

George Mason University
College of Education and Human Development
Ph.D. in Education
Educational Psychology Specialization

EDEP821.001 – Socio-Cultural Processes in Learning, Instruction, and Motivation

3 Credits, Spring 2022
Tuesdays 4:30-7:10 Thompson Hall L028 – Fairfax Campus

Faculty

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Prerequisites/Corequisites

Prerequisites: EDUC800 and EDRS 810. Or Permission of Instructor.

University Catalog 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.

Course Delivery Method

This course will be delivered using a seminar format. 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>.

Learner Outcomes or Objectives

This course is designed to enable students to:

- demonstrate understanding (in writing, class discussion and presentations) of major concepts of learning, instruction and motivation as sociocultural processes
- discuss research on how individual and cultural factors form the underpinnings of individual differences in behaviors, beliefs, and attitudes

- use theories and research to analyze whether and how learning and instructional environments and practices address learners' socio-cultural and linguistic differences
- discuss the role of parents, peers, and school on learning in school and out of school
- consider the effects of race, ethnicity, SES, and culture on students' learning in a variety of settings
- Develop and reinforce their critical thinking, oral, and writing skills.

Professional Standards

American Psychological Association (APA): Principles from psychology to advance preK-12 teaching and learning: <http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.aspx>. (Retrieved 1/16/2018).

Required Texts

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Soubberman, Eds.). Harvard University Press. *
Note: any edition is fine for the purposes of the course.

Available through on-line library system:

Corno, L. & Anderman, E. M. (Eds.) (2015). *Handbook of Educational Psychology*, 3rd edition. Routledge. Available as an e-book in GMU library system. Referred to as HEP in course schedule

Additional selections from:

Elliot, A. J., & Dweck, C. S. (2005). *Handbook of competence and motivation*. Guilford Press. Selections available on course Blackboard site. Referred to as HCM in course schedule.

Additional assigned electronic journal articles available in GMU library system and/or on course Blackboard site.

Course Performance Evaluation

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. Respond to weekly journal prompts
7. Participate in their group organization profile project actively and responsibly
8. Participate in a panel presentation and turn in accompanying materials

Students are expected to submit all assignments on time in the manner outlined by the instructor. Information on assignments are posted on Blackboard, but changes to details and deadlines for assignments may be made during class sessions and students are responsible for this information.

- **Assignments and/or Examinations (Additional details and deadlines will be provided in class and/or on Blackboard).**

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 reflecting on the week's readings in a way that makes sense to the writer. ***If no specific journal prompt is assigned for a given week, you should assign one to yourself to make sense of course readings and ideas.*** Journals will be graded at the end of the semester. A portion of the grade will be that the journals were consistently and thoughtfully kept in a timely way—journal entries should be made for each week but everyone is allowed to skip up to two weeks without penalty if they wish. ***Eleven or more entries is considered a complete set of journals.*** Journal entries should include ideas across all the week's required readings, not just one. (Supplemental readings are not required). **Three** journal entries will be formally graded for quality—2 the student selects, 1 the professor randomly selects. The evaluation criteria will be for depth of thinking and insights about the reading. It is fine for it to read more like musings and notes than a succinct polished paper, but it should connect to specific content in the reading and cite relevant sources.

Excellent journal examples will meaningfully analyze readings, connect them to broader course themes and to your own scholarly interests.

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.

Organization Profile and Presentation (30%)

Teams of students (minimum 2 per group) are required to prepare a detailed profile of a non-profit organization that devotes itself to improving some aspect of learning in schools or informal settings. The profile will be an overview of the organization and an explanation of the apparent theory of action espoused or demonstrated by the organization. Connections to ideas from class sessions and readings should be made from the perspective of the researcher team. All sources of evidence for this material should be included in an appendix (e.g., on-line materials, interviews, field observation notes). We will begin planning this assignment early in the semester, giving each group time to develop their profile, which will be presented mid-way through the semester. Students will also be asked to reflect on team dynamics. (See rubric at end of syllabus)

Individual Presentation & Associated Materials (30%)

This assignment mirrors an academic conference style-presentation.

