

New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning

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TCHL-GE 3080: Learning In and Out of School

Wednesdays, 4pm-6:35, Cloud Room (East 412)

Course Description:

This graduate seminar focuses on learning disciplinary concepts and practices, both in and out of formal instructional settings. Most theories of learning presume classrooms as settings for learning, though it is clear that people learn across a variety of places and over their entire lifespan. In this class, we consider how learning is organized within and across varied settings beyond the classroom. These include workplaces, sports or ensemble performance, commercial and non-profit community centers designed to support youth development, families and home environments, and online spaces. We will think broadly about learning on and off the “grid” of formal schooling, and begin to develop new research on how people learn in and out of school.

Course Overview:

We will focus on learning concepts, practices, and forms of argumentation that are characteristic of mathematics, science, reading and writing, history, and other disciplines of interest. As we step away from age and subject matter segregation typical of formal schooling (the “grid”), these concepts and their use in practical activity may be harder to find or hold steady for analysis. Learning out of school often violates the usual subject matter boundaries, and seemingly domain-general capacities that are important from a developmental perspective may have unexpected importance beyond settings of academic instruction. Examples include how proof is rooted in learners’ everyday experience and use of language, how time is represented in narrative, how people develop and sustain a sense of identity, and how life-long interests emerge and grow.

The seminar begins with a massive contradiction, of course. We are somewhat bound to the formal structure for learning that already presumes the very arrangements that make our topic hard to grasp. We will leverage this contradiction by interleaving classroom discussions with visits to settings in which various forms of learning are underway, off the campus.

There are no prerequisites to the course; readings and activities should be within the reach of first-year graduate students. It is, however, a doctoral level seminar; the quantity and quality of work required by students is commensurable. The seminar includes theoretical and empirical readings, on- and off-line group discussion, and visits to free choice learning contexts. The major project of the course is a fieldwork assignment conducted by class members in an out-of-school setting of their own choosing. The product of the course will be a research proposal and presentation.

Learner Objectives:

Students will...

1. Become familiar with foundational literature in research in out of school settings.
2. Explore, critique, and apply theories of learning relevant to and developed through studies of learning out of school and across settings.
3. Develop research questions informed by existing literature on learning in out of school settings related to their own disciplines.
4. Design and implement small studies in an out-of-school setting of their own choosing.

Course Readings:

(readings marked with ** will be optional)

- Allen, S. (2004). Designs for learning: Studying science museum exhibit that do more than entertain. *Science Education*, 88(1), 17-33.
- Azevedo, F. S. (2013). The tailored practice of hobbies and its implication for the design of interest-driven learning environments. *Journal of the Learning Sciences*, 22, 462–510.
- Ball, A., & Heath, S. B. (1993). Dances of identity: Finding an ethnic self in the arts. In S. B. Heath & M. W. McLaughlin, Eds. *Identity and inner-city youth*. New York: Teachers College Press.
- **Banks, J. A., Au, K. H., Ball, A. F., Bell, P., Gordon, E., Gutiérrez, K. D., et al. (2007). Learning in and out of school in diverse environments: Life-long, life-wide, life-deep.
- Becker, H. S. (1972). A school is a lousy place to learn anything in. *American Behavioral Scientist*, 16, 85–105.
- Bell, P., Tzou, C., Bricker, L., & Baines, A. D. (2012). Learning in diversities of structures of social practice: Accounting for how, why and where people learn science. *Human Development*, 55, 269–284.
- boyd, d. (2007). Why youth ♥ social network sites: The role of networked publics in teenage social life. *MacArthur Foundation Series on Digital Learning – Youth, Identity, and Digital Media Volume* (ed. David Buckingham). Cambridge, MA: MIT Press.
- Ching, D., Santo, R., Hoadley, C., & Pepler, K. (2015). On-ramps, lane changes, detours and destinations: Building connected learning pathways in Hive NYC through brokering future learning opportunities. Hive Research Lab. <http://hiveresearchlab.org/2015/04/13/on-ramps-lane-changes-detours-and-destinations-new-community-developed-white-paper-on-supporting-pathways-through-brokering/>
- Crowley, K. & Jacobs, M. (2002). Building islands of expertise in everyday family activity. In G. Leinhardt, K. Crowley, & K. Knutson (Eds.) *Learning conversations in museums* (pp. 333-356). Mahwah, NJ: Lawrence Erlbaum Associates.
- Heath, S. B. (1991) “It’s about winning!” The language of knowledge in baseball. In L. Resnick, J. Levine, and S. Teasley (Eds.) *Perspectives on social shared cognition* (pp. 101-124) Washington, DC: American Psychological Association.
- Holland, D., Lachiotte, W., Skinner, D., & Caine, C. (1998). *Identity and agency in cultural worlds*. Cambridge, MA: Harvard University Press. [Ch 3-5]
- Kirshner, B. (2008). Guided participation in three youth activism organizations: Facilitation, apprenticeship, and joint work. *The Journal of the Learning Sciences*, 17, 60-101.
- ** Ito, M., Gutiérrez, K., Salen, K., Schor, J., Sefton-Green, J., & Watkins, S. C. (2013). Connected learning: An agenda for research and design. Irvine, CA: Digital Media and Learning Research Hub.
- Jackson, K. (2011). Approaching participation in school-based mathematics as a cross-setting phenomenon. *Journal of the Learning Sciences*, 20, 111-150.
- Jurow, A. S., & Shea, M. (2015). Learning in equity-oriented scale-making projects. *Journal of the Learning Sciences*, 24, 286–307.
- ** Kelton, M. L. (2015). *Math on the move: A video-based study of school field trips to a mathematics exhibition*. (Unpublished doctoral dissertation). University of California, San Diego and San Diego State University: San Diego, CA. [
- Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press. **[Required book]**

