

APSY4464.01/EDUC4464.01/PSYC4464.01
Psychological Perspectives on Schooling
Fall 2016, Tuesdays & Thursdays 3:00PM-4:15PM
Campion 204

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“The only way you can invent tomorrow is if you break out of the enclosure that the school system has provided for you by the exams written by people who are trained in another generation.”

-Neil deGrasse Tyson

“I will get my education—if it is in home, school, or anyplace.”

-Malala Yousafzai

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

-John Dewey



Course Description:

In many countries, including the United States, children’s attendance at school, or the documentation of a plan for learning outside of a school, is compulsory until late adolescence. As former or current students of schools, most people have opinions about what makes for good teaching and good learning and they use these opinions when making decisions about schooling for their children. Rather than encourage the acceptance of the educational status quo, or promote using one’s personal anecdotes as the best evidence for making decisions about schooling, this course aims to use evidence from psychology concerning development and learning to examine the practices in some philosophically-driven approaches to schooling. Students will use this information to design schools in which the pedagogical approach, social milieu, and understandings of children’s development are evidence-based and support articulated values and goals.

Course Objectives:

By the end of this course, you should be able to:

- Identify and respond to key psychological ideas that relate to schooling
- Identify and respond to key ideas in alternative approaches to schooling
- Engage in critical discourse as an expert about one topic of teaching and learning of your choice
- Engage in critical discourse about a proposed school design created by you
- Develop a clear understanding of what you believe schools should aim to accomplish
- Confidently discuss best practices in child development and the psychological effects of educational approaches

Role of the teachers:

- Respectful discourse
- Awareness and appreciation that we each have different backgrounds that will help shape our different opinions. We encourage you to form your own perspective and concept of what 'good education' looks like. Acknowledgement that some people work better alone and others in groups and that some people express best in writing and others best in speaking; assignments are varied to acknowledge this and choices given as frequently as possible
- Willingness to learn from you
- A constructivist perspective on teaching and learning ([https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)\)](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))))
- Timely feedback on written work
- Timely response to your emails

Role of the students:

- Willingness to engage in material
- Completion of all readings before class so that we can all engage meaningful in class activities and learn from your best contributions
- Respectful discourse
- Timely communication if you are having trouble, need help, or have an emergency that will make you late or absent
- Snacking that is not distracting (we understand that you may need to eat and encourage you to do that if you need to—just do so as inconspicuously as possible)
- Disappearance of cell phones as soon as class begins (we know this can be difficult, but in this class we ask that you all disengage from that world so you can engage more fully in ours)

Assessment

The way you are assessed in this class is directly related with what we value for your learning experience. We value that you engage, that you grow, and that you are motivated enough to become expert in something meaningful to you.

Engagement	Participation in class <i>To participate in class activities, you must be present, aware, and contribute meaningfully in verbal and/or written form.</i>	10%
	Teaching a class <i>All students will be responsible for teaching at least 1 class period during the semester.</i>	20%
Growth	Written homework assignments <i>Most days, there is a written homework assignment due on Canvas. These allow us and you to see how your thinking evolves throughout the semester.</i>	20%
Finding Meaning	Annotated bibliography of chosen topic of expertise <i>Details are available on Canvas and will be discussed in class.</i>	5%
	Written paper on chosen topic of expertise <i>You will individually submit an APA style review paper of 8-12 pages that synthesizes the literature on your chosen topic.</i>	20%
	Presentation preparation <i>In small groups, you will present your school proposal to the class in a roundtable in order to discover where you need to include more information. You will also complete a progress packet as you work on your project.</i>	10%
	Final school proposal presentation <i>In small groups, you will present your school proposal to a panel of invited guests who have strong opinions about schooling. These people may be parents, teachers, graduate students, school starters, and/or educational researchers.</i>	15%

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

If you believe that our knowing about any accommodations you may need, or any particular situation that may help us understand your learning needs better, please get in touch. Our goal is to help you learn, so if there's something we should know to help us do that as best as we can, please let us know.

Scholarship and Academic Integrity

Students in Boston College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the Boston College policy on academic integrity for more information.

Course Roadmap

All resources (readings and videos) are on Canvas.

Each week, homework assignments are due to be posted on Canvas by Sunday at 9:00 AM. You should have completed all reading assignments before posting. You will always get a reply by Monday. Please take the time to read it.

Please bring your readings to class with you every class (in hard copy or electronically).

Weeks 1 & 2: Course Introduction

What is school?

