

EPSE 501 (61A): Seminar in Human Development, Learning and Culture

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Dates: September 7-November 30, 2016
Time: Wednesdays 5:00-8:00
Location: Tupper Secondary — Room 422

Course Objectives

The goal of this course is for students to gain an introduction to research in Education in general and more specifically to research in Educational Psychology. The focus is on human learning, development and culture and will thus include topics such as: behavioural, cognitive, sociocultural and technological approaches to teaching and learning in diverse contexts. As well, we will consider social and emotional development across the lifespan.

The point is to reflect on different theoretic/methodological issues while focusing on the educational implications of these. In order to fully participate and engage in the conversation students are expected to immerse themselves in readings provided. Further, it is expected that students will go beyond the required readings and locate additional relevant articles to help build their own educational frameworks. Students should come to class with a reasonable grasp of each theory and be prepared to discuss the implications of the theory for education.

Required Readings

All readings are available via our blog site: <http://blogs.ubc.ca/epse501/>

SELECTED JOURNALS IN THE LIBRARY

Child Development
Child Language, Teaching and Therapy
Developmental Psychology
Developmental Review
Identity: An International Journal of Theory and Research
Journal of Adolescence
Journal of Adolescent Health
Journal of Early Adolescence
Journal of Education for Students Placed at Risk
Journal of Language, Identity, and Education
Journal of Research on Adolescence
Mind, Culture, and Activity: An International Journal

Course Evaluation

Assignments:	Point Value
Professionalism	10
Weekly Reflections	10
Human Development Theory	35
Facilitation	20
Concept Map	25

Total=100

Assignments and Expectations

Professionalism (Attendance, Informed Discussion, and Supportive Participation) (10 marks):

One measure of success in this course is being **professional**. This means (among other things) honoring your commitments; being where you are supposed to be when you are supposed to be there; turning in assignments on or before due dates; asking other students and/or the instructor for assistance with assignments where needed; coming to class ON TIME; pre-arranging childcare and medical appointments that do not interfere with the program; e-mailing your instructor if you will be absent (prior to your absence); and being neat, accurate and coherent in your written and oral presentation. Emergency situations will be taken into account.

Professionalism also includes being respectful to other students and **involvement**. Involvement means coming to class prepared (i.e. do your readings, bring required items), **getting involved in class discussions** (participate!), sharing ideas, taking initiative in and resolving conflicts when working individually or in group projects, volunteering for and contributing over and above requirements (extra Blog comments/contributions). This also means remembering to **shut off your cell phones** and not texting, e-mailing or browsing the internet during class.

Weekly Reflections (10 marks):

Weekly **reading reflections** are a space for you to consider the course reading from the perspective of your experience and linking it to the theories we are learning. This also is to help build a record of your reflections and share them with your colleagues. For example, what do the theories and practices that you read about mean to you, have you noticed them in your work-place, and do you see them in your daily life? Your focus should be on integrating theory and practice from readings with your growing understanding of the theories we are learning. Sharing ideas and thoughts that are still questions under consideration is perfectly fine and can lead to deeper reflections. You may also make connections with material from other courses.

Your reflections should include:

- Major objective of the article
- Connection to theory
- Your opinion on the article
- Practical application of the article

Please submit your Reading Reflections to our UBC blog site at: <http://blogs.ubc.ca/epse501/>

Human Development Theory (HDT) (35 marks):

This is a three part assignment that is designed to help you reflect upon how your thinking about learning and development changes throughout the course.

- Part 1: On September 14th you will be expected to post (in 300 words or less) a well-articulated paper on your current beliefs about development and learning.
- Part 2: During the last few weeks of the course, you will be rewriting this paper based on everything that you have learned from the course, this second version is due in class (in hard copy format on November 23rd). To this end, it is strongly encouraged, and ultimately to your benefit to reflect on how your thinking changes over the term. The Concept Map assignment (described below) will be particularly helpful for this. Your mark for this assignment will be assigned at the end of the course after part 3 is completed.
- Part 3: On November 30th you will do an online presentation of your HDT. Here you will present your final HDT as well as reflect on your growth throughout the term. This could include things that you have learned from your Cmaps, from your practice/life, from your classmates etc. Creativity is appreciated here in terms of both content and style of presentation.

Facilitation (20 marks):

Each week, a group of 2 people will be responsible for reading *all* of the articles and *all* of Reflections that pertain to that week's topic. Your group should generate a critical/reflective analysis of the major themes, points of agreement, disagreement, and questions that arose from your classmates' postings. That is, your goal should be on informing the class of the opinions/questions that arose in the online discussion in an interesting and engaging way. You will facilitate a discussion that includes the significance of the reading in terms of the practical and theoretical applications of the content. For some facilitations only half of the class will have read the articles you are discussing so it is important on these days to have some kind of summary of both articles (although this can be integrated with the reading reflections or in other interesting ways). On days that everyone has read the same article please just do a very quick summary reminder (or again, include this in your reading reflections part). Integrating these short article overviews into your presentation would help the flow and improve class engagement. Your main focus should be on creating a discussion and activities that engage your colleagues in a dialogue on the major issues raised in the reflections. You will have the first 50 minutes of class for your facilitation or you will run your facilitation online (if our class that week is online).

