

**Syllabus – Spring 2010 (revised 9/15/09)
Tuesdays, 4:40-7:10**

UW Madison Room 218 Educational Sciences and Audioconferencing Statewide

**ELPA 748 Adult Participation in Educational Activities
(Call Number: 52499)**

**Department of Educational Leadership and Policy Analysis
School of Education
University of Wisconsin–Madison**

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Learn@UW–ELPA 748 (Spring 2010)

2.1 Introduction

This introduction provides highlights to indicate ways that participants can help make their experience accessible, active, and relevant.

A basic course purpose is to enable participants to explore concepts from both scholarship and professional practice regarding personal and societal influences on participation in all types of educational activities by college students and adults of all ages. Participants can select types of educational participation and adult characteristics on which to focus in readings, discussions, and papers.

Typical participants include graduate students who currently or aspire to work with college students or adults of any age. Course content on personal or societal influences on educational participation is designed to enable participants to produce educational activities that effectively encourage learners to initiate, progress, and apply their enhanced proficiency.

Readings and concepts for each unit will include: typical assumptions from popular media; scholarly explanations; implications for providing educational opportunities for adults. Basic readings for all participants and supplementary readings to guide more detailed readings and planning of papers for interested participants will be provided for each unit, by reference to author and date with full bibliographic citation in a total course bibliography.

Each participant can decide on the extent and types of technology to use in this course, depending on interest, experience, and available technology. The basic need for most participants entails e-mailbox materials, downloading syllabus and basic readings, and asynchronous threaded discussion.

All basic readings are available and can be downloaded from electronic reserves, to be printed or read on screen. There is no text to purchase.

All Tuesday evening sessions will use audio conferencing for distance education statewide.

Participants have diverse interests in the educational organizations in which participation occurs, such as: higher education (including student services), enterprises, labor unions, associations, religious institutions, and community agencies.

2.i Location

University of Wisconsin – Madison Room 218 Educational Sciences (1025 W. Johnson Street)

There are three options for participation in the Tuesday 4:40-7:10 PM session. Any participants can meet in room 218, Educational Sciences, UW, 1025 W. Johnson (between Mills and Brooks), Madison. Participants who do not attend the Tuesday session in Room 218 can take part through audio conferencing (phone) from anywhere in Wisconsin without charge to you.

Instructor Information is available from the ELPA webpage:
www.education.wisc.edu/people/faculty/knox.html

2.2. Course Objectives: As a result of this course, students should be better able to:

Understand basic concepts about personal and societal influences on adult development related to participation in educational activities.

Compare and contrast pertinent concepts from popular media, scholarly explanations, and implications for providing educational opportunities for college students and adults of all ages.

Appreciate diverse ways in which sense of self evolves and influences ways of learning and educational participation.

Recognize ways in which participation is related to personal characteristics such as gender and ethnicity.

Reflect on ways in which educational participation is related to role changes in family, occupation, and community.

Explore ways in which increasing global interdependence can contribute to a more transcendent perspective.

Initiate an ongoing project on aspects of adult development and educational participation.

2.3 Individualize

This is a rationale for several ways in which participants can individualize the course and adapt it to fit their backgrounds and career directions, and to deepen new insights and encourage application. The resultant individual plans, activities, and assessments are similar to a learning agreement or portfolio.

The course syllabus and webpage contain information to enable each participant to select relevant materials and people. Sharing introductory information with other participants through threaded discussion promotes cooperation and exchange. Instructors and participants can encourage contributions by resource persons, who can make suggestions about course-related topics, people, and materials, as well as interact in a synchronous Tuesday evening session.

There are several types of reports to be submitted to the drop box through Learn@UW. They are: (a) the posting of background and expectations at the beginning of the semester, (b) a periodic survey around mid-semester, (c) an end of course ELPA evaluation form, (d) one or more reports during the semester, reflective of the six criteria for assessment. See section 5. I for details on the three course reports from students, along with assessment criteria.

Each of the three course project reports provides an opportunity to explore in depth an aspect of the course content (influences on participation, literature review, inquiry).

As each participant shares summaries of their reports with other participants, this enriches understanding of us all.

