

**ED124**  
**Research on Teaching and Learning in Sociocultural Contexts**  
**Spring 2008**

Instructor: Dr. Mary Betsy Brenner  
Teaching Assistants: Melissa Kwon  
Mondays 4-5:30, Phelps 2536

**Course Description**

Research on Teaching & Learning in Sociocultural Contexts is an introduction to theory and research on teaching and learning from a sociocultural perspective. Students will collect data and review findings emanating from research projects grounded in the local community and afterschool programs. This is a practicum course and students will be expected to work at an afterschool educational site for approximately 4 hours a week. Most of the placements take place between 4 and 8 pm. This course fulfills the practicum requirement for the Educational Studies track of the Education and Applied Psychology minor and is an elective for the Educational Studies and Teacher Education tracks. It may be repeated for credit up to 12 units.

**Contact Information**

	<u>Office</u>	<u>Phone</u>	<u>Email</u>
Betsy Brenner	2320 Phelps	893-7118	betsy@education.ucsb.edu
Melissa Kwon	TBA		mkwon@umail.ucsb.edu

Office Hours

Betsy Brenner	Monday 11-12 or by appointment
Melissa Kwon	Thursday 3-4 or by appointment

**Course Requirements**

- 1) Regular attendance and participation in class discussions. Please sign attendance sheet at each session.
- 2) Weekly readings for class.
- 3) Four hours per week work at the assigned site(s), beginning in week 3. (8 weeks)
- 4) Fieldnotes based upon work at assigned sites (6).
- 5) Short writing assignments (4).
- 6) Final paper: Two choices, to be described in more detail later.
  - a) A thematic paper that uses fieldnotes as data which integrates readings and observations.
  - b) A paper about an educational activity you design and test at one of the sites.

**Site Placements and Times**

**Goleta Boys and Girls Club: Club Proteo**

Site Coordinator: Timothy Grigsby

Times: Tuesday, Wednesday, Thursday 4:00-6pm

Club Proteo begins Tuesday April 15.

Orientation: Please attend 1 of these sessions: Wednesday, April 9 or Thursday, April 10 at

the Boys and Girls Club from 4-5:00.

**Parents, Children and Computers Program: Isla Vista School**

Site Coordinator: Brenda Ramos

Time: Tuesday 6-8

PCCP begins Tuesday April 15

Orientation: April 8 6 pm Computer Room, Isla Vista School

Fingerprinting and TB test required for PCCP placements. We might arrange to have fingerprinting done in the second class. You can get a TA test at the Student Health Center. Your expenses will be reimbursed if you bring us a receipt.

**Isla Vista Teen Center: Homework Help, Mentoring**

Site Coordinator: Leonor Reyes

Times: Tuesday-Thursday 4-8, Friday 4-6 (Most placements from 4-6)

Each student assigned to the Teen Center must have a personal interview with the director during the week of April 7.

Orientation: Probably on Friday April 11th at 5:00pm at the Teen Center. To be confirmed.

Fingerprinting and TB test required for Teen Center placements. We might arrange to have fingerprinting done in the second class. You can get a TA test at the Student Health Center. Your expenses will be reimbursed if you bring us a receipt.

**Course Readings:**

Reader available at AS Publications, U Cen.

Some readings will be handed out in class. **Bring your reader and other articles to every class.**

**Week 1: March 31 Class Overview, Crosscultural Communication**

**Week 2: April 7 Research Methods/Introduction to AfterSchool Programs**

Fine, G. A. & Sandstrom, K. L. (1988). *Knowing Children: Participant Observation with Children*. (Chapters 1) Newbury Park: Sage.

Ovando, C. J. (2003). Language diversity and education. In J. A. Banks and C. A. M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (pp. 268-291). NY: John Wiley and Sons.

Nicolopoulou, A. & Cole, M. (1993). Generation and Transmission of Shared Knowledge in the Culture of Collaborative Learning: The Fifth Dimension, Its Play-world, and Its Institutional Contexts. In E. A. Forman, N. Minick, & C. A. Stone (Eds.), *Contexts for Learning* (pp. 283-314). New York: Oxford University Press.

**Week 3: April 14 Research Methods Continued/MultiCultural Education**

Banks, J. (2004). Multicultural Education: Characteristics and Goals. In *Multicultural Education: Issues and Perspectives* (Fifth Edition), (pp. 3-30). NY: Wiley.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995) *Writing Ethnographic Fieldnotes*, (Chapter 3) Chicago: University of Chicago

Durán, R., Durán, J., Perry-Romero, D. & Sanchez, E. (2001). Latino immigrant parents and children learning and publishing together in an after-school setting. *Journal of Education for Students Placed at Risk*, 6, 95-113.

#### **Week 4: April 21 Learning Theories/Developing learning activities**

Fine, G. A., & Sandstrom, K. L. *Knowing Children: Participant Observation with Children*. (Chapters 3 & 4) Newbury Park: Sage

Tharp, R. G., & Gallimore, R. (1988). *Rousing Minds to Life* (pp. 27-43). Cambridge: Cambridge University.

