

**UCSC EDUC 261: THINKING, LEARNING, & TEACHING**  
**Fall 2003**  
**Instructors: Dr. Judit Moschkovich and Dr. Gordon Wells**  
**Syllabus**

This course critically examines multiple theoretical perspectives on thinking, learning, and teaching. We consider the development of the whole person as it occurs in a variety of cultural contexts (including home, school and community), the roles that thinking, learning and teaching play in that development, and how researchers' and educators' conceptions of thinking, learning, and teaching shape instruction.

**Purpose**

One purpose of this course is to examine how researchers' and educators' conceptions of cognition shape instruction in educational settings (both formal and informal). However, the course does not presuppose that a study of cognition is a sufficient basis for educational research or instructional design; a second purpose, therefore, is to consider the development of the whole person and the roles that learning and teaching play in that development as it occurs in a variety of cultural contexts, including home, school and community.

The course is designed to involve participants in open and critical discussion of a range of theoretical perspectives on the central topics. While the persons teaching the course have their own positions on these topics, the participants will not be required to embrace them; rather, the aim is to help them to develop and be able to defend their own positions. To this end, the basic format will be that of a seminar rather than a course of lectures; weekly meetings will include student presentations, small group discussion, and whole class discussion; participants will also be expected to contribute to out-of-class discussion via a web-based Knowledge Forum.

**Central Topics**

We will address the following questions:

- What is the relationship among the actions referred to by the terms "learning", "thinking", "remembering", "knowing", "understanding", "doing", etc.?
- What traditional and current theories are concerned with these concepts and the relationships among them?
- Why is so much emphasis given to "cognition"?
- What functions do "meaning" and "communicating" play in the development of integrated persons and their communities?
- What is the function of teaching?
- Do "subject matter" or "domain" and the (in)formality of the setting influence thinking, learning and teaching and, if so, in what ways?

## Calendar

### Assignments

1. **Weekly readings:** Reading the papers set for each class (all papers marked with an asterisk, select one unmarked reading per week) and engaging in discussion of them.
2. **Introduction to two readings:** Select one of the starred readings and one of the unstarred readings and prepare to provide in class a) a brief introduction to the reading and b) issues and questions raised by the reading that merit discussion. Participants will sign up.
3. **Autobiography:** A developmental autobiography describing one's own experiences with thinking, learning, and teaching. This will be started in the first week but will be extended and revised as the course proceeds.
4. **Position paper:** Drawing on the readings and class discussions, a position paper/essay on the relationship between thinking, learning and teaching. Guiding question: What ideas encountered in the course (readings and class discussions) have been influential, provocative, annoying, and/or illuminating for considering thinking, learning and teaching and the relationship between them?
5. **Literature review:** A critical review of the literature on a self-chosen topic arising from the course. Students will present a draft of this assignment in the last meeting for review, comments, and suggestions. Final version will be due a week later.

<b>Week 1</b>	<b>September 29</b>	Introduction: Progressive discourse
<b>Week 2</b>	<b>October 6</b>	Theorizing about thinking, learning & teaching
<b>Week 3</b>	<b>October 13</b>	Theories of development, learning, and teaching
<b>Week 4</b>	<b>October 20</b>	Contrasting constructivist and sociocultural views <i>Due: Draft developmental autobiography</i>
<b>Week 5</b>	<b>October 27</b>	Contributions and critiques of cognitive science and learning sciences approaches
<b>Week 6</b>	<b>November 3</b>	Situated cognition
<b>Week 7</b>	<b>November 10</b>	Culture, cognition, learning, and development <i>Due: Draft position paper</i>
<b>Week 8</b>	<b>November 17</b>	Contrasting theories of teaching
<b>Week 9</b>	<b>November 24</b>	Educational settings: home, community, work, school, formal, and informal <i>Due: Final version developmental autobiography</i>
<b>Week 10</b>	<b>December 1</b>	School success/failure, competence/incompetence, ability/disability <i>Due: Draft literature review</i>
<b>Finals week</b>	<b>December 10, 4 PM</b>	<i>Due in instructor's mailbox by 4 PM: Final version of position paper Final version of literature review</i>

### **Course readings**

In the following list, articles marked \* are required reading. In addition, participants will select one of the unmarked articles per week. Individual participants will prepare to provide a brief exposition of one required reading and one unmarked reading each week in class.

