

**EDUC 791 – FOUNDATIONS OF TEACHING AND LEARNING**  
**Wednesdays; 9:00 a.m. – 12:00 p.m.**  
**Room 2334 SEB**

**Professor:** Leah A. Bricker, Ph.D.

Office: #4047

[lbricker@umich.edu](mailto:lbricker@umich.edu)

734-647-2975 (office phone)

Office Hours: by appointment

**Canvas:** We will use Canvas for our course management system. I will use our course Canvas site to post course materials (e.g., weekly readings, class PowerPoints, assignment guidelines). It is your responsibility to check the Canvas site regularly. Please let me know if you do not have regular Internet access.

## COURSE DESCRIPTION

There are various perspectives about how people learn. What are some major perspectives that have shaped educational practice? Why have these perspectives been so influential? Whose perspectives on learning have not been as central to educational practice and why (and why should we worry about that)? How have these various perspectives guided our own work, whatever that may be (e.g., curriculum development, K-12 and/or post-secondary teaching, museum exhibit design, tutoring, assessment development, development of educational technologies, educational policy)? How might these perspectives influence our research and practice moving forward?

These are the types of questions we will explore in this course. The course is meant to provide an introduction to some of the major theories of learning and how they have guided educational practice, such as teaching, historically and currently. We will read texts to explore some of these theories, and we will analyze educational artifacts and learning environments (e.g., curricula, assessment, software, pedagogical strategies, museum programming) to look for traces of these various ideas about learning. In addition, we will investigate how existing educational artifacts and learning environments might be altered to better align with one or more of these perspectives on learning. Because most of the students enrolled in this course are Ph.D. students, we will also focus on how to use these perspectives in our research-related analyses and our writing. Your interests and past learning-related experiences will help guide some of what we read, as well as the education-related artifacts and learning environments that we choose to analyze.

The amount of research and scholarly writing in this arena from a wide array of fields is vast, and thus, this course represents a broad overview. You should expect to continue your explorations of these literatures and the scholars who have contributed to these literatures well past participating in this course so that you can use these theoretical ideas in your own research, teaching, and writing. This course represents a starting point for these explorations.

Questions that will help guide our explorations include: How has “learning” been conceptualized and theorized? What major scholars, working in which fields, have contributed to theories of learning? What larger contexts (e.g., political, geographical) have influenced the development of these theories

and how? What are some of the past and current debates related to theories of learning? What implications have these theories had for teaching?

## COURSE POLICIES AND PROCEDURES

This is a seminar-style course, with an emphasis on analysis of text, thorough and thoughtful in-class discussions, and out-of-class explorations related to course themes. Given the sheer breadth of the applicable literatures, it should be quite clear that a 14-week course will not ensure that you are “expert” with respect to theories of learning with applications for practices like teaching. However, through course readings, discussions, writings, and explorations, you should have a much more detailed understanding of some influential theories and ideas related to learning, and how they might be useful with respect to your research, writing, and practice-related activities, such as teaching.

### **Course Evaluation**

Grades are based on total points earned. No curve is used. In addition, I do not give grades of A+ in graduate-level courses (because no one is going to be “expert” with respect to any of these theories after one, 14-week course). The course grading scale is as follows:

<b>Percent Range</b>	<b>Corresponding Grade</b>
94% - 100%	A
90% - 93%	A-
88% - 89%	B+
84% - 87%	B
80% - 83%	B-
78% - 79%	C+
74% - 77%	C
70% - 73%	C-
68% - 69%	D+
64% - 67%	D
60% - 63%	D-
Below 60%	F

NOTE: See “Course Assignments” for a list of course assignments and accompanying point values.

### **Additional Policies and Expectations**

#### **1. Academic and Professional Integrity**

It is expected that all members of this learning community will conduct themselves with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. Please refer to the following website for specific policies and procedures related to academic and professional integrity: [http://www.soe.umich.edu/file/academic\\_integrity/](http://www.soe.umich.edu/file/academic_integrity/)

#### **2. Accessibility & Access**

Every member of this learning community has the right to full participation. If you need extra support for any reason, please do not hesitate to contact me and have a discussion with me. I want to support your learning as fully as I can. I will, of course, keep our discussions private and confidential. For example, if you need an accommodation(s) for any type of disability, please let me know at your

earliest convenience. We can work with Services for Students with Disabilities (<http://ssd.umich.edu/>) to ensure that your learning is fully supported.

