

EDPSY 527: Learning Across Diverse Settings and Pursuits
(3 credits)

Winter 2011

Thursdays, 1:30 – 3:50

Miller 215

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COURSE OVERVIEW

In this research seminar we will explore the driving question: How do everyday moments—experienced across settings, encounters, and pursuits—add up to understanding, expertise, and identity? Learners navigate a range of diverse social, material, and discursive contexts every day—from the classroom to home, afterschool programs, informal education institutions, and out into their communities—with a variety of purposes and value systems in place. How is learning accomplished across contexts—or impeded across contexts? What theoretical frameworks exist—or should exist—to account for how people learn across settings? How can we understand existing research concepts (e.g., prior knowledge, expertise) in relation to empirical and theoretical accounts of cross-setting learning pathways?

We argue that we have impoverished theories and weak data sets for understanding cross-setting dynamics in broad detail given the socio-demographic diversity of human society. This seminar is focused on exploring new theoretical terrain as these are relatively underexplored issues. As such, we will operate like a research group that is collectively exploring the driving question and trying to gain traction on relevant theoretical issues, methodological approaches, and possible lines of research to be conducted.

By the end of this course you will be able to:

1. Understand how different fields have engaged with these questions.
2. Understand how the related learning phenomena present themselves in a broad range of social contexts.
3. Understand and critique various theoretical perspectives and methodological approaches used to study learning across diverse settings and pursuits.
4. Search out and evaluate other research approaches to cross-setting accounts of learning in addition to those covered in the course readings.
5. Offer constructive feedback on colleagues' work and incorporate feedback into one's own work that may relate to the themes of the course.

ASSIGNMENTS

1. *Class Participation*

This seminar is focused on exploring new theoretical terrain as these are relatively underexplored issues. As such, we will operate like a research group that is collectively exploring the driving question and trying to gain traction on relevant theoretical issues, methodological approaches, and possible lines of research to be conducted. All class members are expected to actively participate in the discussions each week about the readings and assignments.

2. *Literature Overview Presentations*

Students will be asked to work in groups to present overviews of the readings over the course of the quarter. Your group should craft a summary of the main points made by each piece and then engage the group in a consideration of related issues through some creative means (e.g., engaging in a task, responding to a pointed question, engaging in a bit of data analysis). You should make and bring hardcopies of your summary to distribute during class.

3. *“Situational Frames” Exercise*

DUE: January 13th & February 10th

Twice during the quarter, each student will participate in an exercise to illustrate the ways in which each of us personally encounter and learn in a variety of settings and pursuits in our daily round. This exercise will be explained in detail during the class sessions in which it is assigned.

4. *Literature Hunts*

DUE: throughout the quarter on a sign-up basis

Each student will be asked to search out a relevant set of research literature (1-3 pieces) related to the course themes of how people learn across diverse settings—beyond what is included in the course. Some of these pieces may form the focus of the “Choice Week” readings. Students will provide very brief overview of the annotated bibliography of these pieces in class. Literature pieces can come from references embedded in course readings or can be “novel finds” from new pockets of research that relate to the themes of the course. (We will set up a Catalyst space for the sharing of the annotated bibliographies.)

5. *Description of topic for final project* (1 page, single-spaced)

DUE: February 3rd

Each student will choose a focus of his or her choice within the topic of learning across contexts and settings, and as a course project will create either a review of literature pertaining to this focal area or a research proposal for a relevant project. For this initial assignment, you will write a one-page description of your chosen focus, including its significance and how it is relevant to your interests. As you think about choosing a focus, you might view this as a springboard for a first-year or Research and Inquiry project.

6. *Final Project* (10 pages, double-spaced)

DUE: March 14th

A culminating product for this class will be either a *literature review* or a *research proposal* pertaining to the focal topic described in (4). *Literature reviews* should draw on at least ten references, a few of which may be readings we have covered together in class. Your paper should define your topic and then summarize and synthesize different approaches scholars have taken to it through existing empirical work. *Research proposals* should also define the topic, give a brief overview of some existing literature, and explain in detail the project you envision. Include a description of the project’s significance and potential contribution to relevant fields.

Projects are due in Phil's box in Miller 312 on Monday, March 14th by noon. Please do not email them.