- Required readings: Articles marked with an \* are required reading. One person will provide a brief exposition of each marked reading in class.
- Unmarked articles: Pick one unmarked reading each week, depending on your interest (Notice that some weeks there are choices between math, natural science, and language readings). One person will provide a brief exposition of each unmarked reading in class.

### **Week 1: Introduction**

#### **Week 2: Theorizing about thinking, learning & teaching**

- \*Bruner, J. S. (1986). Two modes of thought, Chapter 2 in *Actual mind, possible worlds*. Cambridge, MA: Harvard University Press. (pp. 11-43).
- \*Greeno, J. G., Collins, A. M. & Resnick, L. B (1996). Cognition and learning. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 15-46). New York: MacMillan.
- \*McDermott, R. (1994). Commodities, words, and minds. *Mind, Culture and Activity*, 1, 124-128.

#### **Week 3: Theories of learning and development**

##### Behaviorist theories

- \*Oakes, J. & Lipton, M. (1999). Traditional learning theories: Transmission, training, and IQ, Chapter 2, pp. 40-65 in *Teaching to change the world*. Boston, MA: McGraw-Hill.
- Bransford, J., Brown, A., Cocking, R. (2000). Learning: from speculation to science, Chapter 1 in *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

##### Piaget & Constructivist theories

- \*Gallagher, J. and Reid, D. (1981). Genetic epistemology as a learning theory. In *The learning theory of Piaget and Inhelder*, Chapter 1, pp. 1-11. Austin, TX: Pro-Ed.

##### Vygotsky & Sociocultural theories

- \*Vygotsky, L.S. (1978). Interaction between learning and development, Chapter 6 in *Mind in Society: The development of higher psychological functions*. M. Cole, V. John-Steiner, S. Scribner, and E. Souberman (Eds.) (pp. 79-91). Cambridge, MA: Harvard University Press.
- John-Steiner, V. & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist*, 31 (3/4), 191-206.

#### **Week 4: Contrasting Constructivist and Sociocultural approaches**

- \*Bruner, J.S. (1996) Celebrating divergence: Piaget and Vygotsky. Paper presented at the IInd Conference for Sociocultural Research, and The Growing Mind, Geneva, 15 September, 1996. *Human Development*, 40: 63-73 (1997).

- \*Cole, M. & Wertsch, J.V. Beyond the Individual-Social Antimony in Discussions of Piaget and Vygotsky. *Human Development*, 39: 250-256.
- \* Brown, A. L., Metz, K. M. & Campione, J. C. (1996). Social interaction and individual understanding in a community of learners: The influence of Piaget and Vygotsky. In A. Tryphon & J. Vonèche (Eds.), *Piaget-Vygotsky: The social genesis of thought*. (pp. 145-170). East Sussex, England. Mahwah, New Jersey: Lawrence Erlbaum. (biological sciences)

### **Week 5: Cognitive science & learning sciences approaches**

- \* Oakes, J. & Lipton, M. (1999). Contemporary learning theories: Problem solving and understanding, Chapter 3 in *Teaching to change the world*, pp. 67-94. Boston, MA: McGraw-Hill.
- \*Bransford, J., Brown, A., Cocking, R. (2000). How experts differ from novices, Chapter 2 in *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press (pp. 19-38).

#### Pick one:

- Bransford, J., Brown, A., Cocking, R. (2000). Learning and transfer, Chapter 3 in *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Pallincsar, A.S. and Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 117-175. (reading)
- Schoenfeld, A. (1987). What's all the fuss about metacognition? In A. Schoenfeld (Ed.), *Cognitive Science and Mathematics Education*, pages 189-215. Hillsdale, NJ: LEA. (mathematics)
- Smith, J. P., diSessa, A. A., & Roschelle, J. (1994). Misconceptions reconceived. *Journal of the Learning Sciences*, 3, 115-163. (physical sciences)
- Bruner, J. S. (1990). *Acts of meaning*. (Chapters 1 & 2 for a critique of information-processing).

