

Educational Psychology 501: Human Learning and Educational Practice
Fall 2017
Monday, 8:30-10:50
Miller Hall 112

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Course Readings: All required readings are on our Canvas site.

OVERVIEW OF THE COURSE

EDPSY 501 is a foundational course in learning theories and their educational applications. The course provides a broad overview of some of the influential learning theories and the implications of these theories for educational practice.

Each of us carries with us assumptions about how, why, and where people learn and what constitutes adequate learning or understanding in various situations. These assumptions come from our cultural backgrounds and upbringing, from our own “apprenticeship of observation” (Lortie, 1975) as learners who have engaged in different endeavors, perhaps from our work as educators of children and adults, and from other pursuits such as being a researcher or an expert in some arena. One major goal of this course will be for each of us to make our own assumptions about the processes and products of learning as explicit as possible. Becoming aware of our own personal theories of learning assists us with the second major goal of this course—gaining a deeper understanding of the major theories of learning and development that have influenced American educational systems by engaging in the literature.

Theories of learning and development, in this course, will be conceptualized as a set of lenses through which to perceive and interpret educational activities, both inside and outside of formal educational settings. For each theory or “lens” we will ask what assumptions the theory makes about the roles of: (1) the learner, (2) teachers, (3) knowledge, (4) activities, (5) community, and (6) assessment.

LEARNING OBJECTIVES

Upon completion of this course, you will be able to:

- (1) Identify and articulate your own assumptions about human learning and development.
- (2) Articulate in writing and in discussion the main components of each of the theories and topics that we will cover throughout the quarter.
- (3) Identify and articulate assumptions about learning and development inherent in each of the theories and topics that we will cover throughout the quarter.
- (4) Coordinate the theories with your own assumptions about learning and development.
- (5) Connect these theories and topics to your work (or projected work) in the field.
- (6) Engage in a knowledgeable and productive dialogue with colleagues about human learning, development, and educational practice.

ASSIGNMENTS AND GRADING

Grading Overview

Class participation		
Attendance & Preparation	15	
Discussion Threads	20	
Personal Interest Presentation	5	
Theoretical Analysis #1	20	
Theoretical Analysis #2	20	
Theoretical Analysis #3	20	
		100 total points

A	4.0 – 3.9	95 -100 points
A-	3.8 – 3.5	90- 94
B+	3.4 – 3.2	87 - 89
B	3.1 – 2.9	83 - 86
B-	2.8 – 2.5	80 - 82 (2.7 is lowest grade to count toward graduate degree)
C+	2.4 – 2.2	77 - 79
C	2.1 – 1.9	73 - 76
C-	1.8 – 1.5	70 - 72
D	1.3 – 1.2	65 - 69
D-	0.8 – 0.7	60 - 64 (Lowest passing grade)
F	0.0	Failure for the course

Class Participation (15 points) Please read the assigned readings *before* our class meetings—the quality of our class discussions and class activities depends on your being acquainted with the readings.

Missed Class: If you are unable to attend a class for any reason, please let me know in advance so that class activities can be adjusted accordingly. In addition, **a two-page reading response is required for all missed classes.** This reading response will consist of two parts. The first page should provide a description of what you identify as the theme for the week's readings. The theme should draw from all of the readings assigned for the missed class and provide a brief summary of the authors' main points. For the second page, you should respond critically to the week's readings, taking note of connections to your own experiences, previous weeks' readings, or other related research that addresses the week's theme. In this section, feel free to pose any questions that the readings raise for you. Please email these to me before the start of the next class so that I can assess whether or not we might need to meet about the content of the missed readings.

Discussion Threads (20 points)

All students will participate in a weekly discussion forum. This can be found on our course website. Each week, you will choose one of the readings and formulate a response that communicates your understanding and/or critical reflection of the ideas presented. The **deadline for posting is noon on Sunday** each week. The discussion forum provides a space for conversation rather than a running list of responses. To facilitate this, read all of the postings when you sign on, then thoughtfully respond, using the readings, personal experience, and other

research to support your assertions. Feel free to use this space to reflect and ask questions as well.

Personal Interest Presentation (5 min class activity; 5 points)

Each student will be asked to engage the class about a learning and development topic for 5 minutes at some point in the quarter. In order to support students in making personal connections to the research literature on learning or development, each student will engage the class in a five minute activity about a research-based topic of their interest. Be creative! You can make a presentation, engage the class in an activity, or demonstrate a learning or developmental phenomena. This is an opportunity to explore the research literature to find something of interest to you. Resources will be provided to help you find a topic of interest.