- ** Leander, K. (2001). “This is our freedom bus going home right now”: Producing and hybridizing space-time contexts in pedagogical discourse. *Journal of Literacy Research*, 33, 637–679.
- Lewis, C. & Fabos, B. (2005). Instant messaging, literacies, and social identities. *Reading Research Quarterly*, 40(4), 470–501.
- Ma, J. Y., & Munter, C. (2014). The spatial production of learning opportunities in skateboard parks. *Mind, Culture, and Activity*, 21, 238–258.
- Moll, L. C., Tapia, J., & Whitmore, K. F. (1993). Living knowledge: The social distribution of cultural resources for thinking. In G. Salomon (Ed.) *Distributed cognitions: Psychological and educational considerations* (pp. 139-163). Cambridge, UK: Cambridge University Press.
- Nasir, N.S., & Cooks, J. (2009). Becoming a hurdler: How learning settings afford identities. *Anthropology & Education Quarterly*, 40(1), 41-61.
- Nespor, J. (2000). School field trips and the curriculum of public spaces. *Journal of Curriculum Studies*, 32, 25-43.
- Resnick, L. B. (1987). 1987 AERA Presidential Address: Learning in school and out. *Educational Researcher*, 16(9), 13-20.
- **Rogoff, B. (1995). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In J. V. Wertsch, P. del Rio, & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 139–164).
- **Rogoff, B., Matusov, E., & White, C. (1996). Models of teaching and learning: Participation in a community of learners. In D. R. Olson & N. Torrance (Eds.), *Handbook of education and human development* (pp. 388–414). Oxford, UK: Blackwell.
- Rogoff, B., Paradise, R., Mejia Arauz, R., Correa-Chavez, M., & Angelillo, C. (2003). Firsthand learning through intent participation. *Annual Review of Psychology*, 54, 175–203.
- **Santo, C. A., Ferguson, N. & Trippel, A. (2010). Engaging urban youth through technology: The youth neighborhood mapping initiative. *Journal of Planning Education and Research*, 30(1), 52-65.
- **Scribner, S., & Cole, M. (1973). Cognitive consequences of formal and informal education. *Science*, 182, 553-339.
- Steier, R. (2014). Posing the question: Visitor posing as embodied interpretation in an art museum. *Mind, Culture, and Activity*, 21, 148–170.
- Stevens, R., Satwicz, T. & McCarthy, L. (2008). In-game, in-room, in-world: Reconnecting video game play to the rest of kids’ lives. In K. Salen (Ed.), *The Ecology of Games: Connecting Youth, Games, and Learning*. (pp. 41-66). The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press.
- ** Stone, L.D. & Gutierrez, K.D. (2007). Problem articulation and the processes of assistance: An activity theoretic view of mediation in game play. *International Journal of Educational Research*, 46, 43–56.
- Taylor, K. H., & Hall, R. (2013). Counter-mapping the neighborhood on bicycles: Mobilizing youth to reimagine the city. *Technology, Knowledge and Learning*, 18, 65–93.
- Vadeboncoeur, J. A. (2006). Engaging young people: Learning in informal contexts. *Review of Research in Education*, 30, 239–278.
- Vossoughi, S., & Gutiérrez, K. D. (2014). Studying movement, hybridity, and change: Toward a multi-sited sensibility for research on learning across contexts and borders. *National Society for the Study of Education*, 113, 603–632.

Course Requirements:

1. Reading Assignments and Participation in Class Activities (35%)

The quality of this class depends on your attendance, preparation for scheduled discussions and activities, including careful reading of assignments, engagement in and contributions to class discussion and online annotations, thoughtful observation and analysis during field visits, and

generative feedback to each other. Attendance will be taken (see attendance policy in the next section), as well as notes on student participation in class activities.

