

EDUCATION 60
LEARNING AND EDUCATION ACROSS CULTURES

SUMMER 2015

General Information

Class Meeting Times: (11) MWF 11.15–12.20pm
X-hour: Tues 12.00–12.50pm
Class Meeting Location: 108 Kemeny

Professor: Sean Kang, Ph.D.
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Office Hours: MW 1.00–2.30pm

Course Description

What role does culture play in human learning and development? Do differences in learning and schooling across cultures lead to disparities in learning outcomes? We will (i) explore the influence culture has on cognitive and social development, (ii) consider the diversity of views and practices regarding learning and education across cultures, (iii) examine differences in academic systems and achievement across countries, and (iv) discuss the implications for educational policy and practice in the US.

Course Goals

Upon completion of this course, you will be able to: (i) understand the pervasive influence of culture on human learning and development, (ii) conduct a literature search to write a position paper, (iii) critically evaluate and integrate evidence for/against a given viewpoint, and (iv) discern whether educational policies and practices that are effective in other countries can be applied in the US.

Required Readings

All the readings for this course are articles from scientific journals, and the PDFs have been posted on Canvas via electronic reserves.

Class Format

Class meetings will include discussions, lectures, and videos. You are expected to be present. You will be responsible for all class material. X-periods will sometimes be used during this course, so please ensure you are available during those times. Your performance will be evaluated by 2 midterm exams, a final exam, a group project, and your participation in class.

Methods of Assessment

1. Participation (13%)

There is ample evidence that active participation during the learning process leads to better retention than passive, receptive learning. To promote active learning and an enjoyable, interactive classroom environment, class participation is encouraged and the quality of your comments, questions, and responses will count towards your participation grade in the course. To help you prepare to participate in class, you will be expected to (i) complete the readings *before* each day of class, and (ii) post at least 1 comment on Canvas about each reading/paper by 10am the day of class. Comments can include questions,

critiques about the methodology or logic of the authors, or suggestions about follow-up research.

2. Group Project (25%)*

It is impossible to cover all topics related to culture and learning/education in ~9 weeks, and hence it is likely that there are some topics that are missing from the class schedule that you wish could be tackled in class. The group project gives you the opportunity to pursue one of those topics in depth. You will work in teams of 4, and as a team you will choose a topic relevant to culture and learning/education that is not listed in the schedule (or you may choose a topic that is listed, as long as you delve into an aspect that is not directly addressed by the assigned readings). You will (i) do a literature search, (ii) select and read relevant papers from the scientific literature, and (iii) summarise the research findings in a poster that you will present to the class in **Week 9** (exact date TBD). You should cite at least 6 references from peer-reviewed journals (excluding assigned readings) in your poster.

I highly recommend that you form your teams by Week 4, so that you have enough time to brainstorm/discuss ideas for the project topic. If you are unsure whether your topic of choice is appropriate, please check with me. There will be a peer evaluation component for the project grade (i.e., each team member will assess how much s/he and the other members contributed to the project). Further details will be provided in class.

* For MALS students enrolled in this class, you will write individual papers (instead of working in groups). You should cite at least 6 references from peer-reviewed journals (excluding assigned readings), and your paper should be about 8 pages in length. Please use 12-point Times New Roman font, double-spacing, and print margins that are 1-inch on all sides (this is not the default in *Microsoft Word*, so make sure to change the settings). Also, please number all your pages and staple them together before turning the paper in. For citations in your papers, you must adhere to APA style (refer to the APA Publication Manual or online guides, e.g., <http://owl.english.purdue.edu/owl/resource/560/01/>)

3. Exams (60%; 2 midterms and 1 final, each 20%)

The exams will consist of short essay questions. The midterm exams will be held during normal class hours on **July 17** (Friday) and **August 7** (Friday), and the final exam will be on **Aug 30** (Sunday) at 8:00am (location TBA). The final exam will be cumulative (i.e., covers material from the entire course). Please mark your calendars now to ensure that you are able to take the exams as scheduled.

4. Research participation (2%)

The goal of this assignment is to provide you with a firsthand perspective of participating in a research study. Volunteer to participate in one or more research studies conducted by any research lab in the Education Department, totalling two hours of participation (e.g., one 2-hour study or two 1-hour studies). Specific instructions on how to sign up for a research study are posted on Canvas. To get credit, you must hand in a signed EDUC60 Participant Confirmation Form (one signed copy for each study in which you participate) to me in class on or before the final exam (August 30). A copy of the form is posted on Canvas.

