

**EDUC 591: How People Learn
Winter 2020
Mondays 9-11:50 am
School of Education Building Room 4212**

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Monday noon- 1pm
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Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact me or the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for resources and support. The Maize & Blue Cupboard (inside the Trotter Multicultural Center) is an excellent resource for food and household items <https://mbc.studentlife.umich.edu/>.

OVERVIEW OF THE COURSE

EDUC 591 is a foundational course in learning theories and their educational applications. We examine learning from the perspective of educational justice and equity, always seeking to understand how power, privilege, oppression, and resistance impact learners, learning contexts, and pedagogies.

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.

EDUC 591 students will be joined by EDUC 791 students for the first 7 weeks of class and the last week of class.

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 orally and in writing the main components of each of the theories and topics that we will cover throughout the term.

- (3) Identify and articulate assumptions about learning and development inherent in each of the theories and topics that we will cover throughout the term.
- (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 about the role of power, privilege, oppression, and resistance with respect to learning theories, contexts for human learning and development, and educational practices.

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 and/or harassment of any kind. 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. With the exception of the final project, all projects turned in on the due date will be eligible for a rewrite. Late projects 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 project.

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

Participation will take many different forms throughout the semester. You are expected to come to class having completed the assigned written and/or multimedia texts. This will prepare you to participate in discussions and other in-class activities. *Each week you will have a reading guide that will help you prepare for class. In order to receive full participation credit, you must submit a completed reading guide prior to coming to class.* Reading guides will be reviewed but they will not receive extensive comments from the instructor. Incomplete or hastily completed reading guides will not receive credit. You have *ONE “no reading guide free pass”* that you may use during the term. During class students should share expertise and 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 in the spirit of understanding the range of experiences and expertise we all bring to understanding human learning.

2. Learning Representation & Paper – 10 points – 10% of final course grade

Due Date: Week 3 January 27

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 job, etc.). You’ll create a representation of this moment to share with each other. We will try to begin this process at the end of our first class (pending time). You will finish this representation at home (if you don’t have enough time in class) and then, in no more than 5 pages (12-point font 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 experience)? 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 – 35 points -- 35% of final course grade

Due Date: Week 9 March 9

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 learning theories are at the heart of an area of your own practice. You will analyze an educational artifact - a set of lesson plans, a museum exhibit, a policy document, an educational-related film (no Hollywood films) for this project. 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 – 40 points -- 40% of final course grade

Due Date: Week 15

Your final course project will involve three different pieces. **Part 1** will involve 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 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 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. You may also choose to submit a proposal for an alternative final project. You must meet with me first to discuss your idea and submit your proposal for an alternative project by Week 12.

Class and Reading Schedule

*These details are subject to change at the professor's discretion.
All written text pdfs can be found on our Canvas course website.*

PART 1: ARTICULATING STARTING POINTS

Week 1: January 13 Introduction to the Course

Week 2: January 20 No Class Martin Luther King Day

Week 3: January 27 Articulating a Theory of Learning: Starting with Your Story and Connecting with Current Research While Engaging the Lenses of Power and Privilege

Write your learning reflection paper and make your representation 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. National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/24783> (Chapter 3 pp. 35-68).
2. AUDIO PODCAST: [https://onbeing.org/search/?s=mike rose](https://onbeing.org/search/?s=mike%20rose) 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.
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
4. Bulman, R.C. (2002). Teachers in the 'hood: Hollywood's middle-class fantasy. *The Urban Review*, 34(3), 251-276.

PART 2: LEARNING THEORIES

Week 4: February 3 Learning and Development are Incremental, Behavioral Processes

1. Two short videos on behaviorism: <https://www.youtube.com/watch?v=xvVaTy8mQrg> and <https://www.youtube.com/watch?v=jTH3ob1IRFo>
2. Skinner, B. F. (1954, Spring). The science of learning and the art of teaching. *Harvard Educational Review*, 86-97.
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: February 10 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. Barnes excerpts that help explain Donaldson (which can be a challenging read)
3. Hein, G. E. (1991). Constructivist learning theory. Retrieved from <https://www.exploratorium.edu/education/ifi/constructivist-learning>
4. 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: February 17 Learning and Development are Cognitive Processes

Distribute learning analysis assignment and discuss any questions.

