



Teaching Team	Adria Patthoff, Instructor: adria@ucsc.edu Riley Collins, Teaching Assistant: riacolli@ucsc.edu
EDUC 10: Intro to Learning	MW, 1-4:30, on Class Zoom
Student hours (Adria)	By appointment and Tues, 9-10 am on Office Hours Zoom
Student hours (Riley)	By appointment

COURSE INFORMATION

This online, mostly synchronous course explores the foundational perspectives on learning especially when considering learners from non-dominant communities, how those view of learning are reflected in what and how people learn in school and out of school, and how those views of learning can impact teaching practices

The course provides an overview of influential perspectives on learning, focusing on how these views have influenced learning and teaching in a democratic society. You will have the opportunity to explore and consider your own learning experiences and interests as you prepare to teach or work in education-related contexts. You will examine different definitions and views of learning, consider how teaching is connected to research on learning, strategically examine how views of learning address issues of diversity, equity and social justice, and identify principles for teaching and designing learning environments. There will be plentiful opportunities for you to share your experiences and learn from your classmates as you develop, revise, and adapt your understanding of how people learn.

The course serves as an introduction to some of the upper division courses offered in the Education Department.

SUMMER SESSION

Attendance:

You should attend every class, in its entirety (1-4:30), but extenuating circumstances may arise that can make this difficult. If you cannot attend a class, please let me know. If circumstances cause you to miss more than 2 classes during the term, you may be over extended. I ask that you connect with me to discuss your options.

Participation:

All of us in the class (you, me, your peers), have a responsibility to create an environment in which we can all learn with and from each other. I expect everyone to participate in class (there are many ways to do this, speaking is but one) so that we can all benefit from the insights and experiences we each bring to the learning space.

INSTRUCTOR INFORMATION

[Video Introduction](#)

I am a PhD Candidate in the Education Department and a former classroom teacher. I spent most of my time teaching Kindergarten (4 years), but also taught a 2nd/3rd grade combined class (3 years) and PreK (2 years). I am certified in special education and taught in a dual language setting (Mandarin).

You are welcome to call me "Adria," but if you prefer something more formal, you can call me Ms. Patthoff (I've not yet earned my doctorate, so I'm not quite "professor" :). I love yoga, baking, and my dog, Neville. You can best reach me by email, adria@ucsc.edu. I will do my best to respond quickly (though I've made a habit of not sending emails between 5pm Friday and 8am Monday).

I fully expect (and hope!) for *your* input to provoke revisions and edits to the course as we get to know each other. Together, we'll create a course experience that is uniquely ours. I am always *always* open to feedback and suggestions (doesn't mean I'll take them, but I will offer time and space for a conversation).

LEARNING OUTCOMES

- Develop a familiarity with the central concepts and key debates in research on learning
- Think critically and reflectively about learning and learners
- Develop familiarity with key cognitive and psychological issues in learning
- Construct, analyze, and critique arguments about learning using evidence from empirical research
- Develop familiarity with research-based principles for teaching and in particular, the research basis for these principles
- Develop familiarity with effective teaching practices based on empirical research on learning
- Consider theories of learning and their relevance to teaching

COMMUNICATION

Communication is critical to your success: and I will reciprocate this expectation by responding to your emails within 24 hours M-F. (Note a lag time on the weekends).