Kamii, C. & Ewing, J. K. (1996). Basing teaching on Piaget's constructivism. *Childhood Education*, v. 72, 260-264.

#### **Week 5: April 28 Language and Literacy**

Miller, P. C., & Endo, H. (2004). Understanding and meeting the needs of ESL Students. *Phi Delta Kappan*, 85 (10), 786-791.

Meyer, L. M. (2000). Barriers to meaningful instruction for English Learners. *Theory into Practice*, 39(4), 228-236.

McLane, J. B. (1990). Writing as a social process. In L. C. Moll (Ed.), *Vygotsky and Education* (pp. 304-318). Cambridge: Cambridge University Press

#### **Week 6: May 5 Technology and Diversity**

Harrell, W. (1998). Gender and equity issues affecting educational computer use. *Equity and Excellence in Education*, 31, 46-53.

Gorski, P. C. (2002). Dismantling the digital divide: A multicultural education framework. *Multicultural Education*, 10(1), 28-20.

Tinkler, T. (2003). *Boys and Girls at Club Proteo*. Master's Project (excerpts). University of California, Santa Barbara.

#### **Week 7: May 12 Technology and Learning: Controversies**

Shafer, D. W., Squire, K. R., & Gee, J. P. (2005). Video games and the future of learning. *Phi Delta Kappan*, 87(2), 104-111.

Callister, T. A., Burbules, N. C. (2004). Just give it to me straight: A case against filtering the internet. *Phi Delta Kappan*, 85(9), 649-655.

Nelson, J. L., Palonsky, S. B., & McCarthy, M.R. (2004). *Critical Issues in Education*. (Chapter 13; Technological Literacy: Necessary or Excessive). Boston: McGraw Hill.

### **Week 8: May 19 Return to Multicultural Education**

Nelson, J. L., Palonsky, S. B., & McCarthy, M.R. (2004). *Critical Issues in Education*. (Chapter 11; Multicultural Education: Democratic or Divisive). Boston: McGraw Hill  
MD: University Press of America.

**Week 9: May 26** No class due to Memorial Day holiday

### **Week 10: June 2 Supporting all Students: What Should Programs be Doing?**

Stanton-Salazar, R. D., Vasquez, O. A., & Mehan, H. (2000). Engineering academic success through institutional support. In S. T. Gregory (ED.), *The academic achievement of minority students: Perspectives, practices, and prescriptions* (pp. 213-247). Lanham, MD: University Press of America.

Blanton, W., Bremme, D., & Nocon, N. (2006) The Effects of the Fifth Dimension on Undergraduates. In M. Cole, M. & The Distributed Literacy Consortium. *The Fifth Dimension: An After-School Program Built on Diversity* (pp. 129-159). NY: Russell Sage Foundation.

### **Week 11: June 7 Final papers due by 4:45 in 2206 Phelps. (No exam)**

#### **Homework and Grading Policy**

Points will be awarded for each of the required activities in this class as follows:

Human Subjects Training: 3 points

Site work: 1 point each time

This will average 4 hours a week, in 2 hour blocks for 8 weeks. Sign in each time you attend a site. Attendance will be based upon the sign in sheets. Attendance at other sites must have prior permission from the instructor and must be documented by a supervisor at the site.

Fieldnotes: 3 points each

You must submit one fieldnote a week (6 total) per directions to be handed out in class. You will post fieldnotes to a web forum. Directions will be given out during the second class session.

Each fieldnote is worth a maximum of 3 points, as follows

Well-done (A): 3 points

OK (B): 2 points

So-so (C): 1 point  
Unacceptable (D, F) 0 points

Short Writing Assignments: 3 points each

Practice fieldnotes, based upon videotape viewing in class  
2 replies to other fieldnotes  
Proposal for final paper

Class Attendance: 3 points each

-You get three points for each time you attend class and sign the attendance sheet.  
Active participation is expected of all students.

Final Paper: 24 points

-The final paper is worth a total of 24 points.

Makeup Work

With the instructor's permission, you can make up points for missing class or site work if you have a valid reason (e.g. illness, family emergency) for missing class or a day of site work. Please contact me if this arises. The makeup work will usually consist of attending another time at your site (except PCCP) or doing some task that supports one of the sites.

Point Totals:

3	Human Subjects Training (required)
16	Attendance at site
18	Fieldnotes (Based upon 6 fieldnotes, one per week approximately)
12	Short writing Assignments
27	Class Attendance
24	Final Project
100	Total

A = 90-100

B = 80-89

C = 70-79

Below 70 = F

**Due Dates**

1) The normal deadline for submitting fieldnotes is by Friday at 5 pm, except for those who are doing their field placement on Fridays. Late fieldnotes will be accepted with permission of the instructor or TA.

2) All late field notes must be submitted by the Monday of Finals Week.

3) The final paper is due on the Monday of finals week, **June 9 by 4:45 in Phelps 2206.**