### 3. Discrimination/Harassment

No member of this learning community should be subject to discrimination of any kind and/or harassment. Please refer to the following website for University policies related to discrimination and harassment:

<http://www.rackham.umich.edu/current-students/help/discrimination>

### 4. Issues Related to Diversity, Equity, and Social Justice

As you know, the University of Michigan School of Education is guided by twin imperatives, as we call them: a focus on education practice (writ large) and a commitment to diversity, inclusion, justice, and equity (DIJE). In this course, we will explore how these twin imperatives currently surface in discussions about how people learn, and what this might mean for our practice (e.g., research, teaching, policy, design) moving forward.

### 5. Classroom Community

Our work together relies on honest, open, and respectful dialogue so that all participants feel free to express their views and ask questions. Disruptive behavior (e.g., inappropriate language, talking over others, harassing others, texting during class, failing to give guest speakers your full attention) has no place in our course and will result in the loss of participation points at the very least. Here are a few guidelines to help facilitate our conversations and activities each week:

- a. ***There is no such thing as a stupid question.*** Please ask any and all questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.
- b. ***Be respectful of others' ideas and experiences*** even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and consider each other's points of view. On a related note, please ***respect confidentiality*** related to this course.
- c. ***Listen to others*** by trying not to interrupt until whoever is talking is finished and until you have heard and considered what others have said. ***Do not assume that silences are unproductive.*** Give others time to think, consider, and formulate ideas.
- d. ***Monitor your participation.*** If you are outgoing and tend to dominate conversation, use this course as a chance to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to practice speaking up and adding to the conversation.
- e. ***Please turn cell phones off or to vibrate*** before each class session out of respect for our community. On a related note, ***use laptops appropriately*** (e.g., note taking, presentations). Unless directly related to this course, please ***refrain from texting, visiting Facebook, etc.*** Please ***turn off all MP3 players.*** Please be mindful of your technology use because it can be quite offensive to others if they are speaking and you are texting or checking email. With that said, I do want to recognize and honor the fact that many of us use our technology as learning tools.

As of March 7, 2018, we adopted the following additional norms:

- f. **Support ideas using course readings** (point to page numbers and quotations in text)
- g. **Spend time thinking through, understanding, questioning, etc. theoretical ideas and spaces without necessarily jumping immediately to practice-based implications**

h. With respect to whole group (and small group discussions), **balance adding new ideas into the mix with building off of ideas previously mentioned by others**

1) Draft-form ideas are welcome and necessary to sense-making

2) Ask often for clarification

i. **Practice challenging each others' ideas.** Sentence starters help (e.g., "I want to push on that idea a bit...", "I agree with X but we might also want to consider...", "We see Y differently...")

## 6. Attendance, Participation, and Communication

Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual performance but also to the success of the course and our community. We all share responsibility for the learning and teaching in this course. If you know that you have to miss a class session, **please notify me PRIOR to your absence** (if you do not, you will lose participation points). You are responsible for obtaining all materials (including summaries of class activities and discussions) and making up any missed work. **I expect excellent communication** (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments). More than two absences over the course of the semester for any reason might result in the loss of a letter grade.

## 7. Late Work, Extension Requests, and Revisions

**LATE WORK:** Unless I state otherwise, all assignments are due on the dates listed in the syllabus.

You may submit your work via email to me directly, and/or by uploading it to the course's Canvas site.

**EXTENSIONS:** I understand that we are all busy people and sometimes we are not able to adhere to stated due dates. If you need an extension, please talk with me in person or contact me via email. **Make sure you contact me PRIOR to any given due date** or I may not be able to grant your extension request. Please do not abuse my liberal extension policy or you will no longer have access to it.

## 8. Format for Assignments & Assignment Submission Guidelines

Unless I note otherwise, all assignments must be typed. **Please double-space your work, use 1" margins all around, and use 12 point Times New Roman font.**

I expect you to attend closely and carefully to spelling, grammar, and other conventions. When referencing course and other materials, please follow the American Psychological Association style guidelines (APA – 6<sup>th</sup> edition). You can access the APA style manual through University of Michigan's libraries or online at

<http://www.apastyle.org>. Purdue University also has a very helpful online APA guide:

<http://owl.english.purdue.edu/owl/resource/560/01/>. If you have questions about how to format an in-

text citation, a reference for your reference list, a Figure embedded in one of your papers, please ask.

