

EDUCATION 194C

CULTURE, COMMUNICATION, AND HUMAN DEVELOPMENT

Moore Hall 2120
Fall Quarter 2006
Tuesday and Thursday: 11:00 a.m.-12:50 p.m.

University of California, Los Angeles
Graduate School of Education & Information Studies

COURSE WEBSITE: courses.gseis.ucla.edu
LAS REDES WEBSITE: www.gseis.ucla.edu/uclinks/lasredes
UCLINKS TWIKI: www.uclinks.org/twiki/bin/view/TWiki/WebHome

INSTRUCTIONAL TEAM*

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**OFFICE HOURS for instructional team by appointment only.*

El Maga
Las Redes Creator
Cyberspace
Email: uclinks@gseis.ucla.edu
Office Hours: 24 hours/day

COURSE OBJECTIVES

This course provides opportunities to combine theory and practice in the study of culture, learning, and human development in educational settings. It is a collaborative partnership into learning between undergraduates, children at Las Redes, and the instructional team. Undergraduates are introduced to ethnographic methods (i.e., participant observation techniques) as a mode of inquiry in developing an understanding of how language and literacy inform learning. Building from principles in **cultural-historical theories of learning**, we will expand our understandings of relationships between these areas, "pushing" theory and our understandings against our concrete experiences at site, and vice-versa, as we continue this journey of cultural production in human activities.

Beginning last Spring, in EDU 194C, we added a newer component to our system of cultural activity - DIGITAL STORYTELLING. We hope the uptake of this newer artifact will continue to merge with some of its designed intentions and to push-back in some unexpected ways, leading to meaningful learning experiences for all participants: the children of Las Redes, the undergraduates, and the instructional team.

DIGITAL STORYTELLING

At Las Redes, we are working to implement digital storytelling (see www.storycenter.org) as an additional component of site. The elementary students, with the guidance of undergraduate students, work on computers to create their own Digital Stories using Final Cut Pro and iMovie. These digital stories primarily include personal narratives as well as fictional stories that incorporate personal experience and reflection on students' daily lives, families, friends, school, community, etc. In this way, we hope to create a space that fosters meaningful and empowering uses of new technologies with the primary purpose of fostering critical literacy practices. The practices that constitute critical literacy include developing ones story by asking questions such as: What are the meanings of different elements in my story? Why are they important to me? How might the inclusion of different elements, characters, scenes, mediums, etc. change my story? For whom am I making this story? What are some ways others might interpret my story? Whose voices am I choosing to include in my story and why?

These questions are by no means static or exhaustive. We hope they serve as working examples to encourage students to read and re-read their own lives, relationships, experiences and communities through the process of writing and creating their Digital Stories.

CORE REQUIRED ACTIVITIES

There are eight core required activities associated with the course:

- 1) **Class participation and attendance.** Attendance and active participation, including student discussion of the readings, are required. THERE ARE NO EXCUSED ABSENCES. Please be on time. Sign-in sheets circulate at the beginning of each class.
- 2) **To attend an after-school site in the afternoon from 2:00 to 4:30 PM.*** The after-school site, in the Lennox School District near the L.A. airport, is open on Mondays, Tuesdays, and Wednesdays for the Spring quarter. During the after-school activities, students work and play with children to promote intellectual and social development. Interactions with children occur around board and computer games as well as digital storytelling.

School Site:

Moffett Elementary School, 11050 Larch Ave, Lennox, CA 90304
Jo Ann Isken, Principal, (310) 680-6200

NO SITE: May 16, May 29

- Students signing up for 7 units will visit the after-school site once a week.
 - Students signing up for 8 units will visit the after-school site twice a week.
- 3) **To write detailed FIELDNOTES on the experience following each after-school site visit.***
 - Fieldnotes must be submitted by email no later than 10 PM of the day following the site visit. Fieldnotes turned in after this time will be considered late and will result in a reduction of site visit(s), regardless of whether they are taking the class for 6 or 8 units. It is vital that fieldnotes are turned in on time, so that the instructional team can provide feedback on fieldnote content and fieldnote strategies.
 - One hard copy of fieldnotes are also submitted to the instructor during the subsequent class meeting.
 - **SIX** sets of fieldnotes must be submitted to pass the course.
 - The development of fieldnote taking skills as a research method is one of the major educational elements of the course.

Please send your site fieldnotes and question responses to each of the following addresses:

- Your TA, to be assigned (PLEASE DO NOT SEND TO ALL TAs!)
- uclinks@gseis.ucla.edu

When submitting emails, use the following email subject format:

For Guiding Questions: QS [due date]

Example: QS 4/03/07

For Fieldnotes: FNS [day of site visit]

Example: FNS 4/04/07

**These activities partially fulfill the requirements for the lab/field component, EDU 182/3A.*

- 4) To complete **WEEKLY READINGS** and **GUIDING QUESTIONS**.
 - All Required Readings should be read before the week they are assigned.