2.4 Special accommodation: I want to include persons with special challenges in this course. I will treat confidentially the information that you share with me related to disabilities, language, or cultural background and will provide you with information about special accommodations and assistance regarding curriculum, instruction, or assessments to enable you to fully participate.

2.v. Readings

Suggested readings for each unit are designated by the author's last name and date of publication, which refers to the full bibliographic citation on the course bibliography. The Basic Readings are in e-Reserves, which everyone is expected to read. The Supplemental Readings for each unit are optional advanced readings to be selected on the basis of special interest and as a starting point for course papers on that topic. Supplemental Readings may be located anywhere in the UW library system or through Interlibrary Loan. The study/discussion questions can be used to guide reading and class discussion.

To access eReserves through the Learn@UW portal, begin with the Library/Reserves navigation bar on the left, just under the course title. This will take you immediately to the required readings for each unit. When you click on the author's name, that reading will automatically appear. You may download it or read it onscreen. For the supplementary readings, click on the [UW Libraries](#) on the top right of the readings page. This will take you to a search page. Click on the category of reading, then type in your search item. The easiest way is to type in the title of the book or article. To do this, you will have to use the course bibliography. You may also type in the title of the author, but that gives you more returns on the search.

2.vi Progress Reports

Submit by Monday noon, before discussion for each unit and class session, a progress report of up to 250 words which indicates readings completed, main benefits, reflections on career related implication, and especially questions for Tuesday evening class discussion. All of the reports together constitute ten percent of course grade. These progress reports can contribute to the two course reports, the summaries of which can contribute to a total course portfolio.

3. Units

Dates, unit topics, timing for papers, and questions for study and discussion.

[Note: The UW-Milwaukee's semester may be a week later, so dates may be revised accordingly.]

01/19/10 Introductions of participants and course plan, contents, and applications at first session.

01/26/10 A. OVERVIEW

1. What systemic ideas connect personal and societal, such as Capra (2002)?
2. What are typical explanations of personal and societal influences on extent and types of participation in formal and informal educational activities?
3. How do sense of self, gender, aspirations, social class, and ways of learning evolve and influence educational participation?

4. What are important interactions between educational participation and stability and change in adult roles?
5. What explains stage of engagement in educational activities, such as apathy, awareness, interest, commitment, initial participation, persistence or withdrawal, application of increased proficiency?

BASIC READINGS (e-Reserves): Capra (2002); Merriam, Caffarella, Baumgartner (2007); Elias, Merriam (2005); Wlodowski (1985); Bullivant (1993); Musselwhite (2003); Torres, Howard-Hamilton, Cooper (2003); Knox (2000)

SUPPLEMENTAL READINGS: Deci (1975); Mentkowski (2000); Levenson, Crumpler (1996); Queeney (1995)

Begin first paper on personal and societal influences on participation, due Week 6

02/02/10 B. PARTICIPATION

1. How do major personal and societal influences on participation interact?
--regarding initial, sustained, and applications stages of participation
(Aslanian, Brickell, 1980)
2. How do abilities, experience, and interests influence participation?
3. In what ways do extent and type of participation reflect aspirations?
awareness of the number and variety of experiences, competing activities,
available time and money, and orientation to learning and change?
4. How is participation related to personal characteristics such as gender and ethnicity?

BASIC READINGS (e-Reserves): Aslanian, Brickell (1980); Capra (2002); Merriam, Caffarella, Baum (200X); Tenant (2007); NASPA (2004); Nuland (2007); Lowe (2005); Stein, Imel (2002); Evans, Fortney, Guido-DeBrito (1998); Mezirow (2000)

SUPPLEMENTAL READINGS: Anderson, Collins (1992); Donaldson (2000); Luttrell (1989)

02/09/10 C. CHANGE

1. What general and interrelated adult life cycle trends influence engagement in role performance and related educational opportunities? (Bolles and Nelson, 2007)
2. How do trends in condition and health influence participation?
3. What characterizes change events and their contribution to heightened readiness to learn?

