EDUC 591: Learning about How People Learn
Fall 2018
Tuesdays 9:00 am-12:00 pm
School of Education Building Room 2229

Professor**:**   Leslie Rupert Herrenkohl, Ph.D.
Office: 4215B
Email: leslierh@umich.edu
Office Hours: by appointment

OVERVIEW OF THE COURSE

EDUC 591 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 with the literature.

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

This is a seminar-style, survey course with an emphasis on: (a) analysis of texts and other artifacts, (b) thorough and thoughtful in-class discussion, and (c) in- and out-of-class explorations related to course themes. We will count on all class members completing all assignments in advance of class to make the most of our time together.

Course Grading
Grades are based on total points earned. The course grading scale is as follows:
Percent Range Corresponding Grade
94% - 100%   A
90% - 93%   A-
88% - 89%   B+
84% - 87%   B
80% - 83%   B-
78% - 79%   C+
74% - 77%   C
70% - 73%   C-
68% - 69%   D+
64% - 67%   D
60% - 63%   D Below
60% F

NOTE: See "Course Assignments and Projects" for information on points for each assignment.

Additional Policies and Expectations

1. **Academic and Professional Integrity**
It is expected that all members of this learning community will conduct themselves with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. If you are unsure about how to correctly attribute ideas, words, work, etc. to others, please ask. Please refer to the following website for specific policies and procedures related to academic and professional integrity.
http://www.soe.umich.edu/file/academic_integrity/
2. **Accessibility & Access**
Every member of this learning community has the right to full participation. If you need extra support for any reason, please do not hesitate to contact me so I can fully support your learning. I will, of course, keep our discussions private and confidential. If you need an accommodation(s) for any type of disability, please let me know at your earliest convenience. We can work together with Services for Students with Disabilities (http://ssd.umich.edu/).
3. **Discrimination/Harassment**
No member of this learning community should be subject to discrimination of any kind and/or harassment. Please refer to the following website for University policies related to discrimination and harassment: http://www.rackham.umich.edu/current-students/help/discrimination
4. **Diversity, Inclusion, Justice, and Equity**
The University of Michigan School of Education is guided by twin imperatives: a focus on education practice (writ large) and a commitment to diversity, inclusion, justice, and equity. In this course, we will explore how these twin imperatives currently surface in discussions about how people learn, and what this might mean for our educational practice (e.g., teaching, policy, design) moving forward.
5. **Attendance, Participation, and Communication**
Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual learning but also to the success of the

course and our community. We all share responsibility for the learning and teaching in this course. Because you will not be able to participate in the class community if you are not present, ***excessive absences will result in the loss of participation points***, except in cases of religious observance or unexpected circumstances (e.g., family emergency, prolonged illness). If you know that you have to miss a class session, ***please notify me PRIOR to your absence***. You are responsible for obtaining all materials (including summaries of class activities and discussions) and making up any missed work. ***I count on excellent communication with students*** (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments).

6. **Classroom Community**
Our work together relies on honest, open, and respectful dialogue so that all participants feel free to express their views and ask questions. We will create a classroom compact together on the first day and use that to guide our work together throughout the quarter.

7. **Technology for Learning**
Technology use in support of your learning is encouraged. Bring laptops or tablets to take notes or consult canvas and snap photos of any in-class group projects we create. However, please do not use technology for reasons other than your learning during class. *Please turn cell phones off or to vibrate* before each class session out of respect for our community.

8. **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 a 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. You can access the APA style manual through University of Michigan's libraries or online at http://www.apastyle.org. Purdue University also has a very helpful online APA guide: http://owl.english.purdue.edu/owl/resource/560/01/

COURSE ASSIGNMENTS
NOTE: When applicable, more detailed assignment guidelines and evaluation criteria will be posted to Canvas.
1. **Participation – 15 points total – 15% of final course grade**
You are expected to participate in all aspects of this course. Participation will take many different forms throughout the semester. For example, I might ask you to bring questions to class, design an activity that relates to the readings, and find web sites and other resources to share. You are expected to come to class having already done the readings and ready to participate in discussions and other activities. I want students to share expertise and to be open to learning from others. I encourage you to debate various perspectives, question ideas and arguments, and propose practical applications for the ideas we are exploring.
2. **Learning Representation & Paper** – **10 points – 10% of final course grade**
Due Date: Week 2, September 11, 2018
On the first day of class, you will be asked to think about a time when you felt you learned something. Your moment can be about something you learned in a school context, or something you learned outside of school (e.g., in a museum, as part of a hobby, as part of a previous job). You'll create a representation of this moment to share with each other. You will finish this representation at home (if you don't have enough time in class) and then, in no more than 5 pages (typed and double-spaced), you will write about your moment of learning. Make sure to

fully describe the event; where you were, what you were learning, why, how, with whom, etc. Why do you think this learning event is so vivid for you? Why do you think you learned whatever you learned so well? When you say you "learned" whatever it is that you learned, what does that mean to you (i.e., how are you defining learning as tied to this event)? Additionally, pose three questions that you have about learning (in general, as tied to your previous work before you came to grad school, etc.). Please do not include citations in this first paper. Linking your ideas and experiences to course literature will come later, as part of your final course project.

