PSYC 450
Socioemotional Development in the Digital Age
Fall 2022
Tuesdays 2:30pm - 5:30pm
Humphrey 223
Dr. Tom Hollenstein
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Overview of course

Children have been growing up with rapidly advancing technological opportunities for many years now, yet we have little understanding of how these experiences, reflect, shape, and interact with child and adolescent socioemotional development. The purpose of this course is to consider socioemotional developmental processes in light of these modern digital realities. Unfortunately, the research that has been done to date has mostly tried to expose potential harms to youth, while research guided by developmental science so far has been sparse. Moreover, not surprisingly, a large amount of research has been of poor quality and/or poorly interpreted. Thus, we will work together to understand this burgeoning area through the lens of *normative* social and emotional development.

We will begin by first reflecting on the criteria we might use to evaluate causal claims, such as those that may be made about the effects of digital technology on development. Then, we will review core social and emotional developmental theories – one (or more) of these will form the basis of your final paper. This preparatory section will end with a consideration of the many issues with measures and methods in digital research. Over the next 5 class sessions, we will cover material in a roughly chronological order: infancy & toddlerhood, childhood, adolescence, and parenting. Each of these will begin with a class discussion of the central reading for the day. Then, each group, led by a different group member each time, will make a 5-10 minute presentation summarizing and critiquing one study or reading followed by a suggestion/question to get a class discussion started. The last few class sessions will be more open ended discussion and will leave room for discussing final paper outlines and reflections on the ideas in the course.

Learning Objectives:

- Develop and hone high-level critical inquiry skills
- Review and apply theories of normative social and emotional development
- Critically evaluate research on digital phenomena in youth and families
- Formulate a coherent application of social or emotional developmental theory to one aspect of digital experiences of youth and/or families

Technology Requirements

All course materials and any course announcements will be available through **onQ**.

There will be various times during class throughout the course when you will be asked to do an internet search or access onQ. Therefore, please bring your laptop or tablet with internet access to each class meeting. Please let the instructor know if this is a problem.

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Course Requirements

All material for the course can be found online and distributed by the instructor via onQ. Students are expected to read all assigned readings carefully and critically. It is expected that all students contribute to class discussions as part of their participation.

1. **Initial Opinion Paper (0%).** In first class, in about 1 page provide your current evaluation of social and/or emotional development in the digital age. Emphasize what you think are important factors and how these effects may transpire over time. Youi are required to submit this, but the assignment itself will not be graded. Failure to submit will result in -10% off your final Opinion Change Paper grade (see below).
2. **Attendance (10%):** As stated in the rules and regulations of Queen's, you are expected to be present at every class. This is especially important for a seminar, where there is group discussion every class. We all really need your input and support as we try to figure out what is going on with children's development.
    a. Everyone starts with an A, but this grade will be dropped to the next lower letter grade for every absence that was not acknowledged through email BEFORE the start of class. That is, if you do not send instructor an email that arrives before the start of class (2:30 Tuesday) giving notice of your absence, your attendance grade will drop from A to A- (or A- to B+ if it is your second offense).
    b. An exception may occur when there is documentation of an emergency that prevented you from sending an email beforehand.
3. **Paper Critique and Leading Class Discussion (20%)**: Each group will provide 5 critiques of a paper –a 5-to-10-minute review and *critique* of an assigned reading ending with questions for class discussion – that will be led by one student within the group.
4. **Outline for Final Paper (10%):** Each of you will submit a 1-page draft outline on onQ for your final paper *before* class November 15. In class, each student will share their outline with their group and the group will spend 5-10 minutes providing feedback on each.
5. **Opinion Change Paper (10%).** Based on the opinion paper you wrote on the first day of class, you will submit a 2-3 page single spaced paper reflecting on how your thoughts did or did not change from your original evaluation. You can go beyond what you had written originally, but you must include specific responses to your original. Due *before class* on November 29. We will have an open discussion that day so be prepared to share your thoughts with the class.
6. **Final Paper (40%).** The final paper will be an applied analysis of one social/emotional developmental theory (possible theories identified and discussed in Class 4) to some aspect of digital experiences. The length must be a minimum of 5 pages single spaced with 12-point font and 1" margins. We can discuss in more detail as deadline approaches. DUE Friday December 9th at noon. Papers will be submitted via TurnItIn on onQ.

