

EDUC 10: Introduction to Learning

University of California, Santa Cruz, Education Department
Online

Course Description & Learning Outcomes

This course explores the foundational perspectives on learning with a focus on learners from non-dominant communities, the underlying histories and political visions of those perspectives, how those views 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. We will undertake 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.

Course Objectives:

1. Demonstrate familiarity with the central concepts and key debates in research on learning.
2. Demonstrate familiarity with research-based principles for teaching and in particular, the research basis for these principles.
3. Demonstrate familiarity with effective teaching practices based on empirical research on learning.
4. Demonstrate familiarity with key cognitive and psychological issues in learning.
5. Effectively use theories of learning to consider best teaching practices.
6. Think critically and reflectively about learning and learners; construct, analyze, and critique arguments about learning using evidence from empirical research.

Required Readings & Canvas Use

This course's required learning content and activities will be available on the Canvas course website. Please remember these materials, along with my lectures and other content, are protected by U.S. copyright law and by University policy. You are expected to log on regularly to access my announcements and coursework materials. You will also use the Canvas course

website to post weekly reading responses, submit major assignments, and communicate with classmates.

Coursework & Grading

10% Weekly Lecture Notes. In the form of lecture notes, reflections, and/or an audio or video upload. These are visible only to the teaching team.

10% Weekly Reading Annotations (Hypothesis). Collective annotations (for individual grades) of the readings each week using the Hypothesis annotation tool. Visible to the whole class.

10% Group Discussion Leader. Students will rotate as discussion leaders in order to kick off Canvas weekly reading responses. At the beginning of each week, Group Discussion Leaders will send their sections a one-page summary (or equivalent video presentation) which includes a short summary of the readings, 2-3 quotes, some keywords, and 2-3 discussion questions. The summary will be individually submitted, although there will be more than one discussion leader each week.

20% Canvas Reading Responses (Discussion Forum). These will be substantive responses to the weekly readings focused on connections between some aspect of your life and the readings. These responses will eventually be assembled and heavily revised/edited to become your final Critical Learning Autobiography, so putting in significant effort each week will pay off in the end. Due Fridays at 11:59pm.

20% = Critical Learning Autobiography Semi-Final. You will integrate and apply material from readings, Canvas discussions, and lectures into an analytic memoir of your learning experiences throughout your life. Ideally, this will be an edited collection of your weekly Canvas reading responses, with the full submission in Week 4. Considering it's an **autobiography**, the assignment should center around your experiences that intersect with the course readings (the "**critical learning**" part). As such, the bulk of the content should come from the Part 2s in your Weekly Responses, since those are the parts where you are meant to be connecting the course content with your own experiences and biography. They are not meant to simply represent your thoughts or reflections on class content. Additionally, as an autobiography, the entries should span multiple times periods of your life (family/background, early years, elementary school, high school, university).

30% = Final Project. This is due Finals Week. The individual or group project is designed to allow you to go beyond the readings and in-class activities to explore the themes of the course around a particular setting or issue. The ideal project has a real-life audience and purpose and can be used to educate about issues involving learning, such as: the school-prison nexus, tracking, neurodiversity, language subordination, alternative examples of education, learning in social movement spaces, etc. You will undertake the investigation as a group or on your own and then individually submit either an essay (6-12 pages) or equivalent alternative project reporting or disseminating what you found in relation to course readings and class discussions. You can also submit the essay or project as a group, as long as it shows the equivalent amount of work per student as a 5-10 page essay. Additional details will be provided in class. I will provide ample resources and scaffolding. Project milestones:

- **Final Project Proposal** due during Week 2

- **Final Project Checkin** due during Week 5
- **Final Project** full submission due Finals Week

Possible ideas: YouTube or TikTok video, Professional Development for teachers, lesson plans/unit, infographic or other sort of poster, zine, blog post, video-recorded spoken word performance, testimony for a school board hearing, newspaper editorial, letter, poem, article or book review, etc. In the case of something like a poem or artwork, it should be accompanied by a short academic essay explaining its connection to the course.