3. Learning Analysis – 25 points -- 25% of final course grade
Due Date: Week 9, October 30, 2018
A large part of this course is identifying where and how ideas about learning we explore show up in current practice. We will have these types of discussions each week and analyze example educational artifacts, learning environments, instruction, etc. together in class. In this analysis assignment, you will have a chance to explore how aspects of some ideas about learning inform an area of your own practice. For example, perhaps you want to analyze an educational artifact (e.g., a set of lesson plans, a museum exhibit, a policy document), an educational-related film, etc. What you decide to analyze is your choice. You will analyze your artifact using two different theoretical lenses. We will talk in detail about my expectations for this project in class.

4. Final Course Project – 50 points -- 50% of final course grade
Due Date: Week 15, December 11, 2018
Your final course project will involve three different pieces. **Part 1** will involve you interviewing an educational practitioner (e.g., teacher in K-12 or post-secondary institution, curriculum designer, museum educator) to better understand how they think about learning, how that informs the work that they do, and how their ideas link to various perspectives about learning we discuss this semester. **Part 2** will involve you returning to your Learning Paper (see assignment #2) and linking elements of the learning experience you describe in that paper with ideas we will read about this semester. **Part 3** will involve you reflecting on how you are going to use ideas about learning that we will study in this course in your work moving forward. We will talk in detail about my expectations for this project in class.

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.

PART 1: ARTICULATING STARTING POINTS

Week 1: September 4 Introduction to the Course

Week 2: September 11 Articulating a Theory of Learning: Starting with Your Story

Finish the learning representation you started in class and write your learning reflection paper BEFORE moving on to listening to/reading the assignments below. Please upload a photo of your representation and your paper to canvas before class. Be prepared to share your completed representation and paper in class.

1. Bruner, J. (1996). Folk pedagogy. *The culture of education* (Chapter 2, pp. 44-65). Cambridge, MA: Harvard University Press.

2. AUDIO PODCAST: https://onbeing.org/search/?s=mike rose Mike Rose featured on the Podcast, *On Being*: The Intelligence of All Kinds of Work, and the Human Core of All Education That Matters, September 3, 2015.

PART 2: LEARNING THEORIES

Week 3: September 18 Articulating a Theory of Learning: Beginning to Connect to Other Educational Theorists and Researchers
1. 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. 3-27). Washington, D. C.: National Academy Press.
2. Rogoff, B. (2003) Orienting concepts. In *The cultural nature of human development* (Chapter 1, pp. 3- 36). New York, NY: Oxford University Press.
3. 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 4: September 25 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. Cohen, D. (2004). Behaviorism. In R.L. Gregory (Ed.), *The Oxford companion to the mind* (2nded.) (pp. 71-74). New York, NY: Oxford University Press.
3. Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). R is for reward: Motivating behavior. In *The ABCs of how we learn: 26 scientifically proven approaches, how they work, and when to use them* (pp. 220-233). New York, NY: W.W. Norton & Company.

Week 5: October 2 Learning and Development are Cognitive Processes
1. Miller, G.A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences, 7*(3), 141-144.
2. Ranganath, C., Libby. L.A., & Wong, L. (2012). Human learning and memory. In K. Frankish and W.M. Ramsey (Eds.), *The Cambridge handbook of cognitive science* (pp. 112-130). Cambridge, UK: Cambridge University Press.
3. 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.

Week 6: October 9 Learning and Development are Constructive Processes
1. Donaldson, M. (1978). Appendix: Piaget's theory of intellectual development. In *Children's minds*. New York: W. W. Norton & Company.
2. Hein, G. E. (1991). Constructivist learning theory. Retrieved from https://www.exploratorium.edu/education/ifi/constructivist-learning
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 7: October 16 No Class *(U-M Fall Study Break)*

Week 8: October 23 Learning and Development are Cultural Processes

1. Wertsch, J.V., & Tulviste, P. (1992). L.S. Vygotsky and contemporary developmental psychology. *Developmental Psychology, 28*(4), 548-557.
2. 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.
3. Moll, L.C., & Greenberg, J.B. (1990). Creating zones of possibilities: Combining social contexts of instruction. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 319-348). Cambridge, UK: Cambridge University Press.

