

Psych 133F: Psychology and Education

W, F: 2:00–3:15; WS Young CS76

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Course Overview and Goals

Given that a primary goal of education is to promote students' learning, one would think that the theories, methods, and findings of psychology would hold great potential for improving education practice. Unfortunately, this potential has not been fully realized, at least in part because (a) researchers have limited knowledge of educational settings and how they work, and (b) practitioners have limited knowledge of research. In this course we will attempt to break down these barriers and explore how problems of education can be interpreted through the lens of psychology. In the first part of the course we examine the most common educational setting, the classroom. We develop a framework for analyzing classroom lessons, and then identify problems, questions, and hypotheses that emerge in the classroom context. In the following parts of the course we read and discuss research articles that illustrate how psychologists have approached problems of education. There are three main learning goals for this class:

1. Students should learn concepts and skills for analyzing educational settings (such as classrooms) and for identifying problems, questions, and hypotheses that could be investigated using the theories and methods of psychology.
2. Students should learn to read and analyze research articles, to relate research to problems of education, and to generate follow-up hypotheses and research designs.
3. Students should get some experience envisioning solutions to problems of education that are informed by principles of psychology.

This is not a typical class: the focus is not on acquiring factual knowledge but on reading, thinking hard about what you read, and applying what you read in classroom discussions.

Course Requirements and Grading

Readings and Other Materials

- Readings should be completed before the lectures for which they are assigned. *This is critical as the lectures will focus on discussion of readings.*
- Nine of the readings are available in a course pack from Course Reader Material, 1080 Broxton Avenue, Westwood (free parking in the public parking structure next door). (Cost of this reader is \$26.00.)
- In an effort to reduce the cost of readings, the rest of the readings are available online. Links will

be provided on the class website.

- Students are required to purchase a clicker device (the **i>clicker**). This clicker is for sale in the UCLA bookstore and will be used for quizzes, monitoring class participation, and for in-class discussions.
- You are required to bring your i>clicker to every class.
- **IMPORTANT: PUT YOUR NAME ON YOUR I>CLICKER. IF YOU USE SOMEONE ELSE'S YOU WILL NOT GET CREDIT FOR YOUR WORK.**

How to Register Your Clicker

You must register your clicker ID number within the first two weeks of class in order to get credit for quizzes and class participation. You must have come to class at least once and voted on at least one question, in order to complete this registration properly. Once you have used your clicker at least once in class, go to www.iclicker.com/registration. Complete the fields with your first name, last name, student ID, and remote ID. **For your student ID enter your Blackboard login ID.** The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your i>clicker remote. The i>clicker response system will be used every day in class, and you are responsible for bringing your remote daily.

Assignments and Grading

Grading will be based on class participation (10%), multiple-choice quizzes (40%), brief essay quizzes (20%) and a final paper (30%). Each of these is explained below:

- Participation will be measured by active use of clickers during lectures. Students who miss no more than 3 days of participation during the quarter will be given full credit for participation. Students missing 4 to 5 days will get half credit. Students missing more than 5 days will get no credit.
- There will be 10 to 15 multiple-choice quizzes throughout the quarter. Quizzes may be given at any point during class and will focus on the reading due for that day.
- There will be 3 to 5 brief essay quizzes. These in-class writing assignments will focus either on readings or on in-class discussions.
- In addition there will be one short paper (approximately three to five pages in length, double-spaced). **The paper is due December 4 (on the last day of class).** The paper should be handed in both in hard copy and submitted online to turnitin.com.

There will be no advance warning of the quizzes, and no make-up quizzes. We will drop each student's lowest two multiple-choice quiz scores and their lowest essay quiz score. Students who miss more than two multiple-choice quizzes, or more than one essay quiz, will receive 0 points for the quizzes they miss.

Class Website

<http://www.lsic.ucla.edu/>

Schedule of Topics and Readings

***indicates a reading in the course reader**

I. Introduction

September 25 // **Welcome and Course Overview**

September 30 // **Psychology and Education**

We start by re-thinking the relationship between psychology and education. If theories, methods, and findings of psychology are to improve education they must be grounded in the classroom. And, research in educational settings can also advance basic psychological theory.

- Ball, D. L. & Forzani, F. M. (2007). 2007 Wallace Foundation Distinguished Lecture—"What makes education research educational?" *Educational Researcher*, 36(9), 529-

II. The Nature of the Classroom

October 2 // **The Nature of Teaching**

Classrooms are cultural activities, consisting of routines evolved over time to govern interactions of teachers, students, and content. We explore the nature of teaching and how to define it.

- *Jackson, P. W. (1968). *Life in classrooms*. New York: Holt, Rinehart and Winston. Chapter 1: "The Daily Grind," pages 3-37.

October 7 // **Studying Classrooms**

We start by discussing the methods that have been used to study classrooms. Then, we launch into our own analysis of a classroom lesson.

- Hoetker, J. and Ahlbrand, W. P. (1969). The persistence of the recitation. *American Educational Research Journal*, Volume 6, Number 2, 145-167.
- Hiebert, J., Morris, A. K., Berk, D., & Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47.

October 9 // **Analyzing a Japanese Lesson**

Cross-cultural comparisons of teaching are a powerful way to bring cultural routines to awareness. We will analyze a Japanese mathematics lesson.

- *Stigler, J. W. and Hiebert, J. (1998). Teaching is a cultural activity. *American Educator*, 22(4), 4-11; 43-45.
- *Stigler, J.W. & Hiebert, J. (2004). Improving mathematics teaching. *Educational Leadership*, 61(5), 12-17.

