

FALL 2013

EDUC 616.001

Foundations of Learning and Teaching

Mondays, 4:30-6:30

GSE 114

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Office Hours

Mondays 2:30-3:30 pm [or by appointment]

Course Description

This course provides an introduction to past and contemporary theories and perspectives on teaching and learning inside and outside of schools. There is little disagreement about the fundamental role that both learning and teaching play in society. Yet a range of theoretical perspectives exists on what comprises “learning”, how it occurs, and how it might be facilitated. Similarly, while “teaching” is a commonplace term in the English language, there is substantial controversy over what constitutes good teaching and how desired teaching practices should be determined. The aim of this course is to engage seminar participants in grappling with these questions themselves while examining the ways they have been addressed within educational research and practice. The contents of the course are designed to explore the following core questions:

- What constitutes learning? How do prominent theories of learning frame learning, its processes and mechanisms? What are the relationships and disconnections among different learning theories?

- What constitutes teaching? What models and frameworks exist to describe teaching? What does it mean to teach? How do we determine whether teaching has happened?
- What is or should be the relationship between learning and teaching?

The course begins with an exploration of students' views on teaching and learning and a brief overview of some of the primary theoretical perspectives that inform educational research and practice. Next we focus on some major educational theorists who have written about teaching and learning. We continue with an overview of the primary theoretical perspectives used in research on teaching and learning. Finally, we examine some larger crosscutting issues that shape a study of these fields. These theoretical examinations are complimented by a learning project that this year will focus on online learning and teaching in the context of MOOCs, BOOCs and DOCCs—all massive open online courses. Students will select a MOOC, and use their experiences and observations as material for reflecting on teaching and learning.

Course Texts

[\[available at Penn University Bookstore or online\]](#)

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

Dewey, J. (1938/1963). *Experience and education*. New York: Collier Books.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy and civic courage*. Lanham, MD: Rowman Littlefield.

Course Readings

[\[available in digital format at Canvas Course Site\]](#)

Course Overview

September 9	Class 1	Everyday Learning & Theoretical Perspectives	
September 16	Class 2	Behaviorist Pedagogy: Skinner	
September 23	Class 3	Cognitive Pedagogy: Piaget	
September 30	Class 4	Cultural Pedagogy: Vygotsky	
October 7	Class 5	Progressive Pedagogy: Dewey	
October 14	Class 6	Critical Pedagogy: Freire	
October 21	Class 7	Comparisons	
October 28	Class 8	Community of Learners	CANVAS DISCUSSION 1
November 4	Class 9	Teaching	CANVAS DISCUSSION 2
November 11	Class 10	Motivation	CANVAS DISCUSSION 3
November 18	Class 11	Diversity & Styles	CANVAS DISCUSSION 4
November 25	Class 12	Open Issues	
December 2	Class 13	Learning Report Presentations	
December 9	Class 14	Final Review	

Course Topics and Weekly Readings

Part 1: Framing Learning & Life

September 9 Learning: Everyday and Theoretical Perspectives

Rose, M. (2001). The working life of a waitress. *Mind, Culture & Activity*, 8(1), 3-27.

Wortham, S. (2003). Learning in education. In L. Nadel (Ed.), *Encyclopedia of Cognitive Science* (pp. 1079-1082). New York: Macmillan/Nature Publishing Group.

DUE September 12 Post your MOOC/BOOC/KHAN Selection on CANVAS

Part 2: Psychological Approaches

September 16 Skinner: Behaviorism

Goodman, J. (2013). Character Management Organizations and the Regulated Environment: Is it worth the prize? *Educational Researcher*, 42(2), 89-96.

Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise and other bribes*. (Read **Chapter 1**, Skinner-boxed: The Legacy of Behaviorism, and **Chapter 12**, Good Kids Without Goodies). Boston: Houghton Mifflin.