Anticipated Distribution of Your Time. This 5-unit course should require a weekly average of 7 hours of lecture, 10 hours of reading, and 13 hours of homework per week.

Course Policies

Academic Integrity. The University of California, Santa Cruz's policies on academic integrity outlined in [Section 100.00 Code of Student Conduct](#) apply to this class. The Code of Student Conduct defines cheating as "fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question." Moreover, of taking someone else's work and ideas without due citation and passing them off as one's own. Inability to employ proper citation practices (in the style of your choice) in papers and assignments will be cause for a non-passing grade and academic probation per university guidelines found in the [Academic Misconduct Policy for Undergraduates](#).

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 to this course, please submit your Accommodation Authorization Letter from the **Disability Resource Center (DRC)** to me privately during my office hours, by appointment, or by email, preferably within the first two weeks of the quarter. I would also like us to identify ways to ensure your full course participation. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at drc@ucsc.edu. If you are unable to get a formal Authorization Letter, please talk to me anyway about accommodations you may need and we will figure something out. I strive to make my courses as universally accessible as possible, regardless of documentation.

I encourage everyone (especially if you need additional writing support) to utilize the resources of **Learning Support Services (LSS)**, which provides academic support services for all undergraduate students. To make an appointment, visit lss.ucsc.edu or call 831-459-4333.

Title IX/Care Advisory. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the **Campus Advocacy Resources & Education (CARE)** Office by calling (831) 502-2273. CARE provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. In addition, **Counseling & Psychological Services (CAPS)** can provide confidential

counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1.

As a faculty member, I am required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Office should I become aware that you or any other student has experienced sexual violence or sexual harassment. I will facilitate a warm handoff between you and any of the previously mentioned campus units to ensure safe and effective handling of your experience.

Solidarity of Learning. Thoughts and opinions about class material are welcome, and I highly encourage students to share differing points of view and constructive comments in lecture and discussion sections. Comments, however, that are designed to embarrass or harass your fellow classmates on grounds of race, ethnicity, gender, sexuality, physical ability, mental capacity, class, political perspective, nationality, immigration status, or religion will not be tolerated. This also holds for comments of the like that isolate students and impact their willingness to participate fully in class. I reserve the right to approach students when I hear harmful language that threatens members of the classroom. I will also mediate conflict should matters arise between students.

As the content of our course material touches on racism, colonial extraction, and the entrenched and harmful contradictions of educational systems, I approach our classroom as a "place of risk" where we acknowledge intellectual tensions, disagreement, and discomfort toward a solidarity of learning (Leonardo & Porter 2010, p. 153). Your willingness to participate in class while acknowledging that the subject matter and classroom space call for sensitivity and wise speech will contribute to this solidarity.

Grading Policy. I will provide rubrics for all graded assignments. Should any unforeseen circumstances arise before the due date of any assignment, please inform me as soon as possible. Classroom activities and Canvas discussions will be graded on a 10-point basis:

10: Concise, well-evidenced response that refers to reading or lecture material or outside, relevant information that moves the discussion forward.

6-9: Satisfactory summary response but does not draw on specific material from the course; may provide opinion but is either repetitive, insufficiently concise, or hastily written.

0: No submission, or submission showing little time/care invested.

Communication. If you have any questions about class material, please visit my office hours or schedule an appointment by email. If you email me regarding class material or send me your writing, I will encourage you to come to my office hours for a more fruitful and productive conversation. Please allow 24 hours for a reply. I do not check course correspondence on the weekend, so anticipate my replies to weekend emails on Mondays at the earliest. Because of the demands of teaching and grading in anticipation of an assignment, I cannot respond to e-mails within 24 hours of an assignment's due date.

Student Feedback and Evaluations. To improve as an instructor and ensure classroom effectiveness, I welcome constructive feedback regularly. I will provide opportunities for evaluation at Week 5 of the course, including the final Student Experience of Teaching evaluation provided at the course's end. Offering feedback is a vital part of academic life, collegiality, and intellectual development. I thank you for participating in this process.

