EPSY 2010: How People Learn

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Course Description

This course examines human learning across the multiple contexts of our daily lives, especially those outside of school. This course will consider the role of social context and culture in shaping learning processes; the various ways learning is demonstrated; and the ways people engage with/in disciplinary practices in their daily lives.

Course Prerequisites & Co-requisites

No prerequisites. Course must be taken with EDLE 2010 (How Schools Work). This course is 1.5 credit hours. For full 3.0 credit hours students must also enroll in EDLE 2010 (How Schools Work).

Course Learning Goals

There are three main learning goals for this course. Through active participation in all course activities:

- LG1: Teacher candidates will draw upon learning theory to make claims about how learning happens in the real world.
    - Teacher candidates will make connections between social contexts and human learning and identity.
    - Teacher candidates will use theories in practice through observations and analysis of learning in everyday contexts.
- LG2: Teacher candidates will talk about the big ideas from last century's theorists in relation to emerging ideas that support equitable, inclusive, anti-racist, and affirming learning environments.
    - Pre-service teachers will articulate the need to learn about and learn with their students through engagement in disciplinary practices.

Driving Questions

We will accomplish these learning goals as a class by pursuing three driving questions. Driving questions provide the backbone for this course. Together, the readings, lectures, class and small-group activities, and learning observations will help us develop evidence-based answers to these questions:

- DQ1: How do developmental and learning theories support approaches to learning-in-context that are equitable, inclusive, anti-racist, and affirming?
- DQ2: How are everyday learning environments supportive of youth learning, identity, and participation in school and society?
- DQ3: How can understanding of disciplinary learning be desettled by taking a critical lens on learning-as-culture in everyday settings?

Course Texts
None. All course readings will be provided via Canvas.

Learning Activities and Assignments
In addition to course readings and class activities, the instructor will use the following graded learning activities as indicators of progress and understanding over the duration of the semester. These primary activities are described briefly below. Additional details will be provided at the beginning of the semester and/or prior to each assignment due date. All assignments will be submitted through Canvas or Google suites (e.g. Docs, Jamboard).

- 20%   Learning Community – Understanding Learning Theory
- 20%   Learning Community – Applying Theory & Analyzing
- 30%   Individual – Homework Observations & Analysis
- 10%   Individual – Feedback
- 20%   Learning Community – Final Poster Project

If a student wishes to know the instructor's assessment of their participation and current understanding, they are encouraged to seek a conference. The instructor will notify any student if there is a concern regarding their participation.

As you can see, most of your work in this course will be completed in your Learning Communities. These three major activities (Understanding Learning Theory, Applying Theory & Analyzing, and Final Poster Project) are described first as they are central to all that you do in the course. You can then read more about the individual work including Observations, Analysis, and Individual Feedback.

Learning Community
You will participate in a working small group with several students this semester. In these Learning Communities (LCs), you will have an opportunity to work together to make sense of readings, develop tools and strategies for observing and analyzing learning, respond to reflection questions, discuss and reflect on your observations, and provide feedback to one another as you develop your major assignments. Your LC members are the first people you text/email/call when you're not sure what's due next, how to complete an assignment, or need someone to read-through a draft of an assignment. You will also have collaborative tasks to complete together each week. Participation in LCs will be evaluated on your involvement in these working groups. Issues or concerns about interpersonal dynamics of your group should be communicated with the instructor early and often. Tasks listed under "Learning Community" in the Course Summary below count toward this participation grade. There are several kinds of these tasks including:

Understanding Learning Theory (& Classroom Participation): Every week in class you will have time to work with your LC to make sense of the readings/watchings/listenings assigned for the week. Being a strong member of your LC requires that you engage deeply with these materials **before** you arrive in class. During class, your LC will be responsible for making sense of the ideas from these materials and communicating them to others in the class. Most teacher candidate programs do not believe that undergraduates are able to understand these big ideas. We believe you are, and that it is critically important that you learn to interpret these big ideas for yourselves. That is why you have time in class for this important work. Your grade on these tasks will be based in part by feedback from your LC. That means if your group (or your instructor) feels that you have not been contributing equitably to your LC, you may not be able to earn full credit. You will have the opportunity to complete the work independently if you lose points for this reason, but given the short 8-week term, that will be difficult.

