

Education 1450: Psychology of Teaching and Learning

Time: Tuesdays from 4-6:30PM

Location: Salomon Center 203

Instructor: Yoko Yamamoto

Contact: Yoko_Yamamoto@brown.edu

Office Hours: Tuesdays 1:30pm-3:30pm and by appointment

#202/Innovation room, 164 Angel St. (Education Department)

Course Description:

This course surveys and critically appraises foundational theories of teaching and learning. As we learn about these theories and the theorists behind them, we consider their effect on our construction of students' learning and teachers' practice. Through examining and reading research in educational psychology and other disciplines, we will examine cognition, social and behavioral processes, beliefs related to learning, and motivation and achievement. Special attention will be given to the link between theories and educational practices, individual differences, and sociocultural contexts that affect how students learn and how teachers teach. In this way, we see how theoretical paradigms are refined by the experiences of diverse learners and teachers.

Course Goals:

At the end of this course, you will be able to:

- Identify and describe major theoretical paradigms that aid in understanding both how students learn and how teachers can best support that learning.
- Critically analyze in written assignments and discussion the strengths and weaknesses of these theoretical paradigms with respect to student learning and educational practice.
- Describe in written assignments and discussion how broader sociocultural factors—including race, gender, and class—affect learning and classroom environments for both students and teachers.
- Write an analytical paper/essay drawing from secondary source research and primary data on course topics and themes.

Credit Hours:

For full-credit courses at Brown, in-class and out-of-class hours total 180 hours over the length of a semester. This is a full-credit course with an estimated credit hour load of 180 hours. This course meets for about 3 hours a week, for a total of 39 hours over 13 weeks. Roughly, expect to spend around 141 hours on this course outside of class time during the semester. Outside of class, you are expected to spend 65 hours (5 hours per week) on reading and submitting weekly responses/questions, 15 hours preparing for a topic presentation/write-up, 10 hours preparing for discussion questions/write-up, 15 hours completing the midterm, and 36 hours researching and writing the final paper including a brief presentation.

These are estimates; you may spend more or less time reading/writing than the numbers suggested above.

Course Organization:

The course meets once a week, and each class lasts 2 hours, 30 minutes. The structure of the course combines multiple engagement formats (e.g., the instructor's presentation, student presentations, discussions/activities, etc.). A student or students will give a topic presentation for the first 10 to 15 minutes, and the instructor will present information related to the topic, interactively with students. Then a discussion leader will lead a group discussion and activities related to the readings for about 60-70 minutes.

Requirements and Assignments:***Class Participation***

Students are expected to attend all class meetings. It is important that you come to class having read all the materials assigned for the day. This seminar is based around lively, respectful small group discussion and activities. Thus, it would be very helpful when students are prepared to think critically and creatively about course reading, to discuss the reading's main points and the authors' arguments, and to apply the concepts learned from the reading. Please respect your classmates, the authors, and the experiences of the people we read about in your comments in class.

When you cannot come to class for a legitimate reason, please contact me. Your absence will be excused with a supporting document.

Weekly Responses/Questions

When not leading a discussion or presenting, students are expected to submit one sentence comment/question about the reading(s). This assignment is intended to help each student prepare for his or her engagement in class and participation in group discussion. You can write your experiences related to the readings, what you found interesting or confusing in the readings, or questions related to the studies/theories. You are encouraged to bring your questions to class to share with other students if there is extra time. Please submit this question/response to Canvas by 3:30 pm on the day of class.

Topic Presentation

You will give a 10 to 15-minute topic presentation to the class on a topic(s) covered in the reading(s). Students are expected to find one additional source related to a major topic(s) (e.g., stereotype threat; positive reinforcement) or theory (e.g., Bandura's self-efficacy) of that week and give a brief summary and analysis of the additional reading in relation to the reading(s) using the PowerPoint presentation. Additional sources need to be scholarly articles/academic papers that provide deeper insights of the theory/topic or case studies related to the topic/theory, or demonstrate modes of teaching using the theory. The textbook cites many key scholarly sources. You can use the textbook as a starting point to find other sources. I will also provide support for choosing an additional reading. Students are expected to submit a critical analysis write-up (3 pages, double-spaced) providing analyses of the additional source in relation to the readings/topics/theories by 11pm of the presentation day. Students are also expected to upload the PPT file under "discussions" on CANVAS (If you present your topic with another student, please submit one PPT file that combines both students' readings). Those PPT files would be helpful for other students when they prepare for their midterms and final papers. Please read the guidelines available on CANVAS. Since this project involves additional research, students are encouraged to begin work on their projects as soon as possible.

Leading Group Discussions

You (each student) will lead a group discussion once during the course. You will develop four to six discussion questions pertaining to the reading and lead discussions and activities where students apply the reading and the topic of that week into their experiences as learners and teachers as well as classroom/teaching practices (The guideline will be available on CANVAS). The discussion leader is encouraged to design creative activities to engage everyone's participation! The leader is also expected to submit a write-up (2 pages, double spaced) explaining her or his respective rationales for raising her/his discussion questions in relation to the reading materials to CANVAS by 11:50pm on Monday, the day before her/his discussion day. In addition to the preparation for the content of the discussion, leaders are encouraged to discuss their organizations and techniques for leading the actual discussion and activities with the instructor.