Course Calendar

(Syllabus subject to change at the discretion of the instructor)

TOPICS	READINGS ¹ & ACTIVITIES DUE
<p>Week 1 Part 1: The Stakes of Learning</p>	<p>Complete pre-survey and Hypothesis syllabus annotation.</p> <p>Read:</p> <ul style="list-style-type: none"> ● Stovall, D. (2020). On Knowing: Willingness, Fugitivity and Abolition in Precarious Times. <i>Journal of Language and Literacy Education</i>, 16(1) [5 pp.] ● Oakes, J. (1986). Keeping Track, Part I: The Policy and Practice of Curriculum Inequality. <i>Phi Delta Kappan</i>, 68, 12-17. ● Oakes, J. (1986). Keeping track, part 2: Curriculum inequality and school reform. <i>The Phi Delta Kappan</i>, 68(2), 148-154. <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Chapter 1, HPL Vol. 1: Learning: From Speculation to Science [24 pp.] ● Ch.1 “The U.S. Schooling Dilemma: Diversity, Inequity, and Democratic Values” [22 pp.] in Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). <i>Teaching to change the world</i>. Routledge. ● “Introduction: The Problematic History between Schools Prisons” (pp. ix-xvi) in Sojoyner, D. <i>First strike: Educational enclosures in Black Los Angeles</i>. University of Minnesota Press. [13 pp.] ● <i>Exterminate All the Brutes</i> HBO series: Part 3
<p>Week 1 Part 2: Theories of Learning as Theories of Society/ Humanity</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Ch. 3 “Politics and Philosophy: The Struggle over the School Curriculum” [21 pp.] in Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). <i>Teaching to change the world</i>. Routledge. ● Thomas M. Philip & Pratim Sengupta (2021) Theories of learning as theories of society: A contrapuntal approach to expanding disciplinary authenticity in computing, <i>Journal of the Learning Sciences</i>, 30:2, 330-349 [12 pp.] ● de Royston, M. M., Lee, C., Nasir, N. I. S., & Pea, R. (2020). Rethinking schools, rethinking learning. <i>Phi Delta Kappan</i>, 102(3), 8-13. <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Lave, J. (1997). <i>Cognition in Practice</i>. Cambridge. Psychology & Anthropology I & II PP. 1-18, 76-93 ● Chapter 3, HPL Vol. 1: Learning and Transfer (29 pgs) ● Tesia Marshik (2015) TED Talk on learning styles (18:14)

¹ Readings and discussion board posts are to be completed *before* this date.