### **Week 6: Situated Cognition**

- \*Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32-41.
- \* Lave, J. (1991). Situating learning in communities of practice. In L. Resnick, J. Levine, and S. Teasley (Eds.), *Perspectives on socially shared cognition* (pages 63-82). Washington, DC: APA.

#### Pick one:

- Hay, K. and Barab, S. (2001). Constructivism in practice: A comparison and contrast of apprenticeship and constructionist learning environments. *The Journal of the Learning Sciences*, 10(3), 281-323.

(The next three are a set:)

- Anderson J. , Reder M. , & Simon H. (1996). Situated learning and education. *Educational Researcher*, 25(4), 5-11.
- Greeno, J (1997). On claims that answer the wrong question. *Educational Researcher*, 26(1), 5-17.
- Anderson J. , Reder M. , & Simon H. (1997). Situated versus cognitive perspective: From versus to substance. *Educational Researcher*, 26(1), 18-21.

### Week 7: Culture

- \*D'Andrade, R.. (1981). The cultural part of cognition, *Cognitive Science*, 5, 179-195.
- \*Rogoff, B. (1990). Cognitive development in sociocultural context, Chapter 1 in *Apprenticeship in thinking: Cognitive development in social context* ( pp. 3-22). New York: Oxford University Press.
- \*Wells, G. (1999). *Dialogic inquiry: Towards a sociocultural practice and theory of education*. Chapter 3. Discourse and knowing in the classroom (pp. 98-132). Cambridge: Cambridge University Press.

#### Pick one:

- Cole, M. (1996) Cognitive development and formal schooling: The evidence from cross-cultural research. In L. Moll (Ed.) *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*, pp. 319-348.. New York, NY: Cambridge University Press.
- Rogoff, B. (1990). Cultural similarities and variations in guided participation, Chapter 6 in *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.
- Saxe, G. B. 1987). Selling candy: A study of cognition in context. In M. Cole, Y. Engestrom. And O. Vasquez (Eds.) *Mind, Culture and Activity: Seminal papers from the Laboratory of Comparative Human Cognition*, (pp. 330-338). NY, NY: Cambridge University Press. (mathematics)

### Week 8: Teaching in practice

- \*Tharp, R. G. & Gallimore, R. (1988). The redefinition of teaching and schooling (Chapter 1, pp. 13-26), A theory of teaching as assisted performance (Chapter 2, pp. 27-43), and The means of assisting performance (Chapter 3, pp. 44-70) in *Rousing minds to life: Teaching, learning and schooling in social context*. New York. Cambridge University Press.
- \*Wells, G. (2002) Learning and teaching for understanding: The key role of collaborative knowledge building. In J. Brophy (Ed.) *Social constructivist teaching: Affordances and constraints*. Advances in Research on Teaching, Vol. 9.(pp. 1-41). Amsterdam: Elsevier/JAI.
- \* Collins, A., Brown, J.S., and Newman, S. (1989). Cognitive apprenticeship: Teaching the craft of reading, writing, and mathematics. In L. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser*, pp. 453-494. Hillsdale, NJ: Elrbaum.

#### Pick one:

- Lave, J. (1996). Teaching as learning, in practice. *Mind, Culture & Activity*, 3(3), 149-164.
- Bransford, J., Brown, A., Cocking, R. (2000). Teacher learning, Chapter 8 in *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press. (pp. 190-205)
- Greenfield, P. (1984). A theory of the teacher in the learning activities of everyday life. In B. Rogoff and J. Lave (Eds.), *Everyday cognition* (pp. 117-138). Cambridge, MA: Harvard University Press.
- Lampert, M. (1986). Knowing, doing and teaching multiplication. *Cognition and Instruction*, 3 (4), 305-342. (or Lampert, M. (1990). When the problem is not the question and the solution is not the answer: Mathematical knowing and teaching. *American Educational Research Journal* , 27 (1), 29-64.) (mathematics)