Theoretical Analysis #1: Behavioral (3-4 pages; 20 points in rubric)

This paper is due by class on October 30th. For the first theoretical analysis you will describe and analyze an episode of learning from a behavioral perspective. The episode of learning may be one that you experienced, one that is recorded, or one that you observed. The episode of learning may have been successful or unsuccessful, but your analysis will provide convincing evidence that behavioral theory provides the most appropriate frame, because of what was to be learned, how the learning environment was organized, etc. Class discussions, our readings, and your own experiences will be used as evidence for your argument. The rubric is posted on our course website and attached to the end of this syllabus. Submit this assignment on Canvas by the due date.

Theoretical Analysis #2: Cognitive / Metacognitive (3-4 pages; 20 points in rubric)

This paper is due by class on November 13th. For the second theoretical analysis you will describe and analyze an episode of learning from a cognitive or metacognitive perspective. The episode of learning may be one that you experienced or one that you observed. The episode of learning may have been successful or unsuccessful, but your analysis will provide convincing evidence that the cognitive or metacognitive perspective provides the most appropriate frame, because of what was to be learned, how the learning environment was organized, etc. Class discussions, our readings, and your own experiences will be used as evidence for your argument. The rubric is posted on our course website and attached to the end of this syllabus. Submit this assignment on Canvas by the due date.

Theoretical Analysis #3: Sociocultural / Critical (3-4 pages; 20 points in rubric)

This paper is due by class on December 4th. For the third theoretical analysis you will describe and analyze an episode of learning from a sociocultural, perhaps critical, perspective. The episode of learning may be one that you experienced or one that you observed. The episode of learning may have been successful or unsuccessful, but your analysis will provide convincing evidence that a sociocultural or critical perspective provides the most appropriate frame, because of what was to be learned, how the learning environment was organized, etc. Class discussions, our readings, and your own experiences will be used as evidence for your argument. The rubric is posted on our course website and attached to the end of this syllabus. Submit this assignment on Canvas by the due date.

EXPECTATIONS FOR WRITTEN WORK

All written work is due on the date listed on the syllabus. All papers turned in on the due date will be eligible for rewrite. Late papers will not be eligible for a rewrite. If an emergency or extenuating circumstance arises, please let me know as soon as possible so that we can discuss options for completing and turning in your paper.

All written work should be typewritten, double-spaced with a 12-point typeface, one-inch margins, and APA for styling and references. Clear, concise, and grammatically correct writing is expected. I highly recommend consulting [Purdue University's OWL online for APA styling and reference related questions](#). They provide a good go-to for all APA related questions.

A note about quotes: In general, avoid directly quoting a source. Quotes do not demonstrate understanding. Summarizing and synthesizing does. Instead of using a quote, step back and think about the message the author is trying to convey. I want to see what *you* think the authors are saying rather than reading an author's exact words.

Additional Information

College of Education Writing Support: The College of Education partners with the Odegaard Writing & Research Center to provide writing support for CoE students. Located in Miller Hall, this satellite site provides one-to-one tutoring, and tutors work with writers at any stage of writing, including outlining, drafting, research, and revision. The CoE branch is staffed with undergraduate and graduate peer tutors who are familiar with the College of Education and who can support writers' ideas and projects throughout their writing process. For more information or to schedule an appointment, please visit the website at <https://depts.washington.edu/owrc>.

Access and Accommodations: Your experience in every class is important to CoE faculty and staff. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability@uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Academic Integrity Policy: The College of Education holds very high standards regarding academic integrity. Work submitted in this course must be the product of your own original effort. When you incorporate the works, words, or ideas of another, you must provide proper citations. If you are concerned about plagiarism, have questions about legitimate forms of collaboration, or are unclear about appropriate methods of citation, consult a style manual (for this course, APA) or the instructor. Violations of the Academic Integrity Policy will result in sanctions that can range from disciplinary warning, to probation or suspension, to – in the event of severe or repeated violations – dismissal from the University. For more information please refer to the College of Education's Academic Integrity Policy and related procedures: <http://education.uw.edu/my-coe/current-students/academic-policies>.

Class and Reading Schedule

These details are subject to change at the professor's discretion.

All readings can be found on our course website on Canvas.