Midterm

In recognition that this class introduces content covered on the Praxis exam, specifically the *Student as Learner* domain, you will have a take-home midterm consisting of short answer questions focusing on major theories/research in Educational Psychology. The midterm will cover, as stated, material covered in the *Student as Learner* domain as far as we have covered it to that point in the course. The questions will be distributed on Oct. 29 and responses are due on Nov. 5.

Note on Praxis: This course will help students prepare for the Praxis. However, it is not designed as test-prep for the Praxis: rather, the course aims to deepen your understanding of student learners and classroom practice through critical analysis of theories of learning and teaching and various research studies. It is the responsibility of students to adequately prepare for the Praxis on their own time drawing on materials from this and other courses. There are many test prep books that will help you guide your self-directed learning—additionally, weekly readings assigned in this class will aid your preparation.

Final Paper/Autoethnography

Students will write a 10-12 page (double spaced, 12-point font, 1 inch margins) auto-ethnography based on their capstone experiences or their teaching practice in the summer. These papers are thesis-driven, original in topic, and grounded in close reading and evidence from your sources. We will further discuss my expectations for course writing and the final papers as the course progresses. Please see my resources on writing on Canvas.

This auto-ethnography would draw on your reflections on your summer teaching or capstone that include your observations and interactions with students, families, and/or school personnel and would ask you to bring the theoretical frames learned in class to analyze your experiences/observations. For example, you could analyze how small group work you observed or integrated into your summer teaching aligned with the ZPD concept and how such practice did/did not succeed in promoting learning, with fine-grained analysis of the factors influencing success/failure. Such a paper would both analyze your observations, experiences, and practices and the considerations needed to ensure the success of ZPD influenced instruction. Other examples might include: your experiences working with or observing learners unlike you in terms of racial, class, gender and/or ethnic background or observations on disciplinary practices and their relationship to academic motivation by employing theories and studies in sociocultural contexts.

All students are expected to draw on course readings, but should largely draw on original secondary source research for their theoretical frameworks and literature review/evidence.

All students will write a one-page paper prospectus. You are also encouraged to provide a preliminary bibliography of five sources. Your prospectus with a preliminary bibliography is due 11/12. Final papers are due 12/17.

Grading:

15% Active participation in class/class discussions

10% Submission of weekly responses/questions

10% Topic presentation & critical analysis

15% Leading a group discussion

15% Midterm

35% Final paper/autoethnography

Academic Accommodations and Short Term Adjustments:

This is an inclusive class. Please seek out the following resources if necessary to your completion of the course:

- Students seeking accommodations due to a disability or medical condition should contact: [Student and Employee Accessibility Services](#).
- Students in need of short-term academic advice or support can contact one of the deans: [Dean of the College](#)
- Students seeking psychological support services should contact: [Counseling and Psychological Services](#).
- Students should contact me early in the semester—in office hours, via email, or after class—to discuss any accommodations necessary in conjunction with SEAS.

Academic Honesty:

As with all Brown courses, there is a zero-tolerance policy for academic dishonesty and plagiarism in this course. Please read [the Academic Code](#) (Principles of the Brown University community).

Required Texts:

As this class is a survey designed to introduce future educators to grounding theory of teaching and learning, a textbook is necessary as a long-term reference point for Praxis and beyond. However, I ask students to read the textbook as a reference point to be read critically. Please

engage in the same way with additional readings that situate the theories in the theorists' own voices or in social contexts.

- Woolfolk, Anita. 2018. *Educational Psychology*. 14ed. Boston: Pearson.
 - \$101.32 on Amazon or e-text is \$29.99-49.99 through Pearson Publisher website at mypearsonstore.com. Any form of the textbook, including the subscription version (\$29.99), is fine for this course.
 - Used books available.
 - Also on reserve at the library.
- All other readings are available as PDFs on Canvas at <https://canvas.brown.edu/courses/1079155>

Reading and Assignment Schedule:

PART I: Foundational Theories of Learning and Development

9/10, Week 1: Course Introduction

Educational psychology, learning, and teaching

Using research to understand and improve learning/teaching

- No Reading Assigned.

Discussion leaders and topic presenters to be assigned

9/17, Week 2: Cognitive Development and Sociocultural Perspectives on Learning

- Woolfolk, Chapter 2
- Vygotsky, L. (1978). Interaction between learning and development. *Mind and society: The development of higher psychological processes* (pp. 79-91). Cambridge: Harvard University Press.

Recommended:

- Piaget, J. 2005. "Development and learning" In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (pp. 25-33). New York: Worth Publishers. Chap. 4.