If you are unable to participate or uninterested in participating in a research study, you may write two 1-page critiques of the methods employed in two published research

articles. First, locate two empirical articles that were not assigned for this course. Then, for each study, you will write approximately half a page (double-spaced, 12pt font) describing aspects of the study procedure that you think the researchers could improve upon without sacrificing the scientific integrity of the study. Be sure to explain why this change is relevant to the authors' conclusions and/or to how the authors expect the results will generalise to other individuals or other situations that were not directly tested. Lastly, on the remainder of the page, briefly describe a research question that builds on the current study but that is not fully addressed by the current study. In other words, given the results of the current study, what is the next question you would like the researchers to address? Briefly outline the new methods that the researchers could use to address this question. Hand in your critique to me in class on or before the final exam (August 30). Attach a copy of the first page of the empirical article (including the abstract).

You are welcome to combine these two options (i.e., participate in one 1-hr study and write a critique of one published study).

Late Policy

Papers that are submitted after the deadline (start of class on the due date) will have 1 point deducted from the score for each day that it is late (e.g., if the paper earns 20 points, you will end up with 19 points if you submit it on the due date but after the start of class).

Special Accommodations

1. Students with disabilities

Students with disabilities enrolled in this course and who may need disability-related accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Services (SAS) office. Once SAS has authorized accommodations, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

2. Religious observances

Some students may wish to take part in religious observances that occur during this academic term. Should you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Academic Honour Principle

You are expected to familiarise yourself with and uphold all aspects of the Academic Honour Principle. See <http://www.dartmouth.edu/judicialaffairs/honor/students.html> for the official statement. You may not receive or provide assistance on any quiz or exam. Anything turned in with your name on it must be solely your own work, and submitted only for this class. Plagiarism is the submission or presentation of work, in any form, that is not your own, without acknowledgment of the source. You must cite all sources according to the formal APA guidelines. **I take the Academic Honour Principle seriously and expect you to do the same.** If you have any questions about what is/is not a violation of the Academic Honour Principle, please see me for clarification.

Final Note on How to Excel in this Course

I want you to do well in this class. Therefore, there are multiple chances for assessment. Please use these opportunities as an incentive to keep up with the class material. From my experience, the more effort you invest in the course, the more you will learn and gain from it.

This course will be primarily discussion-based, so it is essential that you do the assigned readings before each class and come to class ready to discuss the readings. You have much to contribute to the intellectual life of the class, so please allow me and your classmates to gain from your insights. If you find it difficult to speak up in class, I encourage you to let me know – I can offer suggestions/advice that might be helpful. There will be occasional lectures to explain, demonstrate, and amplify the core content.

If you find yourself not understanding the assigned readings and lectures, please set up an appointment with me or drop by during my office hours.

COURSE SCHEDULE

Note: Readings are to be completed by the indicated class date. The schedule is subject to change. All articles are available through Blackboard.

WEEK	DATE	TOPIC	READING / ASSIGNMENT
1	Jun 26	Introduction	Course Syllabus
	Jun 27 (9:15-10:20)	Research Methods	A primer on (scientific) research methods
2	Jun 29	What is culture?	1. Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. <i>Nature</i> , 466, 29. 2. Tomasello, M. (2000). Culture and cognitive development. <i>Current Directions in Psychological Science</i> , 9, 37–40. 3. Herrmann, E., Call, J., Hernández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. <i>Science</i> , 317, 1360–1366.
	Jul 1	<u>Influence of Culture on Cognitive and Social Development</u> Perception	1. Nisbett, R. E., & Masuda, T. (2003). Culture and point of view. <i>Proceedings of the National Academy of Sciences</i> , 100, 11163–11170. 2. Caparos, S., Ahmed, L., Bremner, A. J., de Fockert, J. W., Linnell, K. J., & Davidoff, J. (2012). Exposure to an urban environment alters the local bias of a remote culture. <i>Cognition</i> , 122, 80–85.
3	Jul 6	Language	1. Majid, A., Bowerman, M., Kita, S., Haun, D., & Levinson, S. C. (2004). Can language restructure cognition? The case for space. <i>Trends in Cognitive Sciences</i> , 8, 108–114. 2. Gordon, P. (2004). Numerical cognition without words: Evidence from Amazonia. <i>Science</i> , 306, 496–499.
	Jul 7	X-period	--
	Jul 8	Memory	1. Ross, M., & Wang, Q. (2010). Why we remember what we remember: Culture and autobiographical memory. <i>Perspectives on Psychological Science</i> , 5, 401–409.