Possible approaches:

1. Reviewing and contextualizing a book-length study that has contributed to our understanding of sociocultural processes in learning, instruction, and motivation. Must include 1 scholarly book or monograph that has been approved by professor and 2-3 empirical articles from peer-reviewed sources in the past three years that cite the book.
2. Applying key constructs in sociocultural processes to your own research interests. Some sample constructs would be: communities of practice, situated learning, learning environments, ecological systems, sociotechnical systems, distributed cognition, or cultural models. Must include more than 10 research article sources.
3. An alternate idea aligned with your goals (e.g., report for an organization, research proposal) that investigates sociocultural perspectives. Must be approved in advance by professor.

Requirements: a) 1-paragraph proposal of planned presentation topic, b) 10-minute presentation, c) uploaded presentation slides done in APA style, d) 1-page synopsis of presentation and a list of references in APA style to be provided to class, e) annotated bibliography of notes on resources used (books should be annotated chapter by chapter not as a whole) and synthesis of ideas from sources into coherent themes.

• Other Requirements

Attendance and Participation (10%)

Because of the importance of 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 and journal entries are to be completed before class in order to support discussion. 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 arranging with a classmate for any assignments and materials discussed that day.*** (See rubric for attendance and participation in Appendix A).

• Grading

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

Attendance and Participation	10%
Journal	30%
Organization Profile	30%
Panel presentation and materials	30%

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%	

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

TENTATIVE COURSE SCHEDULE: Updated reading assignments, topics, and deadlines will be posted as an updated course schedule in Blackboard.

DATE	TOPIC/LEARNING EXPERIENCE	READINGS & ASSIGNMENTS (to be completed in advance of the class session)
Week 1 1/25	Review syllabus Introduction and Overview Activity: Introducing Suarez-Orozco <i>Learning a New Land</i> Connected Learning: https://clalliance.org/why-connectedlearning/ To do: Generate organizational profile project ideas	Access Blackboard and Review Syllabus. https://clalliance.org/who-we-are/
Week 2 2/1	No class session. Dr. Sheridan is working with teachers and museum educators in Arkansas if Covid permits travel/in-person.	Identify 2 articles from a search combining “sociocultural perspectives” and a concept of interest to you from the past 10 years that you have NOT read already. Read them and write a journal entry on how they inform your thinking on your topic.

<p>Week 3 2/8</p>	<p>Thinking with the Tools and Institutions of Culture</p> <p>Activity: Connecting ideas from Rogoff 2003 to Suarez-Orozco's learner pathway stories</p> <p>To do: Discuss group project possibilities.</p>	<p>Read: Rogoff (2003) <i>Cultural Nature of Human Development</i> (Chapter 7: Thinking with the Tools and Institutions of Culture)—electronic resource through GMU library</p> <p>Provided selections from Suarez-Orozco & Suarez-Orozco: <i>Learning a New Land</i> (2007) (on Bb)</p> <p>Journal assignments:</p> <ol style="list-style-type: none"> 1. Identify 3 key ideas and 1 question from Rogoff 2003. 2. Read Suarez-Orozco's learner pathways and identify salient points and insights *Bring copy of journal entry to class (digital or hardcopy)
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<p>Week 4 2/15</p>	<p>Foundations of Sociocultural Perspectives :Vygotsky's conceptions of tools, symbols and internalization and how they connect to contemporary perspectives</p> <p>Mind-mapping activity</p> <p>Note: Group selections should be made no later than today.</p>	<p>Read: (Vygotsky, 1978), Part 1: Basic Theory and Data with particular focus on 1) Tool and Symbol in Child Development and 4) Internalization of Higher Psychological Functions.</p> <p>John-Steiner, V & Mahn, H. (1996) https://doi.org/10.1080/00461520.1996.9653266</p> <p>Nasir, Rosebery, Warren & Lee (2014) (On Bb).</p> <p>Journal assignment :</p> <p>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 Nasir, Rosebery, Warren & Lee reading.</p>
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	<p>Foundations of Sociocultural Perspectives:</p> <p>Situated Cognition and Learning</p>	<p>Watch Webinar on Situated Cognition: http://isls-naples.psy.lmu.de/intro/allwebinars/greeno-nokes-malach/index.html</p> <p>Read all abstracts for the September 2015 Special issue of <i>Educational Psychologist</i> on Situated Perspectives in Educational Psychology. Choose 1 article to read carefully.</p> <p>Journal assignment: Identify at least 3 key insights (supplemented by direct quotes or page specific comments) and 2 questions from readings.</p>
<p>Week 5 2/22</p>	<p>Social/Cultural Contexts and Development: Cultural, Racial/Ethnic, and Linguistic Diversity and Identity</p> <p>Studying SES</p>	<p>Read: HEP (2015) Ch 14 Cultural, Racial/Ethnic, and Linguistic Diversity and Identity (Nasir, Rowley & Perez)</p> <p>Read one of the following three on SES: Jeynes (2002) Sirin (2005) (on Bb) NEPC (2018) Report :</p> <p>https://files.eric.ed.gov/fulltext/ED591986.pdf</p> <p>Supplemental: HCM: Brooks-Gunn, Linver, & Fauth (2005)</p> <p>(Children's competence and socioeconomic status in the family and neighborhood)</p>
		<p>Journal: Write in your own words 1-2 sentence insight from each reading--much as you would if you were citing the paper for an idea or construct. Cite the page number connected to the idea if appropriate.</p>

