EDPSY 581: Advanced Learning Theory Seminar

WINTER 2017   TUESDAYS 1:30-3:50   MILLER 215

INSTRUCTOR

Philip Bell
312F Miller
pbell@uw.edu (email), @philiplbell (Twitter)
Office Hours: By appt

COURSE OVERVIEW

This graduate seminar is a survey of contemporary learning theories that are broadly relevant to education. It builds from the theoretical overview of learning, cognition, and development provided by EDPSY 501. Participants will: (a) collectively explore a variety of leading theoretical perspectives used in the learning sciences field, (b) develop expertise in a theoretical perspective (or two) of personal interest, and (c) leverage that expertise to develop a theory-related product (e.g., a literature review, a conceptual framework for a study, an analytical / coding scheme for an empirical study).

Participants will have the opportunity to explore theories of personal interest—including the perspectives focused on in the course and perhaps others. As a group, we will explore how these perspectives allow us to see and understand specific learning / education phenomena (and obscures others). The class is intended to support theory-focused dimensions of research activities (during planning, data collection, analysis & reporting)—so students are strongly encouraged to focus the activities of the course on their personal research goals.

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

1. Explain, compare, and interrelate a broad variety of contemporary theories of learning being used in the learning sciences field to understand issues of education.
2. Understand many of the unfolding theoretical trends in the learning sciences field.
3. Learn how specific theoretical ideas and concepts can be used to interpret, explain, and predict everyday phenomena related to education.
4. Develop a theory-focused research product (e.g., conceptual framework, coding scheme, public scholarship about a theory).
5. Offer constructive feedback on colleagues' work and incorporate feedback into one's own work.

ASSIGNMENTS

1.   *Class Discussions.* All class members are expected to actively participate in the discussions each week.

2.   *"Seeing Theory" Online Postings*. Theories are ways of seeing—and of not seeing. It is important to discipline your perception and "learn to see" social phenomena through theoretical lenses or concepts. Each week, apply one or more theoretical ideas from the readings to everyday situations familiar to you. Post your example on Mondays by 5pm.

3.   *Theory Presentation*. Each student will be asked to select and present on one theoretical perspective in class of interest to them. You can select one of the optional readings to present (or co-present) or nominate a new theoretical perspective not currently covered in the course. You should synthesize the perspective and highlight how it relates to education—perhaps by identifying exemplar studies working from that perspective.

4.   *Final Course Product Options: A Theory-Focused Product of Your Choice* (4 to 6 double-spaced pages) **DRAFT DUE: Week 7, FINAL DUE: Week 9**
   - *Conceptual Framework Option*. You could develop a conceptual framework for a research study you are planning (or are already engaged in). The framework would describe the theoretical lens you would be using to guide the study. Briefly describe the rationale and focus for the study and then present the conceptual framework.
   - *Literature Review Option*. You could develop a theory-focused literature review on a specific topic of interest. It should draw on about ten references—likely building off of readings from class. Your review should define your topic and then summarize and synthesize different ideas and findings scholars have previously developed.
   - *Analytical Approach / Coding Scheme Option*. You could develop a theory-based analytical approach or coding scheme for an empirical analysis you have underway. You should briefly describe your study, the data being analyzed, and then present your coding scheme. Be sure to show how conceptual categories relate to data.
   - *Public Theory Description Option*. You could develop a description of a learning theory that is intended to be shared publicly on Wikipedia. This piece is an instance of public scholarship and should be crafted for an "intelligent novice" audience.

GRADING POLICY

I 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.*

Please double-space all written work and use a 12-pt. font. Please use the canvas site to submit all work unless prior arrangements have been made.

Assignments will be weighed according to this scheme:

Participation	15% (credit / no-credit)
Weekly Online Postings	15% (credit / no-credit)
Theory Presentation	15% (credit / no-credit)
Draft Course Product	15% (credit / no-credit)
Final Course Product	40% (graded)

TEXTBOOK

Esmonde, I., & Booker, A. (2016). *Power and privilege in the learning sciences: Critical and sociocultural theories of learning*. New York, NY: Routledge.

COURSE SCHEDULE

Week 1 (Jan 9): Introduction

This session will provide an introduction to the goals and purposes of this course.

Week 2 (Jan 16): Cultural Historical Activity Theory (CHAT) & Expansive Learning

REQUIRED READINGS
Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 1: Introduction, Indigo Esmonde and Angela N. Booker
- Chapter 2: Power and Sociocultural Theories of Learning, Indigo Esmonde

Engeström, Y., & Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational research review*, *5*(1), 1-24.

Gutiérrez, K. D., & Jurow, A. S. (2016). Social Design Experiments: Toward Equity by Design. *Journal of the Learning Sciences*, *25*(4), 565-598.

OPTIONAL: Gutiérrez, K. D., Engeström, Y., & Sannino, A. (2016). Expanding Educational Research and Interventionist Methodologies. *Cognition and Instruction*, *34*(3), 275-284.

Week 3 (Jan 23): Knowledge in Pieces & Sociocognitive Learning (NO CLASS)

REQUIRED READINGS
Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 3: Interfaces between Critical Race Theory and Sociocultural Perspectives, Eileen R. Carlton Parsons

diSessa, A., & Sherin, B. (1998). What changes in conceptual change? *International Journal of Science Education*, *20*(10), 1155-1191.

White, B., & Frederiksen, J. (1998). Inquiry, modeling, and metacognition: Making science accessible to all students. *Cognition & Instruction*, *16*(1), 3-118.

OPTIONAL: diSessa, A. (2014). A history of conceptual change research: Threads and fault lines. In K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (Second ed., pp. 88-108). New York, NY: Cambridge University Press.