BASIC READINGS (e-Reserves): Bolles, Nelson (2007); Merriam, Caffarella, Baumgartner (2007); Green (1992); Bengston (1996); Fisher, Wolf (1998)

SUPPLEMENTAL READINGS: Beatty, Wolf (1996); Jenny, Fai (2001); Magnusson (1995)

02/16/10 D. CONTEXT

1. What societal shifts accelerate change for many people? (Gladwell, 2000)
2. How does an organizational context influence members' learning and change?
3. How do various orientations to learning and change relate to various types of participation?

BASIC READINGS (e-Reserves): Gladwell (2000); Merriam, Caffarella, Baumgartner (2007); Sissel (2001); Gardner (1993)

SUPPLEMENTAL READINGS: Bronfenbrenner (1995); Cassara (1990); Kegan (1994); Lindquist (1978)

02/23/10 E. ROLES

1. What are societal trends regarding some people oriented toward social change, and what are their characteristics? (Ray, Anderson, 2000)
2. What are various patterns of role performance, expectations, and transitions during the adult life cycle?
3. How do role continuity and change relate to educational participation?
4. How do demographic characteristics such as gender, race, and age relate to role performance?

BASIC READINGS (e-Reserves): Ray, Anderson (2000); Knox (1977); Hayes, Colin (1994); Goldberger (1996); McIntosh (1992); Davis (2003)

SUPPLEMENTAL READINGS: Bandura (1986); Hughes, Graham (1990); Pratt (1998)

Begin paper 2 on literature review, due Week 10.

03/02/10 F. FAMILY/CONSUMER

1. How does progress relate to affluence, happiness, and participation? (Esterbrook, 2004)
2. What are various patterns of family, primary group, and friendship interactions during the adult life cycle?
3. How are family cycle trends related to production, consumption, standard of living, and values?
4. How do such patterns and trends relate to participation?
5. What types of educational opportunities are especially responsive regarding family life cycle continuity and change?

BASIC READINGS (e-Reserves): Esterbrook (2004); Merriam, Caffarella, Baumgartner (2007); Gallo (2004); Fadiman (1997)

SUPPLEMENTAL READINGS: Lachman, James (1997); Loewenthal, assoc. (1975); Sissel (1996)

03/09/10 G. REFLECTION

1. How might reflection about past experience and future directions influence participation? (Laszlo, 2003)
2. What are some ways to learn from our lives, and from sharing insights with other people?
3. How might evaluation contribute to reflection and participation?

BASIC READINGS (e-Reserves): Laszlo (2003); Merriam, Cafferella, Baumgartner (2007); Schon (1987); Fenwick (2003); Dominice (2000); Knox (2002); Moore (2003); Gardner, Csikszentmihalyi, Damon (2001)

SUPPLEMENTAL READINGS: Boud, Keogh, Walker (1985); Knopf (1995); Loevinger (1976); Macdonald (1996)

03/16/10 H. OCCUPATION

1. How do individual, organizational, and societal influences affect change and participation? (Johnson, 2001)
2. What are major individual and societal trends regarding work and major volunteer responsibilities during the adult life cycle?
3. What are emerging explanations of relations between adult life cycle educational participation and occupational performance, opportunities, and aspirations?
4. What are main relationships among roles regarding occupation, health, family, and community?
5. How are role transitions related to educational participation?

BASIC READINGS (e-Reserves): Johnson (2001); Merriam, Caffarella, Baumgartner (2007); Lave (1997); Guskey and Huberman (1995); Pratt, assoc. (1998)

SUPPLEMENTAL READINGS: Hackett (2001); Lave (1997); Lieberman, Miller (2001); Palmer (1998); Ramsden (1992)

03/23/10 I. COMMUNITY

1. How do connections with various community organizations affect participation regarding public issues? (McKibben, 2007)
2. What are the main types of adult life cycle community participation (civic, recreation, cultural, faith community)?
3. What helps explain extent and type of community engagement and relation to educational participation?
4. What types of educational participation and related benefits are most likely to enhance community engagement?

