

University of Massachusetts, Amherst
EDUC 692K – Foundations and Theories of Learning
Monday 4:00pm – 5:30pm, Fully Remote
Prof. Sullivan
Office hours: (M) 2:30pm – 3:30pm, By Appointment

Course Description:

This is a survey course of the major theories of human learning and development as they have been created over the last 125 years from three disciplinary perspectives, the philosophical (Dewey's pragmatism, Piaget's structuralism), the psychological (Bruner's constructivism, Vygotsky's socio-cultural) and the anthropological (Lave & Wenger's situated learning theory and González, Moll, & Amanti's funds of knowledge theory). We will also consider learning and development from a critical lens (Esmonde, Bang). The course is designed to provide students with an in-depth understanding of the primary learning theories currently ascribed to by many professional educators and educational researchers, a general understanding of the intellectual history of these theories, the connections across and among the theories, and recent critical views of these theories of learning. As well, the course seeks to support students in developing a practical view of these theories, such that they may be used to guide you in your own teaching and learning practices.

Prerequisites:

This course is offered as an in-depth, introductory course. No prerequisites are required.

Course Objectives:

As a result of participating in this course and completing the course assignments, students will have the potential to achieve the following general learning outcomes:

- ❖ Develop knowledge of the historical roots and intellectual traditions underpinning current Euro-centric theories of learning
- ❖ Construct an understanding of the main tenets of pragmatist, constructivist and socio-cultural theories of learning
- ❖ Understand the main theoretical differences between the various theories of learning
- ❖ Develop a deeper awareness of the diverse ways we can think about learning and how to support student learning as teachers

Required Texts: Order Online

Dewey, J. (1997). *Experience and Education*. New York: Simon and Shuster.

Gallagher, J.M., & Reid, K.D., (2002). *The Learning theory of Piaget & Inhelder*. New York: Authors Choice Press.

Lave, J. & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. New York: Cambridge University Press.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Other Readings: Additional readings have been selected for this course. These readings are available on our class website and are derived from the following texts:

Bruner, J.S. & Anglin, J.M. (1973). *Beyond the information given: Studies in the psychology of knowing*. New York: Norton & Co.

N. González, L. Moll, & C. Amanti (2005). *Funds of knowledge: theorizing practices in households, communities, and classrooms*. Lawrence Erlbaum Associates: Mahwah, NJ. This text is also available as an e-book from the UMass library.

Esmonde, I., (2017). Power and sociocultural theories of learning. In I. Esmonde and A. Booker (Eds.), *Power and privilege in the learning sciences, critical and sociocultural theories of learning*, 6-27. Routledge.

Bang, M. (2017). Towards an ethic of decolonial trans-ontologies in sociocultural theories of learning and development. In I. Esmonde and A. Booker (Eds.), *Power and privilege in the learning sciences, critical and sociocultural theories of learning*, 115-138. Routledge.

Assignments

- ❖ ***Annotated Learning Environment Timeline*** – Over the course of the semester, students will develop an annotated timeline of the learning environments they have personally experienced from birth to the present moment. Students will begin by developing the outline for the timeline. This outline will then be filled in over the course of the semester in relation to the theories of learning we are reading. We will use the freely available, web-based, software program called Sutori to complete this work. Sutori allows us to create the timelines, add images and/or other visualizations to help tell our story, and text boxes for annotating. We will use the text boxes to both describe the learning environment, and to analyze it in terms of the theories we have read. I will provide an example of how this will be done in class. You will first create the timeline headings, you will then update your annotated timeline seven times over the course of the semester, adding images and information, and annotating your learning story in terms of the theories we are reading (see the table below for the sequence of updates). I will review and assess your annotated timeline after each of these seven updates. Students will take turns presenting their Sutori timelines over the course of the term in class. Sutori timelines will not be fully completed until the last day of

class. We will take the last day of class to share and view all of our classes learning timelines.