Where did it come from?

T, 8/30

- Course overview
- Icebreaker
- Thought museum about school experiences
- Ken Robinson TED Talk, "Bring on the learning revolution!"

Th., 9/1

- Intellectual cocktail party
- Back to the future: The common school movement

1. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 1- The Common School 1770-1890' – 55 min.
2. Sexism is the glass ceiling that keeps teachers underpaid
3. Africentric grade school still a lightning rod for debate.
4. Satanic temple brings afterschool program to counter Good News Club.

T, 9/6

- Expectations and assignments for teaching a class
- Expectations for school design project
- Review of teaching metaphors assignment

1. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 2- As American as Public School 1900-1950' – 55 min.
2. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 3 A Struggle for Educational Equality 1950-1980' – 55 min.
3. Don't forget to answer your Canvas question – due weekly by Sunday at 9AM!

Th., 9/8

- Discussing teaching metaphors
- Timeline of education

1. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 4- The Bottom Line of Education 1980-2000' – 55 min.
2. Create your own teaching metaphor that addresses the role of the teacher, the role of the student, assessment and/or climate. Write a one-page double-spaced description and bring a print out to class.

Week 3: Multiple Intelligences

T, 9/13 and Th., 9/15

Week Leader: Jill

"If I know you're very good in music, I can predict with just about zero accuracy whether you're good or bad in other things." – Howard Gardner

What is intelligence?

What do schools measure?

1. Video (see Canvas): Controversy of Intelligence – 13 min.
2. Gardner, H. (1999). Chapter 2: Before multiple intelligences. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic books.
3. Gardner, H. (1999). Chapter 3: The theory of multiple intelligences. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic books.
4. Key School video on Canvas (5 minutes).
5. Elliot, S. (2014). In the age of accountability, a school famous for its creativity struggles to get results. *Chalkbeat*.

Week 4: Montessori Method

T, 9/20 and Th., 9/22

Week Leader: Mahsa

"Education is not something which the teacher does ... it is a natural process which develops spontaneously in the human being." – Maria Montessori

What is extrinsic versus intrinsic motivation?

How do schools motivate their students?

1. Video (see Canvas): Introduction to the Montessori Philosophy – 25 min.
2. Lillard, A. S. (2008). Chapter 1: An Answer to the Crisis in Education. *Montessori: The science behind the genius*. Oxford University Press.
3. Lillard, A. S. (2008). Chapter 5: Extrinsic Rewards and Motivation. *Montessori: The science behind the genius*. Oxford University Press.
4. Rathunde, K., & Csikszentmihalyi, M. (2005). Middle school students' motivation and quality of experience: A comparison of Montessori and traditional school environments. *American Journal of Education*, 111(3), 341-371.

Week 5: Waldorf (aka. Steiner) Schools

T, 9/27 and Th., 9/29

Week Leader: Mahsa

"The need for imagination, a sense of truth, and a feeling of responsibility - these three forces are the very nerve of education." – Rudolf Steiner

Why is it important for schools to foster creative thinking skills in their students?

How do schools teach creativity?

1. Video (see Canvas): The Gift of Learning – 11 min.
2. Stehlik, T. (2008). Thinking, Feeling, and Willing: How Waldorf Schools Provide a Creative Pedagogy That Nurtures and Develops Imagination. In *Pedagogies of the Imagination* (pp. 231-243). Springer Netherlands.
3. Nordlund, C. (2013). Waldorf education: Breathing creativity. *Art Education*, 66(2), 13-19.
4. Ogletree, Earl J. "The Comparative Status of the Creative Thinking Ability of Waldorf Education Students: A Survey." (1996).

Week 6: Reggio Emilia Preschools

T, 10/4 and Th., 10/6

Week Leader: Jill

“Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.” – Loris Malaguzzi

What is the role of a teacher in a student’s learning environment?

What is the role of a peer in a student’s learning environment?

1. Video (see Canvas): Reggio Emilia Approach – 12 min.
2. Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2), 241.
3. Kim, B. S., & Darling, L. F. (2009). Monet, Malaguzzi, and the constructive conversations of preschoolers in a Reggio-inspired classroom. *Early Childhood Education Journal*, 37(2), 137-145.
4. Hewett, V. M. (2001). Examining the Reggio Emilia approach to early childhood education. *Early Childhood Education Journal*, 29(2), 95-100.