BASIC READINGS (e-Reserves): McKibben (2007); Merriam, Caffarella, Baumgartner (2007); Knox (2008); Alfred (2002); Chang (2005); Fowler (1981); Tisdell (2003); Stein (2002)

SUPPLEMENTAL READINGS: English, Fenwick, Parsons (2003); Isaac, Guy, Valentine (2001); Kovan, Dirkx (2003)

03/30/10 Spring Break – No Session

Begin paper 3 on inquiry project, due Week 14

04/06/10 J. GLOBAL

1. How does global interdependence relate to educational participation? (Friedman, 2008; Robert, 2002)
2. What contributes to the transition from a focus on independence to interdependence?
3. What types of participation can help people make the shift to a more transcendent perspective?

BASIC READINGS (e-Reserves): Friedman (2008); Robert (2002); Steinberg (2003); Daloz (1999); Jarvis (2006); Merriam, Caffarella, Baumgartner (20007)

SUPPLEMENTAL READINGS: Knox (1993); Schaie, Willis (1996); Wilber (1990); Williamson (1997); Yorks and Kasl (2002)

04/13/10; 04/20/10; 04/27/10 Sessions K, L, M on applications centered on participant/student reports

05/04/10 N. CONCLUSIONS AND IMPLICATIONS

1. What are especially important relations among roles and educational participation?
2. What helps explain combinations of personal and societal influences on educational participation?
3. What are major implications of generalizations about adult development for providers of educational opportunities for various categories of adults?

4. Technologies

Learn@UW can enable us to create sub group discussion, similar to threaded discussion, but just for a few participants with a shared interest. Especially early in the course after introductions, if two or more participants are interested in such sub group discussion, contact the instructor with the topic focus and names of interested students. We will then create a group name and preliminary participant list, along with procedures for accessing and posting. The instructor may or may not participate in such group discussion, based on participant preference.

4.i. Educational technology: Several forms of distance education are included to enhance access and interaction for students in various locations. The following brief explanations provide basic information about the main forms of educational technology that are included in ELPA 748. Contact the instructor about questions or problems. During the semester, Learn@UW contains explanations and guidelines, with access to a help desk at (608) 264-HELP.

- A. Email – Standard Email procedures can connect you with the lead instructor, resource persons, other students, and Learn@UW.

- B. Audio conferencing will be used for all Tuesday evening sessions. For students who do not attend the Tuesday session in Room 218 Educational Sciences (1025 W. Johnson Street, Madison), you can phone in (toll free for you) from any location in Wisconsin. Two or more students who want to do so together from a WISLINE public site can find potential locations from the following website: http://uwex.edu/ics/wisline/public_sites.cfm . Check before to be sure they are available in the evening.

- C. E-Reserves enables students to download, read, and print all basic readings. (See list of E-reserves on each unit.) All course-related reserves are available through the MyUW portal at <http://my.wisc.edu/portal/>. To access eReserves through the Learn@UW portal, begin with the Library/Reserves navigation bar on the left, just under the course title. This will take you immediately to the required readings for each unit. When you click on the author's name, that reading will automatically appear. You may download it or read it onscreen. For the supplementary readings, click on the [UW Libraries](#) on the top right of the readings page. This will take you to a search page. Click on the category of reading, then type in your search item. The easiest way is to type in the title of the book or article. To do this, you will need to use the course bibliography. You may also type in the title of the author, but that gives you more returns on the search.

- D. Computer based online learning is also available as threaded discussion for each unit.

4.ii. Audio Conference Details

- We use UW-Extension's WisLine Audio service for these courses.
- Students will be given a phone number and conference passcode they can use each week. The toll-free call-in phone number for Fall 09 is 888-677-9189 and the toll number (for out-of-state use; charged to you) is 608-316-0022. The passcode for ELPA 748 is **XXXXXX**.
- Calls can be made from anywhere.
- Phones must have a mute button. Phones should be muted anytime a student is not talking.
- Students must call in for each session, even if they are using ExtendLMS@ICS.

