



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5456

Language and Learning: Sociocultural
Perspectives

Semester 2

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IMPORTANT :
For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5456: Language and Learning: Sociocultural Perspectives (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Convenor: Dr Michael Michell
Office Location: John Goodsell Building, Room 130
Email: m.michell@unsw.edu.au
Phone: 9385 1956
Availability: By appointment only – please email to make a time

3. COURSE DETAILS

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|----------------------|---|-----------------|
| Course Name | EDST5456: Language and Learning: Sociocultural Perspectives | |
| Credit Points | 6 units of credit (6 uoc) | |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. | |
| Schedule | | |
| Lecture | Wednesdays 5-7pm | Lectures 1 - 12 |
| Location | John Goodsell Building, LG 21 | |

Summary of Course

This course explores Vygotskian and socio-cultural theory perspectives on language-based pedagogy in school and adult education settings. Key Vygotskian theories of the role of language in learning and semiotic mediation of higher psychological functions of motivation, cognition and affect, and learning activity and activity systems are explored with a view to developing transformational pedagogy in culturally and linguistically diverse classrooms. The course considers the fundamental issue of theory-practice relationships involved in classroom-based educational research and the development of socially inclusive pedagogy that promotes intellectually challenging learning.

Aims of the Course

The course aims to provide language teachers and other educators with an understanding of key sociocultural theoretical perspectives informing pedagogic practice locally and internationally and an ability to apply these perspectives to develop teaching and learning in their own educational contexts.

Student Learning Outcomes

| Outcome | | Assessment/s |
|---------|--|--------------|
| 1 | Demonstrate a sound understanding of key Vygotskian and socio-cultural concepts, perspectives and developments in language and general education within school and adult learning contexts | 1, 2, 3 |
| 2 | Demonstrate an ability to critically analyse research and relate it to one's professional practice and learning | 1, 2, 3 |
| 3 | Demonstrate an ability to apply understandings of sociocultural concepts and perspectives to designing practical language teaching and learning activity in professional contexts | 1, 2, 3 |
| 4 | Demonstrate an ability to critically analyse and reconceptualise current pedagogy from the perspective of socio-cultural research and theory | 1, 2, 3 |

Program Learning Outcomes

| Standard | | Assessment/s |
|----------|--|--------------|
| | Advanced disciplinary knowledge and practices | |
| 1 | Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments. | 1, 2, 3 |
| | Enquiry-based learning | |
| 2 | Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education. | 1, 2, 3 |
| | Cognitive skills and critical thinking | |
| 3 | Demonstrate advanced critical thinking and problem solving skills | 1, 2, 3 |
| | Communication, adaptive and interactional skills | |
| 4 | Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership | 1, 2, 3 |
| | Global outlook | |
| 5 | Demonstrate an understanding of international perspectives relevant to the educational field | 1, 2, 3 |
| | Ethics | |
| 6 | Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 1, 2, 3 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Socio-cultural theory constitutes a broad framework of inquiry that seeks to explain the social nature and origins of human learning and development through the mediation of semiotic, psychological, social and cultural processes, practices and systems. Since its beginnings in the work of the Russian psychologist, Lev Vygotsky and successors, socio-cultural theory has grown into an international field of research encompassing many areas of human activity, including education. This course enables participants to access this rich research tradition and apply socio-cultural understandings to language education practice and research in Australian and international contexts.

With its focus on the role of semiotic and linguistic tools in regulating and developing higher psychological functioning, socio-cultural theory underpinning the course has particular relevance for developing inclusive pedagogies that foster high-order learning and address educational disadvantage among Australia's diverse learners. Through its conceptual and procedural tools for professional inquiry and action, the course offers teachers a systematic means of integrating instructional theory and practice in classrooms and of transforming knowledge practice necessary for professional renewal and pedagogic innovation. Socio-cultural understandings of language and learning developed through the course will also provide a sound knowledge base for pedagogic leadership in culturally and linguistically diverse education contexts.

5. TEACHING STRATEGIES

Teaching strategies used throughout the course are designed to realise sociocultural learning principles. They include:

- weekly face-to-face sessions and online learning through the course website
- teacher presentations and input
- small group cooperative reading and discussion of course texts
- participation in hands-on activities and in-class tasks
- consolidation of understandings through analysis of examples and case studies
- plenary discussions around core issues and debates
- opportunities to reflect on participants' own teaching in light of new information
- opportunities to reflect on the relation between theory and practice
- opportunities for writing a critical reflection on published research
- opportunities to apply understandings to pedagogical design and practice.

