Media and the Design of Social Learning Contexts
Communication/MT 115, Human Development 115
Spring 2008
Mon. one hour between 12:30 and 3:30 AND 1:30-2:30, Torrey Pines Elementary School
Wed. 12:30-4:30, Torrey Pines Elementary School

Instructor: Beth Ferholt   Office: Com., 248/LCHC
Office Hours: Monday 10:30-12 LCHC or by appt.! E-mail: bferholt@weber.ucsd.edu

Course Objective:

        This course is designed to provide you with an intense experience that combines
theory and practice in studying the roles of media and social interaction in human
development. You are expected to come to Monday's class having done the readings
assigned for the week. The practical site for the class is at Torrey Pines Elementary
School where you will participate in a special program for children.
        Students in this class will go to TP Elementary to have lunch with the children,
and then engage with them in three kinds of activities: homework help, outdoor activities
with an educational "twist," and computer-mediated activities that are designed as a
"Fifth Dimension." On Mondays many of the children you work with will live in La
Jolla and on Wednesdays most of the children you work with will live in the Barrio
Logan neighborhood of downtown San Diego. After you walk the children to their buses
you will return to the computer lab to share your experiences and discuss how they relate
to the readings (please be at the lab by 3:30 -- we will have much to do in this short time).
        The goal of this course is for you to develop qualitative research skills (participant
observation field note taking techniques and data analysis techniques) and use field
experience as the foundation for evaluating theories of learning, communication and
development. As a result of participation in this class, you are expected to improve your
writing skills for writing reports, data analysis, and expository and narrative texts. The
class is also designed to enhance your interpersonal skills for communicating with adults
and children in informal academic settings.

Required Core Activities:

1) To attend class sessions and participate in activities as outlined above. Readings are
listed on the syllabus below along with their URL. The one book can be purchased in
class.

2) To write detailed field notes on the experience following each site visit. Field notes
must be posted at www.lchc-resources by 6 AM Wednesday (for field notes about
Monday's activities) and 6 AM Friday (for field notes about Wednesday's activites) for
full credit. Constructive feedback on field note content will be provided and is one of the
major educational elements of this course. Each field note will be graded on a scale of 1-
10 according to criteria that are specified in a handout you will be provided in class.

3) To comment on at least one field note written by another student at the site, offering a different perspective, advice, encouragement and/or constructive criticism.

4) To produce a project report (7 pages) based on field notes gathered by you and others at the site that speaks to theories discussed in class and site experiences as well as a personal reflection paper (3 pages) based upon reading your own field notes from first to last and commenting on the changes you underwent as a result of your experience.

Grading:

Grades for the course will be based on performance of work in class and at the field site.

-- Quiz grades on readings (one quiz every Monday)   20%
-- Field notes (18) (quality and submission)   30%
-- Self-reflection paper (3 pages)   10%
-- Final paper (7 pages)   30%
-- Web-board commenting (on at least one field note)   10%

PLEASE NOTE THAT YOU WILL BE MARKED DOWN IF YOU ARRIVE LATE.
(THE CHILDREN ARE EAGERLY ANTICIPATING YOUR ARRIVAL!)

The final paper and self-reflection papers are due at the time of the scheduled final exam and must be submitted in both electronic form and hard copy.

Week 1 --
Monday, March 31:
Information about the site visits and activities. Introduction to the course.
Initial questionnaires about student background/ideas.

Wednesday, April 2:
First field notes due at 6AM!
Cole, M., Olt, A. and Woodbridge, S. (1994). Documenting children's problem solving behaviors during computer based game playing by using fieldnotes of participant observers.
http://www.education.miami.edu/blantonw/5dclhse/publications/tech/Olt-Cole.html

Week 2 -- Monday, April 7:
Fifth Dimension. Chapter 1
Fine, G.A. *Knowing Children* – Chapter 1 (available at www.lchc-resources.org)

Week 3 – Monday, April 14:
Fifth Dimension, Chapter 2
Rogoff, B. (2003). Development as Transformation of Participation in Cultural Activities. (available at www.lchc-resources.org)

Week 4 -- Monday, April 21

Fifth Dimension, Chapter 3
Delpit, L. (1993) The politics of teaching Literate discourse (in Part 3 of *Other people's children: Cultural conflict in the classroom*) (available at www.lchc-resources.org)

Week 5 – Monday, April 28
Fifth Dimension, Chapter 4
Vygotsky, L. (1978). Interaction between learning and development.
http://listserv.cddc.vt.edu/marxists/archive/vygotsky/works/mind/chap6.htm

Week 6 – Monday, May 5
Fifth Dimension, Chapter 5
Nocon, H. (2002). Productive resistance: Afterschool environments and engaged noncompliance (on webpage at www.lchc-resources.org as an attachment: "resistance") (Perhaps a piece by S. Baumer et al. (2005) on resistance, as well.)

Week 7 – Monday, May 12:
Fifth Dimension, Chapter 6
Griffin & Cole, M. (1984). Current Activity for the future The Zo-ped. (in Rogoff, B. & Wertsch, J. (Eds.) *Children's learning in the "zone of proximal development"*)
http://lchc.ucsd.edu/People/MCole/childrens.pdf

Week 8 – Monday, May 19
Fifth Dimension, Chapter 7
Fine, G.A. *Knowing Children* – Chapter 3 (available at www.lchc-resources.org)

Week 9 – Monday, May 26 is a UCSD and TP holiday so please read for Wed., May 28:
Fifth Dimension, Chapter 8
Bedrova, E. and Leong, D. (1996). The zone of proximal development. (Ch. 4 of *Tools of the mind: The Vygotskian approach to early childhood education*) (available at www.lchc-resources.org)

Week 10 – Monday, June 2 (Wednesday will be a party for the children!)
Fifth Dimension, Chapter 9
Jenson, J., de Castell, S., & Bryson, M. (2003).
"Girl Talk": Gender, equity, and identity discourses in a school-based computer culture. Women's Studies International Forum. 26(6), 561-573.
http://educ.ubc.ca/faculty/bryson/gentech/gentechart.htm
AND/OR
Anderson, C. A., Dill, K. E., Video Games and Aggressive Thoughts, Feelings, and Behavior in the Laboratory and in Life. (available at www.lchc-resources.org)
AND/OR
Jones, G. & Moore, M., Violent Media is Good for Kids. Excerpt from the upcoming book, "Power Play"
http://www.motherjones.com/commentary/columns/2000/06/violent_media.html
AND/OR
READING ON A TOPIC OF STUDENTS' CHOOSING