ExtendLMS@ICS Details and Requirements:

- This is a free service provided by UW-Extension. It is based on Adobe Connect Pro software.
- Students will be given a username and password which will allow them access to the online course area.
- Students will be able to see the classroom as well as content that is being shown by Dr. Knox or others, e.g., PowerPoint slides.
- Students at a distance can use a webcam to be seen by the rest of the class if they wish:
 - ☐ A basic USB webcam, or built-in laptop camera, will work.
 - ☐ A webcam is not required for participation in ExtendLMS@ICS.
- Technical requirements for ExtendLMS@ICS:

PC users:

Operating System: Windows (98se, 2000, XP)

Browser:

Internet Explorer 5.0, 5.5, 6.0

Netscape Navigator 7.1

AOL 9

Mozilla Firefox 1.0.3

- Macromedia Flash Player 6.0.79 or higher
Minimum Internet Connection speed of 56 Kbps

Mac users:

- Operating System: Mac OSX 10.s, 10.3, 10.4
Browser
Safari 1.1, 1.2, 2.0
Mozilla Firefox 1.0.3

Macromedia Flash Player 6.0.79 or higher

- Minimum Internet Connection speed of 56 Kbps

- For more information and FAQs on ExtendLMS, go to <http://www.uwex.edu/ics/extendlms/>
- Students can also direct technical questions to Jesse Winters, the School of Education technical coordinator for these courses: jjwinter@education.wisc.edu or (608) 445-1878.

4.iii Introductory Survey

Each student should complete and email, using the threaded discussion section of Learn@UW for this course, around the first course session, pertinent background information along with learning goals and expectations for the course experience. This brief (250 words or less) introduction should include name and an indication of pertinent background experience and current roles, along with expectations for what you would like to gain from the course information. Instructor information is on the ELPA website.

4.iv Periodic Survey – student feedback during course (1 or 2 times)

	Low		High	
1. Syllabus and plan Comments: _____	1	2	3	4
2. Text, readings Comments: _____	1	2	3	4
3. Importance of course content Comments: _____	1	2	3	4
4. Student interaction, discussion Comments: _____	1	2	3	4
5. Opportunities for active learning Comments: _____	1	2	3	4
6. Instructor contributions Comments: _____	1	2	3	4
7. Instructional technology Comments: _____	1	2	3	4
8. General value and benefits Comments: _____	1	2	3	4
9. Most beneficial aspects Comments: _____	1	2	3	4
10. Could be strengthened Comments: _____	1	2	3	4

4.v. Electronic Version of ELPA Course Evaluation Form

Please go to the [Learn@UW](#) course site.

5.1 Papers and Reports Guidelines

Report One: Influences on Participation

- a. Purpose: Prepare a report on selected personal and societal influences on educational participation. Select influences that especially interest you.
- b. Due Week 6, Unit E, on Roles (02/23/10)
- c. Report in the following parts:
 - a. Overview/summary (250 words or less), to also share with other participants
 - b. Discussion (750 words or less)
- d. Aspects to guide report and assessment
 - a. Reasons why you selected influences on participation that you included
 - b. Main personal and societal influences selected
 - c. Reference to course related concepts and readings that address the selected influences
 - d. Reflection on implications for practice or research
- e. Twenty percent of course grade

Report Two: Literature Review Report

- a. Purpose: Prepare a report on a literature review which includes a set of guidelines for doing evaluation, focused on an organizational setting (such as school, community college, university, staff development, association, other continuing education) and a program aspect (needs, goals, staff, materials, achievement, program, outcomes)
- b. Due at the end of Unit E
- c. Report in the following parts:
 1. Literature review of up to 750 words that includes evaluation guidelines
 2. Summary of up to 250 words suitable to distribute to other students
- d. Aspects to guide report and assessment
 1. Reference in critique to course related concepts and readings.
 2. Reflection on major implications for practice or research
- e. Twenty percent of course grade

Report Three: Inquiry Report

- a. Purpose – Design and at least partly implement an evaluation project from an administrative perspective.
- b. Due – Next to last course session (04/27/10)
- c. Report length up to 5,000 words (20 double spaced pages) with sections such as the following.
 1. Executive Summary
 2. Introduction to the purpose and importance of the plan for an evaluation project
 3. Rationale for planned evaluation based on preliminary review of major recent pertinent writings
 4. Methods and procedures for collecting and analyzing data
 5. Major findings, conclusions, and discussion related to rationale (include results, if any, or anticipated types of results).
 6. References
- d. Aspects to guide report and assessment
 1. Clear statement of inquiry question purpose and topic
 2. Justification of importance of inquiry
 3. Identification of major relevant writings
 4. Indication of relations among concepts in rationale that can help explain topic
 5. Use of inquiry methods appropriate for purpose and topic.
 6. Presentation of findings conclusions and implications.
- e. Fifty percent of course grade

