EDUC 791 – FOUNDATIONS OF TEACHING AND LEARNING
Wednesdays; 9:00 a.m. – 12:00 p.m.
Room 2334 SEB

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734-647-2975 (office phone)
Office Hours: by appointment

Canvas: We will use Canvas for our course management system. I will use our course Canvas site to post course materials (e.g., weekly readings, class PowerPoints, assignment guidelines). It is your responsibility to check the Canvas site regularly. Please let me know if you do not have regular Internet access.

COURSE DESCRIPTION
There are various perspectives about how people learn. What are some major perspectives that have shaped educational practice? Why have these perspectives been so influential? Whose perspectives on learning have not been as central to educational practice and why (and why should we worry about that)? How have these various perspectives guided our own work, whatever that may be (e.g., curriculum development, K-12 and/or post-secondary teaching, museum exhibit design, assessment development, development of educational technologies, educational policy)? How might these perspectives influence our research and practice moving forward?

These are the types of questions we will explore in this course. The course is meant to provide an introduction to some of the major theories of learning and how they have guided educational practice, such as teaching, historically and currently. We will read texts to explore some of these theories, and we will analyze educational artifacts and learning environments (e.g., curricula, assessment, software, pedagogical strategies, museum programming) to look for traces of these various ideas about learning. In addition, we will investigate how existing educational artifacts and learning environments might be altered to better align with one or more of these perspectives on learning. Because most of the students enrolled in this course are Ph.D. students, we will also focus on how to use these perspectives in our research-related analyses and our writing. Your interests and past learning-related experiences will help guide some of what we read, as well as the education-related artifacts and learning environments that we choose to analyze.

The amount of research and scholarly writing in this arena from a wide array of fields is vast, and thus, this course represents a broad overview. You should expect to continue your explorations of these literatures and the scholars who have contributed to these literatures well past participating in this course so that you can use these theoretical ideas in your own research, teaching, and writing. This course represents a starting point for these explorations.

Questions that will help guide our explorations include:
1. How has “learning” been conceptualized and theorized? What major scholars, working in which fields, have contributed to theories of learning? What larger contexts (e.g., political, geographical) have influenced the development of these theories and how? What are some of
the past and current debates related to theories of learning? What implications have these theories had for teaching?

2. How has “teaching” been conceptualized and theorized? What are some connections between teaching practices and learning theories?

COURSE POLICIES AND PROCEDURES
This is a seminar-style course, with an emphasis on analysis of text, thorough and thoughtful in-class discussions, and out-of-class explorations related to course themes. Given the sheer breadth of the applicable literatures, it should be quite clear that a 15-week course will not ensure that you are “expert” with respect to theories of learning and teaching. However, through course readings, discussions, writings, and explorations, you should have a much more detailed understanding of the main tenants of major theories and ideas related to learning and teaching, and how they might be useful with respect to your thinking, research, writing, and practice-related activities.

Course Evaluation
Grades are based on total points earned. No curve is used. In addition, I do not give grades of A+ in graduate-level courses (because no one is going to be “expert” with respect to any of these theories after one, 15-week course). The course grading scale is as follows:

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<thead>
<tr>
<th>Percent Range</th>
<th>Corresponding Grade</th>
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<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
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<tr>
<td>90% - 93%</td>
<td>A-</td>
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<td>88% - 89%</td>
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<td>84% - 87%</td>
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<td>80% - 83%</td>
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<td>78% - 79%</td>
<td>C+</td>
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<td>70% - 73%</td>
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<td>68% - 69%</td>
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<td>60% - 63%</td>
<td>D-</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
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NOTE: See “Course Assignments” for a list of course assignments and accompanying points.

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. 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/](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 and have a discussion with me. I want to support
your learning as fully as I can. I will, of course, keep our discussions private and confidential. For example, if you need an accommodation(s) for any type of disability, please let me know at your earliest convenience. We can work with Services for Students with Disabilities (http://ssd.umich.edu/) to ensure that your learning is fully supported.

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 websites for University policies related to discrimination and harassment:
http://spg.umich.edu/policy/201.89-1
http://www.rackham.umich.edu/current-students/help/discrimination

4. Issues Related to Diversity, Equity, and Social Justice
As you know, the University of Michigan School of Education is guided by twin imperatives, as we call them: a focus on education practice (writ large) and a commitment to diversity, inclusion, justice, and equity (dije). 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 practice (e.g., research, teaching, policy, design) moving forward.