Applying Theory & Analyzing (& Classroom Participation): Each week in class you will also have the opportunity to learn to apply theory to real-world examples of learning. It is not enough to understand the big ideas from readings/watchings/listenings. You must also be able to use them to make claims about how learning in the real-world works, and what that means for the design work you'll do as an educator every day. This is very challenging work but will allow you the freedom to interpret and apply theory in ways that make you a better a teacher and support young learners to engage more deeply in disciplinary learning. Over the course of the term, you and your LC will make claims based on evidence from your real-life observations and interpreted through the lens of learning theories from your readings/watching/listenings. Similarly to Understanding Theory tasks, your grade will be based in part by feedback from your LC. If your group (or your instructor) feels that you have not been contributing equitably to your LC, you may not be able to earn full credit. You will have the opportunity to complete the work independently if you lose points for this reason, but given the short 8-week term, that will be difficult.

Final Poster Project: Your LC will also complete a final poster project together. Through your work Understanding Learning Theory and Applying Theory & Analyzing throughout every class during the term, you will have already developed and refined a series of learning claims about how learning works in the real world supported by big ideas (theory) you've read/watched/listened. In this final assignment, your LC will present an analysis of learning that draws on learning perspectives covered in the course and your individual observations and claims to make a bigger claim that synthesizes ideas across multiple sites of observations (that is, across multiple instances of learning in the real world).

Individual Assignments

As you can see from the descriptions of your Learning Community work above, you are expected to come to class prepared to engage as an active participant. Being prepared means you've completed reading/watching/listening prior to class and assigned individual tasks for that week. Your experiences with readings are a critical part of how, as a classroom community, we make sense of learning together. Sharing your ideas and questions will be a weekly occurrence as part of our class "flow" (explained more in Week 1). There are also two types of activities that will be completed and evaluated on an individual basis.

Homework Observations & Analysis: You will choose a social context in which to observe, document, and reflect on learning as it occurs in practice. The learning context will be your choice; however, I will offer some suggestions and provide options for you, if desired. Features of a good context include: (1) social interaction of some kind and (2) an idea or skill (defined broadly) is being worked on/practiced. This could be as simple as observing children playing at a

playground. In this example, the context is social and kids are working on a lot of different skills (practicing going down the slide, getting on and off a swing, social norms for interacting with other kids, mom figuring out how to provide enough but not too much support, etc.). You will document your observations during term using a Notice-Wonder-Question Tool (NWQ) developed first in class and refined by your Learning Community and turn in/present on these observations at a few points throughout the term. These observation documents will become the primary materials for your final analysis for this class. More details on this will be discussed in class.

Individual Feedback: You will also receive credit for the feedback you provide at two official timepoints in the term, though you are also invited to provide feedback through other means throughout the term. This course was designed and refined by educators from many different backgrounds using critical learning theory. We know as a designer-community that there are ways we can meet student needs and improve our own teaching. Thus, feedback points are opportunities (a) for your instructor to learn about you and your particular needs, (b) make mid-course corrections to support your learning, and (c) gather information about how to improve the course in future iterations. If there are concerns in your LC or from your instructor that someone is not equitably contributing to your LCs (individual feedback is one place to express these concerns), consequences may include (a) loosing points for prior LC work and (b) being asked to complete the final project as a solo endeavor.

Course Schedule at a Glance*

DATE	Reading, Listening, Watching *Due before class*	Learning Community *Due Friday, 11:59PM*	Individual Tasks *Due Sunday, 11:59PM*
Week 1	No work before class.	In class whole-group activity to observe video and generate questions about learning	Reach out to your LC
Week 2	**Cultural Nature of Life and Learning** **Read:** Rogoff (2003) Chapter 1: Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development **Watch**: Boroditsky (2014) Language TED Talk **Listen**: Clever Apes Podcast (w/ Bang and NU / American Indian Center)	B: Prepare Theory Slide(s) C: Upload Revised NWQ Tool	First Observation
Week 3	**Implications of Language and Culture** **Watch:** Tanner (2013 May) Deficit Model Thinking **Read:** Annamma, Boelé, Moore, & Klingner (2013) Challenging the Ideology of Normal in School **Group A Read:** Baines, A. (2014). "The Water Boy." UnLearning Disability. Teachers College Press. **Group B Listen**: Invisibilia Podcast: How to Become Batman	B: Prepare Theory Slide(s) C: Upload Revised/Tweaked NWQ Tool and Your LC's Learning Question	Course Feedback
Week 4	**Theories of Learning** **Read:** Rogoff (2003) Chapter 7: Thinking with the Tools and Institutions of Culture	B: Prepare Theory Slide(s) C: Upload Revised/Tweaked NWQ Tool + Your LC's 2	Second Observation