	Jul 10	Self-Concept	<p>1. Gardner, W. L., Gabriel, S., & Lee, A. Y. (1999). "I" value freedom, but "we" value relationships: Self-construal priming mirrors cultural differences in judgment. <i>Psychological Science</i>, <i>10</i>, 321–326.</p> <p>2. Markus, H. R., Uchida, Y., Omoregie, H., Townsend, S. S., & Kitayama, S. (2006). Going for the gold: Models of agency in Japanese and American contexts. <i>Psychological Science</i>, <i>17</i>, 103–112.</p>
4	Jul 13	Social Cognition	<p>1. Choi, I., & Nisbett, R. E. (1998). Situational salience and cultural differences in the correspondence bias and actor-observer bias. <i>Personality and Social Psychology Bulletin</i>, <i>24</i>, 949–960.</p> <p>2. Kinzler, K. D., Dupoux, E., & Spelke, E. S. (2007). The native language of social cognition. <i>Proceedings of the National Academy of Sciences</i>, <i>104</i>, 12577–12580.</p>
	Jul 14	X-period	--
	Jul 15	Motivation & Self-Esteem	<p>1. Dekker, S., & Fischer, R. (2008). Cultural differences in academic motivation goals: A meta-analysis across 13 societies. <i>Journal of Educational Research</i>, <i>102</i>, 99–110.</p> <p>2. Kobayashi, C., & Brown, J. D. (2003). Self-esteem and self-enhancement in Japan and America. <i>Journal of Cross-Cultural Psychology</i>, <i>34</i>, 567–580.</p>
	Jul 17	Midterm 1	
5	Jul 20	<u>Learning and Education Across Cultures</u> Intelligence	<p>1. Sternberg, R. J. (2004). Culture and intelligence. <i>American Psychologist</i>, <i>59</i>, 325–338.</p> <p>2. Hunt, E. (2012). What makes nations intelligent? <i>Perspectives on Psychological Science</i>, <i>7</i>, 284–306.</p>
	Jul 21	X-period	--
	Jul 22	Beliefs about the malleability of intelligence	<p>1. Rattan, A., Savani, K., Naidu, N. V. R., & Dweck, C. S. (2012). Can everyone become highly intelligent? Cultural differences in and societal consequences of beliefs about the universal potential for intelligence. <i>Journal of Personality and Social Psychology</i>, <i>103</i>, 787–803.</p> <p>2. Pomerantz, E. M., & Kempner, S. G. (2013). Mothers' daily person and process praise: Implications for children's theory of intelligence and motivation. <i>Developmental Psychology</i>, <i>49</i>, 2040–2046.</p>
	Jul 24	Beliefs about learning	<p>1. Li, J. (2005). Mind or Virtue Western and Chinese Beliefs About Learning. <i>Current Directions in Psychological Science</i>, <i>14</i>, 190–194.</p> <p>2. Tweed, R. G., & Lehman, D. R. (2002). Learning considered within a cultural context: Confucian and Socratic approaches. <i>American Psychologist</i>, <i>57</i>, 89–99.</p>
6	Jul 27	Effects of formal schooling	<p>1. Cole, M. (2005). Cross-cultural and historical perspectives on the developmental consequences of education. <i>Human Development</i>, <i>48</i>, 195–216.</p> <p>2. Grigorenko, E. L. (2007). Hitting, missing, and in between: A typology of the impact of western education on the non-western world. <i>Comparative Education</i>, <i>43</i>, 165–186.</p>
	Jul 28	X-period	Watch <i>Girl Rising</i> (part 1)

