

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY**

EDEP 821
Socio-Cultural Processes in Learning, Instruction, and Motivation
Spring 2012
Thursday 7:20-10 PM
Thompson L003

PROFESSOR

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COURSE DESCRIPTION:

This course examines the processes by which social, cultural, and linguistic variables influence human behavior. It focuses on differences within and between cultural groups related to students' learning and achievement in educational settings. Prerequisites: EDUC800, EDUC805, EDLE802 and EDRS 810

NATURE OF COURSE DELIVERY

This course will be taught using discussion as the primary mode. For covering the subject the course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site. The Blackboard site for the class can be accessed at: <http://blackboard.gmu.edu>.

REQUIRED TEXT

Elliot, A. J., & Dweck, C. S. (2005). *Handbook of competence and motivation*. New York: Guilford Press.

*Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Cambridge, Massachusetts: Harvard University Press.

A list of additional required readings is provided at the end of this document. They may be obtained through the University Library E-Reserves site. To use it, go to <http://furbo.gmu.edu/OSCRweb/> and click on "search electronic reserves" near the top of the page. The password to open that site is "motivation."

LEARNER OUTCOMES

This course is designed to enable students to:

- understand major psychological theories of racial/ethnic identity development and their applications to human development
- understand theories of socialization and culture
- discuss how individual and cultural factors form the underpinnings of individual differences in behaviors, beliefs, and attitudes
- use existing theories to develop optimal instruction that addresses socio-cultural and linguistic differences
- discuss the role of parents, peers, and school on student academic achievement
- understand the effects of race, ethnicity, SES, and culture on students academic achievement
- Develop and reinforce their critical thinking, oral, and writing skills.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information please see:

American Psychological Association (1997). *Learner-Centered Psychological Principles: Guidelines for the Teaching of Educational Psychology in Teacher Education Programs*. Retrieved October 14, 2002 from <http://www.apa.org>

COURSE REQUIREMENTS

It is expected that each student will:

1. Read all assigned materials for the course
2. Attend each class session
3. Participate in classroom activities that reflect critical reading of materials
4. Critique and or discuss assigned articles in class
5. Lead class discussion where appropriate
6. Write and present a “theory of action” profile of a non-profit organization devoted to improving school achievement
7. Write a research proposal and present in a poster session

Attendance and Participation (10%)

Because of the importance of lecture and classroom discussions to students’ total learning experience, each student is expected to come to class on time and participate in class discussions and activities. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals and will account for 10% of the course grade. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

Journals and their use in class discussion (30%)

To facilitate deeper thinking on the class material and class discussion, students are expected to keep a public Blackboard journal in which they write their thoughts. Some weeks will have a specific journal assignment, others should involve making sense of the week’s readings in whatever make sense to the writer. Journals will be graded for being consistently and thoughtfully kept—journal entries should be made for each week there is a class session but everyone is allowed to skip up to three weeks if they wish. Three journal entries will be formally graded—2 the student selects, 1 the professor randomly selects. The evaluation criteria will be for depth of thinking and insights. It is fine for it to read more like musings and notes than a succinct polished paper.

Students should look at others' journals as well and bring up and comment on ideas therein. If you're confused by a reading do not consider it cheating to look at what other students had to say about it to help shape your ideas. If you do use an idea from another student's journal, cite it. Students will be expected to bring up ideas generated through the journaling process in class discussions.

Theory of Action Profile (20%)

Each student is required to prepare a detailed profile of a major non-profit organization that devotes itself to improving school achievement related to children or adolescents. The profile will be a brief (3-5 pages) overview of the organization, a below-the-surface profile of the organization, and an explanation of the apparent theory of action espoused or demonstrated by the organization. We will talk about this assignment early in the semester, giving each student time to develop her or his profile, which will be presented about half-way through the semester.

Building on Prior Coursework: Choose one of the following 1 or 2.

1) Building the applied

Research Proposal and Presentation (30% Written Research Proposal; 10% Poster Presentation)

For this option, each student will write a research proposal that focuses on at least one socio-cultural process or topic associated with the organization that the student profiles (see assignment described above) and which could benefit from more research. Proposals should assume that there is a reasonably good budget for carrying out the study. Key elements of the proposal are the following:

1. Problem Statement: What is the problem the study will look at and why it is important to the mission of this organization?
2. Research question(s)/hypotheses
3. Conceptual Framework: What theory of action underlies or shapes your research study?
4. Methodology: Participants, measures, procedures and design of the research study
5. Discussion: Potential results, limitations, and future research

The research proposal will be submitted as a final term paper, and it will be presented in a poster session at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines. Additional guidelines and rubrics for the research proposal and poster presentation will be provided.