Facilitation Evaluation sheet below:

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Evaluation of Facilitation

Preparedness (organization, clarity, timing):

Summary and Analysis of Reflections :

Inclusion of theoretical implications and practical applications:

Effectiveness of medium used to communicate:

Depth of understanding exhibited:

Concept Map (25 marks):

For this assignment, you will use concept mapping software (CmapTools from the Institute for Human and Machine Cognition - <http://Cmap.ihmc.us/>) to create a detailed concept map of all the theories and perspectives that we learn about in the course. This assignment is designed to help you keep everything organized and to make sure that you have an explicit understanding of how you think all of the theories are linked together. On **October 12**, you will develop your first concept map, based on the content covered to that point. For this first submission, I will look at your concept maps and provide you with suggestions and things to think about with respect to your concept map. Please submit your concept map as a PDF to our Blog site—note that any links you have included will not be available in this format so if you include these know that they are for your use only. It is also recommended that you save a copy of your map on your own computer (as a back-up). By **November 7th** (at midnight) you will be expected to submit a more current and thorough Cmap and to discuss this with your classmates. Part of your concept map grade will come from the comments and suggestions given to your classmates maps (you should be commenting on at least three maps and your comments should be substantive in nature). Once someone's concept map has 3 comments please chose another map to comment on—if you are the 4th comment I will not count this as one of your three comments (though small extra comments—beyond your required three—are always welcome). **Your comments are due on November 11th (midnight)**. The concept maps represent one quarter of your mark for this course, and thus you will be developing these through out the term. These also offer a way for you to pay attention to how your sense of the relationships between the learning theories and concepts in the course change over time. Here is an example of a simplistic concept map: <http://www.indiana.edu/%7Eintell/map.shtml>

Linkages to Your Eportfolio

As you are aware, your eportfolio is a space for you to keep an ongoing record of your research (inquiry) and learning from your cohort program.

The two areas of focus are:

1. **Research Summary** - summary of inquiry about a course topic, concept, or issue (e.g., active learning or virtual education).
2. **Learning Analysis** - written narrative about what you valued from what you learned in the course.

The HDT and Cmap assignments in this course can be directly related to your eportfolio. I would suggest that you keep your first drafts to compare to your final submissions of each of these. Your work on these assignments can clearly illustrate what you have learned in the term, as well as demonstrate the growth in your theoretical foundation of Human Development.

Section 8: Faculty of Education Grading Practices

We will be using the following definitions in this course:

A Level (80% to 100%)

A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all conditions below.

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. The student demonstrates initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements established by the instructor.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of the course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in the class and in related courses. A- work is accurate and meets requirements, but is not creative or insightful in the judgments of instructors.

B Level (68% to 79%).

This category is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is clearly distinguished from A level work by any one of four problems:

1. one or more significant errors in understanding
2. superficial representation or analysis of key concepts
3. absence of any special initiatives
4. lack of coherent organization or explication of ideas.

The level of B is judged in accordance with the severity of the difficulties demonstrated.

B+ is from 76% to 79%.

B is from 72% to 75%.

B- is from 68% to 71%.

C Level (55% to 67%).

Although a C+, C, or C- grade may be given in a graduate course, the Faculty of Graduate Studies considers 68% as the minimum passing grade for graduate students. See the UBC Calendar for details.

Hint and Typical Pitfalls:

- Be sure to have all of your assignments double spaced with proper margins (1 inch) and font size (12)
- Be sure to read the assignment criteria carefully, many students inadvertently lose marks by omitting parts of the assignment
- You must keep to the required page limits (***I will not read beyond the page/word limits listed***)
- You must keep to the required time limits (points will be deducted for facilitations that go over time)

ACADEMIC HONESTY AND LATE SUBMISSIONS:

- You are expected to complete your own work and to submit work that has been prepared for this class only. Plagiarism (i.e., submitting or presenting the work of another person as if it were ones own) or submitting work prepared for another class will result in an automatic course grade of F.
- You are expected to submit all course work by the due date specified, unless arranged with the instructor at least one week in advance. Late submissions that have not been arranged will be penalized by a loss of one letter grade (e.g. A to A-, or B+ to B) for each day late.

Class Schedule:

September 7:

Topic: **Introductions, syllabus and exploring our own theories and biases**

September 14:

Topic: **What do I believe about human development?**

Reading:

Fives, H., & Buehl, M.M. (2012). Spring cleaning for the “messy” construct of teachers’ beliefs: What are they? Which have been examined? What can they tell us? APA Educational Psychology Handbook: Vol. 2. Individual Differences and Cultural and Contextual Factors, K. R. Harris, S. Graham, and T. Urdan (Editors-in-Chief), 471-499.

Assignment: First draft of Human Development Theory Due—What do I believe about human development (in 300 words or less) in hard copy format please.