- All readings and guiding questions are available on the course website: courses.gseis.ucla.edu
- Your guiding question responses, no more than 1 single-spaced page, should be e-mailed on TUESDAYS, NO LATER THAN 10:00 AM to all of the e-mail addresses listed above.
- **DO NOT SEND ATTACHMENTS!**
- You must also submit one hard copy of question responses to the instructor during class each Tuesday.
- Students must complete **ALL** question responses to pass the course.

5) **20-MINUTE GROUP PRESENTATION** of readings to the class.

- Each student works collaboratively with other students to present on one (1) article/chapter from the RECOMMENDED READINGS, tying it to themes, concepts, and issues that emerge from the REQUIRED readings for that week.
- Students enrolled for 7 units present once in the quarter; students enrolled for 8 units present twice.
- Your group is responsible for informing the instructional team, at least a week before your presentation, on the article/chapter you will be presenting from the RECOMMENDED READINGS for that particular week. We strongly recommend that you meet with the instructional team ahead of time to help with your presentations.

6) To write an 8-10 page **RESEARCH PAPER** that relates theoretical constructs developed in the course readings, lectures, and discussions to your participant-observations at site, using fieldnotes as the central empirical entry point for your analysis. The final paper may be co-authored. One hard copy of research topic proposal, draft, and final paper must also be emailed to all of the above emails. You/your group is required to discuss your research paper findings in a 10 minute **CLASS PRESENTATION** during our Final Exam Meeting.

- One page research paper **problem statement** due : Tuesday, May 15th
- 2-3 page draft of introduction due: Tuesday, May 29th
- **Final draft** of paper due: Wednesday, June 13th, 11:30 a.m.-2:30 p.m.

7) To write a 3-4 page **SELF-REFLECTION PAPER** that focuses on the student's own development during the course, as well as your contribution to the class and your research paper/presentation. A separate prompt will be provided closer to the due date. One hard-copy of self-reflection paper are also submitted to the instructional team during class. Self-reflection paper must also be emailed to all of the above emails.

Both the research and self-reflection paper are due Wednesday, June 13th

GRADING^a

Grading for the course will be based on the following*:

| | | |
|---------|--|-----|
| I. | Class participation and attendance: All class meetings | 25% |
| II/III. | Site participation & fieldnotes: 6 fieldnotes | 25% |
| IV. | Weekly readings and guiding questions: All required readings 9 guiding question responses (1/week) | 20% |
| V. | 20-Minute group presentation: | 5% |
| VI. | Research paper & presentation: 1 pg. problem statement 2-3 pp. draft of introduction 8-10 pp. final draft Final presentation | 20% |
| VIII. | Self-reflection paper: 3-4 pg. statement | 5% |

^aGrading Coda: ALL core activities are required for completion of the course (otherwise you must take an Incomplete for the course). There are no excuses for absences and/or missed assignments. FULL participation, in the broadest sense of the word, is required if WE are to make this a productive intellectual community. Please see Jolynn Asato for any discrepancies and/or issues with this policy.

*Those taking the course for 8 units will be visiting site twice a week and participating in two group presentations.

COURSE TOPICS

ALL READINGS AVAILABLE FOR ENROLLED STUDENTS:

<http://courses.gseis.ucla.edu>

WEEK 1: [April 3 & April 5]
COURSE INTRODUCTION: Praxis
SITE ORIENTATION AND SOCIALIZATION TO LAS REDES
FIELDNOTE WORKSHOP

REQUIRED READINGS:

hooks, b. (1994). Theory as liberatory practice. In b. hooks, *Teaching to transgress: Education as the practice of freedom* (pp. 59-75). New York: Routledge.

Kleinsasser, A.M. (2000). Researchers, reflexivity, and good data: writing to unlearn. *Theory into practice*, 39. 155-62

WEEK 2: [April 10 & April 12]
SOCIOCULTURAL THEORY I: Learning and Development
SITE ORIENTATION: Location TBA

REQUIRED READINGS:

Vygotsky, L. (1978a). Interaction between learning and development. In L. S. Vygotsky, *Mind in society: The development of higher psychological processes* (pp. 79-91). Cambridge: Harvard University Press.

Diaz, E. & Flores, B. (2001). Teachers as sociocultural, sociohistorical mediators. In M. Reyes & J. Holcon (Eds.), *The best for our children: Latina/Latino voices on literacy* (pp. 29-47). New York: Teachers College Press.

RECOMMENDED READING:

Stone, L.D. & Gutierrez, K.D. (1998). Microdevelopment and assistance strategies: Organizing learning processes in an after-school setting.

WEEK 3: [April 17 & 19]
SOCIOCULTURAL THEORY II: Defining Culture

REQUIRED READINGS:

Rogoff, B. (2003) Individuals, generations and cultural communities. In B. Rogoff, *The Cultural Nature of Human Development* (pp. 77-101). New York: Oxford University Press.

Lee, C. D. (2002). Interrogating race and ethnicity as constructs in the examination of cultural processes in developmental research. *Human development*. 45, pp. 282-290.