	<ul style="list-style-type: none"> ● Did you Hear the One About the Kinesthetic Learner...? Kirschner & Hendrick (2020) (9 pgs) ● The Ten Deadly Sins in Education, Kirschner & Hendrick (2020) (9 pgs)
<p>Week 2 Part 1: Cognition, Neuro-diversity, & Learning (Dis/ability)</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Chapter 3, <i>How People Learn</i> Vol. 2: Types of Learning and the Developing Brain (35 pgs) ● “Throw Away the Master’s Tools: Liberating Ourselves from the Pathology Paradigm” in Walker, N. (2021). <i>Neuroqueer heresies: Notes on the neurodiversity paradigm, autistic empowerment, and postnormal possibilities</i>. Autonomous Press. (pp. 14-25) (12 pgs) ● Artilles, A. J., Rose, D., González, T., & Bal, A. (2020). Culture and Biology in Learning Disabilities Research: Legacies and Possible Futures. <i>In Handbook of the cultural foundations of learning</i> (pp. 160-177). Routledge. (17 pgs) <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Rose, M. (1988). Narrowing the mind and page: Remedial writers and cognitive reductionism. <i>College Composition and Communication</i>, 39(3), 267-302. (36 pgs) ● Chapter 5, HPL Vol. 1: Mind and Brain (14 pgs) ● Introduction to Learning Disabilities (~10 pgs) ● The acquisition of a child by a learning disability. McDermott, R. P. (1993). In S. Chaiklin & J. Lave (Eds.). <i>Understanding practice: Perspectives on activity and context</i> (pp. 269-305). Cambridge. England: Cambridge University Press. Focus on pp. 269-273. (5 pgs) ● Radiolab Episode G: Problem Space (00:44:50)
<p>Week 2 Part 2: Cultural Foundations of Learning</p>	<p>Final Project Proposal due</p> <p>Read:</p> <ul style="list-style-type: none"> ● Nasir, N. I. S., Lee, C. D., Pea, R., & McKinney de Royston, M. (2021). Rethinking learning: What the interdisciplinary science tells us. <i>Educational Researcher</i>, 50(8), 557-565. (8 pgs) ● Rose, M. (2009). Blue-collar brilliance: Questioning assumptions about intelligence, work, and social class. <i>The American Scholar</i>, 78(3), 43-49. (6 pgs) ● Lorde, A. (1977). Transformation of Silence into Language and Action. <i>Sister Outsider</i>. (5 pgs) ● Collaboration as an Ensemble [3 min. Rogoff Video] ● <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Rose, M. (2004). <i>The mind at work</i>. New York: Penguin. Chapter 1 (pp. 1-30) ● Rose, M. (2001). The working life of a waitress. <i>Mind, Culture, and Activity</i>, 8(1), pp. 2-23. (21 pgs) ● Radio Interview with Mike Rose ● Chapter 2, HPL Vol. 1: How Experts Differ from Novices (20 pgs) ● Chapter 4, HPL Vol. 1: How Children Learn (36 pgs) ● Esmonde, I. (2016). Power and sociocultural theories of learning. In <i>Power and privilege in the learning sciences</i> (pp. 25-43). Routledge. (18 pgs)

	<ul style="list-style-type: none"> ● <i>Vygotsky: His Life and Works</i> (Berk & Winsler, 1995) (10 pgs)
<p>Week 3 Part 1: Cultural Ways of Learning</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Chapter 2, <i>How People Learn</i> Vol. 2: Context and Culture pp. 21-33 (13 pgs) ● Learning by Observing and Pitching In ● “Learning the Grammar of Animacy” in Kimmerer, R. W. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed Editions. pp. 48-59. (12 pgs) ● Indigenous Epistemologies <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Nasir, N. I. S., Roseberry, A. S., Warren, B., & Lee, C. D. (2006). Learning as a cultural process: Achieving equity through diversity. In Sawyer et al. <i>The Cambridge handbook of the learning sciences</i>, 489-504 ● Gutiérrez & Rogoff's "Cultural Ways of Learning: Individual Traits or Repertoires of Practice. " <i>Educational Researcher</i>, Vol. 32, No. 5, pp. 19–23. (5 pgs) ● Gegeo & Watson-Gegeo (2001). Pages: 55-58 only. (3 pgs) ● Watch Interview with Yuzhu Xia (25:59)
<p>Week 3 Part 2: Mechanisms of Learning</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Ch. 5 “The Subject Matters: Constructing Knowledge Across the Content Areas” in Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). <i>Teaching to change the world</i>. Routledge. (pp. 120-144) (25 pgs) ● Ch. 6 “Instruction: Teaching and Learning Across the Content Areas” [pp. 151-165] in Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). <i>Teaching to change the world</i>. Routledge. (15 pgs) <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Esmonde, I., & Booker, A. N. (2016). Toward critical sociocultural theories of learning. In <i>Power and privilege in the learning sciences</i>. Routledge. (pp. 180-192) (13 pgs) ● Chapter 6, HPL Vol. 2: Motivation to Learn (26 pgs) ● What Happens to Motivation when Incentives End (4 pgs) ● Selections from <i>Cambridge Handbook of the Learning Sciences</i> Part 1 (esp. Scaffolding) ● Vygotsky, L. S. (1980). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Press. Chapter 6. (p. 79-91) (13 pgs) ● Beth Warren, Shirin Vossoughi, Ann Roseberry, Megan Bang & Edd Taylor. (2020) Disciplinary learning and epistemic heterogeneity. In N.S. Nasir, C. Lee & M. McKinney de Royston (Eds). <i>Handbook of the Cultural Foundations of Learning</i>. (14 pgs) ● Self Determination Theory Overview (0:02:50) ● What is Self Determination Theory? (00:01:46)