## COURSE ASSIGNMENTS

\*NOTE: When applicable, more detailed assignment guidelines and evaluation criteria will be posted to Canvas in a timely fashion.

\*Transparency Statement: Under certain circumstances and with prior permission from me and the other professor(s) involved, you may use assignments in this course to build on prior or current work, for example by extending or improving a paper that you submitted to an earlier class (or that is being submitted in another class you are taking this semester). If you choose to do this (and have secured the necessary permissions), you should provide *a transparency statement*, indicating what exactly you did (e.g., what specific elements you added or extended). Regarding any assignment, if you have not

spoken with me about this, and have not included a transparency statement, I will take this an indication that no version of the work you are submitting has been submitted for the requirements of any other academic course or milestone.

**1. Participation – 1 point per class session (including the break week); 15 points total – 7.5% of final course grade**

*Due Date: Rolling throughout the semester*

You are expected to participate in all aspects of this course. Participation will take many different forms throughout the semester. For example, I might ask you to bring questions to class, and find web sites and other resources to share. You are expected to come to class having already done the readings and ready to participate in discussions and other activities. I want to see you sharing your expertise, debating various perspectives, questioning ideas and arguments, and proposing practical applications for the ideas we are exploring. Because this is a PhD level course, I expect to see you engaged in these activities in class discussions, as well as in your writing.

**2. Reading Response Papers – 20 points each; 60 points total – 30% of final course grade**

*Due Date: Dependent on student choice BUT each student must submit one in Jan., one in Feb., and one in March*

*NOTE:* I will not accept reading responses past March 30, 2018.

*NOTE2:* Written responses should be approximately 5 pages (double-spaced).

You will select three weeks during the course of the semester to submit commentary about the set of readings for that week (or a subset of readings within the set that captures your attention for some reason). Note that one of the weeks you select must be the week during which you are responsible for designing an activity for class (see #3 directly below). For each week that you submit this short paper, you will speak to one or more of the following:

- (a) Quotes from each paper in the set (or the subset within a set) that you found “...insightful, interesting, surprising, controversial, or otherwise thought provoking – and some description of its impact on [your thinking] and/or your research interests...”\*
- (b) A question or questions that the set of readings (or the subset you’re using) raised for you and why
- (c) A summary of the week’s readings, including interesting ideas in each reading and across the set, arguments authors make, and connections to other course readings that you see.

\*Adapted from Knapp/Gallucci Syllabus – University of Washington, 2004

**3. Design an Activity for Class – 20 points – 10% of final course grade**

*Due Date: Dependent on student choice*

*NOTE:* I strongly suggest that you read all of the assigned readings, as well as the optional readings, for whatever week you choose.

In order to distribute the responsibility in the course for facilitation, you will select one week during the course and you will design an activity for class. Your activity should be related to the theme for the week that you choose, and should help the rest of us further engage with ideas present in our readings for that week. You will also be responsible for submitting a reading response related to the readings for

the week that you select (see #2 above; you must submit your reading response during the week you facilitate; either before or after the class). Due to the number of people enrolled in the course, you might share the “Design an Activity for Class” assignment with someone else (but everyone will submit their own reading response).

#### **4. Introductory Paper – 10 points – 5% of final course grade**

*Due Date: on or before January 10, 2018 (credit/no credit)*

In no more than 5 pages (typed and double-spaced), respond to the following questions/prompts:

- a. What do you want to work on this semester with respect to your academic reading, writing, time management, research, etc.? (You can pick an area of focus or write about several areas on which you want to focus. Please be specific. For example, if you want to work on your writing, what specifically about your writing do you want to target?)
- b. Have you already explored any of the ideas about learning that we will study this semester? If yes, in what context(s)? Regardless, what ideas about learning listed in the syllabus look most interesting to you and why?
- c. What questions do you have about learning (in general, as tied to your previous work before you came to grad school, etc.)? Pose at least three questions and contextualize each of them (i.e., why you are posing each question).
- d. Finally, write a brief bio for yourself. I am interested in learning the following (as well as anything else you'd like to include):
  1. What type of work were you doing before starting graduate school?
  2. What type of work do you see yourself doing after graduate school?
  3. What are your current research interests?
  4. What are a few things that you like to do for fun (when you are not working)?
  5. What do you consider yourself an expert at doing (write about one academic-related skill and one non-academic related skill)?
  6. Is there anything else you would like for me to know about you at this point in time (“no,” “n/a,” etc. is a perfectly acceptable response).