5. ii. Criteria for Instructor Assessment of Written Reports

	Low		High
1. Clear Focus and Purpose of Report	1	2	3 4
2. Importance of Content Related to Educational Leadership	1	2	3 4
3. Identification of Course Related Concepts and Writings	1	2	3 4
4. Depth of Analysis	1	2	3 4
5. Evidence of Reflection	1	2	3 4
6. Implications for Practice or Research	1	2	3 4

6.i FAQ: ELPA 748 Spring 2010

1. How do the course units contribute?

The interrelated course units include reading, discussion, reflection, and writing about concepts, examples, rationale, and sources for further study that together can enrich mastery of evaluation for visionary educational leadership.

2. What options in the course plan provide flexibility and individualization?

The syllabus questions and basic readings from the two main texts provide a shared foundation to enrich the individualized reading, writing, and reflection of each student.

3. How could this course improve evaluation for decision making?

Students can use their career experience and interests regarding educational evaluation to emphasize reading, writing, conversation, and reflection to apply concepts to their specific career interests.

4. Why does the course use instructional technology?

Distance education arrangements can provide each student with convenient access to learning resources and interaction with students at various locations.

5. What familiarity with instructional technology should students have?

Minimal familiarity is required for audio conferencing combined with Learn@UW which entails basic use of computer based education with the equivalent of sending and receiving email. Higher levels of technology use are also available, such as video and content sharing.

6. How can students benefit from viewpoints of other students?

Learn@UW can enable students to easily send and receive and participate in online discussions with other students who share similar interests, in addition to synchronous sessions with audio interaction with all other students.

7. Why are periodic surveys and brief reports included?

Such efficient feedback can increase responsiveness and help modify course plans and implementation.

8. Can people enroll as special students without pursuing a graduate degree?

In addition to some students who are matriculated for a graduate degree or certificate from one of the cooperating UW campuses or elsewhere, some students typically do so for professional development by following instructions on the Office of Special and Guest Students:
<http://www.education.wisc.edu/elpa/admissions/SpecialStudentEnrollmentProcess.htm>

9. Can this and future ELPA courses be applied to degree or certification programs?

This and future courses with various formats are planned.

10. Are special accommodations available?

Contact the instructor about available special accommodations and assistance for persons with disability or special challenges related to communication or mobility.

11. What provision is made for access to supplementary readings, beyond course texts?

Beyond the texts and other readings (that can be downloaded and printed), students can search and download many journal articles, along with books from cooperating UW campus libraries, supplemented by interlibrary loans

6.ii Netiquette

The following guidelines for netiquette in online learning may be useful:

http://academic.son.wisc.edu/wistrec/archive/general_info/general_info.html.

"Netiquette" is a code of behavior for the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. We will review both.

For the Learning Environment

- Use proper language. One educator suggests that you speak as though your grandmother were in the room.
- No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are greatly encouraged and appreciated.
- Challenge ideas, not people.
- Keep postings to no more than two screens. People get lost and tired if they are too long.
- DON'T USE ALL CAPITAL LETTERS. PEOPLE FEEL AS IF THEY ARE BEING SCREAMED AT.
- Don't worry too much about typing errors and spelling, as long as you can be understood.
- Communication is 80% nonverbal but we can't see you wink or smile. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :(There are others which you will learn along the way. Some common abbreviations are:

lol = laughing out loud
rofl = rolling on floor laughing
LTNS = Long Time No See
IMHO = In My Humble Opinion
BTW = By The Way

For a list of emoticons visit: <http://www.albion.com/netiquette/book/0963702513p59.html>

General Internet Rules of Behavior

There is a book on [Netiquette](#) which is posted on the Internet. It explains in detail the rules for online communication. The Core Rules from that book are:

Rule 1: Remember the human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

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- Belenky, M. F., Bond, L. A., and Weinstock, J. S. (1997). *A tradition that has no name: Nurturing the development of people, families, and communities*. New York: Basic Books.
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