- **Update your Annotated Timeline** – Students will update their annotated timeline seven times after creating the initial headings of the timeline. The updates should include images and/or other visualizations that help to tell the story of the learning environment you are describing. You will annotate your timeline by describing in it how the environment connects to the theory we have read. In your annotation, you should refer directly to the ideas presented in the texts we have read. Your updated timeline will be due the week that a particular section ends as follows:

Annotated Timeline Due Dates	Due
Create the timeline headings	8/31
Dewey - Experiential Learning	9/7
Piaget - Constructivism	9/21
Bruner - Representational View of Learning	9/28
Vygotsky - Socio-Cultural Approach	10/12
Lave & Wenger - Situated Learning	10/19
González, Moll & Amanti - Funds of Knowledge	11/2
Final Timeline	11/16

- **Present your Updated Timeline** - Three students will present their updated annotated timeline each week and we will spend time in class discussing the theoretical ideas that are encapsulated in these annotated timelines. Students should be prepared to discuss the content of their annotated timelines with the class. One of the learning goals of this activity is to develop a working understanding of a theory as applied.
 - **Final Annotated Timeline Presentations** – Your learning environments annotated timeline is due the last day of class. We will share all of our fully completed timelines with one another in a virtual gallery walk on the last day of class.
- ❖ **Theory Idea Mapping** – Each of the theories of learning we will study this semester contain core ideas about human learning, including how and why it happens. In this assignment students will work in small groups of 4-5 to develop mind map visualizations of the main tenets of the theories we are studying, including constituent elements and/or practices. Each small group will focus on one theory. There are six major theories we will study. We will create the first mind map in class as a whole class activity. This first map will focus on John Dewey’s experiential theory of learning. Students will then sign up in small groups to create mind maps of the following five theories we will study. Students

will present the mind map to the class on the last day of that theory section as demonstrated in the table below.

Theory Idea Map Due Dates	Due
Piaget - Constructivism	9/21
Bruner - Representational View of Learning	9/28
Vygotsky - Socio-Cultural Approach	10/12
Lave & Wenger - Situated Learning	10/19
González, Moll & Amanti - Funds of Knowledge	11/2

- ❖ **Online Learning Environment Evaluation.** Working in small groups of 2-3, students will then take the created mind maps and use them to evaluate and analyze an online learning environment of their choosing (e.g., this can include a MOOC, an educational game, the Kahn academy or a similar online learning system, an online learning tool that exists within an online community (like Scratch), an online community that exists on social media (like a facebook group or a twitter group), etc. Small groups will develop and make a presentation of their findings to class according to the following schedule. Small groups will sign up to create the mind maps and to evaluate a learning environment using a mind map. Class presentations should be 15 minutes per group.

Learning Environment Evaluation Presentations	Due
Piaget - Constructivism	9/28
Bruner - Representational View of Learning	10/5
Vygotsky - Socio-Cultural Approach	10/19
Lave & Wenger - Situated Learning	10/26
González, Moll & Amanti - Funds of Knowledge	11/9

- ❖ **Final Paper and/or Project** – There are two options from which to choose for the final work in this class as follows (due on 11/16/20):
 1. Write a final paper or create a narrated presentation in which you present your theory of learning. This paper/presentation should be well grounded in the theories we have read over the semester. A pluralistic theoretical stance is welcomed. It is fine to also refer to your own learning experiences as expounded upon in your annotated timeline. However, your paper/presentation should be cogent and clear as regards what your theory is and how it relates to the other theories we have read. In other words, you must make clear references to the texts we have read including page references to specific ideas. So, while the theory should be a statement of what you believe, it should map back to the theories we have read, when/where relevant.
 2. Design and theoretically ground a future learning environment. This future learning environment may be a classroom that you are hoping to have once you become a teacher, or it might be a web site or online environment that you

are planning to create, or it might be a project related to your work as an instructional designer or learning consultant. The goal of this work is to design a learning environment and theoretically ground those design decisions in the work we have read in this class. You can either write a paper that describes and grounds your design, or you can create a narrated presentation that presents your designs and clearly refers back to the theories at hand.

Multi-modality – *Should you choose to create a narrated presentation, instead of writing a final paper, this narrated presentation must be developed with the same intellectual rigor that goes into the writing of a paper. You must clearly and cogently refer to the theories that underlie the work and expand upon those theories in the presentation. A well done presentation will be scripted – include meaningful visuals and move at a pace that is interesting and informative – text only slides should be avoided – visuals should be meaningful and illustrate the narration – it is fine to have models, diagrams, tables, and data presented in the slides along with still and moving images. A reference list at the end of the narrated presentation should be provided. Narrated presentations should be 15 minutes long.*

Small Collaborative Group Work: Students will work in two small groups over the term. The first small group will be devoted to creating the theory idea map. The second small group will evaluate a learning environment using another group's theory idea map.