#### **5. Final Course Project – 95 points – 47.5% of final course grade**

*Due Dates:*

*a. Your final project idea is due on or before February 21, 2018 (10 points)*

*b. Your final project outline is due on or before March 21, 2018 (15 points)*

*c. Your final project is due on or before April 11, 2018 (70 points)*

Your final course project should actively use some of the theories discussed in the course, and be directly applicable to your current work (or future work that you would like to do). For example, and given that we cannot possibly read all of the literature associated with these theories, you might want to read more about one of the theories of learning (or a specific element of a theory) we discuss this semester, and then construct a mini literature review or an annotated bibliography. You might want to design a research study or educational artifact (e.g., a portion of a curriculum, a museum exhibit), guided by some aspect of the course. You might choose to conduct a book review (e.g., *Cambridge Handbook of the Learning Sciences*) or journal review (e.g., *Journal of the Learning Sciences*) to explore literature over the past several years related to course themes. You may choose to interview someone about their ideas related to learning and teaching and then relate your interview to course readings. You might choose to analyze an existing educational artifact (e.g., curriculum, policy document). We will talk in more detail about the guidelines for this assignment later in the semester.

## COURSE SCHEDULE\*

\*I reserve the right to revise this schedule whenever it is necessary and useful for us, and based on our progress in the course. I am in the process of securing some guest speakers for the course, which might impact the draft schedule listed here.

\*Note that for any given perspective on learning we discuss, we will also discuss implications for teaching and other education-related practice, such as the design of curricula, assessment, policy, informal learning environments and programs, and the like.

### WEEK 1 – JANUARY 3, 2018 – COURSE INTRODUCTION

#### **READINGS:**

N/A

#### **ASSIGNMENTS:**

1. Submit your introductory paper before next week's class (upload to Canvas or email to me). Be ready to discuss aspects of your paper in class.
2. Come to class with any questions you have about the syllabus.
3. Come to class ready to identify the week during which you want to facilitate your Design an Activity assignment. Please be ready to indicate your first, second, and third choice. (We will talk in more detail next week about what is involved with respect to this assignment.)
4. Reading response paper (if you choose)

### WEEK 2 – JANUARY 10, 2018 – PSYCHOLOGY & EDUCATION

#### **READINGS (IN THIS ORDER):**

National Research Council (NRC). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: The National Academies Press.

→ Chapter 3: Learning and Transfer

Berliner, D. C. (1993). The 100-year journey of educational psychology: From interest, to disdain, to respect for practice. In T.K. Fagan & G.R. VandenBos (Eds.), *Exploring applied psychology: Origins and critical analyses. Master lectures in psychology* (37-78). Washington, DC: American Psychological Association.

Schwab, J. J. (1958). On the corruption of education by psychology. *School Review*, 66, 169-184.

Thorndike, E. L. (1910). The contribution of psychology to education. *Journal of Educational Psychology*, 1, 5-12.

#### **ASSIGNMENTS:**

1. Reading response paper (if you choose)
2. Start to plan for your Design-an-Activity assignment

### WEEK 3 – JANUARY 17, 2018 – BEHAVIORISM

#### **READINGS (IN THIS ORDER):**

Smith, L.D. (2014). Behaviorism, overview. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 156-164). New York, NY: Springer.

Skinner, B. F. (1954). The science of learning and the art of teaching. *Harvard Educational Review*, 24(2), 86-97.

Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). R is for reward: Motivating behavior. In *The ABCs of how we learn: 26 scientifically proven approaches, how they work, and when to use them* (pp. 220-233). New York, NY: W.W. Norton & Company.

**OPTIONAL READINGS:**

Cohen, D. (2004). Behaviorism. In R.L. Gregory (Ed.), *The Oxford companion to the mind* (2<sup>nd</sup> ed.) (pp. 71-74). New York, NY: Oxford University Press.

Skinner, B.F. (1987). Whatever happened to psychology as the science of behavior? *American Psychologist*, 42(8), 780-786.