This course will not have the typical structure of most university courses. We will not meet regularly in our assigned classroom. Some weeks we will meet at or near a field site to present and discuss our ongoing work and developing thinking (indicated with @ in the Course Outline). These weeks you will likely be expected to arrive between 4:15 and 4:30. Some weeks we will not meet at all (indicated with * in the Course Outline). Other weeks we will meet in the classroom, but we may not meet for the entire allotted time.

Each week we will have a set of **readings** (uploaded to [Slack](#)), organized according to theme. Additionally, peer [Field Reports](#) will also be assigned for reading/discussion. Each week we will try to make sense of our readings and our field sites in tandem—interpretation of one should inform the other. Our understandings of readings and field sites should also develop cumulatively as the weeks progress, with new readings, discussions, and visits informing those prior. The weeks we visit field sites, we will read “together” by annotating documents online and holding **discussion** asynchronously. Initial annotations will need to be made by Monday of these weeks to facilitate useful discussion. Assigned groups of students will alternate responsibility for initial annotations and moderation of discussions.

Contributions to discussion, whether face-to-face or online, will be expected. Your participation should show that you are reading thoroughly and making use of empirical and theoretical pieces as you think through new questions and field sites. You should also be engaging with the ideas of your classmates both critically and constructively.

Most of our **online work** together will rely on Slack (<http://learninginout.slack.com>), hypothes.is (<https://hypothes.is>), and NYUClasses (<http://newclasses.nyu.edu>). Like any technology for participation, learning how to use these will take some time and effort, and we will negotiate norms for engagement. We will spend some class time acclimating ourselves when something new comes up. Please note, you will be held accountable for knowing what you are supposed to do from week to week, and how to do it. If you need help, ask for it in advance!

Considerations for scoring:

1. Attendance and promptness to class activities
2. Preparation for class activities, including closeness of reading and completion of assigned tasks
3. Active participation in class activities
4. Quantity and quality of contributions to discussion

The rubric below gives a general idea of how student participation will be scored.

| Exceptional (50 points) | Excellent (46 points) | Satisfactory (42 points) |
|---|--|---|
| 1. Attended all class activities and required visits, always arrived on time. | 1. Attended all class activities and required visits, always arrived on time. | 1. Attended all classes, usually on time. |

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| 2. Clearly read all assignments carefully and thought deeply about them. Consistently made generative connections between readings, assignments and activities from the whole course. | 2. Clearly read all assignments carefully and thought deeply about them. Occasionally made connections between readings, assignments, and activities from the course. | 2. Read all assignments with varying levels of thoroughness. |
| 3. Participated in class activities actively, offered new ideas, and listened to others. | 3. Participated in all class activities actively. | 3. Participated in class activities and contributed to some extent most of the time. |
| 4. Contributed substantively and meaningfully to discussions every time. Participation elevated the tone of class and learning of all students. | 4. Contributed meaningfully to discussions almost every time. Participation contributed substantively to discussion. | 4. Contributed to discussions most of the time. Made occasional substantive contributions to discussion. |

2. Fieldwork Reports (40% total)

In certain weeks (10 total), students will be required to (individually, usually) submit a weekly memo related to fieldwork, either for visits conducted with the class or for [independent projects](#). These are representations of our developing thinking in relation to field visits. Fieldwork reports (FR) will consist of selected records of field visits (fieldnotes, photos, drawings, video, audio, etc) along with some preliminary analytical text. This is, in part, apprenticeship in field methods. Mainly, these documents are for students to develop their thinking and make records for further analysis as well as feedback from the instructor and peers. FRs will be assigned based on pressing questions or issues emerging from class discussion and readings. While most weeks there will be a choice of topic for FRs, you must write at least THREE focused on course field visits and at least FOUR focused on your independent project. FRs will be public (to us) documents, uploaded to our Slack site. These representations of experiences in field sites will become objects of analysis for the class, and opportunities to receive feedback for individuals.

Fieldwork Reports will be scored based on these criteria:

1. Completion of all parts of the assignment and adherence to assignment guidelines
2. Content is accurate, demonstrates engagement in fieldwork, and makes use of lecture materials, readings, and class discussion
3. Responses make sense and are well-justified with evidence
4. Work shows effort and original or creative critical thinking

The following rubric will provide a sense of how assignments will be scored:

| Exceptional (50 points) | Excellent (46 points) | Satisfactory (42 points) |
|--|---|---|
| 1. All parts were completed thoroughly and thoughtfully , following the guidelines. | 1. All parts of the assignment were completed well , following the guidelines. | 1. Most parts of the assignment were completed, following the guidelines. |