	Jul 29	Informal learning	1. Paradise, R., & Rogoff, B. (2009). Side by side: Learning by observing and pitching in. <i>Ethos</i> , 37, 102-138.
	Jul 31	Role of parents	1. Pomerantz, E. M., & Wang, Q. (2009). The role of parental control in children's development in Western and East Asian countries. <i>Current Directions in Psychological Science</i> , 18, 285–289. 2. Cheung, C. S.-S., & Pomerantz, E. M. (2012). Why does parents' involvement enhance children's achievement? The role of parent-oriented motivation. <i>Journal of Educational Psychology</i> , 104, 820–832.
7	Aug 3	Home-schooling	1. Martin-Chang, S., Gould, O. N., & Meuse, R. E. (2011). The impact of schooling on academic achievement: Evidence from homeschooled and traditionally schooled students. <i>Canadian Journal of Behavioural Science</i> , 43, 195–202. 2. Green-Hennessy, S. (2014). Homeschooled adolescents in the United States: Developmental outcomes. <i>Journal of Adolescence</i> , 37, 441–449.
	Aug 4	X-period	Watch <i>Girl Rising</i> (part 2)
	Aug 5	Education and Global Equality	1. Levine, R. A., & Levine, S. E. (2002). The schooling of women: Maternal behavior and child environments. <i>Ethos</i> , 29, 259–270. 2. Maynard, A. E., & Greenfield, P. M. (2008). Women's schooling and other ecocultural shifts: A longitudinal study of historical change among the Zinacantec Maya. <i>Mind, Culture, and Activity</i> , 15, 165–175. 3. Ross, K. (2006). Status of women in highly literate societies: The case of Kerala and Finland. <i>Literacy</i> , 40, 171–178.
	Aug 7	Midterm 2	
8	Aug 10	Implications for the US International comparisons	1. Highlights from TIMSS 2011. 2. The learning curve: Lessons in country performance in education (2012).
	Aug 11	X-period	--
	Aug 12	Potential lessons from other countries	1. Chalker, D. M., Haynes, R. M., & Smith, M. (1999). American high schools can be world class. <i>Clearing House</i> , 72, 172–178. 2. Simola, H. (2005). The Finnish miracle of PISA: Historical and sociological remarks on teaching and teacher education. <i>Comparative Education</i> , 41, 455–470. 3. Kim, K. H. (2005). Learning from each other: Creativity in East Asian and American education. <i>Creativity Research Journal</i> , 17, 337–347.
	Aug 14	Math & Science	1. Richland, L. E., Zur, O., & Holyoak, K. J. (2007). Cognitive supports for analogies in the mathematics classroom. <i>Science</i> , 316, 1128–1129. 2. Hyde, J. S., & Mertz, J. E. (2009). Gender, culture, and mathematics performance. <i>Proceedings of the National Academy of Sciences</i> , 106(22), 8801-8807. 3. Nosek, B.A., et al. (2009). National differences in gender-science stereotypes predict national sex differences in science and math achievement. <i>Proceedings of the National Academy of Sciences</i> , 106, 10593–10597.

9	Aug 17	Homework & Classroom Environment	<ol style="list-style-type: none"> 1. Marzano, R. J., & Pickering, D. J. (2007, March). The case for and against homework. <i>Educational Leadership</i>, 74–79. 2. Chiu, M. M., & Chow, B. W. Y. (2011). Classroom discipline across forty-one countries: School, economic, and cultural differences. <i>Journal of Cross-Cultural Psychology</i>, 42, 516–533. 3. Betts, J. R., & Atkinson, R. C. (2012). Better research needed on the impact of charter schools. <i>Science</i>, 335, 171–172.
	Aug 18	X-period	--
	Aug 19	Group project presentations	(date is tentative; possibly held at Moosilauke Lodge, which closes for 1 st -yr trips from Aug 21)
	Aug 21	Cultural Identity	<ol style="list-style-type: none"> 1. Tyler, K. M., et al. (2008). Cultural discontinuity: Toward a quantitative investigation of a major hypothesis in education. <i>Educational Researcher</i>, 37, 280–297. 2. Hsin, A., & Xie, Y. (2014). Explaining Asian Americans' academic advantage over whites. <i>Proceedings of the National Academy of Sciences</i>, 111(23), 8416–8421. 3. Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. <i>Science</i>, 331, 1447–1451.
10	Aug 24	Immigrants & SES	<ol style="list-style-type: none"> 1. Jung, S., Fuller, B., & Galindo, C. (2012). Family functioning and early learning practices in immigrant homes. <i>Child Development</i>, 83, 1510–1526. 2. Willingham, D. T. (2012, Spring). Why does family wealth affect learning? <i>American Educator</i>, 33–39.
	Aug 25	X-period	--
	Aug 26	Individual presentations (MALS) + Wrap-up	<ol style="list-style-type: none"> 1. Lee, C. D. (2008). The centrality of culture to the scientific study of learning and development: How an ecological framework in education research facilitates civic responsibility. <i>Educational Researcher</i>, 37, 267–279. 2. Luke, A. (2011). Generalizing across borders: Policy and the limits of educational science. <i>Educational Researcher</i>, 40, 367–377.
FINALS	Aug 30	Final exam	8 am (Sunday)