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Grading. Grades will be given in letter form and the proportions will be applied to the numeric equivalent based on the Arts and Science Letter Grade Input Scheme. Final grades will be converted back to a letter grade based on the Queen's Official Grade Conversion Scale.

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56

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COURSE SCHEDULE

	Date	Topic	Reading (*italics = one per group*)	Due
1	9/6	Intro		
2	9/13	How do we know anything?		
3	9/20	History	Orben (2020)	
4	9/27	SE Development: A review	Buss, Cole, & Zhou (2019); Navarro & Tudge (2022)	
5	10/4	Measures & Methods	Orben & Przybylski (2019); *Barr et al. (2020); Griffioen et al. (2020); Kaye et al (2020); Satchell et al. (2021); Parry et al. (2021)*	Critique/Discussion 1
6	*10/11*	*Reading week – no class*		
7	10/18	Infants & Toddlers	Radesky et al. (2016) *Carr & Dempster (2021); Krogh et al. (2021); Shin et al. (2021); Wan et al. (2021); Wiltshire et al. (2021)*	Critique/Discussion 2
8	10/25	Childhood	Hassinger-Das et al. (2020) *Ackerman et al (2019); Przybylski & Weinstein (2019); Morgan et al. (2021); Harrington & O'Connell (2016); Bevens et al. (2020)*	Critique/Discussion 3
9	11/1	Adolescence	Ehrenreich (2022) *Manago et al. (2020); Lee et al. (2020); Ehrenreich et al. (2020); Reich (2017); Orben & Przybylski (2019)*	Critique/Discussion 4
10	11/8	Parenting	Modecki et al. (2022) *Stockdale et al. (2020); Krapf-Bar et al. (2022); McDaniel & Radesky (2018); Jensen et al. (2021); Padilla-Walker et al. (2020)*	Critique/Discussion 5
11	11/15	Identity	Granic et al. (2020)	Paper outlines
12	11/22	COVID etc.	TBA	
13	11/29	Wrap Up		Opinion Paper

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COUSE READINGS

1. Intro (Sep. 6) – no readings
2. How Do We Know Anything? (Sept. 13) – no readings
3. History (Sept. 20)
    a. Orben, A. (2020). The Sisyphean Cycle of Technology Panics. *Perspectives on Psychological Science, 15*(5), 1143–1157.
4. Developmental Theories review (Sept. 27)
    a. Buss, Cole, & Zhou (2019). *Theories of emotional development: Where have we been and where are we now*? In Handbook of emotional development (pp. 7-25). Springer, Cham.
    b. Navarro & Tudge (2022). Technologizing Bronfenbrenner: Neo-ecological theory. *Current Psychology*, 1-17.
5. Measurement & Methods (Oct. 4; 5 Critique/Discussions)
    a. Whole class reading (this one is hard – just get the general idea as much as you can):
        i. Orben & Przybylski (2019). The Association between Adolescent Well-Being and Digital Technology Use. *Nature Human Behaviour* 3, 173–82.
    b. Critique/Discussions:
        i. K. Kaye, L., Orben, A., A. Ellis, D., C. Hunter, S., & Houghton, S. (2020). The conceptual and methodological mayhem of "screen time". *International Journal of Environmental Research and Public Health, 17*(10), 3661.
        ii. Satchell, L. P., Fido, D., Harper, C. A., Shaw, H., Davidson, B., Ellis, D. A., ... & Pavetich, M. (2021). Development of an Offline-Friend Addiction Questionnaire (O-FAQ): Are most people really social addicts? Behavior Research Methods, 53(3), 1097-1106.
        iii. Griffioen, N., van Rooij, M., Lichtwarck-Aschoff, A., & Granic, I. (2020). Toward improved methods in social media research. *Technology, Mind, and Behavior*.
        iv. Barr, R., Kirkorian, H., Radesky, J., Coyne, S., Nichols, D., Blanchfield, O., ... & Epstein, M. (2020). Beyond Screen Time: a synergistic approach to a more comprehensive assessment of family media exposure during early childhood. *Frontiers in Psychology, 11*.
        v. Parry, D. A., Davidson, B. I., Sewall, C. J., Fisher, J. T., Mieczkowski, H., & Quintana, D. S. (2021). A systematic review and meta-analysis of discrepancies between logged and self-reported digital media use. *Nature Human Behaviour, 5*(11), 1535-1547.
6. READING WEEK – NO CLASS
7. Infants & Toddlers (Oct. 18; 5 Critique/Discussions)
    a. Radesky, J. S., Peacock-Chambers, E., Zuckerman, B., Silverstein, M. (2016). Use of mobile technology to calm upset children: Associations with social-emotional development. *JAMA Pediatrics, 170*, 397–399
    b. Critique/Discussions
        i. Wiltshire, C. A., Troller-Renfree, S. V., Giebler, M. A., & Noble, K. G. (2021). Associations among average parental educational attainment, maternal stress, and infant screen exposure at 6 months of age. Infant Behavior and Development, 65,.