III. Learning in the Classroom

October 14 // **Socialization to School in US and Japan**

Different societies use different means of socializing students into school. The result: students come to school with different expectations and different dispositions.

- Peak, L. (1989). Learning to become part of the group: The Japanese child's transition to preschool life. *Journal of Japanese Studies*, 15, 93-123.

- Hess, R.D. & Azuma, H. (1991). Cultural Support for Schooling: Contrasts Between Japan and the United States. *Educational Researcher*, 20(9), 2-8; 12.

October 16 // **Motivation in the Classroom**

No matter what kinds of learning opportunities teachers' provide, it is up to students to take advantage of them. What motivates students to work hard in school?

- Reeve, J., Jang, H.S., Carrell, D., Jeon, S., & Barch, J. (2004). Enhancing students' engagement by increasing teachers' autonomy support. *Motivation and Emotion*, Vol. 28, No. 2, June.

October 21 // **Guest Researcher: Prof. Jaana Juvonen on Bullying in School**

- *Juvonen, J., Wang, Y.Y., & Espinoza, G. (2009). Do peer victimization experiences compromise academic performance across middle school grades? Unpublished manuscript, UCLA Psychology Department.

October 23 // **Learning in the Classroom I**

Students create meaning from classroom experiences. How they represent and learn from these experiences is determined in part by the way teachers design them, in part by the beliefs and dispositions students bring to the task, and in part by the learning goals that guide both teachers and students.

- *Erlwanger, S. (1975). Benny's conception of answers and rules in mathematics. *Journal of Children's Mathematical Behavior*, 1(3), 200-232.

October 28 // **Cognitive Considerations for the Design of Learning Environments (lecture by Haley Vlach)**

- Bjork, R. A. (1994). Memory and metamemory considerations in the training of human beings. In J. Metcalfe & A. Shimamura (Eds.), *Metacognition: Knowing about knowing*. (pp. 185-205). Cambridge, MA: MIT Press.

October 30 // **Learning in the Classroom II**

- Phelps, F. G., Doherty-Sneddon, G., & Warnock, H. (2006). Helping children think: Gaze aversion and teaching. *British Journal of Developmental Psychology*, 24(3), 577-588.
- Rowe, M. B. (1986). Wait time: Slowing down may be a way of speeding up! *Journal of teacher education*, 37(1), 43.

November 4 // **Guest Speaker: Jeff Lantos**

Jeff Lantos is a fifth-grade teaching in Los Angeles Unified School District. He also writes plays and musicals. He will let us experience "Performing History," a teaching method he has developed.

- *Otten, M., Stigler, J. W., Woodward, J. A., & Staley, L. (2004). Performing History: The Effects of a Dramatic Art-Based History Program on Student Achievement and Enjoyment. *Theory and Research in Social Education*, 32(2), 26.

IV. The Work of Teaching

November 6 // What Teachers Do and Know

Teaching is not just “presenting information” but planning and implementing learning experiences for students. And teaching is not just what happens in a classroom, but what happens before and after. It takes high levels of “adaptive expertise” to teach well.

- Ma, Liping (1999). *Knowing and teaching elementary mathematics*. Mahway, New Jersey: Lawrence Erlbaum Associates. Read Introduction, Chapter 1, and Chapter 3.

November 11 // No Class (Veterans Day)

November 13 // Creating a Classroom Culture

One of the greatest concerns of new teachers is classroom management. Classroom management is not just about discipline, but about creating a cultural environment in the classroom that will support day-to-day instruction

- *Lampert, M. L. (2001). *Teaching Problems*. New Haven: Yale University Press. Chapter 4.

November 18 // Planning, Analysis, and Assessment

It is important to expand our model of teaching to include planning, assessment, and analysis, i.e., the full cycle of teaching. Planning is a key lever for improving teaching, mainly because it can be done off-line.

- McCutcheon, G. (1980). How do elementary school teachers plan? The nature of planning and influences on it. *The Elementary School Journal*, 4-23.
- Paley, V. G. (1986). On Listening to What the Children Say. *Harvard Educational Review*, 56(2), 122-131.

V. Improving Teaching

November 20 // Lesson Study: a Japanese Strategy for Improving Teaching

Lesson study is a school-based process for improving teaching. It is based on the concept that teaching can be studied and improved by teachers.

- *Stigler, J. W. & Hiebert, J. (1999). *The Teaching Gap*. New York: Free Press. Chapter 7.
- Fernandez, C, Cannon, J, and Chokshi, S. (2003). A US–Japan lesson study collaboration reveals critical lenses for examining practice. *Teaching and Teacher Education*, 19, 171–185.

November 25 // No Class Today* (Work on papers!)**

November 27 // Thanksgiving (No Class)

December 2 // School Reform: Failures and Successes (guest lecture: Ronald Gallimore)

Professor Gallimore has worked for more than forty years on understanding and improving schools. He will share his wisdom, and his latest research findings.

- Cuban, Larry (January, 1990). Reforming again, again, and again. *Educational Researcher*, 3-13.
- Gallimore, R., Ermeling, B., Saunders, W., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *Elementary School Journal*, 109(5).

December 4 // **A Knowledge Base for Teaching - Papers Due**

What would it take to improve teaching (as opposed to teachers)? It would mean transforming teaching in to a knowledge-based profession, continuously improving, guided by evidence.

- *Hiebert, J., Gallimore, R., & Stigler, J. W. (2002). A Knowledge Base for the Teaching Profession: What Would It Look like and How Can We Get One? *Educational Researcher*, 31(5), 3-15.