Thorndike, R.L. (1991). Edward L. Thorndike: A professional and personal appreciation. In G.A. Kimble, M. Wertheimer, & C. White (Eds.), *Portraits of pioneers in psychology* (pp. 139-152). New York, NY: American Psychological Association.

**ASSIGNMENTS:**

1. Reading response paper (if you choose)
2. Plan for your Design-an-Activity assignment

**WEEK 4 – JANUARY 24, 2018 – THEORIES OF INTELLIGENCE****READINGS (IN THIS ORDER):**

Sternberg, R.J. (2004). Intelligence. In R.L. Gregory (Ed.), *The Oxford companion to the mind* (2<sup>nd</sup> ed.) (pp. 375-378). New York, NY: Oxford University Press.

Miller, G.A., & Buckhout, R. (1973). Alfred Binet: Psychologist. In *Psychology: The science of mental life* (pp. 171-187). New York, NY: Penguin.

Walters, J.M., & Gardner, H. (1986). The theory of multiple intelligences: Some issues and answers. In R.J. Sternberg & R.K. Wagner (Eds.), *Practical intelligence* (pp. 163-182). New York, NY: Cambridge University Press.

**OPTIONAL READINGS:**

Cronbach, L. J. (1975). Five decades of public controversy over mental testing. *American Psychologist*, 30, 1-13.

De Bruyckere, P., Kirchner, P.A., & Hulshof, C.D. (2015). Myth 9: In education, you need to take account of different types of intelligence. In *Urban myths about learning and education* (pp. 63-69). Amsterdam, The Netherlands: Elsevier.

**ASSIGNMENTS:**

1. Reading response paper (if you choose)
2. Plan for your Design-an-Activity assignment
3. Start to think about what you might want to do for your final course project (you need to submit your idea to me no later than Feb. 21).

**WEEK 5 – JANUARY 31, 2018 – PHILOSOPHERS & CONNECTIONS TO LEARNING****READINGS (IN THIS ORDER):**

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan Publishing Company. (Chapters 1-3; pp. 17-50)

Generals, D. (2000). Booker T. Washington and progressive education: An experimentalist approach to curriculum development and reform. *The Journal of Negro Education*, 69(3), 215-234.



Montessori, M. (2008). *Dr. Montessori's own handbook*. Radford, VA: Wilder Publications.  
(Preface, Introductory Remarks, A "Children's House," The Method, and Arithmetic)

**OPTIONAL READINGS:**

- Dewey, J. (1896?). John Dewey's original letter to the Trustees of the University of Chicago, arguing for the creation of a laboratory school.
- Lagemann, E.C. (1989). The plural worlds of educational research. *History of Education Quarterly*, 29(2), 185-214.
- Noddings, N. (2013). An ethic of caring. In R. Shafer-Landau (Ed.), *Ethical theory: An anthology* (2<sup>nd</sup> ed.) (pp. 699-712). Malden, MA: John Wiley & Sons, Inc.

**ASSIGNMENTS:**

1. Reading response paper (if you choose)
2. Plan for your Design-an-Activity assignment
3. Submit final course project idea to me no later than Feb. 21.

**WEEK 6 – FEBRUARY 7, 2018 – CONSTRUCTIVISM & CONSTRUCTIONISM**

**READINGS (IN THIS ORDER):**

- Hein, G.E. (1991). Constructivist learning theory. Retrieved from <http://www.exploratorium.edu/education/ifi/constructivist-learning>
- Piaget, J. (1970). Piaget's theory. In P.H. Mussen (Ed.), *Carmichael's handbook of child psychology* (pp. 703-732). New York: Wiley.
- Harel, I., & Papert, S. (1991). Situating constructionism. In *Constructionism*. New York, NY: Ablex Publishing Corporation. Retrieved from <http://www.papert.org/articles/SituatingConstructionism.html>

**OPTIONAL READINGS:**

- Beins, B.C. (2012). Jean Piaget: Theorist of the child's mind. In W.E. Pickren, D.A. Dewsbury, & M. Wertheimer (Eds.), *Portraits of pioneers in developmental psychology* (pp. 89-108). New York: Psychology Press.
- Donaldson, M. (1978). Appendix: Piaget's theory of intellectual development. In *Children's minds*. New York: W. W. Norton & Company.
- Piaget, J. (1973). *The child and reality: Problems of genetic psychology* (Arnold Rosin, trans.). New York, NY: Grossman.
- \*read Chapter 1, "Time and the intellectual development of the child,"; Chapter 3, "The stages of intellectual development in the child and adolescent,"; Chapter 8, "The necessity and significance of comparative research in genetic psychology"

**ASSIGNMENTS:**

1. Reading response paper (if you choose)
2. Plan for your Design-an-Activity assignment
3. Submit final course project idea to me no later than Feb. 21.