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

DUE September 22: Learning Blog Entry 1

September 23 Piaget: Cognition

Siegler, R. S. (1998). *Children's thinking, Third edition* (Chapter 2). Englewood Cliffs, NJ: Prentice-Hall.

Piaget, J. & Inhelder, B. (1969). *The psychology of the child* (Chapter 6). New York: Basic Books.

Duckworth, E. (1987). *The having of wonderful ideas and other essays on teaching and learning* (Chapter 1). New York: Teachers College Press.

DUE September 29: Learning Blog Entry 2

September 30 Vygotsky: Sociocultural/historical theories

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (pp. 1-91). Cambridge, MA: Harvard University Press.

Moll, L. C. (2000). Inspired by Vygotsky: Ethnographic experiments in education. In C. D. Lee and P. Smagorinsky (Eds.), *Vygotskian Perspectives on Literacy Research: Constructing Meaning Through Collaborative Inquiry*. Cambridge: Cambridge University Press.

DUE October 6: Learning Blog Entry 3

October 7 Progressivism

Dewey, J. (1938/1963). *Experience and education*. New York: Collier Books.

Greene, M. (2003). Teaching as possibility: A light in dark times. In *The Jossey-Bass Reader on Teaching*, (pp. 62-73). San Francisco: Jossey-Bass.

DUE October 13: Learning Blog Entry 4

October 14 Critical Theory

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy and civic courage*. Lanham, MD: Rowman Littlefield.

Freire, P. (1987). Letter to North-American teachers. In I. Shor (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching* (pp. 211-214). Portsmouth, NH: Heinemann.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge. (pp. 13-22).

DUE October 20: Learning Blog Entry 5

October 21 Comparisons

DUE October 23 Learning Matrix

Hay, K. E. & Barab, S. A. (2001). Constructivism in practice: A comparison and contrast of apprenticeship and constructionist learning environments. *The Journal of the Learning Sciences*, 10(3), 281-322.

Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 26(2), 4-13.

DUE October 27: Learning Blog Entry 6

October 28 Communities of Learners: Online & Offline

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32-42.

Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation* (Chapters 1 and 2). Cambridge: Cambridge University Press.

Zhang, J. (2013). Collaboration, technology, and culture. In Cindy Hmelo-Silver, Angela O'Donnell, Carol Chan, & Clark Chinn (Eds.), *International Handbook of Collaborative Learning* (pp.495-508). Philadelphia, PA: Taylor & Francis.

October 24-27: Participate in CANVAS Discussion Forum 1

November 4 Teaching: Online & Offline

Fishman, B., Konstantopoulos, K., Kubitskey, B., Vath, R., Park, G., Johnson, H., & Edelson, D. (in press). Comparing the impact of online and face-to-face professional development in the context of curriculum implementation. *The Journal of Teacher Education*.

Ching, C. C. & Kafai, Y. B. (2008). Peer Pedagogy: Student collaboration and reflection in learning through design. *Teachers College Record*, 110(12), 2601-2632.

Harasim, L. (2012). *Learning Theory and Online Technologies* (Chapters 6, 8, 9). New York, NY: Routledge.

Deslauriers, L., Schelew, E., & Wieman, C. (2012). Improved learning in a large-enrollment physics class. *Science*, 332, 862-864.

October 30- November 3: Participate in CANVAS Discussion Forum 2

November 11 Motivation for Learning

Duckworth, A. L. & Seligman, M. E. P. (2006). Self-discipline gives girls the edge: Gender differences in self-discipline, grades, and achievement test scores. *Journal of Educational Psychology*, 98, 198-208.

Hickey, D. T., Zuiker, S. J. (2005). Engaged participation: A sociocultural model of motivation with implications for assessment. *Educational Assessment*, 10, 277-305.

Morrell, E. & Duncan-Andrade, J. M. R. (2002). Promoting academic literacy with urban youth through engaging hip-hop culture. *English Journal*, 91(6), 88-92.