5. 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. Disruptive behavior (e.g., inappropriate language, talking over others, harassing others, texting during class) has no place in our course and will result in the loss of participation points at the very least. Here are a few guidelines to help facilitate our conversations and activities each week:

a. There is no such thing as a stupid question. Please ask any and all questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.

b. Be respectful of others’ ideas and experiences even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and consider each other’s points of view. On a related note, please respect confidentiality related to this course.

c. Listen to others by trying not to interrupt until whoever is talking is finished and until you have heard and considered what others have said. Do not assume that silences are unproductive. Give others time to think, consider, and formulate ideas.

d. Monitor your participation. If you are outgoing and tend to dominate conversation, use this course as a chance to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to practice speaking up and adding to the conversation.

e. Please turn cell phones off or to vibrate before each class session out of respect for our community. On a related note, use laptops appropriately (e.g., note taking, presentations). Unless directly related to this course, please refrain from texting, visiting Facebook, etc. Please turn off all MP3 players. Please be mindful of your technology use because it can be quite offensive to others if they are speaking and you are texting or checking email. With that said, I do want to recognize and honor the fact that many of us use our technology as learning tools.
6. Attendance, Participation, and Communication
Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual performance but also to the success of the course and our community. We all share responsibility for the learning and teaching in this course. If you know that you have to miss a class session, please notify me PRIOR to your absence (if you do not, you will lose participation points). You are responsible for obtaining all materials (including summaries of class activities and discussions) and making up any missed work. I expect excellent communication (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments).

7. Late Work, Extension Requests, and Revisions
LATE WORK: Unless I state otherwise, all assignments are due on the dates listed in the syllabus. You may submit your work via email to me directly, and/or by uploading it to the course’s Canvas site.

EXTENSIONS: I understand that we are all busy people and sometimes we are not able to adhere to stated due dates. If you need an extension, please talk with me in person or contact me via email. Make sure you contact me PRIOR to any given due date or I may not be able to grant your extension request. Please do not abuse my liberal extension policy or you will no longer have access to it.

REVISIONS: You may revise and resubmit assignments that you submitted on time (this policy does not apply to late work unless I have granted you an extension). Should you wish to do this at any point during the semester, I will give you detailed instructions about how to revise your work so please check with me before you submit revisions (or I might not be able to accept your revisions). I will expect that you take account of my feedback when creating your revisions. For example, anything you revise should be highlighted so that I know what changes you have made. NOTE: No revisions will be accepted past April 7, 2017.

8. Format for Assignments & Assignment Submission Guidelines
Unless I note otherwise, all assignments must be typed. Please double-space your work, use 1” margins all around, and use 12 point Times New Roman font. I expect you to attend closely and carefully to spelling, grammar, and other conventions. When referencing course and other materials, please follow the American Psychological Association style guidelines (APA – 6th edition). 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/. If you have questions about how to format an in-text citation, a reference for your reference list, a Figure embedded in one of your papers, please ask.

COURSE ASSIGNMENTS
NOTE: When applicable, more detailed assignment guidelines and evaluation criteria will be posted to Canvas in a timely fashion.

1. Participation – 1 point per class session; 15 points total – ~10% of final course grade
Due Date: Rolling throughout the semester
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, 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 to see you sharing your expertise, debating various perspectives, questioning ideas and arguments, and proposing practical applications for the ideas we are exploring. Because this is a PhD level course, I expect to see you engaged in these activities in class discussions, as well as in your writing.

2. Reading Response Papers – 15 points each; 75 points total – ~40% of final course grade

*Due Date: dependent on student choice; 5th response paper due on or before April 7, 2017*

You will select four weeks during the course of the semester to submit written commentary about the set of readings for that week. Note that one of the weeks you select must be the week during which you are responsible for designing an activity for class (see #3 directly below). For each week that you submit this short paper (no more than 3-4 single-spaced pages), you will speak to one or more of the following:

(a) Quotes from each paper in the set that you found “…insightful, interesting, surprising, controversial, or otherwise thought provoking – and some description of its impact on [your thinking] and/or your research interests….”

(b) A question or questions that the set of readings raised for you and why

(c) A summary of the week’s readings, including interesting ideas in each reading and across the set, arguments authors make, and connections to other course readings that you see.

*Adapted from Knapp/Gallucci Syllabus – University of Washington, 2004

NOTE: Your fifth and last reading response paper, must be a commentary on your initial “Learning and Teaching” paper (see #4 below). This last response paper is due on or before April 7, 2017. We will discuss my expectations for this paper later in the semester.

NOTE 2: I will not accept reading response papers (other than your 5th and final one due on April 7, 2017) past March 31, 2017.

3. Design an Activity for Class – 20 points – 10% of final course grade

*Due Date: dependent on student choice*

In order to distribute the responsibility in the course for facilitation, you will select one week during the course and you will design an activity for class. Your activity should be related to the theme for the week that you choose, and should help the rest of us further engage with ideas present in our readings for that week. You will also be responsible for submitting a reading response paper related to the readings for the week that you select (see #2 above). Due to the number of people enrolled in the course, you might share the “Design an Activity for Class” assignment with someone else. You may choose to work on this together or you may choose to design separate activities. Regardless, everyone will write his/her own reading response paper. NOTE: I strongly suggest that you read all of the assigned readings, as well as the optional readings, for whatever week you choose.