<p>Week 6 3/1</p>	<p>No class session. Dr. Sheridan presenting at National Art Education Association Convention.</p>	<p>Meet with your group for your organizational profile presentations (you know for sure you all should have the Tues 4:30-7:10 time slot open...)</p>
<p>Week 7 3/8</p>	<p>Organization Profile Presentations</p>	<p>Read: Vygotsky, <i>Mind in Society</i>—read chapters in Educational Implications section focusing in particular on interaction of learning and development.</p> <p>Organization profile materials uploaded to Bb</p> <p>No journal entry due!</p>
<p>Week 8 3/15</p>	<p>***SPRING BREAK*** No class</p>	

<p>Week 9 3/22</p>	<p>Sociocultural Contexts: Media/Internet/Digital Technologies</p>	<p>Resources: https://clalliance.org/who-we-are/ http://www.exploratorium.edu/research/digitalkids/Digital_equity_paper.pdf</p> <p>Data sources/studies https://www.pewresearch.org/topic/internet-technology/ https://www.common sense media.org/research</p> <p>Journal: Citing sources for specific ideas/evidence, write 3 paragraphs about an aspect of the media contexts impact on learning, cognition and motivation.</p>
<p>Week 10 3/29</p>	<p>Social/Cultural Contexts and Development: Schools, Teachers, Cultural Models</p>	<p>DUE: Presentation title and abstract (200 words or less)</p> <p>Read: HEP Ch 23 Sociocultural Perspectives on Literacy & Learning</p>

