

# Lorraine Maxwell

## Web Bio

### Information

### Biography

#### Biographical Statement

I joined the Design and Environmental Analysis faculty in 1993 as my first full time academic appointment. My first graduate degree was in city and regional planning. I worked as city planner for a large city in New Jersey and as a facility planner and programmer for an architectural firm in New York City. My PhD is in psychology, specifically environmental psychology. My research interests have always been, and continue to be, related to the ways in which the physical environment relates to children's and adolescents' development, behavior, and well being. Noise and crowding are of particular interest to me, especially when children are exposed to these potential sources of stress in more than one setting. Bronfenbrenner's bio-ecological theory guides much of my research. I am also interested in the ways in which the physical environment is related to children's and adolescents' development of competency and self-efficacy and self-esteem.

More recently my research interests include the role of the physical environment of home, school, and neighborhood in the development of identity, self-esteem, and self-efficacy in children and adolescents. My initial appointment at Cornell included responsibilities in Cooperative Extension. My primary program was to work with the child care industry in New York State providing training and educational materials for child care providers and parents. As of the spring semester 2005 my appointment was changed to research and teaching. I teach the department's programming methods in design course (DEA 3590/6500) as well as DEA 4100 Diversity and Facility Design. I also teach a graduate course, DEA 6200, Studies in Human-Environment Relations.

#### Department Website Summary

Lorraine E. Maxwell is an environmental psychologist. Her research program focuses on the role of the physical environment in child and adolescent development. She teaches courses in facility programming, the role of facility design in a diverse society and a graduate course in Human-Environment Relations.

### Teaching

#### Teaching and Advising Statement

My teaching goals are to 1) provide students with the tools to do problem solving

on their own, 2) meet the needs of various learning styles, 3) encourage further exploration in a field of study, and 4) view the world a bit differently once having taken the course. In my undergraduate classes students have the opportunity to work individually and in teams. It is important to learn how to work with others who have a variety of skills to accomplish shared goals. I also hope that students will gain confidence in their own skills. In my graduate class I encourage students to refine their analytical skills and to further develop expertise in their chosen field.

I work with students on their own research projects as well as on my research projects. I am always excited when students want to learn more about all phases of research and I try to involve them in the early phases as much as possible. I encourage my advisees to consider their own strengths and interests when choosing a career path. I also encourage them to look for ways to use their skills and expertise in areas that may not be obvious.

## **Professional**

### **Current Professional Activities**

- Member, Environmental Design Research Association
- Member, International Association of People-Environment Studies
- Member, Society for Research in Child Development
- Member, Society for the Psychological Study of Social Issues
- Reviewer for Journal of Environmental Psychology
- Reviewer for Environment and Behavior
- Reviewer for Journal of Learning and Individual Differences
- Reviewer for Urban Education Journal

## **Research**

### **Current Research Activities**

I investigate the role of the physical environment in children's and adolescents' behavior, health, wellbeing and development. I am interested in residential settings, school and childcare settings, playgrounds and outdoor settings, museums, and public spaces. In particular, I am interested in the cumulative effects of noise and crowding and other environmental sources of stress when young people are exposed in more than one setting and in the role of the physical environment in children's and adolescents' development of competency, self-efficacy, and self-esteem. Bronfenbrenner's bio-ecological model guides much of my work. I am currently investigating how young adolescents view and use their environments.

## **Extension**

## **Education**

### **Education**

- Ph.D. 1990 Graduate Center of the City University of New York  
Major - Psychology
- Masters in City and Regional Planning 1974 - Rutgers University  
Major - City and Regional Planning
- B.A. 1968 - Queens College of the City University of New York  
Major - History/Political Science

## **Courses**

### **Courses Taught**

- DEA 3590- Programming Methods in Design
- DEA 6500 - Programming Methods in Design
- DEA 4100 - Diversity and Facility Design
- DEA 6200 - Studies in Human-Environment Relations
- DEA 7100 - Graduate Pro-seminar

## **Websites**

### **Administration**

#### **Administrative Responsibilities**

Director of Graduate Studies June 1st, 2013 - December 31st, 2014

### **Publications**

#### **Selected Publications**

Maxwell, L. E. & Evans, G.W. (2014). Children and the physical environment. In R. Cooper, E. Burton & C. L. Cooper (Eds.) *Wellbeing: A complete reference guide, Volume II, Wellbeing and the Environment* (pp. 273-300). Oxford, UK: Wiley-Blackwell.

Maxwell, L.E. & Schechtman, S. L. (2012). The role of objective and perceived school building quality in student academic outcomes and self-perception. *Children, Youth and Environments*, 22, 23-51.

Sepanski, S. Evans, G.W., Barry, R.L., Maxwell, L.E. (2010). An ecological perspective on cumulative school and neighborhood risk factors related to academic achievement. *Journal of Applied Developmental Psychology*, 31, 422-427.

Maxwell, L. E. (2009). Chaos outside the home: The school environment (pp.83-96). In G.W. Evans & T.D. Wachs (Eds). *Chaos and its influence on children's development: An ecological perspective*. Washington DC: American Psychological Association.

Maxwell, L.E., Mitchell, M.R., & Evans, G.W. (2008). Effects of play equipment and loose parts on preschool children's outdoor play behavior: An observational study

and design intervention. *Children, Youth and Environments*, 18 (2), 37-63.

Maxwell, L.E. & Chmielewski, E. J. (2008). Environmental personalization and elementary school children's self-esteem. *Journal of Environmental Psychology*, 28, 143-153.

Maxwell, L.E. (2007). Competency in child care settings: The role of the physical environment. *Environment and Behavior*, 39(2), 229-245.

Maxwell, L.E. (2007). Preschool and day care environments. In R. Lueder & V. Rice (Eds.). *Child Ergonomics* (pp. 653-688). New York: Taylor and Francis.

Maxwell, L.E. (2006). Crowding, class size, and school size. In H. Frumkin, R. Geller, I. L. Rubin, & J. Nodvin (Eds.), *Safe and Healthy School Environments* (pp. 13-19). Oxford, UK: Oxford University Press.

Maxwell, L.E. (2006). Noise. In H. Frumkin, R. Geller, I.L. Rubin, & J. Nodvin (Eds.), *Safe and Healthy School Environments* (pp. 34-45). Oxford, UK: Oxford University Press.

Laquatra, J., Maxwell, L.E. & Pierce, M. (2005). Indoor air pollutants: Limited-resource households and childcare facilities. *Journal of Environmental Health*, 67(7), 39-43

Miller, A.S. & Maxwell, L.E. (2003). Exploring the role of home design in fostering family interaction: The use of programming methods in research. *Journal of Interior Design*, 29, 50-65.

Maxwell, L.E. (2003). Home and School density effects on elementary school children. *Environmental Behavior*, 35(4), 566-578

Maxwell, L.E. & Killeen, J.P. (2002). Museum Visits: Experiences of special education and typically developing children. *Journal of Museum Education*, 27 (1), 18-21.

Maxwell, Lorraine & Evans, G.W. (2000). The effects of noise on preschool children's prereading skills. *Journal of Environmental Psychology*, 20, 91-97.

Evans, G.W., Maxwell, Lorraine, & Hart, B. (1999). Parental language and verbal responsiveness to children in crowded homes. *Developmental Psychology*, 35(4), 1020-1023.

Maxwell, Lorraine (1998). *Designing childcare settings: A child centered approach*. Ithaca, NY: Cornell Cooperative Extension.

Maxwell, L.E. (1996). Multiple effects of home and daycare crowding. *Environment & Behavior*, 28 (4), 494-511