**WEEK 7 – FEBRUARY 14, 2018 – SOCIOCULTURAL HISTORICAL THEORIES OF LEARNING**

**READINGS (IN THIS ORDER):**

- Vygotsky, L. S. (1978) *Mind in society*. Cambridge, MA: Harvard University Press, pp. 19-30, 79-91.

- Wertsch, J.V., & Tulviste, P. (1992). L.S. Vygotsky and contemporary developmental psychology. *Developmental Psychology*, 28(4), 548-557.
- Nasir, N.S., Roseberry, A.S., Warren, B., & C.D. Lee. (2014). Learning as a cultural process: Achieving equity through diversity. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (2<sup>nd</sup> ed.) (pp. 686-706). New York: Cambridge University Press.
- Moll, L.C., & Greenberg, J.B. (1990). Creating zones of possibilities: Combining social contexts for instruction. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 319-348). Cambridge, UK: Cambridge University Press.

**OPTIONAL READING:**

- Gutiérrez, K. & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 22(5), 19-25.
- Luria, A. R. (1979). Cultural differences in thinking. In M. Cole and S. Cole (Eds.), *The making of mind* (pp. 38-57). Cambridge, MA: Harvard University Press.
- Miller, R. (2014). Introducing Vygotsky's cultural-historical psychology. In A. Yasnitsky, R. van der Veer, & M. Ferrari (Eds.), *The Cambridge handbook of cultural-historical psychology* (pp. 9-46). New York: Cambridge University Press.
- Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). L is for listening and sharing: Learning more together than alone. In *The ABCs of how we learn: 26 scientifically proven approaches, how they work, and when to use them* (pp. 140-152). New York, NY: W.W. Norton & Company.
- Yasnitsky, A. (2012). Lev Vygotsky: Philologist, defectologist, a sociointellectual biography. In W.E. Pickren, D.A. Dewsbury, & M. Wertheimer (Eds.), *Portraits of pioneers in developmental psychology* (pp.109-130). New York: Psychology Press.

**ASSIGNMENTS:**

1. Reading response paper (if you choose)
2. Plan for your Design-an-Activity assignment
3. Submit final course project idea to me no later than next week.
4. Start working on your final course project outline (due on or before March 21).

**WEEK 8 – FEBRUARY 21, 2018 – LEARNING AS SITUATED****GUEST SPEAKER: PROFESSOR MAISIE GHOLSON****READINGS (IN THIS ORDER):**

- Brown, J.S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Greeno, J.G. (1998). The situativity of knowing, learning, and research. *American Psychologist*, 53(1), 5-26.
- Lave, J. (1991). Situating learning in communities of practice. In L.B. Resnick, J.M. Levine, & S.D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 63-82). Washington, DC: American Psychological Association.
- Gholson, M., & Martin, D.B. (2014). Smart girls, Black girls, mean girls, and bullies: At the intersection of identities and the mediating role of young girls' social network in mathematical communities of practice. *Journal of Education*, 194(1), 19-33.

**OPTIONAL READINGS:**

- Bang, M. (2015). Culture, learning, and development about the natural world: Advances facilitated by situative perspectives. *Educational Psychologist*, 50(3), 220-233.

Korthagen, F.A.J. (2010). Situated learning theory and the pedagogy of teacher education: Towards and integrative view of teacher behavior and teacher learning. *Teaching and Teacher Education*, 26, 98-106.

**ASSIGNMENTS (FOR MARCH 7):**

1. Reading response paper (if you choose)
2. Plan for your Design-an-Activity assignment
3. Continue working on your final course project outline (due on or before March 21).

**WEEK 9 – NO CLASS: WINTER/SPRING BREAK**

**READINGS:**

\*Get started on the readings for March 7.