<p>Week 4 Part 1: Power & Liberation in Learning: Assessment, Scaffolding, and Tech</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Ch. 7 “Assessment: Measuring What Matters” [19 pp.] in Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). <i>Teaching to change the world</i>. Routledge. ● Ch. 6 “Instruction: Teaching and Learning Across the Content Areas” [pp. 166-172] in Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). <i>Teaching to change the world</i>. Routledge. ● Chapter 7, HPL Vol. 2: Implications for Learning in School, pp. 153-161 (9 pgs) ● de Roock, R. S. (2021). On the material consequences of (digital) literacy: Digital writing with, for, and against racial capitalism. <i>Theory Into Practice</i>, 60(2), 183-193. [10 pp.] <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Au, W. (2016). Meritocracy 2.0: High-stakes, standardized testing as a racial project of neoliberal multiculturalism. <i>Educational Policy</i>, 30(1), 39-62. ● Selections from <i>Cambridge Handbook of the Learning Sciences</i> Part 1 (esp. Metacognition) ● Chapter 6, HPL Vol. 1: The Design of Learning Environments (25 pgs) ● Chapter 8, HPL Vol. 2: Digital Technology (34 pgs) ● The Medium is Not the Message, Kirschner & Hendrick (2020) (10 pgs) ● Realizing the Promise: How can education technology improve learning for all? (Ganimaian, Vegas, & Hess, 2021) (~13 pgs)
<p>Week 4 Part 2: Disciplines: Language & Literacy</p>	<p>Critical Learning Autobiography Semi-Final due</p> <p>Read:</p> <ul style="list-style-type: none"> ● Freire, P., & Macedo, D. (2013). Literacy: Reading the word and the world. Routledge. Chapter 1: The importance of the act of reading. (p. 20-24). ● Anzaldua, G. (1987). Ch. 5. How to Tame a Wild Tongue. In <i>Borderlands/ La frontera: the new mestiza</i> [11 pp.] ● Hikida, M., & Martínez, R. A. (2019). Languaging, race, and (dis)ability. In Beach, R., & Bloome, D. (Eds). <i>Languaging Relations for Transforming the Literacy and Language Arts Classroom</i> (pp. 69-89). Routledge. <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> ● Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. <i>Language and Society</i> (11), 49-76. ● Labov, W. (1970). The logic of nonstandard English. In <i>The myth of cultural deprivation</i>. Chapter 1 (p. 21-66). ● Watch: Learning the Language Game (56:17)
<p>Week 5 Part 1: Disciplines: Math & Science</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Chapter 7, HPL Vol. 1: Effective Teaching in History, Math, and Science ● Cabana, C., Shreve, B., Woodbury, E., & Louie, N. (2014). Working Toward an Equity Pedagogy. In Nasir et al. <i>Mathematics for equity: A framework for successful practice</i>. Teachers College Press. <p>Optional/Further Reading:</p>

	<ul style="list-style-type: none"> Medin, D. L., & Bang, M. (2014). Who's asking?: Native science, western science, and science education. MIT Press. Chapter 6: Culture & Issues in Cultural Research (p. 85-105)
<p><u>Week 5</u> <u>Part 2:</u> Learning & Liberation</p>	<p>Read:</p> <ul style="list-style-type: none"> Ch. 8 “Classrooms as Communities: Developing Caring and Democratic Relationships” [24 pp.] in Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). <i>Teaching to change the world</i>. Routledge. <p>Optional/Further Reading:</p> <ul style="list-style-type: none"> Vossoughi, S., & Gutiérrez, K. D. (2016). Critical pedagogy and sociocultural theory. In <i>Power and privilege in the learning sciences</i> (pp. 157-179). Routledge.
<p><u>Finals Week</u></p>	<p><i>Final Project due</i></p>