The course utilizes Moodle – an online learning environment where students can access information and course readings, and submit assignments.

6. COURSE CONTENT AND STRUCTURE

| Class, Date | Lecture Topic, required and suggested readings |
|---------------------------|--|
| Lecture 1 27 July | <p>Course introduction and overview</p> <p>A Vygotsky, L.S. (1978) M. Cole, V. John-Steiner, S. Scribner & E. Souberman (Eds.) <i>Mind in Society: The development of higher psychological processes</i>. Chapter 5: Problems of method 58-75</p> <p>Vygotsky, L.S. (2012) <i>Thought and language</i>. (Edited and translated by A. Kozulin) Chapter 1: The problem and the approach & Chapter 7: Thought and word. Cambridge, MA: MIT Press</p> <p>B Grimmett, H. (2014). Cultural-historical theory and the Vygotskian project. Chapter 1 from: <i>The Practice of Teachers' Professional Development</i>, 1-28.</p> <p>John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. <i>Educational psychologist</i>, 31(3-4), 191-206.</p> <p>Van der Veer, R. (2012). Cultural-historical psychology: contributions of Lev Vygotsky. <i>Handbook of culture and psychology</i>, 58-68.</p> <p>Yasnitsky, A. (2011). Lev Vygotsky: Philologist and Defectologist, A Socio-Intellectual Biography. <i>Portraits of pioneers in developmental psychology</i>, 7, 105-129.</p> <p>C Lantolf, J. (2006). Sociocultural theory and L2: State of the art. <i>Studies in second language acquisition</i>, 28(01), 67-109.</p> <p>Lantolf, J., & Pavlenko, A. (1995). Sociocultural theory and second language acquisition. <i>Annual review of applied linguistics</i>, 15, 108-124.</p> <p>Mahn, H., & Reiersen, S. (2013). Research Methods and Sociocultural Approaches in Second Language Acquisition. <i>The Encyclopedia of Applied Linguistics</i>.</p> <p>Renshaw, P. (1998). Sociocultural pedagogy for new times: Reframing key concepts. <i>The Australian educational researcher</i>, 25(3), 83-100</p> |
| Lecture 2 3 August | <p>Semiotic tools and symbolic mediation</p> <p>A Vygotsky, L.S. (1997) The instrumental method in psychology. in R.W. Rieber (ed.), <i>The Collected Works of L.S. Vygotsky: Problems of the theory and history of psychology</i>, vol.3, 85-9.</p> <p>B Ghassemzadeh, H. (2005). Vygotsky's mediational psychology: A new conceptualization of culture, signification and metaphor. <i>Language sciences</i>, 27(3), 281-300.</p> <p>Karpov, Y. V., & Haywood, H. C. (1998). Two ways to elaborate Vygotsky's concept of mediation. <i>American Psychologist</i>, 53(1), 27.</p> <p>Kozulin, A. (2003). Psychological tools and mediated learning. <i>Vygotsky's educational theory in cultural context</i>, 15-38.</p> <p>Wertsch J. (2007). Mediation. in Daniels, H., Cole, M., & Wertsch, J. <i>The Cambridge companion to Vygotsky</i>. 178-192.</p> <p>C</p> |