Week 4 (Jan 30): Distributed Cognition & Situated Action

REQUIRED READINGS
Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 4: Learning Discourses of Race and Mathematics in Classroom Interaction: A Poststructural Perspective, Niral Shah and Zeus Leonardo

Hutchins, E. (1995). How a Cockpit Remembers Its Speeds. *Cognitive Science*, *19*(3), 265-288.

Suchman, L. (2000). Embodied practices of engineering work. *Mind, Culture and Activity*, *7*(1-2), 4-18.

OPTIONAL: Suchman, L. (2011). Anthropological relocations and the limits of design. *Annual Review of Anthropology*, *40*, 1–18.

Week 5 (Feb 6): Multimodal Learning & Teaching

REQUIRED READINGS
Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 5: On the Complementarity of Cultural Historical Psychology and Contemporary Disability Studies; Peter Smagorinsky, Michael Cole, and Lúcia Willadino Braga

Kress, G., Jewitt, C., Ogborn, J., & Tsatsarelis, C. (2001). Rhetorics of the science classroom (Chapter 1). In *Multimodal teaching and learning: The rhetorics of the science classroom* (pp. 10-41). London: Continuum.

Singer, M., Radinsky, J., & Goldman, S. R. (2008). The Role of Gesture in Meaning Construction. *Discourse Processes*, *45*(4-5), 365-386. doi:10.1080/01638530802145601

OPTIONAL: Kress, G. R., Jewitt, C., Ogborn, J. & Tsatsarelis, C. (2001). Analyzing action in the science classroom (Chapter 3). In *Multimodal teaching and learning: The rhetorics of the science classroom* (pp. 60-98). London: Continuum.

Week 6 (Feb 13): Cultural Learning Pathways & Lines of Practice

REQUIRED READINGS

Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 6: Queer Theory in the Learning Sciences, Jacob McWilliams and William R. Penuel

Bell, P., Tzou, C., Bricker, L. A., & Baines, A. D. (2012). Learning in diversities of structures of social practice: Accounting for how, why and where people learn science. *Human Development*, *55*(5-6), 269-284. doi:10.1159/000345315

Azevedo, F. S. (2013). The Tailored Practice of Hobbies and Its Implication for the Design of Interest-Driven Learning Environments. *Journal of the Learning Sciences*, *22*(3), 462-510.

OPTIONAL: Dreier, O. (2016). Conduct of everyday life: Implications for Critical Psychology. In E. Schraube & C. Højholt (Eds.), *Psychology and the Conduct of Everyday Life*. New York, NY: Routledge.

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

Week 7 (Feb 20): Social Practice Theory & Social Identification

REQUIRED READINGS

Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 7: Towards an Ethic of Decolonial Trans-Ontologies in Sociocultural Theories of Learning and Development, Megan Bang

Holland, D., & Lave, J. (2009). Social practice theory and the historical production of persons. *Actio: An International Journal of Human Activity Theory*, *2*, 1–15.

Wortham, S.E.F. (2009). The objectification of identity across events. *Linguistics and Education*, *19*(3), 294-311.

OPTIONAL: Wortham, S.E.F. (2010). Listening for identity beyond the speech event. *Teachers College Record*, *112*, 2848–2871.

OPTIONAL: Holland, D., Lachiocotte, W., Skinner, D., & Cain, C. (1998). Positional identities (Chapter 6). In *Identity and agency in cultural worlds*. Cambridge, MA: Harvard University Press.

ASSIGNMENTS
First draft of your final course product due

Week 8 (Feb 27): Boundaries, Classifications & Infrastructures

REQUIRED READINGS

Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 8: Critical Pedagogy and Sociocultural Theory, Shirin Vossoughi and Kris D. Gutiérrez

Akkerman, S. F., & Bakker, A. (2011). Boundary Crossing and Boundary Objects. *Review of Educational Research*, *81*(2), 132–169.

Bowker, G., & Star, S. L. (1999). Some tricks of the trade in analyzing classifications (Chapter 1). In *Sorting Things Out: Classification and Its Consequences* (pp. 33-50): Cambridge, MA: The MIT Press.

OPTIONAL: Ingold, T. (2015). Knotting (Part 1). In Life of lines, New York, NY: Routledge.

Week 9 (Mar 6): Actor-Network Theory

REQUIRED READINGS

Power and privilege in the learning sciences: Critical and sociocultural theories of learning
- Chapter 9: Toward Critical Sociocultural Theories of Learning, Indigo Esmonde and Angela N. Booker

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

Law, J. (1999). After ANT: Complexity, naming and topology. In J. Law & J. Hassard (Eds.), *Actor Network Theory and After* (pp. 1-14). Hoboken, NJ: Wiley-Blackwell.

OPTIONAL: Latour, B. (2005). *Reassembling the social: An introduction to actor-network theory* (Introduction & Conclusion). New York, NY: Oxford University Press.

ASSIGNMENTS
Final course product due

Administrative Notes about Teaching at the University of Washington

Concerns: 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. Joy Williamson-Lott (joyann@uw.edu), Associate Dean of Graduate Education.

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 or the instructor. Along with plagiarism and unauthorized collaboration, other forms of academic misconduct include (but are not limited to) falsifying attendance records and submitting the work of others as if it were your own. 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.

Disability Resources for Students—Access and Accommodations: Your experience in this class is important to me. 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.

College of Education Writing Support: The College of Education partners with the Odegaard Writing & Research Center to provide writing support for CoE students. Conveniently located in Miller Hall 207, this satellite site provides one-to-one tutoring, and our 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 our website (https://depts.washington.edu/owrc).