2) Building the theoretical (30% paper, 10% presentation)

Theoretical paper and presentation

For this option, each student will focus on creating a tight and well-argued conceptual framework for a research problem of their choice using sociocultural theory. The requirements for this section would be similar to those for the conceptual framework of a dissertation (and this could be seen as working towards understanding how sociocultural theory may inform your dissertation). You may choose to include a philosophical or sociological theorist to inform this section, but you should draw on literature from the course as well. You should read one additional "key" influential book to inform the paper (e.g., Lave & Wenger, 1991; Rogoff, 1990; Tomasello, 1999). The main focus should be why a particular stance is chosen for the problem and how it particularly illuminates how you will design a study and analyze/interpret findings.

Course Evaluation

The requirements for this class will be weighted in the following manner:

Attendance and Participation	10%
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Journal	30%
Organization Profile	20%
Research Proposal or Theoretical Paper	40%

Your final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	F < 70%	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

ADDITIONAL CLASS POLICIES

Paper Format

Papers not following this format may be automatically reduced by up to a letter grade.

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- All papers should be proofread for spelling, grammar, and clarity errors.
- APA format.

Turning in Assignments

Assignments are due at the start of class on the assigned due date. Assignments should be uploaded to Blackboard. If there is a problem with uploading the assignment to Blackboard, they can be sent to me at sheridan.kim@gmail.com as an attachment or shared through google docs.

If an assignment must be turned in late, students should make arrangements with me in advance. Late assignments will be marked down by half a letter grade for each day the assignment is late.

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/LEARNING EXPERIENCE	READING & ASSIGNMENTS
Thursday 1/26	Review syllabus Introduction and Overview	Rogoff (2003) (Chapter 7)
Thursday 2/2	<p>Foundations: Vygotsky and his influence on psychology and education turn towards a sociocultural approach.</p> <p>Connecting to ideas in Rogoff chapter.</p>	<p>Required: (Vygotsky, 1978) Read: Part 1: Basic Theory and Data with particular focus on 1) <i>Tool and Symbol in Child Development</i> and 4) Internalization of Higher Psychological Functions.</p> <p>If you find straight Vygotsky dense and hard to connect with how his work has influenced psychology and education, you might want to also read contextual pieces such as: (Davydov & Kerr, 1995), You could also read summaries by Wertsch or Cole or revisit a textbook.</p> <p>Required: Journal assignment: 1) Take a concept of Vygotsky's (e.g., "tools," "internalization") and write about what you understand it to mean. Generate at least 3 questions about it. Connect it to ideas discussed in the Rogoff assignment.</p>
Thursday 2/9	<p>Models of Difference</p> <p>Panelists: Prepare an a 1 page handout and present on it that uses your articles to respond to the posed questions.</p> <p>Questioners: Pose additional questions on the readings to the panel based on their presentation.</p> <p>Audience: Have skimmed all the articles and respond enthusiastically at will.</p>	<p>Read your assigned readings for your roles as Panelist and Questioner.</p> <p>Panel 1 Martin (2007) Holloway (1988) Hufton, Elliot, & Illshin (2002)</p> <p>Panel 2: HCM: Hyde & Durik (2005) (Gender, Competence and Motivation) HCM: Graham & Hudley (2005) (Race and Ethnicity in the Study of Motivation and Competence)</p> <p>Panel 3 Ryan & Ryan (2005) Van Laar (2000)</p>

Thursday 2/16	Back to Vygotsky Bring what we learned to	Vygotsky, Mind in Society—read chapters in Educational Implications section focusing in particular on interaction of learning and development. Select and read one of the articles cited in the Rogoff chapter and relate to Vygotsky reading/discussion.
Thursday 2/23	Social/Cultural Contexts and Development: SES, Communities	HCM: Brooks-Gunn, Linver, & Fauth (2005) (Children's competence and socioeconomic status in the family and neighborhood) Jeynes (2002) Sirin (2005)
Thursday 3/1	**NO CLASS** Dr. Sheridan out of town at conference	
Thursday 3/8	Social/Cultural Contexts and Development: Parents Social/Cultural Contexts and Development: Peers	HCM: Pomerantz, Grolnick, & Price (2005) (The role of parents in how children approach achievement: A dynamic process perspective) Entwisle & Alexander (2000) Lee & Bowen (2006) Steinberg, Dornbush, & Brown (1992) HCM: Wentzel (2005) (Peer relationships, motivation, and academic performance at school) Ryan (2000)
Thursday 3/15	***SPRING BREAK*** No class	
Thursday 3/22	Sociocultural Contexts: Media/Internet	Ito et al. (2009) Stevens et al. (2007) Jenkins et al. (2005) Others possibly TBA
Thursday 3/29	Social/Cultural Contexts and Development: Schools	Felner, Steitsinger, Brand, Burns, & Bolton (2007)