	Read: Ramsey (2004) Chapter 2: We are ALL ((pp. 15-top of 29))	Claims Supported by Theory and Evidence	
Week 5	**Disciplinary Disruptions (DeSettling)** **Read:** Nasir (2008) Everyday Pedagogy **Read:** Bang et al. (2012) Desettling Expectations	B: Prepare Theory Slide(s) C: Revise your LC's Learning Question	Make 2 Claims Supported by Theory and Evidence Course Feedback 2.0
Week 6	Option 1 Option 2 – Jump to Week 7.	Option 1 Option 2	Continue Project Work
Week 7	Developing Presentation	Continue Project Work	
Week 8	Presentations of Learning	Poster presentations	

*I reserve the right to make changes as necessary. I will always alert you to these changes in a timely manner.

Quality of Work and Feedback

As your instructor, I intend to provide detailed feedback on well-written, polished drafts of all major assignments. Assignments that are not demonstrably spell-checked, grammar-checked and proofread will not be accepted. Unacceptable assignments will receive a grade of zero and any opportunity to revise and resubmit your assignment will be provided at the discretion of the instructor. Please note: all of your work for this course must be original (see Academic Integrity Policy).

Grading

Letter grades will be allocated on the following scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 50-59

Course Competencies

You will eventually take the Professional Responsibilities & Pedagogies Exam. There are several competencies related to that exam that this course addresses. Here are **a few of the core standards** addressed:

- Standard I: Domain 1. Designing Instruction and Assessment to Promote Student Learning
    - o Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
    - o Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Additional Course Policies

Writing Policy
Educators are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleague. Your written products – including, but not limited to, papers, discussion posts, and emails – should include appropriate greetings and salutations, accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://writingcenter.unt.edu/welcome-unt-writing-lab.

Attendance Policy
Attendance is very important as this course is designed to engage you actively in making sense of ideas together with peers in your learning community and the whole class, including your professor! We are meant to learn **with** and **from** each other. Thus, your presence is valuable. Therefore, I expect you to be present in each synchronous class meeting and in your learning community meetings. If you need to miss class for any reason, you must email me **prior to class** to communicate what is going on. Further information on attendance is available here: University of North Texas' Attendance Policy (http://policy.unt.edu/policy/15-2-).

Observation of Religious Holy Days
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible, preferably 1 week in advance.

Late Work
If you need more time to complete an assignment, I am willing to grant an extension in the vast majority of cases (unless I'm up against a university deadline, etc). However, you must take the initiative to reach out to me, and requests for assignment extensions must be emailed to me in advance of the deadline. I will not accept late work once the deadline has passed unless in the case of a verified emergency.

Communication Expectations
I will rely on UNT's email system and Canvas for communication. I follow a 48-hour rule for email, meaning I always attempt to reply within 48 hours of receiving an email with the exception of weekends (any message sent Friday will receive a reply by Monday). For any holiday weekends (e.g., Thanksgiving) that extends over the holiday. I expect the same in return!
I will provide feedback for course assignments within two weeks. You can always ask me a question about assignment feedback. CLEAR has a webpage for students that provides Online Communication Tips (https://clear.unt.edu/online-communication-tips) that you can use in thinking about how to communicate with your instructors.

Technology Requirements
Minimum Technology Requirements
Each student will need:
- Computer with reliable access to Canvas + internet (please communicate with your instructor ASAP with any concerns)
- Microsoft Office Suite or similar Word processing software
- Google Drive account (this is free)
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

We will regularly use our devices in class for course activities. Please bring them with you!

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)
UNT Policies
This is an abbreviated list of UNT policies; a full list can be found on our Canvas page.

Class Recordings & Student Likenesses
Synchronous (live) / face-to-face sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct

violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Academic Support & Student Services
Student Support Services
Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:
- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)

- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.
- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.
Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:
- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)