Grading Policy: This class consists of both individual and group work. I expect all students to be prepared for class and to participate and contribute full to the small group activities. It is important that you come prepared to class so that you can contribute to the work of the small group. If you need to miss a class for any reason, please send me an email to let me know. If you have three unexcused absences, your grade will be lowered by one half grade. Excused absences include religious observance and/or illness (with a Dr.'s note if you miss more than one class). If you have four unexcused absences, you will automatically fail the course. Grades will be weighted as follows:

Learning Environments Annotated Timeline – 35%

Theory Idea Map – 15%

Online Learning Environment Evaluations – 15%

Final Paper and/or Project– 35%

Class Schedule:

August 24th –Introduction to the Course

Synchronous Meeting: Overview and personal introductions; taking structured notes.

August 31st – Pragmatism and Experiential Learning

1) Dewey, J. (1997). Experience and Education. New York, NY: New York: Simon and Shuster. pp. 17 – 60.

- Traditional vs. Progressive Education
- The Need of a Theory of Experience

- Criteria of Experience
- Social Control

Synchronous Meeting: Introduction to diagram.net and mind map creation in break out rooms (using structured notes); sign-up to present your annotated timeline.

September 7th – Pragmatism and Experiential Learning

1) Dewey, J. (1997). Experience and Education. New York, NY: New York: Simon and Shuster, pp. 61-91;

- The Nature of Freedom
- The Meaning of Purpose
- Progressive Organization of Subject-Matter
- Experience-The Means and Goal of Education

Synchronous Meeting: Mind map creation completion in break out rooms (using structured notes); finalize Experiential Learning mind map; sign-up for theory idea mapping group project.

Assignment Due: Updated Annotated Timeline #1 – Submit (Share) your Annotated Timeline with Dewey Annotations

September 14th – Piaget’s Constructivism - Genetic Epistemology

1) Gallagher, J.M, & Reid, K.D., (2002). The Learning theory of Piaget & Inhelder. New York: Authors Choice Press (pp. 1-57).

- Chapter One – Genetic Epistemology as a Learning Theory
- Chapter Two – The Meaning of Genetic Epistemology
- Chapter Three – Learning and Development

Synchronous Meeting: Three annotated timeline presentations; use Experiential Learning mind map to analyze an online learning environment in break out rooms, share out findings.

September 21st – Piaget’s Constructivism – The Stage Theory of Cognitive Development

1) Gallagher, J.M, & Reid, K.D., (2002). The Learning theory of Piaget & Inhelder. New York: Authors Choice Press (pp. 58-121.)

- The Semiotic or Symbolic Function
- The “Concrete” Operations of Thought and Interpersonal Relations

Synchronous Meeting: Three annotated timeline presentations; presentation of Piaget idea map and discussion.

Assignment Due: Updated Annotated Timeline #2 – Submit (Share) your Annotated Timeline with Piaget Annotations

September 28th – Jerome Bruner: Representation in Childhood

Bruner, J.S. & Anglin, J.M. (1973). Beyond the information given: Studies in the psychology of knowing. New York: Norton & Co.

Section 4 - Representation in Childhood (pp. 311-351)

- Introduction
- The Growth of Representational Processes
- The Course of Cognitive Growth

Synchronous Meeting: Three annotated timeline presentations; presentation of Brunerian mind map and discussion; 2- 3 small groups present online learning environment evaluation using Piaget map.

Assignment Due: Updated Annotated Timeline #3 – Submit (Share) your Annotated Timeline with Bruner Annotations

October 5th– Vygotsky: Socio-Cultural Approach

1) Vygotsky, L.S. (1978). *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press. pp. 1-57.

Introduction

- Tool and Symbol in Child Development
- The Development of Perception and Attention
- Mastery of Memory and Thinking
- Internalization of Higher Psychological Functions

Synchronous Meeting: Three annotated timeline presentations; 2-3 small groups present online learning environment evaluation using Brunerian map.

October 12th – Vygotsky: Socio-Cultural Approach; Situated Learning

1) Vygotsky, L.S. (1978). *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press. pp. 79-104.

- Interaction between Learning and Development
- The Role of Play in Development

2) Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press. pp. 13-58.

- Introduction
- Legitimate Peripheral Participation
- Practice, Person, Social World

Synchronous Meeting: Three annotated timeline presentations; presentation of Vygotskyan mind map and discussion.

Assignment Due: Updated Annotated Timeline #4 – Submit (Share) your Annotated Timeline with Vygotsky Annotations

October 19th – Situated Learning - Learning as Participation

1) Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press. pp. 59-124.

- Midwives, Tailors, Quartermasters, Butchers, Nondrinking Alcoholics
- Legitimate Peripheral Participation and Communities of Practice
- Conclusion

Synchronous Meeting: Three annotated timeline presentations; presentation of Lave & Wenger mind map and discussion; 2-3 small groups present online learning environment evaluation using Vygotsky map.

