dowling, E.M. (2004).

Internal and external developmental assets among African American male gang members.

Journal of Adolescent Research. 19(3), 284-302.

This article focuses on identifying the individual and ecological characteristics that may result in healthy outcomes among individuals involved in many high-risk behaviors, specifically male gang members. The authors compare the presence of individual and ecological assets in a cross-sectional sample of 45 African American male

adolescent gang members and 50 African American male members of a community based organization (CBO) all from the same community aimed at promoting positive youth development. The authors interviewed youth and then rated their responses with respect to different asset categories that were created. There were significant differences in the

following categories: *Boundaries and expectations*: Gang members were more likely to have friends who get high; *Constructive use of time*: Fewer gang members attended youth groups or churches; *Support*: Fewer gang youth had people to go to for advice; *Empowerment*: Slightly more CBO members reported that their families and friends had not experienced danger and violence; *Social competence*: CBO members were more likely to settle disputes by talking. Gang members were more likely to report that they hang out with friends of the same race; *Commitment to learning*: Gang members report going to school because of parental demands or to

socialize. CBO youth say they go to school for better jobs or to go to college. Though there were some significant differences, the authors emphasize the overlapping developmental assets in both groups. Covariances of assets suggest that there was greater coupling of assets among gang youth than for CBO youth. The authors suggest the implications of this for intervention. The greater coupling may increase the impact of intervention, as improving one developmental asset may be highly linked with improving another. On the other hand, with assets more highly linked, there may be greater resistance to change. (AS)

■ Waizenhofer, R., Buchanan, C., & Jackson-Newson, J. (2004).

Mothers' and father's knowledge of adolescents' daily activities: Its source and links with adolescent adjustment.

Journal of Family Psychology, 18(2), 348-360.

While an abundant amount of research has made clear that parental monitoring has a positive influence on adolescent adjustment, recent research has pointed out the need to assess not only what parents know, but how this information is obtained. In this study, researchers examine if different methods of obtaining information may affect the amount of knowledge parents have about their children, whether certain methods may be more amenable to adolescent adjustment, or whether mothers or fathers use different methods of obtaining information, and lastly if parents' independent efforts of obtaining knowledge has an influence on adolescent adjustment. Ninety-five families participated in the study; adolescents were given surveys in which a

questionnaire examined depressed mood, deviance and self-esteem. Telephone interviews were then conducted to find out what parents knew and how they came across the information. Analysis of the data showed that consistent with past studies, more maternal knowledge did predict lower adolescent deviance. Parents who are actively aware of their children's activities, by physically being present or directly asking, had the most knowledge – receiving information voluntarily from child or spouse did not predict greater knowledge. The method of obtaining information did not predict adjustment directly. The study points out the importance of not only communicating with adolescents but being involved with people and activities that construct their daily lives. (SND)

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