4. Learning and Teaching Paper – 10 points – 5% of final course grade

*Due Date: on or before January 11, 2017 (credit/no credit)*

In no more than 5 pages (typed and double-spaced), write about a time where you felt like you deeply learned something, and what teaching was involved. You can write about something you learned in a school context, or you can write about something you learned elsewhere (e.g., in a museum, as part of a hobby, as part of a previous job). Make sure to fully describe the event; where you were, what you were learning, why, how, with whom, etc. What did the “teaching” look like that helped you learn
whatever it is you are describing. 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)? Finally, what questions do 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. Presently, I am interested only in hearing about the learning experience, and related teaching, that you wish to describe. We will revisit these papers, and your ideas, at the end of the semester.

5. Learning Analyses – 30 points – 15% of final course grade

Due Date: March 15, 2017

A large part of this course is identifying where and how the theories of learning we will explore (or main parts of them) show up in current practice, including our teaching. We will have these types of discussions each week and analyze educational artifacts, learning environments, instruction, and the like together in class. For this assignment, however, you will submit a more formal and thorough analysis of an artifact or environment. What you choose to analyze and which theory/theories you choose to work with is up to you.

6. Final Course Project – 50 points – 25% of final course grade

Due Dates: Your final project idea is due on or before February 22, 2017 (email me or meet with me); Final project is due on or before April 14, 2017 by 5:00 p.m. NOTE: If you want me to review an outline, no matter how rough, please send a draft to me no later than March 24.

Your final course project should actively use some of the theories discussed in the course, and be directly applicable to your current work (or future work that you would like to do). For example, and given that we cannot possibly read all of the literature associated with these theories, you might want to read more about one of the theories of learning (or a specific element of a theory) we discuss this semester, and then think through applications for teaching. You might want to design a research study or educational artifact (e.g., a portion of a curriculum, a museum exhibit), guided by some aspect of the course. You might choose to conduct a book review (e.g., Cambridge Handbook of the Learning Sciences) or journal review (e.g., Journal of the Learning Sciences) to explore literature over the past several years related to course themes. You may choose to interview someone about his/her/their ideas related to learning and teaching and then relate your interview to course readings. We will talk in more detail about the guidelines for this assignment later in the semester.

COURSE SCHEDULE*

*I reserve the right to revise this schedule whenever it is necessary and useful for us, and based on our progress in the course. I am in the process of securing some guest speakers for the course, which might impact the draft schedule listed here.

*Note that for any given perspective on learning we discuss, we will also discuss implications for teaching and other education-related practice, such as the design of curricula, assessment, policy, informal learning environments and programs, and the like.
WEEK 1 – JANUARY 4, 2017 – COURSE INTRODUCTION: DIFFERENT PERSPECTIVES ON LEARNING

READINGS:
Chapter 1: Learning: From Speculation to Science

ASSIGNMENTS:
1. Submit your “Learning and Teaching” paper before next week’s class (upload to Canvas or email to me). Be ready to discuss aspects of your paper in class.
2. Come to class with any questions you have about the syllabus.
3. Come to class ready to identify the week during which you want to facilitate your Design an Activity assignment. (We will talk in more detail next week about what is involved with respect to this assignment.)

WEEK 2 – JANUARY 11, 2017 – BEHAVIORISM

READINGS:

OPTIONAL READINGS:

ASSIGNMENTS:
1. Reading response papers
2. Plan for your Design-an-Activity assignment

WEEK 3 – JANUARY 18, 2017 – THEORIES OF INTELLIGENCE

READINGS:

Bricker – EDUC 791 – Winter 2017
OPTIONAL READINGS:

ASSIGNMENTS:
1. Reading response papers
2. Plan for your Design-an-Activity assignment

WEEK 4 – JANUARY 25, 2017 – PSYCHOLOGY & EDUCATION; PHILOSOPHERS & CONNECTIONS TO LEARNING

READINGS:
*Read the Introduction & Chapter 1

OPTIONAL READINGS:
*Psychology & Education*

*Philosophers & Education*
Dewey, J. (1896?). John Dewey’s original letter to the Trustees of the University of Chicago, arguing for the creation of a laboratory school.

ASSIGNMENTS:
1. Reading response papers
2. Plan for your Design-an-Activity assignment
3. Start to think about what you might want to do for your final course project.
**WEEK 5 – FEBRUARY 1, 2017 – CONSTRUCTIVISM & CONSTRUCTIONISM**

**READINGS:**


**OPTIONAL READINGS:**


*read Chapter 1, “Time and the intellectual development of the child,”; Chapter 3, “The stages of intellectual development in the child and adolescent,”; Chapter 8, “The necessity and significance of comparative research in genetic psychology”*

**ASSIGNMENTS:**
1. Reading response papers
2. Plan for your Design-an-Activity assignment
3. Do not forget to email me your final course project idea or meet with me about your idea on or before February 22.