		<p>Select and read 3 of the following: Felner, Steitsinger, Brand, Burns, & Bolton (2007) Borgman & Overman (2004) Riehl (2000) Gallimore & Goldenberg (2001) Hughes & Kwok (2007) Hauser-Cram, Sirin, & Stipek (2003) Turner et al. (2002) Fives & Alexander (2004) Okagaki (2001)</p> <p>Journal assignment: List full citations for the three articles read and discuss key insights. Generate 3 questions. Be prepared to orally summarize at least one reading in class.</p>
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<p>Week 11 4/5</p>	<p>Sociocultural contexts and development: Informal Learning/Informal Education</p> <p>Presentation on Dr. Sheridan’s work on studying learning in informal educational settings.</p> <p>Parents and Peers</p>	<p>Read: Rogoff, B., Callanan, M., Gutiérrez, K. D., & Erickson, F. (2016). HEP (2015) Barron & Bell</p> <p>Select from: Sheridan, Clark & Williams (2013) Sheridan et al. (2014) Sheridan & Konopasky (2016) Sheridan, Zhang, & Konopasky (2022)</p> <p>Eberbach, C., & Crowley, K. (2017).</p> <p>Journal assignment: 3 insights and 3 questions on Dr. Sheridan’s work.</p>
<p>Week 12 4/12</p>	<p>Social and Cultural Context in Learning, Instruction, and Motivation: Emotion and Cognition</p>	<p>Read: HCM: Plaut & Markus (2005) (The “inside” story: A cultural-historical analysis of being smart and motivated American style). Catch up on any readings from last week you didn’t finish.</p> <p>Rogoff & Gutierrez (2003)</p> <p>Journal assignment: What is Cultural historical analysis? How is it used in this readings? How does it relate to EDEP821 and/or your interests?</p>
<p>Week 13 4/19</p>	<p>CHAT (Cultural Historical Activity Theory) Panel 1 Presentation</p>	<p>Find an empirical article in a topic area of interest to you that uses “CHAT” or “Activity Theory” in its analysis. Reflect on in your journal.</p>

<p>Week 14 4/26</p>	<p>Social and Cultural Context in Learning, Instruction, and Motivation</p> <p>Stereotypes; Self-Concepts; Cultural Competence</p> <p>Panel 2 Presentation</p>	<p>Read: HCM: Aronson & Steele (2005) (Stereotypes and the fragility of academic competence, motivation and self-concept)</p> <p>Rydell & Boucher (2017) Stereotype threat and learning.</p> <p>HCM: Chiu & Hong (2005) (Cultural competence: Dynamic processes)</p> <p>Journal assignment: Write a summary in your own words of each chapter and identify 3 key insights and/or questions for each.</p>
<p>Week 15 5/3</p>	<p>Stereotypes; Self-Concepts; Cultural Competence</p> <p>Immigration and Schools</p> <p>Panel 3 Presentation</p>	<p>Read: Suarez-Oroszco et al. (2010) Other readings TBD.</p> <p>Revisit <i>Learning a New Land</i> learner pathways from the beginning of the semester.</p> <p>Journal assignment: Revisit your initial learner pathway entry and consider new insights/learning.</p> <p>*Completed set of presentation materials (see assignment description above) should be uploaded to Blackboard.</p>
	<p>Celebration TBD.</p>	<p>Completed set of journals due 5/17 (Upload to assignment section on Bb: A document with a full list of entries, number –if any-missing, and two selected examples that you think represent your best journal examples).</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Partial Reading List

- Barron, B., & Bell, P. (2015). Learning environments in and out of school. *Handbook of Educational Psychology* (pp. 323-336). Routledge, Taylor, & Francis.
- 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) (pp. 1643-1647). 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.
- Calabrese Barton, A., & Tan, E. (2018). A Longitudinal Study of Equity-Oriented STEM-Rich Making Among Youth From Historically Marginalized Communities. *American Educational Research Journal*, *55*(4), 761–800. <https://doi.org/10.3102/0002831218758668>
- Calabrese Barton, A., & Tan, E. (2020). Beyond Equity as Inclusion: A Framework of “Rightful Presence” for Guiding Justice-Oriented Studies in Teaching and Learning. *Educational Researcher*, *49*(6), 433–440. <https://doi.org/10.3102/0013189X20927363>
- 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
- Danish, J.A., Enyedy, N., Saleh, A. *et al.* (2020). Learning in embodied activity framework: a sociocultural framework for embodied cognition. *Intern. J. Comput.-Support. Collab. Learn* *15*, 49–87 <https://doi.org/10.1007/s11412-020-09317-3>
- Danish, J. A., & Gresalfi, M. (2018). Cognitive and sociocultural perspective on learning: Tensions and synergy in the Learning Sciences. *International handbook of the learning sciences*, 34-43.
- 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.
- Eberbach, C., & Crowley, K. (2017). From Seeing to Observing: How Parents and Children Learn to See Science in a Botanical Garden. *Journal of the Learning Sciences*, *26*(4), 608–642. <https://doi.org/10.1080/10508406.2017.1308867>
- 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). 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. 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.
- Harwell, M. (2018). Don't Expect Too Much: The Limited Usefulness of Common SES Measures and a Prescription for Change. National Educational Policy Resource Center.
- Hauser-Cram, P., Sirin, S. R., & Stipek, D. (2003). When teachers' and parents' values differ: 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.
- John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist*, 31(3-4), 191-206.
<https://doi.org/10.1080/00461520.1996.9653266>
- Keifert, D., & Stevens, R. (2019). Inquiry as a Members' Phenomenon: Young Children as Competent Inquirers. *Journal of the Learning Sciences*, 28(2), 240-278.
<https://doi.org/10.1080/10508406.2018.1528448>
- Konopasky, A.W.* & Sheridan, K.M. (2016). Towards a diagnostic toolkit for the language of agency. *Mind, Culture & Activity*, 23(2), 108-123. doi:10.1080/10749039.2015.1128952
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. 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.
- Markus, H. R., Kitayama, S. (1991). Culture and the self: implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253.
- 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*. Oxford University Press.
- Rogoff, B., Callanan, M., Gutiérrez, K. D., & Erickson, F. (2016). The Organization of Informal Learning. *Review of Research in Education*, 40(1), 356-401.
<https://doi.org/10.3102/0091732X16680994>
- 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.