		<p>Borgman & Overman (2004) Riehl (2000)</p> <p><i>Read 1 of the following:</i> Okagaki (2001) Gallimore & Goldenberg (2001)</p>
Thursday 4/5	Social/Cultural Contexts and Development: Teachers	<p>Hughes & Kwok (2007) Hauser-Cram, Sirin, & Stipek (2003) Turner et al. (2002) Fives & Alexander (2004)</p>
Thursday 4/12	Social and Cultural Context in Learning, Instruction, and Motivation: Emotion and Cognition	<p>HCM: Plaut & Markus (2005) (The “inside” story: A cultural-historical analysis of being smart and motivated American style)</p> <p>(Callaghan et al., 2011)</p>
Thursday 4/19	Social and Cultural Context in Learning, Instruction, and Motivation Academic Achievement: Cultural Competence Assessment	<p>HCM: Aronson & Steele (2005) (Stereotypes and the fragility of academic competence, motivation and self-concept)</p> <p>HCM: Chiu & Hong (2005) (Cultural competence: Dynamic processes)</p> <p>Commentaries on Foundations of Assessment. Measurement: Interdisciplinary Research and Perspectives, Vol 1(2), Jun 2003, 154-162. (available electronically)</p>
Thursday 4/26	Cultural Differences and Instruction	<p>Weinsten, Tomlinson-Clarke, & Curran (2004) Hudley, Graham, & Taylor (2007) Henze (2001)</p>
Thursday 5/3	Academic Achievement: Immigrants Social Comparison	<p>Fuligni (1997) McBrien (2005)</p> <p>HCM: Wheeler & Suls</p>
	Conclusions and Presentations	

Reading List

Borgman, G. D., & Overman, L. T. (2004). Academic resilience in mathematics among poor and minority students. *The Elementary School Journal*, 104(3), 177-195.

- Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol. 3) (1643-1647). Oxford: Pergamon.
- Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of Educational Psychology*, 98, 1-13.
- Callaghan, T., Moll, H., Rakoczy, H., Warneken, F., Liszkowski, U., Behne, T., & Tomasello, M. (2011). Early Social Cognition in Three Cultural Contexts. *Monographs of the Society for Research in Child Development*, 76.
doi:10.1111/j.1540-5834.2011.00603.x
- Davydov, V. V., & Kerr, S. T. (1995). The Influence of L. S. Vygotsky on Education Theory, Research, and Practice. *Educational Researcher*, 24(3), 12-21.
- Entwisle, D. R., & Alexander, K., L (2000). Diversity in family structure: Effects on schooling. In D. H. Demo, K. R. Allen, & M. A. Fine (Eds.), *Handbook of family diversity* (pp. 316-337). New York: Oxford University Press.
- Felner, R. D., Seitsinger, A. M., Brand, S., Burns, A., & Bolton, N. (2007). Creating small learning communities: Lessons from the project on high-performing learning communities about "what works" in creating productive, developmentally enhancing, learning contexts. *Educational Psychologist*, 42(4), 209-221.
- Fives, H., & Alexander, P. A. (2004). How schools shape teacher efficacy and commitment: Another piece of the achievement puzzle. In D.M. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning: Big theories revisited* (pp. 139-164). Vol. 4. Greenwich, CT: Information Age Press.
- Fulgini, A. J. (1997). The academic achievement of adolescents from immigrant families: The roles of family background, attitudes, and behavior. *Child Development*, 68, 351-363.
- Gallimore, R., & Goldenberg, C. (2001). Analyzing cultural models and settings to connect minority achievement and school improvement research. *Educational Psychologist*, 36(1), 45-56.
- Hauser-Cram, P., Sirin, S. R., & Stipek, D. (2003). When teachers' and parents' values differ:
- Jenkins, H., Puroshotma, R., Clinton, K., Weigel, M., & Robison, A. J. (2005). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century, available at <http://www.newmedialiteracies.org/files/working/NMLWhitePaper.pdf>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Teachers' ratings of academic competence in children from low-income families. *Journal of Educational Psychology*, 95(4), 813-820.
- Henze, R. (2001). Segregated classroom, integrated intent. *Journal of Education for Students Placed At Risk*, 6(1 & 2), 133-155.
- Holloway, S. D. (1988). Concepts of ability and effort in Japan and the United States. *Review of Educational Research*, 58, 327-345.
- Hudley, C., Graham, S., & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist*, 42(4), 251-260.