Week 1: October 2 Introduction to the Course

Week 2: October 9 Articulating a Theory of Learning

1. AUDIO PODCAST: Cox, B., & Ince, R. (2017, August 7). The Mind v the Brain [Audio blog post]. Retrieved September 28, 2017, from <http://tinyurl.com/MonkeyCageMindBrain>
2. Bransford, J. D., Brown, A.L. & Cocking, R.R. (2000). Learning: From speculation to science. In *How people learn: Brain, mind, experience, and school* (Chapter 1, pp. 1- 27). Washington, D. C.: National Academy Press.
3. Bruner, J. (1996). Folk pedagogy. *The culture of education* (Chapter 2, pp. 44-65). Cambridge, MA: Harvard University Press.
4. Rogoff, B. (2003) Orienting concepts. In *The cultural nature of human development* (Chapter 1, pp. 3- 36). New York, NY: Oxford University Press.
5. Esmonde, I., & Booker, A. (2016). Introduction. *Power and privilege in the learning sciences: Critical and sociocultural theories of learning* (Chapter 1, pp. 1-5). New York, NY: Routledge.

Week 3: October 16 Learning and Development are Incremental, Behavioral Processes

1. Skinner, B. F. (1954, Spring). The science of learning and the art of teaching. *Harvard Educational Review*, 86-97.
2. Thorndike, E. L. (1910). The contribution of psychology to education. *Journal of Educational Psychology*, 1, 5-12.
3. Watson, J.B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177.
4. Wickstrom-Kane, S., & Goldstein, H., (1999). Communication assessment and intervention to address challenging behavior in toddlers. *Topics in Language Disorders*, 19(2), 70-89.

Week 4: October 23 Learning and Development are Cognitive Processes

1. Bransford, J. D., Brown, A.L. & Cocking, R.R. (2000). Learning and Transfer. In *How people learn: Brain, mind, experience, and school* (Chapter 3, pp. 51-78). Washington D. C.: National Academy Press.
2. Kuhn, D. (2000). Metacognitive development. *Current Directions in Psychological Science*, 9(5), 178-181.
3. Mayer R.E. (1992) Cognition and instruction: Their historic meeting within educational psychology. *Journal of Educational Psychology*, 84, 405-412.
4. Fuchs, L.S., Fuchs, D., Prentice, K., Burch, M., Hamlett, C.L., Owen, R., Hosp, M., Jancek, D. (2003). Explicitly teaching for transfer: Effects on third grade students' mathematical problem solving. *Journal of Educational Psychology*, 95(2), 293-305.

Week 5: October 30 Learning and Development are Constructive Processes

Your Theoretical Analysis #1 is due today.

1. Brainerd, C. (1978). *Piaget's theory of intelligence*. Englewood Cliffs, NJ: Prentice-Hall.
2. Piaget, J. (1973). A structural foundation for tomorrow's education. In *To understand is to invent* (excerpt pp. 3-37). New York: Penguin.
3. Duckworth, E. (1996). Teaching as research. In "*The Having of Wonderful Ideas*" and *Other Essays on Teaching and Learning* (pp. 150-169). New York: Teachers College Press.

Week 6: November 6 Learning and Development are Cultural Processes

1. AUDIO RECORDING of Bruner on Piaget and Vygotsky. Posted on Canvas.
Print version: Bruner J. (1997). Celebrating divergence: Piaget and Vygotsky. *Human Development*, 40, 63-73.
2. Vygotsky, L. (1978). Interaction between learning and development. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in society* (pp. 79-91). Cambridge, MA: Harvard University Press.
3. Nasir, N. S., Rosebery, A., Warren, B., & Lee, C. D. (2014). Learning as a cultural process: Achieving equity through diversity. In K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (Second ed., pp. 686-706). New York, NY: Cambridge University Press.
4. Palincsar, A. S., & Herrenkohl, L. R. (1999). Designing collaborative contexts: Lessons from three research paradigms. In A.M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 151-178). Erlbaum: Mahwah, NJ.
5. Bricker, L. A., & Bell, P. (2014). "What Comes to Mind When You Think of Science? The Perfumery!": Documenting Science-Related Cultural Learning Pathways Across Contexts and Timescales (excerpt). *Journal of Research in Science Teaching*, 51(3), 267-275.

Week 7: November 13 Learning and Development Can Be Measured: The Case of IQ

Your Theoretical Analysis #2 is due today.

1. Kaufman, A.S. (2000). Intelligence tests and school psychology: Predicting the future by studying the past. *Psychology in the Schools*, 37(1), 7-16.
2. Chronbach, L.J. (1975). Five decades of public controversy over mental testing. *American Psychologist*, 30 (1-13).
3. Cole, M. (1985). Mind as a cultural achievement: Implications for IQ testing. In Elliot Eisner (Ed.) *Learning and teaching the ways of knowing: Yearbook of the National Society for the Study of Education* (pp. 218-249). Chicago: University of Chicago
4. 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: Cambridge.

