

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

EDEP 821

Socio-Cultural Processes in Learning, Instruction, and Motivation

Spring 2014

Wednesday 4:30-7:10

Robinson A249

PROFESSOR

Name: Dr. Anthony Kelly

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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 reviewing information posted on the course site. The Blackboard site for the class can be accessed at:

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>.

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.

Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press.

A list of additional readings is provided at the end of this document or on Blackboard.

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 (5%)

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).

Communities of Practice. A key concept in sociocultural theories of learning is the social nature of learning. Students are invited to create a working community of practice (COP) as part of course activities. Form groups of four students, chosen on the basis of member diversity. Some activities will be conducted at the COP level, and credit for assignments will be awarded to all members, equally. Bear this in mind in the formation and conduct of the COP. Send an email to akelly1@gmu.edu by Friday, January 24 with the names of your COP. These groups will then be set up on Blackboard.

Communities of Practice Panels/ presentations, questions, and discussions (20%). See class schedule. There are four class presentations for the COPs (4*5% = 20%)

Journals and their use in class discussion (25%)

To facilitate deeper thinking on the class material and class discussion, students are expected to keep a public Blackboard journal/diary 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. The journal will also be the place where each student considers and makes notes about their final research design paper. Journals will be graded for being consistently and thoughtfully kept.

Five journal entries should be made by 2/12. 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, attention to detail, and thoroughness. Links to class discussions, to comments of other students, and to readings from the reading list, or to other reading will improve the entries. Time is set aside on 2/12 to prepare the journal for grading. Submit your selections by 2/19. Students are encouraged to continue to contribute to their journals for the rest of the semester, particularly as new ideas are discussed. The journal should prove to be a useful place to write notes about the research proposal paper. However, there will be no further grading of the journals/diaries. Students will be expected to bring up ideas generated through the journaling process in class discussions.

Students are encouraged to look at others' journals to extend their own thinking, or to help clarify difficult concepts. *If you do use an idea from another student's journal, cite it.*

Design a research proposal with human subjects forms, a PowerPoint presentation (50%: 35% Written Research Proposal; 5% Human Subjects' Forms; 10% Presentation). For this option, each student will write a research proposal that draws on the key themes covered in the class. The theoretical framing and methods should reflect those used in sociocultural research studies read in class. For example, an equity view of learning mathematics with a focus on social use of teaching tools. Proposals should assume that an adequate budget is available. Key elements of the proposal are the following:

1. Problem Statement: What is the problem addressed in study. Why it is important?
2. Research question(s)/hypotheses
3. Conceptual Framework: What sociocultural ideas underlie or shape your research study?
4. Methodology: Participants, measures, procedures and design of the research study
5. Discussion: Potential results, limitations, and future research

Sample Method Section

1. Statement of purpose and research questions, including a statement indicating research you are replicating and extending and a relevant citation for the study. (See also APA manual pp. 247-249). A model for qualitative research methods will be given during class.

2. Method (5-6 pages)

Participants characteristics Sampling
procedures, setting

Sample size

Materials

Content to be learned or taught

Method of implementation

Deliverer

Setting

Time span, including number of sessions, duration of each session

Unit of analysis

Measures (Data sources) (dependent variables) instrumentation (where relevant)

Procedures (proposed data collection process)

Proposed preliminary data analyses (table of research question by data source by proposed data analysis)

3. References

The research proposal will be submitted as a final term paper, and it will be presented in a PowerPoint 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.

Completion of Human Subjects Proposals: Students will write a human subjects (IRB) proposal to accompany the proposed research method section. Turn in a hard copy of each, and upload to Blackboard. Title the file with your name, Title of Paper-IRB, and the date.

Presentation: A method section of the students' choice (qualitative or quantitative) will be presented orally using audio-visual aids (e.g., power point slides). Upload a copy of the slides to Blackboard. Sign-up sheets for presentation times will be distributed in class.

Course Evaluation

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

Attendance and Participation	5%
Journal/Diary	25%
Community of Practice Activities	20%
Research proposal paper, human subjects, and PowerPoint:	50%

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

A+ = 98 – 100%	A = 93 – 97	A- = 90 – 92	B+ = 88
– 89%	B = 83-88%	B- = 80 – 82%	C = 70 – 79%
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.