Week 7: Free/Sudbury-inspired Schools

T, 10/26 and Th., 10/28

Week Leader: Jill

“If you observe children learning in their first few years of life, you can see that they can and do learn things on their own—we leave them alone to crawl, walk, talk, and gain control over their bodies. It happens without much help.” – Daniel Greenberg

What is the role of play for children?

Are we wired to learn?

1. Video (see Canvas): What if schools were different? Village Free School film – 5 min.
2. Video (see Canvas): Focus and Intensity Sudbury Valley School film - 13 min.
3. Video (see Canvas): Dan Greenberg on The O’Reilly Factor – 4 min.
4. Gray, P. (2011). The evolutionary biology of education: How our hunter-gatherer educative instincts could form the basis for education today. *Evolution: Education and Outreach*, 4(1), 28-40.
5. Gray, P. (2013). Chapter 7: The playful state of mind. Free to Learn. Basic Books.
6. Gray, P. (2013). Chapter 8: The role of play in social and emotional development. Free to Learn. Basic Books.

Week 8: Expeditionary Learning

T., 10/18 and Th., 10/20

Week Leader: Mahsa

“[Students] are crew, not passengers” – Kurt Hahn

*What are the pedagogical advantages and disadvantages of expeditionary learning?
Would all students benefit from this educational approach?*

1. Video (see Canvas): Expeditionary Learning at King Middle School – 27 min.
2. Elias, M. J. (2009). Social-emotional and character development and academics as a dual focus of educational policy. *Educational Policy*, 23(6), 831-846.
3. Hanford, E. (2015, September 10). Kurt Hahn and the roots of Expeditionary Learning. American RadioWorks. Retrieved from <http://www.americanradioworks.org/segments/kurt-hahn-expeditionary-learning/>
4. Hanford, E. (2015, September 10). A vision for a new kind of public school in America. American RadioWorks. Retrieved from <http://www.americanradioworks.org/segments/expeditionary-learning-history/>
5. Hanford, E. (2015, September 10). Inside Expeditionary Learning at the Springfield Renaissance School. American RadioWorks. Retrieved from <http://www.americanradioworks.org/segments/expeditionary-learning-springfield-renaissance-school/>

Week 9: Virtual Learning

T., 10/25 and Th., 10/27

Week Leader: Mahsa

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” – Alvin Toffler

How do the roles of the teacher and student in a virtual learning environment compare to that in a traditional classroom environment?

Is virtual learning developmentally appropriate from k-12?

1. Video (see Canvas): Learning Matters Cyber Schools Virtual Innovation – 13 min.
2. Miron, G., Horvitz, B., Gulosino, C., Huerta, L., Rice, J. K., Shafer, S. R., & Cuban, L. (2013). Virtual Schools in the US 2013: Politics, Performance, Policy, and Research Evidence. *National Education Policy Center*.
3. Garrison, D. R. (2003). Self-directed learning and distance education. *Handbook of distance education*, 161-168.
4. Song, L., & Hill, J. R. (2007). A conceptual model for understanding self-directed learning in online environments. *Journal of Interactive Online Learning*, 6(1), 27-42.

Week 10: No-excuses

T., 11/1 and Th., 11/3

Week Leader: Jill

“KIPP: Work hard. Be nice.” - Tagline from KIPP promotional materials

Can education help end the cycle of poverty?

Can we learn perseverance?

1. A Day at Success Academy. Film link available on Canvas.
2. Duckworth, A. The Key to Success? Grit. TED Talk. Film link available on Canvas.
3. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. *Journal of personality and social psychology*, 92(6), 1087.
4. Search Google for a news article or editorial about a no-excuses school (try KIPP which are in many places or Success Academy in NYC) that catches your attention and will help start conversation. Post by Sunday noon. Read the articles of 3 other students by Tuesday's class.

School Design

The School Design project portion of the class operates on a “flipped classroom” type format. This means you do reading and preparation individually outside of class and, and class time is spent working cooperatively with your peers and getting feedback from Jill and Mahsa.

Your outside reading and preparation will be individually designed based on your topic of expertise and the foundational principles of your school.

T, 11/8

Annotated bibliographies due

School Design Packet Progress Form 1 Due

Th, 11/10

T, 11/15

Th, 11/17

T, 11/22

Checklist due

Literature Review Due

Th, 11/24 No Class - Happy Thanksgiving!

T, 11/29

Roundtables

Th, 12/1

Final presentation prep

T, 12/6

Literature reviews due
Final Panel Presentations

Th, 12/8

Final Panel Presentations