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| | <p>Doehler, S. P. (2002). Mediation revisited: The interactive organization of mediation in learning environments. <i>Mind, culture and activity</i> 9(1), 22-42.</p> <p>Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. <i>TESOL quarterly</i> 37(2), 247-273.</p> <p>Kozulin, A., & Presseisen, B. Z. (1995). Mediated learning experience and psychological tools: Vygotsky's and Feuerstein's perspectives in a study of student learning. <i>Educational psychologist</i>, 30(2), 67-75.</p> <p>Lantolf, J. P. & Poehner, M. E. (2004). Dynamic assessment of L2 development: Bringing the past into the future. <i>Journal of Applied Linguistics</i>, 1(1), 49-72.</p> <p>Swain, M., & Lapkin, S. (2013). A Vygotskian sociocultural perspective on immersion education: The L1/L2 debate. <i>Journal of immersion and content-based language education</i>, 1(1), 101-129.</p> |
| <p>Lecture 3</p> <p>10 August</p> | <p>Development of the higher psychological functions</p> <p>A</p> <p>Vygotsky, L.S. (1978) M. Cole, V. John-Steiner, S. Scribner & E. Souberman (Eds.) <i>Mind in society: The development of higher psychological processes</i>. Chapters 2,3 & 4: 31-57</p> <p>Vygotsky, L.S. (2012) <i>Thought and language</i>. (Edited and translated by A. Kozulin) Chapter 5: An experimental study of the development of concepts.96-145. Cambridge, MA: MIT Press</p> <p>B</p> <p>Gredler, M. E. (2009). Hiding in plain sight: the stages of mastery/self-regulation in Vygotsky's cultural-history theory. <i>Educational psychologist</i> 44(1), 1-19.</p> <p>Fox, E., & Riconscente, M. (2008). Metacognition and self-regulation in James, Piaget, and Vygotsky. <i>Educational Psychology Review</i>, 20(4), 373-389.</p> <p>Howe, A. C. (1996). Development of science concepts within a Vygotskian framework. <i>Science education</i>, 80(1), 35-51.</p> <p>Karpov, Y. V. (2003). Vygotsky's doctrine of scientific concepts. <i>Vygotsky's educational theory in cultural context</i>, 65-82.</p> <p>Towsey, P. M., & Macdonald, C. A. (2009). Wolves in sheep's clothing and other Vygotskian constructs. <i>Mind, culture, and activity</i>, 16(3), 234-262.</p> <p>Towsey, P. M. (2009). More Than a Footnote to History in Cultural-Historical Theory: The Zalkind Summary, Experimental Study of Higher Behavioural Processes, and "Vygotsky's Blocks". <i>Mind, Culture, and Activity</i>, 16(4), 317-337.</p> <p>Sannino, A. (2015). The principle of double stimulation: A path to volitional action. <i>Learning, Culture and Social Interaction</i>, 6, 1-15.</p> <p>Sannino, A. (2015). The emergence of transformative agency and double stimulation: Activity-based studies in the Vygotskian tradition. <i>Learning, culture and social interaction</i>, (4), 1-3.</p> <p>Sannino, A., & Laitinen, A. (2015). Double stimulation in the waiting experiment: Testing a Vygotskian model of the emergence of volitional action. <i>Learning, Culture and Social Interaction</i>, 4, 4-18.</p> <p>C</p> <p>Brooks, L., Swain, M., Lapkin, S., & Knouzi, I. (2010). Mediating between scientific and spontaneous concepts through languaging. <i>Language awareness</i>, 19(2), 89-110.</p> |