DATE	TOPIC/LEARNING EXPERIENCE	READING & ASSIGNMENTS
Wedn 1/22	<p>Review syllabus Introduction and Overview Forming communities of practice Journal/diary plans</p> <p>Forming COPs, Wenger (1998) http://www.co-i-l.com/coil/knowledge-garden/cop/lss.shtml, and Bourhis & Dubé (http://jis.sagepub.com/content/36/2/175); Storberg-Walker (2008)</p> <p>Choosing themes/topics for this class, e.g. Hedegaard (2009).</p>	<p>Searching a topic in the library; Mendeley. Zotero</p> <p>Social drivers: http://life-slc.org/about/drivers.html</p> <p>http://ejournals.library.ualberta.ca/index.php/IJOM/article/view/8069/9008, Engin (2011).</p> <p>Researcher identity journal/diary. Read (Vagan), (Engin). (Obasi) (Soyer) (Martin, 2007) (Cole, 2010)</p> <p>LIFE papers: http://life-slc.org/research/pubs.html Cole papers: http://lhc.ucsd.edu/People/MCole</p>
1/29	<p>Intelligence COP-A: Read and report on HCM, Chap 2. Prepare and upload slides to BB.</p> <p>ALL COPS: include studies in addition to the assigned chapters!</p>	<p>COP-B: Read HCM, Chap 2 and critique using Rogoff (2003) (Chapter 7) COP-C: Read HCM, Chap 2 and critique using HCM 24 COP-D: Read HCM, Chap 2 and critique using HCM 25 Upload critique notes to BB.</p> <p>Make individual journal/diary entry (all students)</p>
2/5	<p>Achievement COP-A: Read and report on HCM, Chap 4. Prepare and upload slides to BB.</p> <p>ALL COPS: include studies in addition</p>	<p>COP-B: Read HCM, Chap 4 and critique using Rogoff (2003) (Chapter 8) COP-C: Read HCM, Chap 4 and critique using HCM 22 COP-D: Read HCM, Chap 4 and critique using HCM 16 Upload critique notes to BB.</p>

	to the assigned chapters!	Make individual journal/diary entry (all students)
2/12	No Face to Face Class	Blackboard discussions on readings and topics, to date. Questions on journals/diaries
2/19	Competency Perception COP-A: Read and report on HCM, Chap 6. Prepare and upload slides to BB. ALL COPS: include studies in addition to the assigned chapters!	COP-B: Read HCM, Chap 6 and critique using Rogoff (2003) (Chapter 5) COP-C: Read HCM, Chap 6 and critique using HCM 28 COP-D: Read HCM, Chap 6 and critique using HCM 29 Upload critique notes to BB. Make individual journal/diary entry (all students)
2/26	Attributions COP-A: Read and report on HCM, Chap 5. Prepare and upload slides to BB. ALL COPS: include studies in addition to the assigned chapters!	COP-B: Read HCM, Chap 5 and critique using Rogoff (2003) (Chapter 6) COP-C: Read HCM, Chap 5 and critique using HCM 30 COP-D: Read HCM, Chap 5 and critique using HCM 26 Upload critique notes to BB. Make individual journal/diary entry (all students)
3/5	Vygotsky readings and discussion Required: (Vygotsky, 1978) Read: Part 1: Basic Theory and Data with particular focus on 1) Tool and Symbol in Child Development and 4) Internalization of Higher Psychological Functions. 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 (see readings) or revisit a textbook.	Submit two journal entries for grading. Identify your choice of two in the diary. The instructor will randomly select one other from the BB file. Due midnight 2/19 on BB. 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. Read other papers on Vygotsky (e.g., Cole on ZPD) from the reading list or from your library research
3/12	Spring Break	
3/19	Can culture be operationalized?	Social network modeling, readings TBD Agent-based modeling, readings TBD Monitor http://edf.stanford.edu/events/panel-identity-motivation-and-stereotype-threat
3/26	Socially-supported learning: Four students' research topics Be sure to fill out Doodle Calendar for presentations!	Four students will outline their topic of research and seek group guidance on how to strengthen its design from a sociocultural perspective. What papers should they read? What are studies to emulate?
4/2	Socially-supported learning: Four students' research topics	Four students will outline their topic of research and seek group guidance on how to strengthen its design from a sociocultural perspective. What papers should they read? What are studies to emulate?

4/9	Socially-supported learning: Four students' research topics	Four students will outline their topic of research and seek group guidance on how to strengthen its design from a sociocultural perspective. What papers should they read? What are studies to emulate?
4/16	Socially-supported learning: Four students' research topics	Four students will outline their topic of research and seek group guidance on how to strengthen its design from a sociocultural perspective. What papers should they read? What are studies to emulate?
4/23	Student presentations (8)	Be sure to fill out Doodle Calendar for presentations!
4/30	Student presentations (8)	Be sure to fill out Doodle Calendar for presentations!
5/7	Final Paper DUE BB by Midnight	Word document File name: EDEP 821/your name/Spring 2014

Suggested Readings For Themes (add to this list from your own library research). Not written in APA style. Do not emulate!