1. Miller, G.A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences*, 7(3), 141-144.
2. National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/24783> (Chapter 4 pp. 69-84)
3. Flavell, J.H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906-911.

Week 7 : February 24 Learning and Development are Cultural Processes

Present and discuss your learning analysis focal artifact today. Please bring it to class to share in order to receive feedback from others.

1. Wertsch, J.V.(1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University Press. (Chapter 3 pp. 58-76)
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 8: March 2 No Class Spring Break

Week 9: March 9 Analyzing Learning Using Learning Theories Be prepared to share your analysis in class. Annemarie Palincsar will join us to discuss How People Learn II from 10:50-11:50.

1. Woolfolk Hoy, A., Davis, H.A., Anderman, E.M. (2013). Theories of learning and teaching in *TIP. Theory into Practice*, 52, 9-21.
2. National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/24783> (Executive Summary pp. 1-10)

3. OPTIONAL: AUDIO RECORDING of Bruner on Piaget and Vygotsky. Posted on Canvas. **Print version** is also on Canvas: Bruner J. (1997). Celebrating divergence: Piaget and Vygotsky. *Human Development*, 40, 63-73.

LEARNING ANALYSIS PAPER DUE TODAY SUBMIT TO CANVAS

PART 3: CONTEMPORARY ISSUES IN RESEARCH ON LEARNING

Week 10: March 16 Motivation and Learning

1. National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/24783> (Chapter 6 pp. 109-134).
2. The limits of grit in *The New Yorker*. <https://www.newyorker.com/culture/culture-desk/the-limits-of-grit>
3. Claude Steele on stereotype threat <https://www.youtube.com/watch?v=failylROnrY>

Week 11: March 23 Learning and Development Involve Social, Emotional, and Moral Dimensions

1. Richard Davidson on “The Heart-Brain Connection: The Neuroscience of Social, Emotional, and Academic Learning” <https://www.edutopia.org/video/heart-brain-connection-neuroscience-social-emotional-and-academic-learning>
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. Winn, M.T. (2019). Justice on both sides: Transforming education through restorative justice. Cambridge, MA: Harvard Education Press (Introduction – Chapter 2, pp. 1-49).
4. CASEL website – please review the 5 SEL core competencies <https://casel.org/what-is-sel/>

Week 12: March 30 Learning in School Subjects

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

Bang, M. & Medin, D. (2010). Cultural processes in science education: Supporting the navigation of multiple epistemologies. *Science Education*, 94(6), 1008-1026.

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

Eisner, E. (2002). What can education learn from the arts about the practice of education? *Journal of Curriculum and Supervision*, 18(1), 4-16.

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. 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: April 6 Measuring Learning in School Contexts *Barry Fishman and students from his design seminar will join us today to talk about a new interdisciplinary undergraduate program they are helping to design at UM.*

1. Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.
2. Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA: iNACOL.
3. Banks, J., Cookson, P., Gay, G., Hawley, W.D., Irvine, J.J., Nieto, S., Schofield, J.W., & Stephan, W.G. (2001). Diversity within unity: Essential principles for teaching and learning in a multicultural society. Seattle, WA: Center for Multicultural Education.

Week 14: April 13 Learning Ecologies: Learning and Development Take Place Across Ecological Contexts

1. Pinkard, N. (2017). Equity through design. CCE PDL TECH video <https://www.youtube.com/watch?v=jsMIHiA3D1M>
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 15: April 20 Wrap-up together with EDUC 791 students

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.
2. Course evaluations

FINAL PROJECT DUE TODAY SUBMIT TO CANVAS