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| | <p>Mahn, H. (2013). Vygotsky and second language acquisition. <i>The encyclopedia of applied linguistics</i>, 6150-6157.</p> <p>John-Steiner, V., Wandekker, W. L., & Mahn, H. (1998). Concepts, contexts and transformation: Scientific and everyday concepts revisited. Special issue. <i>Mind, culture, and activity</i>:5(2), 81-153.</p> <p>Lourenço, O. (2012). Piaget and Vygotsky: Many resemblances, and a crucial difference. <i>New ideas in psychology</i>, 30(3), 281-295.</p> <p>Shayer, M. (2003). Not just Piaget; not just Vygotsky, and certainly not Vygotsky as alternative to Piaget. <i>Learning and instruction</i>, 465-485.</p> |
| Lecture 4 17 August | <p>Thinking, speaking and meaning – social, private and inner speech</p> <p>A</p> <p>Vygotsky, L.S. (2012) <i>Thought and language</i>. (Edited and translated by A. Kozulin) Chapters 2, 3 & 4:12-95. Cambridge, MA: MIT Press</p> <p>B</p> <p>Centeno-Cortés, B., & Jiménez Jiménez, A. F. (2004). Problem-solving tasks in a foreign language: the importance of the L1 in private verbal thinking. <i>International Journal of Applied Linguistics</i>, 14(1), 7-35.</p> <p>Damianova, M. K., & Sullivan, G. B. (2011). Rereading Vygotsky's theses on types of internalization and verbal mediation. <i>Review of general psychology</i>, 15(4), 344.</p> <p>Frawley, W., & Lantolf, J. P. (1985). Second language discourse: A Vygotskian perspective. <i>Applied Linguistics</i>, 6(1), 19-44.</p> <p>Lantolf, J. P. (2003). Intrapersonal communication and internalization in the second language classroom. <i>Vygotsky's educational theory in cultural context</i>, 349-370.</p> <p>Mahn, H. (2012). Vygotsky's analysis of children's meaning making processes. <i>International Journal of Educational Psychology</i>, 1(2), 100-126.</p> <p>Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. <i>Learning, culture and social interaction</i>, 1(1), 12-21.</p> <p>De Guerrero, M. (2013). Private Speech in Second Language Acquisition. <i>The encyclopedia of applied linguistics</i>.</p> <p>C</p> <p>DiCamilla, F. J., & Antón, M. (2004). Private speech: A study of language for thought in the collaborative interaction of language learners. <i>International journal of applied linguistics</i>, 14(1), 36-69.</p> <p>John-Steiner, V., Meehan, T. M., & Mahn, H. (1998). A functional systems approach to concept development. <i>Mind, culture, and activity</i>, 5(2), 127-134</p> <p>Neuman, Y., Leibowitz, L., & Schwarz, B. (2000). Patterns of verbal mediation during problem solving: A sequential analysis of self-explanation. <i>The journal of experimental education</i>, 68(3), 197-213.</p> <p>Renshaw, P., & Brown, R. A. (2007). Formats of classroom talk for integrating everyday and scientific discourse: Replacement, interweaving, contextual privileging and pastiche. <i>Language and education</i>, 21(6), 531-549.</p> |
| | <p>Teaching, learning and development – thinking, imitation and the ZPD</p> <p>A</p> |

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| Lecture 5 | Vygotsky, L.S. (2012) <i>Thought and language</i> . (Edited and translated by A. Kozulin) Chapter 6: The development of scientific concepts in childhood. 146-209. Cambridge, MA: MIT Press |
| 24 August | <p><i>B</i></p> <p>Chaiklin, S. (2003). The zone of proximal development in Vygotsky's analysis of learning and instruction. <i>Vygotsky's educational theory in cultural context</i>, 1, 39-64.</p> <p>Gredler, M. E. (2012). Understanding Vygotsky for the classroom: is it too late? <i>Educational psychology review</i>, 24(1), 113-131</p> <p>Jones, P. E. (2001). The ideal in cultural-historical activity theory: Issues and perspectives. <i>The theory and practice of cultural–historical psychology</i>, 283-315.</p> <p>Kravtsova, E. E. (2009). The cultural-historical foundations of the zone of proximal development. <i>Journal of Russian and East European psychology</i>, 47(6), 9-24.</p> <p>Karpov, Y. V., & Bransford, J. D. (1995). LS Vygotsky and the doctrine of empirical and theoretical learning. <i>Educational psychologist</i>, 30(2), 61-66.</p> <p>Mahn, H. (2008). <i>Vygotsky's Analysis of the "System of Meaning"</i>. Paper presented at the ISCAR Conference, San Diego, CA.</p> <p>Schneuwly, B. (1994). Contradiction and development: Vygotsky and paedology. <i>European journal of psychology of education</i>, 9(4), 281-291.</p> <p>Zaretskii, V. K. (2009). The Zone of Proximal Development. <i>Journal of Russian and East European psychology</i>, 47(6), 70-93.</p> <p><i>C</i></p> <p>Brooks, L., Swain, M., Lapkin, S., & Knouzi, I. (2010). Mediating between scientific and spontaneous concepts through languaging. <i>Language Awareness</i>, 19(2), 89-110.</p> <p>Chappell, P. (2012). A Sociocultural account of the role of imitation in instructed second language learning. Macquarie University Research Online.</p> <p>Guk, I., & Kellogg, D. (2007). The ZPD and whole class teaching: Teacher-led and student-led interactional mediation of tasks. <i>Language teaching research</i>, 11(3), 281-299.</p> <p>Harland, T. (2003). Vygotsky's zone of proximal development and problem-based learning: Linking a theoretical concept with practice through action research. <i>Teaching in higher education</i>, 8(2), 263-272.</p> <p>Hedegaard, M. (1998). Situated learning and cognition: theoretical learning and cognition. <i>Mind, culture and activity</i>, 5(2), 114-126</p> <p>Karpov, Y. V. (2013). A way to implement the neo-Vygotskian theoretical learning approach in the schools. <i>International journal of pedagogical innovation</i>, 1(1), 25-35.</p> <p>Poehner, M. E., & Lantolf, J. P. (2010). Vygotsky's teaching-assessment dialectic and L2 education: The case for dynamic assessment. <i>Mind, Culture, and Activity</i>, 17(4), 312-330.</p> <p>van Oers, B. (2012). Meaningful cultural learning by imitative participation: The case of abstract thinking in primary school. <i>Human development</i>, 55(3), 136-158.</p> <p>Zuckerman, G. (2007). Child-adult interaction that creates a zone of proximal development. <i>Journal of Russian and East European psychology</i>, 45(3), 43-69.</p> |