**Week 9: Formal & informal educational settings: Home, community, work, and school**

- \*Resnick, Lauren B. (1987). The 1987 Presidential Address: Learning in school and out. *Educational Researcher*, 16 (9), pp. 13-20.
- \*Moll, L. & Greenberg, J. (1990). Creating zones of possibilities: Combining social contexts for instruction. In L. Moll (Ed.) *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*, pp. 319-348.. New York, NY: Cambridge University Press.

Pick one:

- Scribner, S. (1983) Mind in action: A functional approach to thinking. In M. Cole, Y. Engestrom. And O. Vasquez (Eds.) *Mind, Culture and Activity: Seminal papers from the Laboratory of Comparative Human Cognition*, (pp. 354-368). NY, NY: Cambridge University Press.
- Carraher, T.N., Carraher, D.W., and Schliemann, A.D. (1985) Mathematics in the streets and in schools. *British Journal of Developmental Psychology*, 3, 21-29. (mathematics)
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**Week 10: School success/failure, competence/incompetence, ability/disability:**

- \*McDermott, R. (1997). The acquisition of a child by a learning disability. In S. Chaiklin and J. Lave (Eds.) *Understanding practice*, (pp. 269-305). New York: Cambridge University Press.
- \* Gallimore, R. and Au, K. (1997). The competence/incompetence paradox in the education of minority children. In M. Cole, Y. Engestrom. And O. Vasquez (Eds.) *Mind, Culture and Activity: Seminal papers from the Laboratory of Comparative Human Cognition*, (pp. 241-253). NY, NY: Cambridge University Press.

Pick one:

- Cole, M. (1998). Can cultural psychology help us think about diversity? *Mind, Culture, And Activity*, 5(4), 291-304.
- Moll, L., Estrada, E., Diaz, E. and Lopez, M. (1997). The organization of bilingual lesson: Implications for schooling. In M. Cole, Y. Engestrom. And O. Vasquez (Eds.) *Mind, Culture and Activity: Seminal papers from the Laboratory of Comparative Human Cognition*, (pp. 254-268). NY, NY: Cambridge University Press.
- Moschkovich, J. N. (2002). A situated and sociocultural perspective on bilingual mathematics learners. *Mathematical Thinking and Learning*, Special issue on Diversity, Equity, and Mathematical Learning, N. Nassir and P. Cobb (Eds.), 4(2&3), 189-212.

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**Reader**  
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#\*Tomasello, M. (1999) *The cultural basis of human cognition* (one chapter)

\*Greeno, J. G., Collins, A. M. & Resnick, L. B (1996). Cognition and learning. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 15-46). New York: MacMillan.

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#\*Wells, G. (1999). The zone of proximal development and its implications for learning and teaching. In *Dialogic inquiry: Towards a sociocultural practice and theory of education*, (pp.313-334) Cambridge University Press.

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### **Week 7: Culture**

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- \* Gutierrez, C. and Rogoff, B. (2003) *Educational Researcher*

Pick one:

- Cole, M. (1996) Cognitive development and formal schooling: The evidence from cross-cultural research. In L. Moll (Ed.) *Vygotsky and education: Instructional implications*

*and applications of sociohistorical psychology*, pp. 319-348.. New York, NY: Cambridge University Press.

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- Greenfield, P. (1984). A theory of the teacher in the learning activities of everyday life. In B. Rogoff and J. Lave (Eds.), *Everyday cognition* (pp. 117-138). Cambridge, MA: Harvard University Press.

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- Moll, L., Estrada, E., Diaz, E. and Lopez, M. (1997). The organization of bilingual lesson: Implications for schooling. In M. Cole, Y. Engestrom. And O. Vasquez (Eds.) *Mind, Culture and Activity: Seminal papers from the Laboratory of Comparative Human Cognition*, (pp. 254-268). NY, NY: Cambridge University Press.
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