- Bailenson, JN; Iyengar, S; Yee, N; Collins, NA. "FACIAL SIMILARITY BETWEEN VOTERS AND CANDIDATES CAUSES INFLUENCE," *PUBLIC OPINION QUARTERLY*, v.72, 2008, p. 935.
- Bain, R. B. (2006). Rounding up unusual suspects: Facing the authority hidden in the history classroom. *Teachers College Record*, 108(10), 2080–2114.
- Barron, B; Walter, SE; Martin, CK; Schatz, C. "Predictors of creative computing participation and profiles of experience in two Silicon Valley middle schools," *COMPUTERS & EDUCATION*, v.54, 2010, p. 178.
- 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.
- Bischoff, P., French, P. and Schaumlöffel, J. (2014), Reflective Pathways: Analysis of an Urban Science Teaching Field Experience on Noyce Scholar-Science Education Awardees' Decisions to Teach Science in a High-Need New York City School. *School Science and Mathematics*, 114: 40–49. doi: 10.1111/ssm.12057.
- Callaghan, T., Moll, H., Rakoczy, H., Warneken, F., Liskowski, 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
- Chih-Hui Lai (2104). An integrated approach to untangling mediated connectedness with online and mobile media. *Computers in Human Behavior*, 31, 20–26. <http://dx.doi.org/10.1016/j.chb.2013.10.023>
- Cobb, P., & McClain, K. (2006). The collective mediation of a high-stakes accountability program: Communities and networks of practice. *Mind, Culture, and Activity*, 13(2), 80–100.

Cobb, P., & Yackel, E. (1996). Constructivism, emergent, and sociocultural perspectives in the context of developmental research. *Educational Psychology*, 31, 175–190.

COLE

For Cole's work, visit his web page for papers:

<http://lchc.ucsd.edu/People/MCole/#theory>

[Cultural-Historical Activity Theory](#),

Michael Cole, in *Qualitative Research*, © 2010 Elsevier Ltd.

[Differences and Deficits in Psychological Research in Historical Perspective: A Commentary on the Special Section](#)

Michael Cole, in *Developmental Psychology* 2013, Vol. 49, No. 1, 84-91.

[Vygotsky and Context: Toward a Resolution of Theoretical Disputes](#)

in *The Sociocultural Turn in Psychology: The Contextual Emergence of Mind and Self*, Cole, M., Gajdamaschko, N., In, S. Kirschner, & J. Martin, J. (Eds) (2010). (pp. 253-280). New York, NY, US: Columbia University Press.

[Interacting minds in a life-span perspective: a cultural-historical approach to culture and cognitive development](#)

Cole, Michael

[Culture and Cognition](#)

Cole, M., & Cigagas, X.E. (2010)., In M. H. Bornstein (Ed.). *Handbook of cultural developmental science*. (pp. 127-142). New York, NY, US: Psychology Press.

[Design experimentation as a theoretical and empirical tool for developmental pedagogical research](#). Nicolopoulou, A. & Cole, M. (2010). *Pedagogies. An International Journal*, 5 (1), 61 – 71

[Zone of Proximal Development](#). (1985)

Mike Cole

[Cultural-Historical Approaches to Designing for Development](#)

Cole, Michael and Engestöm, Yrjö

Cole, M. (1985). The zone of proximal development: Where culture and cognition create each other. In J. V. Wertsch (Ed.), *Culture, communication, and cognition: Vygotskian perspectives* (pp. 146-161). New York: Cambridge University Press.

Cole, M. (2004). Prologue: Reading Vygotsky. In R. W. Rieber & D. K. Robinson (Eds.), *The essential Vygotsky*. New York: Kluwer Academic/Plenum Publishers. (pp. vii-xii).

Cole, M. (2005). Cross-cultural and historical perspectives on the developmental consequences of education. *Human Development*, 48(4), 195-216.