**WEEK 10 – MARCH 7, 2018 – THE COGNITIVE REVOLUTION & COGNITIVE SCIENCE**

**GUEST SPEAKER: PROFESSOR CHRIS QUINTANA**

**READINGS (IN THIS ORDER):**

- Miller, G.A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences*, 7(3), 141-144.
- Brown, A.L (1994). The advancement of learning. *Educational Researcher*, 23(8), 4-12.
- Hutchins, E. (2001). Distributed cognition. In N.J. Smelser & P.B. Baltes (Eds.), *The International Encyclopedia of the Social and Behavioral Sciences* (pp. 2068-2072). Amsterdam, The Netherlands: Elsevier.
- Pea, R.D. (2004). The social and technological dimensions of scaffolding and related theoretical concepts for learning, education, and human activity. *Journal of the Learning Sciences*, 13(3), 423-451.

**OPTIONAL READINGS:**

- Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Cole, M., & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.), *Distributed cognitions: Psychological and educational considerations* (pp. 1-46). Cambridge, UK: University of Cambridge Press.
- De Bruyckere, P., Kirchner, P.A., & Hulshof, C.D. (2015). Myth 6: You can learn better if you discover things for yourself rather than having them explained to you by others. In *Urban myths about learning and education* (pp. 48-53). Amsterdam, The Netherlands: Elsevier.
- Driscoll, M.P. (2004). Cognitive information processing. In *Psychology of learning for instruction* (3rd ed.) (pp. 71-110). Boston, MA: Pearson.
- Ranganath, C., Libby, L.A., & Wong, L. (2012). Human learning and memory. In K. Frankish and W.M. Ramsey (Eds.), *The Cambridge handbook of cognitive science* (pp. 112-130). Cambridge, UK: Cambridge University Press.
- Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). S is for self-explanation: Going beyond the information given. In *The ABCs of how we learn: 26 scientifically proven approaches, how they work, and when to use them* (pp. 234-248). New York, NY: W.W. Norton & Company.

**ASSIGNMENTS:**

1. Reading response paper (if you choose). Remember that the last day to submit reading responses papers is March 30.

2. Plan for your Design-an-Activity assignment
3. Your final course project outline is due on or before March 21.

### **WEEK 11 – MARCH 14, 2018 – EMBODIED COGNITION**

#### **READINGS (IN THIS ORDER):**

- Wilson, AD., & Golonka, S. (2013). Embodied cognition is not what you think it is. *Frontiers in Psychology, 12*, 1-13. Retrieved from <http://journal.frontiersin.org/article/10.3389/fpsyg.2013.00058/full>
- Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). H is for hands-on: Recruiting the body's intelligence. In *The ABCs of how we learn: 26 scientifically proven approaches, how they work, and when to use them* (pp. 86-101). New York, NY: W.W. Norton & Company.
- Ollis, T. (2008). The 'accidental activist': Learning, embodiment, and action. *Australian Journal of Adult Learning, 48*(2), 316-335.

#### **OPTIONAL READINGS:**

- Alibali, M.W., & Nathan, M.J. (2012). Embodiment in mathematics teaching and learning: Evidence from learners' and teachers' gestures. *Journal of the Learning Sciences, 12*(2), 247-286.
- Ochs, E., Gonzales, P., & Jacoby, S. (1996). "When I come down, I'm in the domain state": Grammar and graphic representation in the interpretive activity of physicists. In E. Ochs, E. Schegloff, & S. Thompson (Eds.), *Interaction and grammar* (pp. 328-369). Cambridge, UK: Cambridge University Press.

#### **ASSIGNMENTS:**

1. Reading response paper (if you choose). Remember that the last day to submit reading responses papers is March 30.
2. Your final course project outline is due next week (March 21).
3. Plan for your Design-an-Activity assignment
4. Begin work on your final course project (due on or before April 11).

### **WEEK 12 – MARCH 21, 2018 – THEORIES IN DIALOGUE**

#### **READINGS (IN THIS ORDER):**

- Bruner, J. (1996). Celebrating divergence: Piaget and Vygotsky. Keynote address presented at the Second Congress of Socio-Cultural Research honoring Vygotsky's and Piaget's centennial.
- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology, 49*, 345-375.
- Nasir, N.S., & Hand, V. M. (2006). Exploring sociocultural perspectives on race, culture, and learning. *Review of Educational Research, 76*(4), 449-475.
- Bruer, J.T. (1997). Education and the brain: A bridge too far. *Educational Researcher, 26*(8), 4-16.