Week 8: November 20 Learning and Development Involve Transitions in our Understanding of Ourselves and Others

1. Rogoff, B. & Morelli, G. (1989). Perspectives on children's development from cultural psychology. *American Psychologist*, 44, 343-348.
2. Rogoff, B., Conceptions of Moral Relations. In *The cultural nature of human development* (pp. 221-226). Oxford University Press.
3. Kohlberg, L. (2008). The development of children's orientations toward a moral order. *Human Development*, 51, 8-20. (Reprint of *Vita Humana*, 1963, 6, 11-33.)
4. Blum, L. A. (1988). Gilligan and Kohlberg: Implications for Moral Theory (*excerpt*). *Ethics*, 98(3), 472-484.
5. Bell, P., Van Horne, K., & Cheng, B. H. (2017). Special Issue: Designing Learning Environments for Equitable Disciplinary Identification. *Journal of the Learning Science*, 26(3), 367-375.

Week 9: November 27 Learning Theory and Schooling

1. Dewey, J. (1937). *The child and the curriculum*. Chicago: University of Chicago Press.
2. Bruner, J. (1977). *The process of education* (Chapter 2, pp. 17-32). Harvard University Press.
3. Banks, J. A., Au, K. H., Ball, A. F., Bell, P., Gordon, E. W., Gutierrez, K., Heath, S. B., Lee, C. D., Lee, Y., Mahiri, J., Nasir, N. S., Valdes, G. & Zhou, M. (2007). *Learning in and out of school in diverse environments: Life-Long, Life-Wide, Life-Deep*. Seattle, WA: UW Center for Multicultural Education & The LIFE Center.

Week 10: December 4 Learning Theory and Schooling (continued)

Your Theoretical Analysis #3 is due today.

1. Stevens, R., Wineburg, S., Herrenkohl, L. R., & Bell, P. (2005). Comparative understanding of school subjects: Past, present, and future. *Review of Educational Research*, 75, 125-157.
2. Bransford, J. D., Brown, A.L. & Cocking, R.R. (2000). The design of learning environments. In *How people learn: Brain, mind, experience, and school* (Chapter 6, pp. 131-154). Washington, D. C.: National Academy Press.
3. Nasir, N. S. and Hand, V. M. (2006). Exploring sociocultural perspectives on race, culture, and learning. *Review of Educational Research* 76 (4), 449-475.

Rubric for Theoretical Analysis #1: Looking through a theoretical lens: Behaviorism

What was to be learned? (i.e., What counts as learning?) Be sure to link your description of the learning to concepts from behavioral theory via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
—	—	—	—	—	—

What did the learner do or experience? Be sure to link your description of the learner to concepts from behavioral theory via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
—	—	—	—	—	—

What did the “teacher” (however defined) do or control? Be sure to link your description to concepts from behavioral theory via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
—	—	—	—	—	—

To what extent does behavioral theory provide a good account for what was (or was not) learned? Be sure to link your description to concepts from behavioral theory via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
—	—	—	—	—	—

Rubric for Theoretical Sketch #2: Looking through a theoretical lens: Cognitive, metacognitive

What was to be learned? (i.e., What counts as learning?) Be sure to link your description of the learning to concepts from a cognitive or metacognitive perspective via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
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What did the learner do or experience? Be sure to link your description of the learner to concepts from cognitive, socio-cognitive, or metacognitive perspectives via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
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What did the “teacher” (however defined) do or control? Be sure to link your description to concepts from cognitive or metacognitive perspective via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
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To what extent does the learning theory you have chosen provide a good account for what was (or was not) learned? Be sure to link your description to concepts from cognitive or metacognitive perspectives via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
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Rubric for Theoretical Sketch #3: Looking through a theoretical lens: Sociocultural, Critical

What was to be learned? (i.e., What counts as learning?) Be sure to link your description of the learning to concepts from a (critical) sociocultural perspective via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
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What did the learner do or experience? Be sure to link your description of the learner to concepts from a (critical) sociocultural perspective via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
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What did the “teacher” (however defined) do or control? Be sure to link your description to concepts from a (critical) sociocultural perspective via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
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To what extent does the learning theory you have chosen provide a good account for what was (or was not) learned? Be sure to link your description to concepts from a (critical) sociocultural perspective via quotes or key ideas from our readings.

Not included (0)	1.0	2.0	3.0	4.0	5.0
—	—	—	—	—	—