- Rydell, R. J., & Boucher, K. L. (2017). Stereotype Threat and Learning. In *Advances in Experimental Social Psychology* (Vol. 56, pp. 81–129). Elsevier.
<https://doi.org/10.1016/bs.aesp.2017.02.002>
- Scott, K. A., Sheridan, K. M., & Clark, K. (2015). Culturally responsive computing: a theory revisited. *Learning, Media and Technology*, 40, 4. 412-436.
doi:10.1080/17439884.2014.924966.
- Sheridan, K.M., Zhang, X., & Konopasky, A. (2022). Strategic shifts: How teachers support learner agency in the figured worlds of art. *The Journal of the Learning Sciences*, p 1-29.
- Sheridan, K., Halverson, E. R., Litts, B.*, Brahms, L., Jacobs-Priebe, L., & Owens, T.*(2014). Learning in the Making: A Comparative Case Study of Three Makerspaces. *Harvard Educational Review*, 84(4), 505–531.
- Sheridan, K., Clark, K. & Williams, A.* (2013). Designing games, designing roles: A study of youth agency in an informal education program. *Urban Education*, 48(5), 734-758. doi: 10.1177/0042085913491220
- Sirin, S. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417-453.
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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 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.

Organization Profile Rubric (25%)

	1 (Below Benchmark)	2 (Approaching Benchmark)	3 (Meeting Benchmark)	4 (Exceeding Benchmark)
Description	Minimal or inaccurate account of the organization and/or its work.	Provides an account of the organization and its work.	Complete account of the organization and its work.	Well-written and thorough account of the organization and its work.
Analysis	Provides minimal account of the espoused or enacted theory of action.	Provides an account of the espoused or enacted theory of action.	Provides an account of the espoused and enacted theory of action that is connected to course concepts.	Uses course concepts to thoughtfully examine both the espoused and enacted theory of action of the organization.
Supplementary Materials	Provides minimal or no supporting materials.	Provides materials on organization but not well-established connection to description/analysis.	Set of materials provides support for claims in paper and presentation.	Rich and varied set of materials that support claims made in paper and presentation.
Presentation	No presentation given nor presentation slides given.	Presentation lacks description, analysis, and/or evidence for these.	Group presentation communicates key ideas of description and analysis and provides some evidence for claims.	Well-orchestrated, engaging and thoughtful group presentation that communicates key ideas around description/analysis and provides evidence for claims.
Writing and Mechanics/APA style	Presentation and paper have many grammatical and APA errors.	Presentation and paper have multiple grammatical and APA errors.	Presentation and/or paper have some grammatical or APA errors.	Presentation and paper have no (or very minimal) grammatical or APA errors.