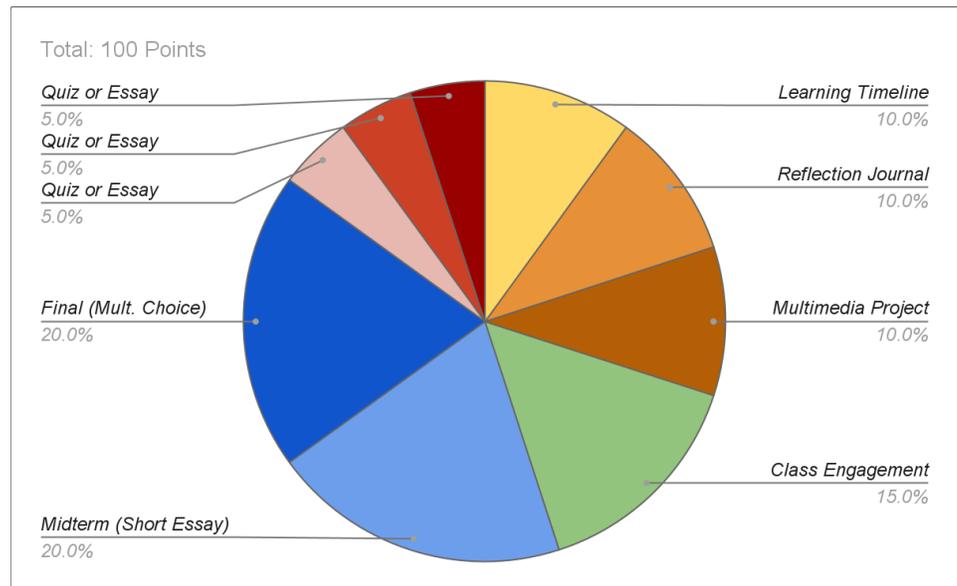
While I will have formal "student hours" Wednesdays 9:30-10:30 am, I highly encourage you to email me to set up an appointment to ensure my undivided attention. I have a fairly flexible schedule during the weekdays.

REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

All required texts and materials will be provided on [Canvas](#). If you have issues accessing any materials, please let me know, due so I can remedy the issue.

During our synchronous classes, we will do much work/play in Breakout Rooms, using Google Docs and other various interactive technology platforms (this is not a "lecture"-style class). While I realize it is not feasible for everyone for every class, the course experience will be optimized if you can use a device or devices where you can easily access and view multiple windows simultaneously (e.g. Zoom, Google Docs, PDFs of course readings). I will **always** offer accommodations/ modifications for in-class activities for those individuals with limited access to technology/reliable internet.

GRADE BREAKDOWN



Explanations of Assignments & Assessments, next page.

ASSIGNMENTS & ASSESSMENT: Descriptions

Assignment*	% of grade	Brief Description	Due Date
Personal Learning Timeline	10%	Representation of memorable learning/teaching experiences across time and space.	Draft: Week 1 <ul style="list-style-type: none"> • Sun., 8/1 @ 11:59 pm Revision: Week 4 <ul style="list-style-type: none"> • Wed, 8/18 @ 11:59pm
Personal Learning Reflection Journal	10%	Week-long reflection of learning in 4 categories ~1000 words	Week 2 <ul style="list-style-type: none"> • Fri., 8/6, @ 11:59pm
Midterm*	20%	3 Short Essays (100-400 words)	Week 3 <ul style="list-style-type: none"> • Mon., 8/9, 3-4:30 pm
Multimedia Project (group or solo)	10%	Pre-recorded Multimedia presentation on course concept of your choice. Completed <i>during</i> class time. Adria & Riley will ensure at least 30 minutes during class sessions 6, 7, and 8.	Week 4 <ul style="list-style-type: none"> • Fri., 8/20, @ 11:59pm <i>Shared with class</i> Week 5 <ul style="list-style-type: none"> • Mon., 8/23
Final*	20%	Multiple choice (~40 questions, .5 point each)	Week 5 <ul style="list-style-type: none"> • Wed., 8/25, 3-4:30pm
Class Engagement	15%	<ul style="list-style-type: none"> • Attendance/participation (broadly defined)/ engagement (10 pt) • Syllabus Quiz (1.5 pt) • Group Project Self Assess (3.5 pt) 	All the time
Choice of 3 Mini-Assessments* (below: quizzes or short responses) 3 Lowest score(s) will be dropped			
Multiple Choice Quizzes, 3 offered	5% each	In class, based on readings, dates not disclosed.	
Short responses, 3 offered	5% each	~200-300 words, due Thursday 11:59pm, after assigned, dates not disclosed	
All assessments are open notes, open book, and open web. The only forbidden resource is the synchronous use of another person's brain. Administered via Canvas.			