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ii. Wan, M. W., Fitch-Bunce, C., Heron, K., & Lester, E. (2021). Infant screen media usage and social-emotional functioning. Infant Behavior and Development, 62,.
iii. Krogh, M. T., Egmose, I., Stuart, A. C., Madsen, E. B., Haase, T. W., & Væver, M. S. (2021). A longitudinal examination of daily amounts of screen time and technoference in infants aged 2–11 months and associations with maternal sociodemographic factors. Infant Behavior and Development, 63,.
iv. Carr, A., & Dempster, T. (2021). Parent-child interactions during joint engagement with touchscreen technology: A comparison of younger versus older toddlers. Infant Behavior and Development, 64,.
v. Shin, E., Choi, K., Resor, J., & Smith, C. L. (2021). Why do parents use screen media with toddlers? The role of child temperament and parenting stress in early screen use. Infant Behavior and Development, 64,.

8. Childhood (Oct. 25; 5 Critique/Discussions)
    a. Hassinger-Das, B., Brennan, S., Dore, R. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Children and screens. *Annual Review of Developmental Psychology, 2*(1), 69-92.
    b. Critique/Discussions:
        i. Ackerman, Carson, Corretti, Ehrenreich, Meter, & Underwood (2019). Experiences with warmth in middle childhood predict features of text-message communication in early adolescence. *Developmental Psychology, 55*(2), 351–365.
        ii. Przybylski & Weinstein (2019). Digital screen time limits and young children's psychological well-being: Evidence from a population-based study. *Child Development, 90*(1), e56-e65.
        iii. Morgan, Wang, & Woods (2021). Risk and protective factors for frequent electronic device use of online technologies. *Child Development, 92*(2), 704-714.
        iv. Harrington & O'Connell (2016). Video games as virtual teachers: Prosocial video game use by children and adolescents from different socioeconomic groups is associated with increased empathy and prosocial behaviour. *Computers in Human Behavior, 63*, 650-658.
        v. Beyens, Pouwels, van Driel, Keijsers, & Valkenburg (2020). The effect of social media on well-being differs from adolescent to adolescent. *Scientific Reports, 10*(1), 1-11.
9. Adolescence (Nov. 1; 5 Critique/Discussions)
    a. Ehrenreich (2022). *Peer Relationship Processes in the Context of Digital Media*. Handbook of Adolescent Digital Media Use and Mental Health, 85-103.
    b. Critique/Discussions:
        i. Manago, Brown, Lawley, & Anderson (2020). Adolescents' daily face-to-face and computer-mediated communication: Associations with autonomy and closeness to parents and friends. *Developmental Psychology, 5*6(1), 153–164.
        ii. Lee, et al. (2020). Getting Fewer "Likes" Than Others on Social Media Elicits Emotional Distress Among Victimized Adolescents. *Child Development, 91*(6), 2141-2159.