- Cole, M. (2005). Encounter. A conversation with Michael Cole on Culture, Experience, and John Dewey. An interview by Walter P. Olendorf. *E&C/Education and Culture*, 21 (1), 74-86.
- Cole, M. (2005). A. R. Luria and the cultural-historical approach in psychology. In T. Akhutina, J. Glozman, L. Moskovich & D. Robbins (Eds.), *A. R. Luria and contemporary psychology: Festschrift celebrating the centennial of the birth of A. R. Luria*, (pp. 35-41). New York: Nova Science Publishers, Inc.
- Cole, M. (2009). The perils of translation: A first step in reconsidering Vygotsky's theory of development in relation to formal education. *Mind, Culture, and Activity*. 16(4), pp. 291-295
- Cole, M. (2010). What's culture got to do with it? Educational research as a necessarily interdisciplinary enterprise. *Educational Researcher*, 39(6), pp. 461-470.
- Cole, Michael (2010). Education as an intergenerational process of human learning, teaching, and development. *American Psychologist*. Vol 65(8), pp. 796-807
- Cole, M., & Gajdamashko, N. (2009). The concept of development in cultural-historical activity theory: Vertical and horizontal. In A. Sannino, H. Daniels, & K. Gutiérrez, *Learning and expanding with activity theory*. (pp. 129-143). New York, NY, US: Cambridge University Press.
- Cole, M., & Miyake, N. (2006). Remembering Giyoo Hatano. *Journal of the Learning Sciences*, 13(3), 429-430.
- Connor, C. M., Morrison, F. J., & Slominski, L. (2006). Preschool instruction and children's emergent literacy growth. *Journal of Educational Psychology*, 98, 665- 689.
- Deci, E. L., Ryan, R. M., & Koestner, R. (2001). The pervasive negative effect of rewards on intrinsic motivation: Response to Cameron (2001). *Review of Educational Research*, 71, 43-51.
- Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research*, 71, 1-27
- Deckner, D. F., Adamson, L. B., & Bakeman, R. (2006). Child and maternal contributions to shared reading: Effects on language and literacy development. *Applied Developmental Psychology*, 27, 31-41.
- 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.
- Engle, R.A., & Conant, F.R. (2002). Guiding Principles for Fostering Productive Disciplinary Engagement: Explaining an Emergent Argument in a Community of Learners Classroom. *Cognition and Instruction*, 20, 399-484.

- 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.
- Fox, J; Bailenson, JN. "Virtual Self-Modeling: The Effects of Vicarious Reinforcement and Identification on Exercise Behaviors," *MEDIA PSYCHOLOGY*, v.12, 2009, p. 1.
- 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.
- Hedegaard, M. (2009). Children's Development from a Cultural–Historical Approach: Children's Activity in Everyday Local Settings as Foundation for Their Development. *Mind, Culture, and Activity*, Vol. 16, Iss. 1.
- Henze, R. (2001). Segregated classroom, integrated intent. *Journal of Education for Students Placed At Risk*, 6(1 & 2), 133-155.
- Hökkä, P., & Eteläpelto, A. (2014). Seeking New Perspectives on the Development of Teacher Education A Study of the Finnish Context. *Journal of Teacher Education*, 65(1),39-52.
- 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.
- Jordan, W. J. (2010). Defining equity: Multiple perspectives to analyze the performance of the diverse learner. *Review of Research in Education*, 34(1), 142-178. doi: 10.3102/0091732X09352898
- Juvonen, J. (2007). Reforming middle schools: Focus on continuity, social connectedness, and engagement. *Educational Psychologist*, 42, 197-208.
- Kopcha, T. J., Alger, c. (2104). Student teacher communication and performance during a clinical experience supported by a technology-enhanced cognitive apprenticeship. *Computers & Education*, 72, 48-58, ISSN 0360-1315, <http://dx.doi.org/10.1016/j.compedu.2013.10.011>.
(<http://www.sciencedirect.com/science/article/pii/S0360131513002960>)
- Korat, O. (2005). Contextual and non-contextual knowledge in emergent literacy development: A comparison between children from low SES and middle SES communities. *Early Childhood Research Quarterly*, 20, 220-238.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Lecusay, R., Rossen, L., & Cole, M. (2008). Cultural-historical activity theory and the zone of proximal development in the study of idioculture design and implementation. *Cognitive Systems Research*, 9(1-2), pp. 92-103.
- 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.
- Luke, A., Green, J., & Kelly, G. J. (2010). What Counts as Evidence and Equity? *Review of Research in Education*, 34(1), vii-xvi. doi:10.3102/0091732X09359038
- Mancini, J. A., Bowen, G. L., & Martin, J. A. (2005). Community social organization: A conceptual linchpin in examining families in the context of communities. *Family Relations: Interdisciplinary Journal of Applied Family Studies*, 54, 570-582.

- 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.
- Nasir, NS; Cooks, J. "Becoming a Hurdler: How Learning Settings Afford Identities," *ANTHROPOLOGY & EDUCATION QUARTERLY*, v.40, 2009, p. 41
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- Obasi, C (2014). Negotiating the insider/outsider continua: a Black female hearing perspective on research with Deaf women and Black women *Qualitative Research, 14*: 61-78, first published on November 29, 2012 doi:10.1177/1468794112465632.
- Okagaki, L. (2001). Triarchic model of minority children's school achievement. *Educational Psychologist, 36*(1), 9-20.
- Penuel, W; Riel, M; Krause, A; Frank, K. (2009). "Analyzing Teachers' Professional Interactions in a School as Social Capital: A Social Network Approach," *TEACHERS COLLEGE RECORD*, v.111, p. 124.
- 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.
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