GRADING POLICY

We expect all assignments to be completed in a timely fashion. All written work will be held to high standards and should conform to rules of proper grammar, usage, punctuation, and spelling. Because of time pressures, *late papers will not be accepted unless prior written confirmation has been given by one of the instructors.* Assignments will be weighed according to this scheme:

Participation	20%
Situational frames exercise(s)	20%
Literature Hunt	10%
Description of Final Project Topic	10%
Final project	40%

Please double-space all written work and use a 12-pt. font. You should also follow APA guidelines. Unfortunately we cannot accept email attachments or faxes unless prior arrangements have been made with the instructors.

COURSE POLICIES

1. Course credits: 3 units each quarter.
2. Regular attendance and active participation is required. If for any reason you must miss the class, it is your responsibility to notify the instructor beforehand by email and to arrange with a fellow student to make up work and /or to obtain class notes and assignments. Students who have 3 or more unexcused absences during the 10 week quarter will receive “no credit” for the course.

SCHEDULE OF ACTIVITIES, MILESTONES & READINGS

There is a text for the course available at the University bookstore:

Wortham, S. (2005). *Learning Identity: The Joint Emergence of Social Identification and Academic Learning*. Cambridge: Cambridge University Press.

Week 1, 1/6	<u>Learning across contexts and settings: Some framing</u>
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In this first session we will:

- Outline the major components and expectations for the course.
- Discuss through shared reading and data presentations some of the background and ideas at play in approaching life-long, life-wide, and life-deep learning
- Assign situational frame exercise

Week 2, 1/13	<u>General Background Pieces</u>
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REQUIRED READINGS

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.

Labato, J. (2006). Alternative Perspectives on the Transfer of Learning: History, Issues, and Challenges for Future Research. *Journal of the Learning Sciences*, 15(4), 431-449.

Lemke, J.L. (2000). Across the scales of time: Artifacts, activities, and meanings in ecosocial systems. *Mind, Culture, and Activity*, 7(4), 273-290.

Lee, C. D. (2008). The centrality of culture to the scientific study of learning and development: How an ecological framework in education research facilitates civic responsibility. *Educational Researcher*, 37(5), 267-279.

ASSIGNMENTS & MILESTONES

Situational Frames Exercise #1 due in class

Week 3, 1/20	<u>Specific Background Pieces on Identity, Positioning & Structures of Social Practice</u>
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REQUIRED READINGS

COURSE TEXT: Wortham, S. (2005). Self/ Knowledge, Social Identification and Local Metapragmatic Models (Chapters 1 and 2). In *Learning Identity: The Joint Emergence of Social Identification and Academic Learning*. Cambridge: Cambridge University Press.

Harré, R., Moghaddam, F., Cairnie, T. P., Rothbart, D., & Sabat, S. R. (2009). Recent advances in positioning theory. *Theory & Psychology, 19*(5), 5-31.

Dreier, O. (2009). Persons in Structures of Social Practice. *Theory & Psychology, 19*(2), 193-212.

Week 4, 1/27	<u>Social Categories & Identification Processes in Context</u>
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REQUIRED READINGS

Eckert, P. (1989). *Jocks and Burnouts* (selections to be identified). New York: Teachers College Press.

McDermott, R., Goldman, S., & Varenne, H. (2006). The cultural work of learning disabilities. *Educational Researcher, 35*(6), 12-17.

Bagatell, N. (2007). Orchestrating Voices: autism, identity and the power of discourse. *Disability & Society, 22*(4), 413-426.

COURSE TEXT: Wortham, S. (2005). Tyisha Becoming an Outcast (Chapter 4). In *Learning Identity: The Joint Emergence of Social Identification and Academic Learning*. Cambridge: Cambridge University Press.

Week 5, 2/3	<u>Contextual Analysis of Family Life</u>
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REQUIRED READINGS

Ochs, E., Smith, R., and Taylor, C.E. (1996). Detective stories at dinnertime: Problem solving through co-narration. In C.L. Briggs (Ed.), *Disorderly discourse: Narrative, conflict and inequality* (pp. 95-113). New York: Oxford University Press.

Goodwin, M. H. (2007). Occasioned knowledge exploration in family interaction. *Discourse and Society, 18*(1), 93-110.

Lareau, A. (2003). Developing a child: Alexander Williams, Language as a conduit for social life: Harold McAllister. In *Unequal childhoods: Class, race, and family life* (pp. 107-160). Berkeley, CA: University of California Press.