Week 9: October 30 Analyzing Learning Using Learning Theories
Learning Analysis due. Submit prior to class and be prepared to share in class. Annemarie Palincsar will join us today to talk about How People Learn II

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. Reading from How People Learn II (once it is released Sept 30, I can make a decision about which portion to read for class.)

PART 3: CONTEMPORARY ISSUES IN RESEARCH ON LEARNING

Week 10: November 6 Learning and Development Take Place Across Ecological Contexts

1. Barron, B. (2006). Interest and self-sustained learning as catalysts for development: A learning ecology perspective. *Human Development, 49,* 193-224.
2. Bevan, B. STEM learning ecologies: Relevant, responsive, connected. *Connected Science Learning, 1,* 1-9.
3. McKinney de Royston, M. & Nasir, N.S. (2017). Racialized learning ecologies: Understanding race as a key feature of learning and developmental processes in schools. In Budwig, N., Turiel, E., Zelazo, P.D. *New Perspectives on Human Development*. Cambridge, UK: Cambridge University Press. (pp. 258-286).

Week 11: November 13 Learning and Development Involve Social, Emotional, and Moral Dimensions

1. Rogoff. B., Conceptions of Moral Relations. In *The cultural nature of human development* (pp. 221-226). Oxford, UK: Oxford University Press.
2. Gholson, M. & Martin, D. B. (2014). Smart girls, Black girls mean girls, and bullies: At the intersection of identities and the mediating role of young girls' social network in mathematics communities of practice." *Journal of Education. 194*(1), 19-33.
3. Herrenkohl, L.R. & Mertl, V. (2010). How students come to be, know, and do: A case for a broad view of learning. New York, NY: Cambridge University Press. (Introduction, pp. 1-26)

    4. Dyson, A. H. (1995). The courage to write: Child meaning making in a contested world. *Language Arts, 72,* 324-333.

Week 12: November 20 Learning in School Subjects

Choose *one* of the following articles for a jigsaw (we'll coordinate this in class):

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. *Journal of Research in Science Teaching, 51(3),* 260-285. (read 267-282)

Dutro, E. (2011). Writing wounded: Trauma, testimony, and critical witness in literacy classrooms. *English Education, 43(2)*, 193-211.

Lynch, S.D., Hunt, J.H., & Lewis, K.E. (2018). Productive struggle for all: Differentiated instruction. *Mathematics Teaching in the Middle School, 23(4),* 194-201.

Monte-Sano, C. (2016). Argumentation in history classrooms: A key path to understanding the discipline and preparing citizens. *Theory into Practice, 55(4),* 311-319.

ALL READ:
    1. Dewey, J. (1897). *My pedagogic creed*. Washington, DC: National Educational Association.
    2. Wilson, S.M. & Peterson, P.L. (2006). Theories of learning and teaching: What do they mean for educators? (Report). Washington, DC: National Education Association. Retrieved from: http://www.nea.org/tools/theories-of-learning-and-teaching-what-do-they-mean-for-educators.html

Week 13: November 27 Measuring Learning in School Contexts

    1. Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher, 29(7)*, 4-14.
    2. Means, B. (2006). Prospects for transforming schools with technology-supported assessment. In Sawyer, K. (Ed.) *The Cambridge Handbook of the Learning Sciences* (First ed., pp. 505-519). New York, NY: Cambridge University Press.
    3. Jennifer Gonzalez, Cult of Pedagogy Blog, The fisheye syndrome: Is every student really participating**?** https://www.cultofpedagogy.com/fisheye/

Week 14: December 4 Learning Outside of School

    1. Halverson, E. & Peppler, K. (2018). The maker movement and learning. In Fischer, F., Hmelo-Silver, C.E., Goldman, S.R., & Reimann, P. (Eds.), *The International Handbook of the Learning Sciences.* New York, NY: Routledge (pp. 285-294).
    2. Taylor, K.H. & Hall, R. (2013). Counter-mapping the neighborhood on bicycles: Mobilizing youth to reimagine the city. *Technology, Knowledge, and Learning, 18(1-2),* 65-93.

Week 15: December 11 Wrapping up

Final Paper Due Today. Be prepared to share ideas from your final paper in class.

1. Lee, C.D. (2016). Examining conceptions of how people learn over the decades through AERA Presidential Addresses: Diversity and equity as persistent conundrums. *Educational Researcher, 45*(2), pp. 73-82.