Grading scale:	B+: 87-89	C+: 77-79	D+: 67-69	F<60
A: 94-100	B: 83-86	C: 73-76	D: 63-66	P≥70
A-: 90-93	B-: 80-82	C-: 70-72	D-: 60-62	NP≤69

GRADING POLICY

As we are not a class of robots (at least .. we hope), this will not look the same for each student. We ascribe to holistic assessment, meaning we use various sources (in class work, completed projects, individual conferences, etc) to continuously gather information on your learning and strive to provide feedback and guide your learning. We prioritize formative assessment practices: we do our best to adjust instruction according to your needs and the needs of your peers, in-the-moment and as we journey through the course together. Column headers (i.e. "successful, "acceptable") in every rubric will be interpreted given the context of the timing of the assignment (beginning versus end of quarter), the lessons completed, the feedback discussions we have had together: in other words, these labels depend on you and your growth. If you wonder what this means for you, ask.

In the spirit of holistic grading/assessment: if you email *prior to* due dates about any anticipated challenges/issues/obstacles to completing work on time (we don't need details, just a heads' up that you'll be late submitting), there is a **much** greater likelihood that we can work together to create a plan to ensure your success in the course with no effect on your grade. That said: we understand that life happens and there are unavoidable circumstances:

Late Submission Policy: Students turning in late work waive their right to a grade challenge and may receive few, if any, comments.

Revision Policy: Revisions/resubmissions of graded work will be considered on a case by case basis. If you would like to revise any graded work, email within one week of the posted grade. Depending on the assignment and the extent of revisions, we will negotiate an acceptable timeframe for resubmission. Revisions may result in an increased grade or the grade will stay the same. The project grade will not decrease.

INSTRUCTOR FEEDBACK

Via Canvas, we will provide written comments and feedback on projects and papers. [Here's how to access Canvas comments.](#) Due to the short nature of the course, we will not offer comments and feedback on midterms or finals. However, if you have questions about scoring, we are always happy to have a conversation.

For all projects, we include a rubric that is available to you prior to submitting your work. The rubrics are also on Canvas: [Here's how to access grading rubrics on Canvas.](#)

STUDENT FEEDBACK

We **thrive** on feedback (yes, even when it's critical). Please let us know what things are going well, what isn't going well, what is helpful, and what is not helpful. We'll take a few moments throughout the quarter to reflect together on what we can do to make the course experience more effective.

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. Your anonymous feedback will help us consider course modifications that will help future students learn more effectively. If you'd like some guidance on this, I recommend you check out [CITL's Guide to Giving Useful Feedback to Instructors and TAs](#).

MEETING SCHEDULE AND ROUTINES

Sample Agenda:

1-1:45	Interactive Mini-lecture
1:45-2:30	Large Breakouts
2:30-3:00	Whole group
3:00-3:20	Break
3:20-4:00	"Section" (Small Breakouts)
4:00-4:30	Asynchronous, eg: <ul style="list-style-type: none"> • video • annotate • read

COURSE SCHEDULE

**All materials should be reviewed prior to class.*

DATE	TOPIC	DO (DUE) BEFORE CLASS
MON 7/26 #1	Course Overview	<ul style="list-style-type: none"> • Syllabus Annotation Add at least 1 annotation: a question, comment, concern, etc.
WED 7/28 #2	Culture & Learning	<ul style="list-style-type: none"> • Chapter 1, HPL Vol. 1: Learning: From Speculation to Science (29 pgs) • Chapter 2, HPL Vol. 2: Context and Culture (14 pgs) • Cultural Ways of Learning: Individual Traits or Repertoires of Practice (Gutierrez & Rogoff,