Goldman, S. V., & Booker, A. (2009). Making Math a Definition of the Situation: Families as Sites for Mathematical Practices. *Anthropology and Education Quarterly, 40*(4), 369-387.

ASSIGNMENTS & MILESTONES

Description of topic for Final Project due in class

Week 6, 2/10

Choice Week: Readings on Contexts that Interest You

REQUIRED READINGS

For this week, students will identify specific readings that relate to specific learning contexts of interest to them—afterschool programs, museums, online spaces, community contexts, specific models of formal education, etc. We have a range of possible readings to use although students can nominate other possibilities. We will identify these readings early in the course through a group brainstorming process.

ASSIGNMENTS & MILESTONES

Situational Frames Exercise #2 due in class. This one should intersect clearly with a practice/community of interest to you—as we will discuss in class.

Week 7, 2/17

Cultural-Ecological Perspectives on Learning & Instruction

REQUIRED READINGS

Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 22(5), 19-25.

Nasir, N. S., Rosebery, A. S., Warren, B., & Lee, C. D. (2006). Learning as a cultural process. In K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (1st ed.) (pp. 489-504). Cambridge: Cambridge University Press.

Barron, B. (2006). Interest and Self-Sustained Learning as Catalysts of Development: A Learning Ecology Perspective. *Human Development*, 49(4), 193-224.

Lee, C. D. (2007). Modeling with Cultural Data Sets (Chapter 3). In *Culture, Literacy, and Learning: Taking Bloom in the Midst of the Whirlwind* (pp. 58-79 New York, NY: Teachers College Press.

Week 8, 2/24

Actor-Network Theory

REQUIRED READINGS

Sismondo, S. (2003). Actor-Network Theory. In *An Introduction to Science and Technology Studies* (pp. 65-74). Hoboken, NJ: Wiley-Blackwell.

Stevens, R., Satwicz, T., & McCarthy, L. (2008). In-Game, In-Room, In-World: Reconnecting Video Game Play to the Rest of Kids' Lives. In K. Salen (Ed.), *The Ecology of Games: Connecting Youth, Games, and Learning* (The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning) (pp. 41-66). Cambridge, MA: MIT Press.

Nespor, J. (1997). Neighborhood Intersections. In *Tangled up in school: Politics, space, bodies, and signs in the educational process* (pp. 84-118). Mahwah, NJ: Erlbaum.

OPTIONAL: Latour, B. (1995). The 'pedofil' of Boa Vista: A photo-philosophical montage. *Common Knowledge*, 4(1), 147-187.

Week 9, 3/3	Cross-Setting Accounts of Cultural Learning Pathways
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REQUIRED READINGS

Plath, D. W. (1980). A Team Captain (Chapter 4). In *Long Engagements: Maturity in modern Japan*. Stanford, CA: Stanford University Press.

Bricker, L. A., & Bell, P. (in preparation). "I want to be an engineer": Network, framing, and positioning dynamics associated with youth STEM learning and expertise development in and out of school.

Baines, A. D., Bell, P., & Peck, C. A. (in preparation). Identities in Motion: Competence and disability on a high school debate team.

Nasir, N. S. & Hand, V. (2008). From the court to the classroom: Opportunities for Engagement, Learning, and Identity in Basketball and Classroom Mathematics. *The Journal of the Learning Sciences*, 17, 143-179.

Week 10, 3/10	Future Research Directions on Learning Across Settings
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REQUIRED READINGS

COURSE TEXT: Wortham, S. (2005). Denaturalizing identity, learning and schooling (Chapter 6). In *Learning Identity: The Joint Emergence of Social Identification and Academic Learning*. Cambridge: Cambridge University Press.

Selection of policy document excerpts that highlight calls for cross-setting research on learning. These policy documents will include research consensus volumes, educational policy reports, and research solicitations from federal agencies.

ASSIGNMENTS & MILESTONES

Final projects are due in Phil's box in Miller 312 on Monday, March 14th by noon.

Administrative Notes about Teaching at the University of Washington

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact Prof. Bob Abbott (Chair of Educational Psychology), abbotr@u.washington.edu.

If you are still not satisfied with the response that you receive, you may contact Prof. Steve Kerr, 221-4791, stkerr@u.washington.edu. For your reference these procedures are posted on the bulletin board just outside Student Services, 206 Miller.

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to the Area Secretary to discuss the accommodation you might need for class.