#### **OPTIONAL READING:**

- Cobb, P. (1994). Where Is the Mind? Constructivist and sociocultural perspectives on mathematical development. *Educational Researcher, 23*, 13-20.
- Cole, M., & Wertsch, J.V. (1996). Beyond the individual-social antinomy in discussions of Piaget and Vygotsky. *Human Development, 39*, 250-256.

Lee, C.D. (2016). Examining conceptions of how people learn over the decades through AERA Presidential Addresses: Diversity and equity as persistent conundrums. *Educational Researcher*, 45(2), pp. 73-82.

**ASSIGNMENTS:**

1. Reading response paper (if you choose). Remember that the last day to submit reading responses papers is March 30.
2. Plan for your Design-an-Activity assignment
3. Continue to work on your final course project (due on or before April 11).

**WEEK 13 – MARCH 28, 2018 – CRITICAL THEORIES AND LEARNING****READINGS (IN THIS ORDER):**

- Burbules, N.C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. In T.S. Popkewitz & L. Fendler (Eds.), *Critical theories in education: Changing terrains of knowledge and politics* (pp. 45-66). New York, NY: Routledge.
- Freire, P. (1968). There is no teaching without learning. In P. Freire, *Pedagogy of freedom* (pp. 29-48). New York: Rowman and Littlefield Publishers, Inc.
- Giroux, H.A., & Penna, A.N. (1979). Social education in the classroom: The dynamics of the hidden curriculum. *Theory & Research in Social Education*, 7(1), 21-42.
- Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.

**OPTIONAL READING:**

- Freire, P. (1968). Teaching is not just transferring knowledge. In P. Freire, *Pedagogy of freedom* (pp. 49-84). New York: Rowan & Littlefield Publishers, Inc.
- Gottesman, I. (2016). Critical pedagogy. In *The critical turn in education: From Marxist critique to poststructuralist feminism to critical theories of race* (pp. 74-93). New York, NY: Routledge.
- Johnson, A.J. (1995). Life after death: Critical pedagogy in an urban classroom. *Harvard Educational Review*, 65(2), 213-230.
- Philip, T.M., Jurow, A.S., Vossoughi, S., Bang, M., & Zavala, M. (2017). Engagements: The learning sciences in a new era of U.S. nationalism. *Cognition & Instruction*, 35(2), retrieved from <http://cognitionandinstruction.com/engagements-the-learning-sciences-in-a-new-era-of-u-s-nationalism/>
- Philip, T.M., Bang, M., & Jackson, K. (2017). Engagements: Articulating the “how,” the “what for,” and the “for whom” in concert: A call to broaden the benchmarks of our scholarship. *Cognition & Instruction*, 36(2), retrieved from <http://cognitionandinstruction.com/articulating-the-how/>

**ASSIGNMENTS:**

1. Reading response paper (if you choose). Remember that the last day to submit reading responses papers is this Friday (March 30).
2. Continue to work on your final course project (due on or before April 11).

**WEEK 14 – APRIL 7, 2018 – ECOLOGICAL PERSPECTIVES ON LEARNING****READINGS (IN THIS ORDER):**

- Banks, J. A., Au, K. H., Ball, A. F., Bell, P., Gordon, E. W., Gutiérrez, K. D. ..., Zhou, M., (2007). *Learning in and out of school in diverse environments: Life-long, life-wide, life-deep*. Seattle, WA: The LIFE Center and The Center for Multicultural Education, University of Washington.
- Bronfenbrenner, U. (1994). Ecological models of human development. In *International encyclopedia of education, Vol. 3* (2<sup>nd</sup> ed.). Oxford, UK: Elsevier.
- Barron, B. (2006). Interest and self-sustained learning as catalysts of development: A learning ecology perspective. *Human Development, 49*, 193-224.
- Lee, C.D. (2010). Soaring about the clouds, delving the ocean's depths: Understanding the ecologies of human learning and the challenge for education science. *Educational Researcher, 39*(9), 643-655.

**ASSIGNMENTS:**

1. Finalize your final course project (due next week).

**WEEK 15 – APRIL 11, 2017 – TBD****READINGS:**

[We will decide together what we want to read and/or review for this final class.]