- Hufton, N., Elliott, J., & Illushin, L. (2002). Educational motivation and engagement: Qualitative accounts from three countries. *British Educational Research Journal*, 28(2), 265-289.
- Hughes, J., & Kwok, O. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology*, 99(1), 39-51.
- Ito, M., Baumer, S., Bittanti, M., boyd, d., Cody, R., Herr-Stephenson, B., ... Tripp, L. (2010). *Hanging out, messing around, and geeking out: Kids living and learning with new media*. Cambridge, MA: MIT Press.
- Jenkins, H., Purushotma, R., Clinton, K., Weigler, M., & Robison, A. (2005). *Confronting the challenges of participatory culture: Media education for the 21st century. Building the field of digital media and learning*. Retrieved from <http://newmedialiteracies.org/files/working/NMLWhitePaper.pdf>
- Jeynes, W. H. (2002). The challenge of controlling for SES in social science and education research. *Educational Psychology Review*, 14(2), 205-221.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Lee, J-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and achievement gap among elementary school children. *American Educational Research Journal*, 43, 193-218.
- Martin, J. (2007). The selves of educational psychology: Conceptions, contexts, and critical considerations. *Educational Psychologist*, 42, 79-89.
- McBrien, J. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75(3), 329-364.
- Okagaki, L. (2001). Triarchic model of minority children's school achievement. *Educational Psychologist*, 36(1), 9-20.
- Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research*, 70(1), 55-81.
- Rogoff, B. (1990). *Apprenticeship in thinking: cognitive development in social context*. New York, NY: Oxford University Press.
- Ryan, A. M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist*, 35, 101-111.
- Ryan, K. E., & Ryan, A. M. (2005). Psychological processes underlying stereotype threat and standardized math test performance. *Educational Psychologist*, 40, 53-63.
- Sirin, S. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417-453.
- Smith, M. K. (2001) 'Chris Argyris: theories of action, double-loop learning and organizational learning', *the encyclopedia of informal education*, <http://www.infed.org/thinkers/argyris.htm>. Last update: September 07, 2009
- Steinberg, L., Dornbush, S. M., & Brown, B. B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist*, 47, 723-729.

- Stevens, R., Satwicz, T. & McCarthy, L. (2007). In-Game, In-Room, In-World: Reconnecting Video Game Play to the Rest of Kids' Lives. In *The Ecology of Games: Connecting Youth, Games, and Learning*. K. Salen, ed. Pp. 41-66. John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: MIT Press.
- Turner, J. C., Midgley, C., Meyer, D. K., Gheen, M., Anderman, E. M., Kang, Y., & Patrick, H. (2002). The classroom environment and students' reports of avoidance strategies in mathematics: A multimethod study. *Journal of Educational Psychology*, *94*(1), 88-106.
- Van Laar, C. (2000). The paradox of low academic achievement but high self-esteem in African American Students: An attributional account. *Educational Psychology Review*, *12*(1), 33-62.
- Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, *55*(1), 25-38.
- Wentzel, K. R., Barry, C. M., & Caldwell, K. A. (2004). Friendships in middle school: Influences on motivation and school adjustment. *Journal of Educational Psychology*, *96*, 195-203.

Appendix Attendance & Participation Rubric (10%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

1. Be punctual, present (in mind and body), and well prepared for class.
2. Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
3. Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
4. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

- 5 = Student *consistently* demonstrated the criterion throughout the semester.
 4 = Student *frequently* demonstrated the criterion throughout the semester.
 3 = Student *intermittently* demonstrated the criterion throughout the semester.
 2 = Student *rarely* demonstrated the criterion throughout the semester.
 1 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score
a)	
b)	
c)	
d)	
TOTAL	_____