November 7-10: Participate in CANVAS Discussion Forum 3

November 18 Diversity & Styles

Gee, J. P. (2001). Identity as an analytic lens for research in education. In W. G. Secada (Ed.), *Review of research in education* (pp. 99-126). Washington, DC: AERA.

Gutierrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19-25.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R., (2009). Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.

November 15-17: Participate in CANVAS Discussion Forum 4

November 25 Open Topic

Topics and Readings TBD

December 2 Learning Presentations

Presentation either Poster or Flash Talk style (5 min/15 slides max)

December 9 Final Review

DUE Final Learning REFLECTION on Thursday, December 12 by 5pm

Expectations and Assignments EDUC 616

Written Assignments

Unless otherwise advised in advance, all written assignments are to be completed in the following format:

1. MS Word file with student's name and assignment type in the **file** name.
2. 8.5 x 11, single-spaced.
3. Times or Times New Roman, 12 pt. font.
4. Submitted by electronic copy through email or on Canvas (see directions)

ALL ASSIGNMENTS MUST BE ORIGINAL WORK

Plagiarism will result in a failing grade. The preferred style for bibliographic referencing is APA (*American Psychological Association*). You can find details about APA documentation on the following helpful website: <http://www.wisc.edu/writing/Handbook/DocAPA.html>. For educational research, the most popular database is ERIC (*Education Resources Information Center*). This can be found online at: <http://www.eric.ed.gov/>.

10 Pointers for Good Academic Essay Writing

1. A good general rule to follow in the structure of your papers is "tell them what you're going to say, tell them, then tell them what you said". In the introduction, provide a roadmap of what you are going to say in the paper. It will help your own organization and organizes the paper for the reader to follow your arguments along.
2. Be explicit about your questions, thesis, perspective and put it up front in your introduction. It's best not to leave your reader(s) guessing what the paper is about.
3. Provide signposts or points to your roadmap, e.g., "in this section, the following point..." or "to summarize" or "having covered the...we will now turn to..."
4. Section titles are also good as signposts but be sure that the content of the section reflects the title of the section.
5. Use transition sentences that build from pervious information and connects to the next.
6. Explain terms. Don't put them in quotes and assume the reader will know what you mean. Try very hard not to make assumptions about what the reader knows even though you know who the reader is and he/she might be an expert in your topic. The point is for you to demonstrate that you know the material.
7. Be consistent with your bibliographic referencing style.
8. Be careful not to over-generalize, e.g., "many theorists..." when you are only referencing one study.
9. Don't assume everyone sees or agrees with your perspective, you need to convince the reader of your perspective.
10. Summarize in the conclusion, what you wrote about in the body of the paper. Tie your conclusions back to your original question...how have you proven, answered, shown, presented information that addresses it. Don't introduce new information in the conclusion. It detracts from the cohesiveness.

Using CANVAS

1. Go to <http://pennngse.instructure.com>
2. Click on *Log in* and enter your PennNet ID and password.
4. Click on EDUC616-001-2013 MASTERS FNDS TCH & LRN
5. Once into the website, you will see several options:

Announcements is where you can find periodic announcements for the class.

Course syllabus provides you with information about the course, including a copy syllabus.

Learning Blogs is where you will report and reflect weekly on your MOOC experiences

Course Modules, will be the place where you will find readings and copies of Powerpoint slides used in class.

Discussion Board is the place where you will be conducting your virtual discussions about the readings.

Periodically, I will email the class via Canvas. To be sure that you receive these messages, please make sure that your contact information is up-to-date.

Overview

The following table is a quick reference guide for assignments, due dates and percent of course grade for each. More detailed information about each assignment is listed below.

Assignment or Activity	Due Date	Evaluation %
Attendance, Preparation and Participation	On-going	10
Canvas Discussions	See syllabus	20
Learning MOOC choice	September 12	Pass/fail
Learning Theorists Matrix	October 23	20
Learning Blog + Presentation	December 2	25
Final Learning Reflection	December 12	25

Please note that assignment criteria and dates may be changed and/or further detailed during the term.