Gutierrez, K.D., Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires. *Educational Researcher* 32. 19-25.

RECOMMENDED READING:

Moll, L. Inspired by Vygotsky

WEEK 4: [April 24 & 26]
LEARNING IN COMMUNITIES OF PRACTICE

REQUIRED READINGS:

Gee, J. (2003). The social mind: How do you get your corpse back after you've died? In. J. Gee *What video games have to teach us about learning and literacy*. (168-98) NY: Palgrave McMillan

Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind Culture Society* 1, 209-29.

RECOMMENDED READINGS:

Rose, M. (2004) The intelligence of plumbing. In. M. Rose. *The mind at work: Valuing the intelligence of the American worker*. (56-66). NY: Viking Press.

WEEK 5: [May 1 & 3]

LEARNING AND PLAY

REQUIRED READINGS:

Vygotsky, L. (1978b). The role of play in development. In L.S. Vygotsky, *Mind in society: The development of higher psychological processes* (pp.92-104). Cambridge: Harvard University Press.

Nasir, N. (2000). "Points ain't everything": Emergent goals and average percent understandings in the play of basketball among African American students. *Anthropology & Education Quarterly*, 31(3), 283-305.

RECOMMENDED READINGS:

Gee (2003). Telling and doing: Why doesn't Lara Croft obey Professor Von Croy? In J. Gee *What video games have to teach us about learning and literacy*. (113-38) NY: Palgrave McMillan.

WEEK 6: [May 8 & 10]

FUNDS OF KNOWLEDGE

REQUIRED READINGS:

Gonzalez, N. & Moll, L. (2002) *Cruzando el puente: Building bridges to funds of knowledge*. *Educational Policy* 16. 623-41.

Gonzalez, N., Andrade, R., Civil, M., & Moll, L. (2001). Bridging funds of distributed knowledge: Creating zones of practices in mathematics. *Journal of education for students put at risk* 6, 115-32.

RECOMMENDED READINGS:

Moll, L. (1998) Funds of Knowledge for Teaching: A New Approach to Culture in Education. Keynote address: Illinois State Board of Education.

WEEK 7: [May 15 & 17]

CLASSROOM IMPLEMENTATION: Policy and Practice

REQUIRED READINGS:

Gipps, C. (1999) Socio-cultural aspects of assessment. *Review of research in education* 24, 355-92.

RECOMMENDED READING:

Amabisca, A. (in press). Swallowing a bitter pill: A multicultural perspective of curriculum guides and implications for teachers of English learners. *Journal of the American association of behavioral and social sciences*.

WEEK 8: [May 22 & 24]

POLITICAL IMPLICATIONS OF CLASSROOM PRACTICE

RESEARCH PAPER PROBLEM STATEMENT DUE, TUESDAY NOVEMBER 28TH

REQUIRED READINGS:

Heath, S.B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in society*, 11. 49-76.

Gutierrez, K. D., Baquedano-Lopez, P., & Tejada, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the Third Space. *Mind, culture, and activity*. 6(4), 286-303.

RECOMMENDED READING:

McDermott, R.P. (1993). The acquisition of a child by a learning disability. In S. Chaiklin and J. Lave (Eds.), *Understanding practice: Perspectives on activity and context* (269-305). New York: Cambridge University Press.

WEEK 9: SOCIAL CHANGE [May 29 & 31]

Cole, M. Can cultural psychology help us think about diversity? *Mind, culture, and activity* 5(4) 291-304.

hooks, b. (2003). Democratic Education. In. hooks, b. *Teaching community: A pedagogy of hope*. New York: Routledge. 41-50.

RECOMMENDED READING

Freire, P. (2004). *Pedagogy of the Oppressed* (pp. 43-70). New York: Continuum.

WEEK 10: [June 4 & 6] CONSOLIDATING UNDERSTANDING

Rough Draft due June 4

Writing workshop

FINALS WEEK: Wednesday, June 13 11:30a.m.-2:30 p.m.

FINAL STUDENT PRESENTATIONS

FINAL DRAFT OF RESEARCH PAPER AND SELF-REFLECTION DUE @ 11:30 a.m.

Kenneth L. Moffett Elementary School
 Lennox School District
 11050 Larch Ave.
 Lennox, CA
 90304

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|---|-------------------------------------|
| School Office Hours: 7:00am-4:30pm | Office Phone #: 310-680-6200 |
| JoAnn Isken | Principal |
| Laura Sullivan | Assistant Principal |
| Raquel Garcia | Secretary |

| Daily Schedule/ School hours: grades 1-5 | |
|---|---------------|
| Breakfast | 7:45-8:00am |
| Warning Bell/ Line up | 8:10am |
| Enter to start class | 8:15am |
| Class Hours | 8:15am-2:38pm |
| Dismissal | 2:38p.m. |
| UG leaves UCLA | 2:00pm |
| Site starts | 2:45pm |
| Site ends | 4:30pm |