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| <p>Lecture 6 31 August</p> | <p>Teaching, learning and development – cognitive apprenticeship and scaffolding</p> <p>A Collins, A. (2006) Cognitive apprenticeship. <i>Cambridge handbook of the learning sciences</i>. 47-60.</p> <p>Dennen, V. (2004). Cognitive apprenticeship in educational practice: Research on scaffolding, modeling, mentoring, and coaching as instructional strategies. <i>Handbook of research on educational communications and technology</i>, 813–828.</p> <p>Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. <i>Journal of child psychology and psychiatry</i>, 17(2), 89-100.</p> <p>B Fernández, M., Wegerif, R., Mercer, N., & Rojas-Drummond, S. (2002). Re-conceptualizing "scaffolding" and the zone of proximal development in the context of symmetrical collaborative learning. <i>Journal of classroom interaction</i>, 36(2/1), 40-54</p> <p>Renninger, A. & Granott, N. (2005). The process of scaffolding in learning and development. <i>New ideas in psychology</i>, 23(3), 111-114.</p> <p>Sharpe, T., & Michell, M. (2005). Collective instructional scaffolding in English as a Second Language classrooms. <i>Prospect</i>, 20(1), 31.</p> <p>Smit, J., AA van Eerde, H., & Bakker, A. (2013). A conceptualisation of whole-class scaffolding. <i>British Educational Research Journal</i>, 39(5), 817-834.</p> <p>Tabak, I. (2004). Synergy: A complement to emerging patterns of distributed scaffolding. <i>The journal of the learning sciences</i>, 13(3), 305-335.</p> <p>Tabak, I. & Baumgartner, E. (2004). The teacher as partner: Exploring participant structures, symmetry, and identity work in scaffolding', <i>Cognition and instruction</i>, vol. 22, no. 4, pp. 393-429.</p> <p>Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. <i>Educational psychology review</i>, 22(3), 271-296.</p> <p>C Belland, B. R., Glazewski, K. D., & Richardson, J. C. (2008). A scaffolding framework to support the construction of evidence-based arguments among middle school students. <i>Educational technology research and development</i>, 56(4), 401-422.</p> <p>Rojas-Drummond, S., Torreblanca, O., Pedraza, H., Vélez, M., & Guzmán, K. (2013). 'Dialogic scaffolding': Enhancing learning and understanding in collaborative contexts. <i>Learning, Culture and Social Interaction</i>, 2(1), 11-21.</p> <p>Howe, C. (2013). Scaffolding in context: Peer interaction and abstract learning. <i>Learning, culture and social interaction</i>, 2(1), 3-10.</p> <p>Knouzi, I., Swain, M., Lapkin, S., & Brooks, L. (2010). Self-scaffolding mediated by languaging: microgenetic analysis of high and low performers. <i>International journal of applied linguistics</i>, 20(1), 23-49.</p> <p>McNeill, K. L., Lizotte, D. J., Krajcik, J., & Marx, R. W. (2006). Supporting students' construction of scientific explanations by fading scaffolds in instructional materials. <i>The journal of the learning sciences</i>, 15(2), 153-191.</p> <p>Simons, K. D. & Klein, J. D. (2007). The impact of scaffolding and student achievement levels in a problem-based learning environment. <i>Instructional science</i> 35(1), 41-72.</p> |
