



# Child Development From Infancy to Adolescence: An Active Learning Approach

By Laura E. Levine, Joyce Munsch

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This exciting chronological introduction to child development employs the lauded active learning approach of Laura E. Levine and Joyce Munsch's successful topical text, inviting students to forge a personal connection to the latest topics shaping the field, including neuroscience, diversity, culture, play, and media. Using innovative pedagogy, **Child Development From Infancy to Adolescence: An Active Learning Approach** reveals a wide range of real-world applications for research and theory, creating an engaging learning experience that equips students with tools they can use long after the class ends.

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**Child Development From Infancy to Adolescence: An Active Learning Approach** By Laura E. Levine, Joyce Munsch **Bibliography**

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### Editorial Review

#### Review

“This book will guide students to make the link between ‘book learning’ and real life experience with children and adolescents.”

(Maria Pagano, New York City College of Technology, CUNY)

“I loved the active learning approach. It spoke to me as an educator. I feel that incorporating this type of learning into the classroom will generate more activity in the classroom setting.”

(Helen I. Green, Cuyahoga Community College)

“I found that the authors did a great job of telling the story of child development. Rather than each chapter being a series of facts and concepts, each chapter wove a clear concept thread throughout each of the sections, so [that] when you finished a chapter you had a well-sown fabric of understanding.”

(Lisa Huffmann, Ball State University)

“I particularly like the writing style and tone. I also find the active learning approach and exercises [to be] excellent.”

(Sharon DeLeon, Fullerton College)

“This book is far superior in terms of pedagogical features.”

(Michelle Tichy, University of Northern Iowa)

“Again and again, Levine and Munsch seek to engage the reader. What could be better?”

(Tim Dickel, Creighton University)

#### About the Author

**Laura E. Levine** received her PhD in developmental and clinical psychology from the University of Michigan. After working with children and families at the Children’s Psychiatric Hospital and in private practice in Ann Arbor for 10 years, she moved to Connecticut and was a stay-at-home mother of her two children for 6 years. She returned to academia in 1994 and taught child psychology and life span development for 20 years at Central Connecticut State University, where she is currently a professor emerita of the Department of Psychological Science. She has received three university teaching awards, and her research on the social development of young children and on the relation between media use and attention difficulties has appeared in journals such as *Developmental Psychology*, the *Journal of Applied*

*Developmental Psychology, Infant Mental Health Journal, Infant and Child Development, Computers and Education, and CyberPsychology, Behavior, and Social Networking.*

Dr. Levine has been very active in promoting excellence in college teaching. She was involved in the creation of the Center for Teaching Excellence at Central Connecticut State University and served on the board of the Connecticut Consortium to Enhance Learning and Teaching. She created numerous programs for faculty both at her university and at regional and national conferences. Her work on the scholarship of teaching and learning can be found in *New Directions for Teaching and Learning, College Teaching* and the *International Journal for the Scholarship of Teaching and Learning*.

**Joyce Munsch** received her PhD in human development and family studies from Cornell University. She was a faculty member in human development and family studies at Texas Tech University for 14 years, where she also served as associate dean for research in the College of Human Sciences for 2 years. In 2002, Dr. Munsch went to the California State University at Northridge as the founding chair and professor in the Department of Child and Adolescent Development. She currently is an emeritus professor in the Department. Dr. Munsch's research has focused on adolescent stress and coping and social network research. Her work has been published in the *Journal of School Psychology, Adolescence, The Journal of Early Adolescence, the Journal of Research on Adolescence, and the American Journal of Orthopsychiatry*. Throughout her career, Dr. Munsch administered grants that supported community-based programs. She was the codirector of the Early Head Start program at Texas Tech University and co-principal investigator for three Texas Youth Commission (Department of Juvenile Justice) grants. At Cal State Northridge, she administered the Jumpstart program for over 10 years. Her commitment to community service learning was recognized in 2005 when she was awarded the CSUN Visionary Community Service Learning Award. In 2012, her service to the County of Los Angeles was recognized by a commendation from the County Board of Supervisors. At Texas Tech, she was the College of Human Sciences nominee for the Hemphill-Wells New Professor Excellence in Teaching Award, the Barnie E. Rushing Jr. Faculty Distinguished Research Award, the El Paso Energy Foundation Faculty Achievement Award, and the President's Excellence in Teaching Award, and she received the Kathryn Burleson Faculty Service Award and the College of Human Sciences Outstanding Researcher Award.

## **Users Review**

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#### **Suzanne Ferris:**

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beginner books that are good idea. Most of us recommend that straight away because this reserve has good vocabulary which could increase your knowledge in vocab, easy to understand, bit entertaining however delivering the information. The author giving his/her effort that will put every word into joy arrangement in writing Child Development From Infancy to Adolescence: An Active Learning Approach yet doesn't forget the main point, giving the reader the hottest as well as based confirm resource info that maybe you can be certainly one of it. This great information can easily drawn you into new stage of crucial imagining.

**Donna Graham:**

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