		<p>2003) (5 pgs)</p> <ul style="list-style-type: none"> • Watch Interview with Yuzhu Xig (25:59) • Indigenous Epistemologies • Gegeo & Watson-Gegeo (2001) <ul style="list-style-type: none"> ◦ Pages: 55-58, rest in class
MON 8/2 #3	<p>Experts & Novices</p> <p>Learning Theories</p>	<ul style="list-style-type: none"> • Chapter 2, HPL Vol. 1: How Experts Differ from Novices (20 pgs) • Students Remember...What They Think About, Willingham (10 pgs) • Piagetian Stage Video <ul style="list-style-type: none"> ◦ (Overview) (3:49) ◦ Part 1 (12:24) ◦ Part 2 (13:04) ◦ Part 3 (11:29) ◦ Part 4 (4:48)
WED 8/4 #4	<p>Learning & Transfer</p> <p>Learning Theories of Vygotsky, Piaget, Skinner</p>	<ul style="list-style-type: none"> • Chapter 3, HPL Vol. 1: Learning and Transfer (29 pgs) • Chapter 4, HPL Vol. 1: How Children Learn (36 pgs) • Vygotsky: His Life and Works (Berk & WInslar, 1995) (10 pgs) • Genetic Epistemology as learning theory (Gallagher) (23 pgs) • Watch: Clip on BF Skinner (3:18)
MON 8/9 #5	<p>Learning vs. Acquisition</p> <p>Midterm</p>	<ul style="list-style-type: none"> • Watch: Learning the Language Game (56:17) • WE WILL MEET 1-2:30 on Zoom!
WED 8/11 #6	<p>The Brain & Learning</p> <p>Motivation</p> <p>Self-Determination Theory</p>	<ul style="list-style-type: none"> • Chapter 5, HPL Vol. 1: Mind and Brain (18 pgs) • Chapter 6, HPL Vol. 2: Motivation to Learn (26 pgs) • What Happens to Motivation when Incentives End (4 pgs) • Self Determination Theory Website (homepage + Application: Education) (12 pgs)
MON 8/16 #7	<p>Designing environments to maximize learning</p> <p>Effective teaching</p>	<ul style="list-style-type: none"> • Chapter 6, HPL Vol. 1: The Design of Learning Environments (25 pgs) • Chapter 7, HPL Vol. 2: Implications for Learning in School (28 pgs)

	based on the principles for meaningful learning	
WED 8/18 #8	<p>The role of digital technologies in learning</p> <p><i>Not helpful!</i> Popular theories that do <i>not</i> help us understand learning or teaching</p>	<ul style="list-style-type: none"> • Chapter 8, HPL Vol. 2: Digital Technology (34 pgs) • Last Names A-O: The Medium is Not the Message, Kirschner & Hendrick (2020) (10 pgs) • Last Names P-Z: Realizing the Promise: How can education technology improve learning for all? (Ganimaiian, Vegas, & Hess, 2021) (~13 pgs) <hr/> <ul style="list-style-type: none"> • Tesia Marshik (2015) TED Talk on learning styles (18:14) • Last Names A-O: Did you Hear the One About the Kinesthetic Learner...? Kirschner & Hendrick (2020) (9 pgs) • Last Names P-Z: The Ten Deadly Sins in Education, Kirschner & Hendrick (2020) (9 pgs)
MON 8/23 #9	<p>Learning across the life span</p> <p>Overview of learning disabilities</p> <p>The relationship between learning, learning disabilities, and intelligence</p>	<ul style="list-style-type: none"> • Chapter 9, HPL Vol. 2: Learning Across the Life Span (~28 pgs) • Introduction to Learning Disabilities (~10 pgs) • What is RTI? (Response to Intervention) (~2 pgs) <hr/> <ul style="list-style-type: none"> • F.A.T. (Frustration Anxiety Tension) City video (1:06:44) • McDermott. R. P. (1993). The acquisition of a child by a learning disability. In S. Chaiklin & J. Lave (Eds.). <i>Understanding practice: Perspectives on activity and context</i> (pp. 269-305). Cambridge. England: Cambridge University Press <ul style="list-style-type: none"> ○ **Pages 269-273. We'll work through the rest in class. (~5 pgs)
WED 8/25 #10	Final Exam	Review (1-1:30) & Final Exam (Open 1:45-5pm, 120 minute time limit)

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

The official UCSC policy governing Academic Integrity is available at <https://ue.ucsc.edu/academic-misconduct.html>. Suspected cases of plagiarism will be handled according to those policies, beginning with a conversation between myself and the student. If you have questions about what constitutes plagiarism and/or are unsure of whether you've crossed that line, read section 102.012 "Plagiarism," on [this](#) document and talk with me. No behavior that constitutes plagiarism, cheating, or any form of misconduct (including submitting work that has been submitted to another class) will be tolerated in this class for any reason and I reserve the right to fail any plagiarized work.

Academic integrity in EDUC 10 includes: Incorporating proper citation of all sources of information and submitting your own original work.

Academic misconduct includes, but is not limited to, the following:

- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, **please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter.** At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single

most effective way to ensure respectful discussion and to create a space where we are all learning together.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator as a “mandatory reporter.” This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions. With all this in mind, hate speech will not be tolerated.

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring and Learning Support](#)

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/[Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.