September 21:

Topic: **Behaviourism**

Background reading:

Ertmer, P.A., & Newby, T.J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. DOI: 10.1002/piq.21143 **Read only pages 47-50**

Or

Weegar, M.A., & Pacis, D. (2012). A comparison of two theories of learning—Behaviorism and constructivism as applied to face-to-face and online learning. E-Leader Manila. National University San Diego, CA, USA. Retrieved from <http://www.g-casa.com/conferences/manila/papers/Weegar.pdf> **Read only pages 3-6**

AND

Readings:

Abramson, C.I. (2013). Problems of teaching the behaviorist perspective in the cognitive revolution. *Behavioural Sciences*, 3, 55-71; doi:10.3390/bs3010055

Assignments: Reflections due

September 28:

Topic: **Cognitivism**

Background reading:

Ertmer, P.A., & Newby, T.J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. DOI: 10.1002/piq.21143 **Read only pages 50-54**

Readings:

Chen, G.-D., Nurkhamid, Wang, C.-Y., Yang, S.-H., & Chao, P.-Y. (2014). Self-observation model employing an instinctive interface for classroom active learning. *Educational Technology & Society*, 17 (3), 14–26.

Assignments: Reflections due

October 5:

Topic: **Constructivism**

Background reading:

Ertmer, P.A., & Newby, T.J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. DOI: 10.1002/piq.21143 **Read only pages 54-59**

Or

Weegar, M.A., & Pacis, D. (2012). A comparison of two theories of learning—Behaviorism and constructivism as applied to face-to-face and online learning. E-Leader Manila. National University San Diego, CA, USA. Retrieved from <http://www.g-casa.com/conferences/manila/papers/Weegar.pdf> **Read only pages 6-8**

Readings:

Weegar, M.A., & Pacis, D. (2012). A comparison of two theories of learning—Behaviorism and constructivism as applied to face-to-face and online learning. E-Leader Manila. National University San Diego, CA, USA. Retrieved from <http://www.g-casa.com/conferences/manila/papers/Weegar.pdf> **Read pages 8-20**

Assignments: Reflections due

October 12: **ONLINE**

Topic: **Social Contexts of Learning**

Background reading:

Self-guided notes online

Readings:

Li, Z. (2013). Natural, practical and social contexts of e-learning: a critical realist account for learning and technology. *Journal of Computer Assisted Learning*, 29, 280–291

Assignments: Reflections due

Concept Map Draft Due—submit to our Blog in PDF format

October 19:

Topic: **Socio-Emotional Learning**

Readings:

Jones, S.M., & Bouffard, S.M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report*, 26 (4), 3-22.

Assignments: Reflections due

October 26:

Topic: **Diversity**

Readings:

Loutzenheiser, Lisa W. (2001) If I talk about that, they will burn my house down: The Possibilities and Tensions of Queered, Anti-racist Pedagogy. In K. Kumashiro (Ed.) *Troubling Intersections of Race and Sexuality: Queer Students of Color and Anti-Oppressive Education*. Ed. Kevin Kumashiro. Landham, MD: Rowman & Littlefield, pp. 195-213.

Assignments: Reflections due

November 2:

Topic: **Self-Regulated learning**

Readings:

Perry, N.E. (2013). Understanding classroom processes that support children's self-regulation of learning. *British Journal of Educational Psychology, Monograph Series II: Psychology Aspects of Education—Current Trends* 10, 45-68.

Assignments: Reflections due

November 9: **ONLINE**

Topic: **Technology and Education**

Readings:

Anderson, T. (2008). Toward a theory of online learning. In T. Anderson & F. Elloumi (Eds.) *Theory and Practice of Online Learning*, **Chapter 2 (pp. 45-74)**.

OR

Kanuka, H. (2008). *Understanding e-learning technologies-in-practice through philosophies-in-practice*. In T. Anderson & F. Elloumi (Eds.) *Theory and Practice of Online Learning, Chapter 4 (pp. 91-118)*.

****Note: both articles available on same link**

Assignments: Reflections Due
Concept Maps due November 7th at midnight (PDF format),
Comments on 3 classmate's Cmaps due November 11th (by midnight)

November 16:

Topic: **Motivation**

Readings:

King, R.B., & McInerney, D.M. (2014) Culture's consequences on student motivation: Capturing cross-cultural universality and variability through personal investment theory. *Educational Psychologist, 49*, 175-198, DOI: 10.1080/00461520.2014.926813

OR

Cheon, S.H., & Reeve J. (2015). A classroom-based intervention to help teachers decrease students' amotivation. *Contemporary Educational Psychology, 40*, 99-111.

Assignments: Reflections due
Draft 2 of HDT due

November 23:

Topic: **Learning Environments**

Readings:

Cole, M. (2005). Cross-cultural and historical perspectives on the developmental consequences of education. *Human Development, 48*, 195–216, DOI: 10.1159/000086855

Assignments: Reflections due

November 30: **ONLINE**

Assignments:

Presentation of Final HDT
Submit Final Cmaps and HDT to blogsite after class (due before midnight December 1st)