**WEEK 6 – FEBRUARY 8, 2017 – SOCIOCULTURAL HISTORICAL THEORIES OF LEARNING**

**READINGS:**


**OPTIONAL READINGS:**


ASSIGNMENTS:
1. Reading response papers
2. Plan for your Design-an-Activity assignment
3. Do not forget to email me your final course project idea or meet with me about your idea on or before February 22.
4. Start thinking about what you might want to analyze for your Learning Analysis assignment (due on or before March 15).

WEEK 7 – FEBRUARY 15, 2017 – LEARNING AS SITUATED
GUEST SPEAKER: PROFESSOR MAISIE GHOLSON

READINGS:


OPTIONAL READING:


ASSIGNMENTS:
1. Reading response papers
2. Plan for your Design-an-Activity assignment
3. Do not forget to email me your final course project idea or meet with me about your idea by next week’s class.
4. Start thinking about what you might want to analyze for your Learning Analysis assignment (due on or before March 15).

**WEEK 8 – FEBRUARY 22, 2017 – THE COGNITIVE REVOLUTION & COGNITIVE SCIENCE**

**GUEST SPEAKER: PROFESSOR CHRIS QUINTANA**

**READINGS:**

**OPTIONAL READINGS:**

**ASSIGNMENTS:**
1. Reading response papers
2. Plan for your Design-an-Activity assignment
3. Continue working on your Learning Analysis assignment (due on or before March 15).

**WEEK 9 – NO CLASS: WINTER/SPRING BREAK**

**READINGS:**
*Get started on the readings for March 8.*

**ASSIGNMENTS:**
1. Reading response papers
2. Plan for your Design-an-Activity assignment
3. Continue working on your Learning Analysis assignment (due on or before March 15).
**WEEK 10 – MARCH 8, 2017 – EMBODIED COGNITION**

**READINGS:**


**OPTIONAL READINGS:**


**ASSIGNMENTS:**
1. Reading response papers. Remember that the last day to turn in reading responses papers (other than the 5th and final paper) is March 31.
2. Plan for your Design-an-Activity assignment
3. Finalize your Learning Analysis assignment (due next week).
4. Begin work on your Final Course Project. Remember that if you want me to review an outline, please send it to me no later than March 24.

**WEEK 11 – MARCH 15, 2017 – CRITICAL THEORIES OF LEARNING & CRITICAL PEDAGOGY**

**GUEST SPEAKER: PROFESSOR TARA YOSSO**

**READINGS:**


**OPTIONAL READINGS:**

ASSIGNMENTS:

1. Reading response papers. Remember that the last day to turn in reading responses papers (other than the 5th and final paper) is March 31.
2. Plan for your Design-an-Activity assignment
3. Continue to work on your Final Course Project. Remember that your project is due on or before April 14. Remember that if you want me to review an outline, please send it to me no later than March 24.

WEEK 12 – MARCH 22, 2017 – THEORIES IN DIALOGUE

READINGS:

OPTIONAL READING:

ASSIGNMENTS:

1. Reading response papers. Remember that the last day to turn in reading responses papers (other than the 5th and final paper) is March 31. Your 5th and final response paper is due on or before April 7.
2. Plan for your Design-an-Activity assignment
3. Continue to work on your Final Course Project. Remember that your project is due on or before April 14. Remember that if you want me to review an outline, please send it to me no later than Friday (March 24).

WEEK 13 – MARCH 29, 2017 – ECOLOGICAL PERSPECTIVES ON LEARNING

READINGS:

**Assignments:**
1. Reading response papers. Remember that the last day to turn in reading responses papers (other than the 5th and final paper) is Friday (March 31). Your 5th and final response paper is due on or before April 7.
2. Plan for your Design-an-Activity assignment (if necessary)
3. Continue to work on your Final Course Project. Remember that your project is due on or before April 14.

**Week 14 – April 5, 2017 – Learning to Teach & Studying Teaching**

**Guest Speaker: Professor Betsy Davis**

**Readings:**

**Optional Readings:**

**Assignments:**
1. Your 5th and final response paper is due on Friday (April 7).
2. Plan for your Design-an-Activity assignment (if necessary)
3. Finalize your Final Course Project (due on or before April 14).

**Week 15 – April 12, 2017 – Learning to Teach & Studying Teaching continued...**

**Readings:**

Bricker – EDUC 791 – Winter 2017
OPTIONAL READINGS:

ASSIGNMENTS:
-- Finalize your Final Course Project (due on or before Friday, April 14).