9/24, Week 3: Moral and Psychosocial Development

- Woolfolk, Chapter 3

- Gilligan, C. (1977). In a different voice: Women's conceptions of self and of morality. *Harvard Educational Review*, 47(4), 481-517.
- Yamamoto, Y., Li, J., Bao, H., & Hsu, W. (in press). Demand and direct involvement: Perceptions of parental involvement in schooling by preschoolers with Chinese immigrant parents. In B. Thelamour, & H. Chu (Eds.), *Navigating systems: A multidisciplinary approach to immigrant family ecologies*. Springer.

10/1, Week 4: Intelligence and Diverse Learners

- Woolfolk, Chapter 4
- Gardner, H. (2006). The view after 25 years. *Multiple intelligences: New horizons in theory and practice* (Pp. 25-38). New York: Basic Books.

Recommended:

- Sternberg, R. J., & Grigorenko, E. L. (2004). Successful intelligence in the classroom. *Theory into Practice*, 43, 274-280.

PART 2: Theories of Learning in Practice

10/8, Week 5: Behavioral and Cognitive Theories

- Woolfolk Chapters 7 & 8

10/15, Week 6: Metacognition and Constructivist Theory

- Woolfolk Chapters 9 & 10

10/22, Week 7: Social Cognitive Theory

- Woolfolk Ch. 11
- Wigfield, A., Gladstone, J.R., & Turci, L. (2016). Beyond cognition: Reading motivation and reading comprehension. *Child Development Perspectives*, 10, 190-195.
- Carter, D. J. (2008). Achievement as resistance: The development of a critical race achievement ideology among Black achievers. *Harvard Educational Review*, 78(3), 466-497.
- Watch Duckworth, A. (2013). "[Grit: The power of passion and perseverance \(Ted Talk\)](#)"

Recommended:

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

Mid-semester evaluation to be completed in class

10/29, Week 8: Motivation in Learning and Teaching

- Woolfolk Ch. 12
- Dweck, C. S. (2017). The journey to children's mindsets—and beyond. *Child Development Perspectives*, 11(2), 139-144.
- Read or listen to “[Struggles for smarts: How Eastern and Western cultures tackle learning.](#)”

Midterm to be distributed after class on CANVAS

PART 3: Understanding Learning Beliefs/Attitudes in Diverse Contexts

11/5, Week 9: Socio-Economic Status

- Woolfolk, Ch 6, Pp. 216-228 (Economic and social class differences)
- Horvat, E. M., Weininger, E. B., & Lareau, A. (2003). From social ties to social capital: Class differences in the relations between schools and parent networks. *American Educational Research Journal*, 40, 319-351.
- Hart, B. & Risley, T. R. (2003). Early catastrophe: The 30 million word gap by age 3. *American Educator*.
- More readings TBD

Midterm due at 2pm

11/12, Week 10: Race, Ethnicity, and Gender

- Woolfolk, Ch 6, 229-238 (Ethnicity and race in teaching and learning), Pp. 239-247 (Gender in teaching and learning)
- Neblett Jr., E. W., Rivas-Drake, D., & Umaña-Taylor, A. J. (2012). The promise of racial and ethnic protective factors in promoting ethnic minority youth development. *Child Development Perspectives*, 6, 295-303.
- Cooper, S. M., & Smalls, C. (2010). Culturally distinctive and academic socialization: direct and interactive relationships with African American adolescents' academic adjustment. *Journal of Youth and Adolescence*, 39, 199–212.
- Morris, E. W., & Perry, B. L. (2017). Girls behaving badly? Race, gender, and subjective evaluation in the discipline of African American girls. *Sociology of Education* 90(2): 127-148.
- Liben, L. S. (2016). We've come a long way baby (But we're not there yet): Gender past, present, and future. *Child Development*, 87, 5–28.

Prospectus due

11/19, Week 11: Immigrant Students and Language Development

- Woolfolk, Chapter 5
- Suarez-Orozco, C., & Marks, A. K. (2016). Immigrant students in the U.S.: Addressing their possibilities and challenges. In J. Banks, M. Suarez-Orozco, & M. Ben Perez (Eds.), *Global migration, diversity, & civic Education*. (pp. 107-131) New York: Teacher's College Press.

11/26, Week 12: Culture and Culturally Relevant Pedagogy

- Woolfolk, Ch. 6, Pp. 248-259 (Creating culturally compatible classrooms)
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97.
- Trumbull, E., Rothstein-Fisch, C., & Hernandez, E. (2003). Parent involvement—according to whose values? *School Community Journal*, 13(2), 45-72.
- Ladsom, B. G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology and Education Quarterly* 37(2): 104-109.
- Abo-Zena, M. M. (2018) Supporting immigrant-origin children: Grounding teacher education in critical developmental perspectives and practices. *The Teacher Educator*, 53, 263-276.

12/3, Week 13, Course Conclusion: Supporting Student Learning

- Readings TBD
- Five-minute student presentations about their final papers.

12/10, Week 14: Reading Period

- Please feel free to stop by during my office hours to ask any questions or talk about your final paper!

*** Final paper due on Canvas by 11:59pm on 12/17/19***