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| 2. Responses contain completely accurate information and demonstrate understanding across lecture materials, readings, and class discussion. | 2. Responses contain completely accurate information and demonstrate some understanding of portions of lecture materials, readings, and class discussion. | 2. Responses contain mainly accurate information and demonstrate some understanding of portions of lecture materials, readings, and class discussion. |
| 3. Responses link ideas together cohesively and arguments are all well-justified with evidence from lecture materials and readings. | 3. Responses link ideas together cohesively and most arguments are justified with evidence from lecture materials and readings. | 3. Responses link ideas together cohesively; few arguments are justified with evidence from lecture materials and readings. |
| 4. Responses make rich connections between lecture materials and readings from this week and previous weeks. | 4. Responses make some connections between lecture materials and readings from this week. | 4. Responses make no connections between lecture materials and readings from this week. |

3. Independent Project (25%)

Beginning the middle of the semester students will visit out-of-school settings of their choice. This may be done individually, in pairs, or in small teams. This will involve choosing a site and visiting (and making records of) it regularly enough to report on learning in that setting (see Course Requirement #2, [Fieldwork Reports](#)). You will write a final report of your research project in the form of a conference proposal, and present some of your findings to the class and other visitors during the last weeks of class. A handout with details for this assignment will be distributed in Week 5.

Final reports and presentations will be scored based on these criteria:

1. Completion of all parts of the assignment and adherence to assignment guidelines
2. Content of report and presentation show evidence of deep engagement in fieldwork and rigorous analysis of data, and present well-justified findings.
3. Report and presentation are framed appropriately, demonstrate understanding of course content, and propose new ideas or concepts about learning in out-of-school settings

The following rubric will provide a sense of how final reports will be scored:

| Exceptional (50 points) | Excellent (46 points) | Satisfactory (42 points) |
|---|---|--|
| 1. All parts were completed thoroughly and thoughtfully , following the guidelines. | 1. All parts of the assignment were completed well , following the guidelines. | 1. Most parts of the assignment were completed, following the guidelines. |
| 2. Report and presentation show evidence of deep engagement in fieldwork and rigorous analysis of data, and present well-justified findings. | 2. Report and presentation show evidence of some engagement in fieldwork and some analysis of data , and present justifiable findings . | 2. Report and presentation show evidence of some engagement in fieldwork; analysis of data was not well-conducted or findings do not follow from analysis. |

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| 3. Report and presentation are framed appropriately, demonstrate sophisticated understanding of course content, and propose new ideas or concepts about learning in out of school settings. | 3. Report and presentation are framed appropriately, demonstrate understanding of course content, and advance some synthesized/applied ideas or concepts about learning in out of school settings. | 3. Framing of report and presentation lacks cohesion, or demonstrate some misunderstandings of course content. Findings advance some synthesized/applied ideas or concepts about learning in out of school settings. |
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Attendance Policy:

Your regular attendance is expected. Please be on time for all class meetings, whether in the classroom or in the field. You are responsible for turning in assignments when they are due and for knowing information announced in class and online, *whether or not you were in class on any particular day*. If you have an extenuating circumstance and you will have to miss a meeting, come late, or leave early, please let me know as soon as you can. Absences will be excused at the discretion of the instructor. Please contact me as soon as you anticipate missing class. Each unexcused absence will result in a 2% reduction of your final grade. Unexcused tardiness or early departures count as unexcused absences. 3 or more absences may result in no credit for the course.

Late Work:

All assignments must be submitted before the due date/time specified, unless you have made other arrangements with me *before* the due date. *You will lose one letter grade for every (portion of a) day that a written assignment is late, including weekend days.*

Grading Policy:

Your final grade will be determined by the sum of points accumulated for each component according to Steinhardt School of Education Grading Scale:

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| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |

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| C | 73-76 |
| C- | 70-72 |
| D+ | 65-69 |
| D | 60-64 |
| F | Below 60 |

Students with Disabilities:

Students with physical or learning disabilities are required to register with the [Moses Center for Students with Disabilities](#), 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Academic Integrity:

The following has been retrieved from NYU Steinhardt's Policies and Procedures (available from http://steinhardt.nyu.edu/policies/academic_integrity):

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be

expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions:

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

Departmental Procedure:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
 - Allow the student to redo the assignment
 - Lower the grade for the work in question
 - Assign a grade of F for the work in question
 - Assign a grade of F for the course
 - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in The Steinhardt School of Culture, Education, and Human Development Student's Guide.

Referral to the Steinhardt Committee on Student Discipline:

In cases when dismissal is recommended, and in cases of repeated violations and/or unusual circumstances, faculty may choose to refer the issue to the Committee on Student Discipline for resolution, which they may do through the Office of the Associate Dean for Student Affairs.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.