Attendance, Preparation, and Participation (10%)

This course will be run as a seminar. Our class work will engage you in a variety of small group experiences and large group discussions. A successful class will depend on every member of the group actively collaborating as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge about teaching and learning in and out of school. It is important that you come to class on time. I expect that you will have read the texts carefully and will be prepared to actively participate in our class discussions both face-to-face and on Canvas. If you are going to miss a class you must contact me prior to the class to let me know. Lastly, late assignments will be deducted a half a letter grade for every day that an assignment is late after the approved date (extensions must be negotiated in a timely manner prior to the published due date). **Due weekly**

Canvas Discussions (20%)

In order to build a collaborative learning community, this on-going assignment involves posting and responding to comments, thoughts, insights or reflections on-line with respect to the weekly readings and teaching and learning experiences you have already encountered or may encounter during the Fall semester. Use this virtual space to connect with other classmates to help you think through the concepts we are learning in the course. Virtual environments like these often become self-organized and take off without a minimum participation criteria enforced.

However, as everyone's continuous participation is essential in creating this virtual community, a minimum of 2 posts per week will be required for at least a B grade to be assigned. Both quality and quantity of posts will be considered. Since you will need time to do the readings before you can participate on Canvas and the discussion facilitator will need to summarize the group's collective ideas, discussion should begin by noon on Wednesday and continue until noon on Sunday.

In addition, you will sign up to be one of the discussion facilitators for one week's discussion forums. As discussion facilitators, you will monitor the conversations as they unfold on Canvas and select one or two interesting ideas to put forward for a 20 to 30-minute discussion in class that you will lead. Summarize the main themes of the group's discussion in a 1-2 page handout to be given to everyone before the in-class discussion begins. Then formulate two discussion questions that extend the conversation. **Due any week beginning October 25**

Learning Matrix (20%)

You [individually or in small groups] will be asked to complete one matrix throughout the first half of the course that each outline characteristics or themes addressed in the selected readings. The matrix compares and contrasts major learning theorists: Skinner, Piaget, Vygotsky, Dewey and Freire and contemporary applications. This activity is designed to give you practice in the important academic skill of reading across different theories as well as within one theory to construct and examine super-ordinate themes. **Due October 23**

Learning Blog (25%)

The purpose of this blog is to use your own experience as a learner together with the insights you are gaining through readings and class discussions to examine a case of learning—your own. Essentially, you will document your participation experience and learning in a MOOC/BOOC/KHAN. Once you have figured out what you will learn, please post a short description and link on **September 12**). You will also have some opportunities to share some of your MOOC experiences in class throughout the semester. Post about your progress and your experience as a learner in the assigned blog. This is also the place to integrate ideas from course readings and discussion into your journal; it might help you with the final learning reflection. You will periodically bring your notes to class to engage in conversations with your classmates about this process and to consider how the theories of teaching and learning we are reading about apply to your own learning. We will devote some class time to formally updating one another on your MOOC experiences. As you prepare to write the final paper, reread your journal entries and reflect on your experiences

as a learner. Ask yourself what you learned about the thing you were hoping to learn as well as about learning and about yourself as a learner.

Final Learning Reflection (25%)

The paper for the reflection should be 8-10 pages in length (double-spaced) and should contain three elements: a) a short description of your learning experience with MOOCs (½ page), b) a summary of what you learned about learning from this experience (1 page), c) and an analysis of your experience through two of the theoretical perspectives we have read for class. Please use course readings (or readings from elsewhere) when making assertions about the theoretical perspective you use. I also strongly urge you to use excerpts from your journal in your final paper. You can organize your paper in any way that makes sense to you, as long as you attend to these three requirements. Be sure to include a list of references cited. **Due December 12, 5pm.**