Assignment Due: Updated Annotated Timeline #5 – Submit (Share) your Annotated Timeline with Lave & Wenger Annotations

October 26th – González, Moll, & Amanti – Funds of Knowledge

N. González, L. Moll, & C. Amanti (2005). Funds of knowledge: theorizing practices in households, communities, and classrooms. Lawrence Erlbaum Associates: Mahwah, NJ.

- Chapter 1: Introduction
- Chapter 2: Beyond Culture: The Hybridity of Funds of Knowledge
- Chapter 4: Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms.

Synchronous Meeting: Three annotated timeline presentations; 2-3 small groups present online learning environment evaluation using Lave & Wenger map.

November 2nd – González, Moll, & Amanti – Funds of Knowledge

N. González, L. Moll, & C. Amanti (2005). Funds of knowledge: theorizing practices in households, communities, and classrooms. Lawrence Erlbaum Associates: Mahwah, NJ.

- Chapter 14 – Reflections on the Study of Households in New York City and Long Island: A Different Route, a Common Destination.
- Chapter 15: Funds of Distributed Knowledge.

Synchronous Meeting: Three annotated timeline presentations; presentation of González, Moll & Amanti mind map and discussion.

Assignment Due: Updated Annotated Timeline #6 – Submit (Share) your Annotated Timeline with González, et al., Annotations

November 9th– Critical Theory: Power and Privilege in the Learning Sciences

Esmonde, I., (2017). Power and sociocultural theories of learning. In I. Esmonde and A. Booker (Eds.), Power and privilege in the learning sciences, critical and sociocultural theories of learning, 6-27. Routledge.

Bang, M. (2017). Towards an ethic of decolonial trans-ontologies in sociocultural theories of learning and development. In I. Esmonde and A. Booker (Eds.), Power and privilege in the learning sciences, critical and sociocultural theories of learning, 115-138. Routledge.

Synchronous Meeting: Three annotated timeline presentations; 2-3 small groups present online learning environment evaluation using González, Moll & Amanti map.

November 16th – Share your final annotated timeline with the class.

Assignment Due: Final Paper or Project

Accommodations

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

More information available at the following locations:

UMass Disability Services: <http://www.umass.edu/disability/>

Learning Disabilities Support Services: <http://www.umass.edu/ldss/>

Psychological Disabilities Services: <http://www.umass.edu/disability/psych.html>

Campus Policy on Class Absence for Religious Observances

Instructors must accept a student's assertion of the need to be absent from class for religious reasons, but students are required to notify instructors in advance that they will miss class in order to observe a religious holiday. Campus policy and Massachusetts state law require faculty to offer make-up assignments or exams to students who are absent for religious observance. Students planning to be absent from classes due to religious observance must notify their instructors at least one week in advance. In the event of a dispute between a student and a faculty member, either party should contact the department head or the Ombudsperson's Office at 413-545-0867.

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

Florence Sullivan is inviting you to a scheduled Zoom meeting.

Topic: EDUC 692K

Time: Aug 24, 2020 04:00 PM Eastern Time (US and Canada)

Every week on Mon, until Nov 16, 2020, 13 occurrence(s)

Aug 24, 2020 04:00 PM

Aug 31, 2020 04:00 PM

Sep 7, 2020 04:00 PM

Sep 14, 2020 04:00 PM

Sep 21, 2020 04:00 PM

Sep 28, 2020 04:00 PM

Oct 5, 2020 04:00 PM

Oct 12, 2020 04:00 PM

Oct 19, 2020 04:00 PM

Oct 26, 2020 04:00 PM

Nov 2, 2020 04:00 PM

Nov 9, 2020 04:00 PM

Nov 16, 2020 04:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

https://umass-amherst.zoom.us/meeting/tJwud--qqjotEtwb_9XbM6vk221VxJ3RuwuU/ics?icsToken=98tyKuCgrTssGNCUtxGPRow-A4igM-rwiH5aj7dKniC8OyJ-NBX9ZLATBKpVQ-rF

Join Zoom Meeting

<https://umass-amherst.zoom.us/j/98306241788?pwd=WGJyZDdEWWJQY0hWSnkyU2E5UHNmQT09>

Meeting ID: 983 0624 1788

Passcode: 692K

One tap mobile

+13126266799,,98306241788# US (Chicago)

+16468769923,,98306241788# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Germantown)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 983 0624 1788

Find your local number: <https://umass-amherst.zoom.us/u/acb4goM8fN>

Join by SIP

98306241788@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (EMEA)

103.122.166.55 (Australia)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 983 0624 1788

Passcode: 422266