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iii. Ehrenreich, S. E., Beron, K. J., Burnell, K., Meter, D. J., & Underwood, M. K. (2020). How adolescents use text messaging through their high school years. *Journal of Research on Adolescence, 30*(2), 521-540.
iv. Reich, S. M. (2017). Connecting offline social competence to online peer interactions. *Psychology of Popular Media Culture, 6*(4), 291.
v. Orben, A., & Przybylski, A. K. (2019). Screens, teens, and psychological well-being: Evidence from three time-use-diary studies. *Psychological science, 30*(5), 682-696.

10. Parenting (Nov. 8; 5 Critique/Discussions)
    a. Modecki et al., (2022). What Is Digital Parenting? A Systematic Review of Past Measurement and Blueprint for the Future. *Perspectives on Psychological Science*.
    b. Critique/Discussions
        i. Stockdale, L. A., Porter, C. L., Coyne, S. M., Essig, L. W., Booth, M., Keenan-Kroff, S., & Schvaneveldt, E. (2020). Infants' response to a mobile phone modified still-face paradigm: Links to maternal behaviors and beliefs regarding technoference. Infancy, 25(5), 571-592.
        ii. Krapf-Bar, D., Davidovitch, M., Rozenblatt-Perkal, Y., & Gueron-Sela, N. (2022). Maternal mobile phone use during mother–child interactions interferes with the process of establishing joint attention. Developmental Psychology, 58(9), 1639–1651.
        iii. McDaniel, B. T., & Radesky, J. S. (2018). Technoference: Parent distraction with technology and associations with child behavior problems. *Child Development, 89*(1), 100-109.
        iv. Jensen et al., (2021). Does Adolescent Digital Technology Use Detract from the Parent–Adolescent Relationship? *Journal of Research on Adolescence, 31*, 469 - 481.
        v. Padilla-Walker, L. M., Stockdale, L. A., Son, D., Coyne, S. M., & Stinnett, S. C. (2020). Associations between parental media monitoring style, information management, and prosocial and aggressive behaviors. Journal of social and personal relationships, 37(1), 180-200.
11. Identity Development (Nov. 15)
    a. Granic, I., Morita, H., & Scholten, H. (2020). Beyond Screen Time: Identity Development in the Digital Age. *Psychological Inquiry, 31*(3), 195 - 223.
12. COVID etc. (Nov. 22)
    a. Rideout, V., Peebles, A., Mann, S., & Robb, M. B. (2022). Common Sense census: Media use by tweens and teens, 2021. San Francisco, CA: Common Sense.
    b. Eales, L., Gillespie, S., Alstat, R. A., Ferguson, G. M., & Carlson, S. M. (2021). Children's screen and problematic media use in the united states before and during the covid-19 pandemic. Child development, 92(5), e866-e882.
    c. Wadley, G., Smith, W., Koval, P., & Gross, J. J. (2020). Digital emotion regulation. *Current Directions in Psychological Science, 29*(4), 412-418.
    d. Colasante, T., Lin, L., De France, K., & Hollenstein, T. (2022). Any time and place? Digital emotional support for digital natives. *American Psychologist, 77*, 186 - 195.

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Communication

Any email sent to the instructor must have "**PSYC450**" in the subject line.

During class and with every onQ post or email to each other, you must be respectful and considerate. When providing feedback, make suggestions for how to improve or provide questions at points where you did not understand.

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, use of forged materials, contract cheating, unauthorized use of intellectual property, unauthorized collaboration, failure to abide by academic rules, departure from the core values of academic integrity, and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions appropriate to the severity of the departure that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism

Because this course requires the submission of original writing assignments, each student is responsible to know and understand what plagiarism is and how to avoid it. Regardless of how and where you retrieve information for your written assignments, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in *your own* words:
https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Turnitin

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger

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process. There is information on the course onQ site about Turnitin policies. See also privacy statement at: http://turnitin.com/en_us/about-us/privacy

Accommodations for Disabilities
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website.

Academic Consideration for Students in Extenuating Circumstances
Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on submitting requests, please see refer to the Resource Guides available on the Academic Consideration website under "Applying for Academic Consideration."The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our COVID-Related Absence Reference Guide on the Academic Consideration website. This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor Name: **Tom Hollenstein**
Instructor email address: **Tom.Hollenstein@Queensu.ca**

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Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up by emailing the instructor within 2 days of receiving verification of your Consideration request.
For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see our website.

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