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| <p>Lecture 7</p> <p>7 Sept</p> | <p>Learning activity and assessment of learning</p> <p><i>Learning activity</i></p> <p>A</p> <p>Vygotsky, L. S. (1967). Play and its role in the mental development of the child. <i>Journal of Russian and East European psychology</i>, 5(3), 6-18.</p> <p>Davydov, V. V. (1999). What is learning activity? <i>Learning activity and development</i>, 123-138.</p> <p>Yamagata-Lynch, L. C. (2010). Understanding cultural historical activity theory. In <i>Activity systems analysis methods</i> (pp. 13-26). Springer US.</p> <p>B</p> <p>Arievitch, I. M., & Haenen, J. P. (2005). Connecting sociocultural theory and educational practice: Galperin's approach. <i>Educational psychologist</i>, 40(3), 155-165</p> <p>Daniels, H. (2012). Dialectic and Dialogic: The essence of a Vygotskian Pedagogy. <i>Cultural-historical psychology</i>, (3).</p> <p>Daniels, H. (2009). Situating pedagogy: moving beyond an interactional account. <i>Pedagogies: An international journal</i>, 5(1), 27-36.</p> <p>Hedegaard, M. (2004). A cultural-historical approach to learning in classrooms. <i>Outlines. Critical practice studies</i>, 6(1), 21-34.</p> <p>Kelly, A., & Washtell, A. (1996). Developmental education in Russia. <i>Early child development and care</i>, 117(1), 67-75.</p> <p>Lantolf, J. (2008). Praxis and classroom L2 development. <i>Elia</i>, 8, 13-44.</p> <p>Poehner, M. E., & Infante, P. (2016). Mediated Development: A Vygotskian Approach to Transforming Second Language Learner Abilities. <i>TESOL Quarterly</i>.</p> <p>van Oers, B. (2012). Developmental Education: Reflections on a CHAT-research program in the Netherlands. <i>Learning, culture and social interaction</i>, 1(1), 57-65.</p> <p>van Oers, B. (2012). Developmental Education: foundations of a play-based curriculum. In <i>Developmental education for young children</i> (pp. 13-25).</p> <p>C</p> <p>Engeström, Y., & Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. <i>Educational research review</i>, 5(1), 1-24.</p> <p>Giest, H., & Lompscher, J. (2003). Formation of learning activity and theoretical thinking in science teaching. <i>Vygotsky's educational theory in cultural context</i>, 267-288</p> <p>Haenen, J., & Tuithof, H. (2005). Year 7 pupils collaboratively design an historical game about a medieval peasant. <i>Teaching history</i>, (119), 35-42.</p> <p>Halvorsen, A. L., Duke, N. K., Brugar, K. A., Block, M. K., Strachan, S. L., Berka, M. B., & Brown, J. M. (2012). Narrowing the achievement gap in second-grade social studies and content area literacy: The promise of a project-based approach. <i>Theory & research in social education</i>, 40(3), 198-229.</p> <p>Harland, T. (2003). Vygotsky's zone of proximal development and problem-based learning: Linking a theoretical concept with practice through action research. <i>Teaching in higher education</i>, 8(2), 263-272.</p> <p>Kim, M. S. (2011). Play, drawing and writing: a case study of Korean–Canadian young children.</p> |
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| | <p><i>European early childhood education research journal</i>, 19(4), 483-500. <i>Assessment</i></p> <p>Reunamo, J., & Nurmilaakso, M. (2007). Vygotsky and agency in language development. <i>European Early Childhood Education Research Journal</i>, 15(3), 313-327.</p> <p><i>Assessing learning and development</i></p> <p>A</p> <p>Lidz, C. S., & Gindis, B. (2003). Dynamic assessment of the evolving cognitive functions in children. <i>Vygotsky's educational theory in cultural context</i>, 99-116.</p> <p>Minick, N. (1987). Implications of Vygotsky's theories for dynamic assessment. In C. D. Lidz (ed.) <i>Dynamic assessment: an interactive approach to evaluating learning potential</i> (p. 116-40) New York. The Guildford Press,</p> <p>Pryor, J., & Crossouard, B. (2008). A socio-cultural theorisation of formative assessment. <i>Oxford review of education</i>, 34(1), 1-20.</p> <p>B</p> <p>Crossouard, B. (2009). A sociocultural reflection on formative assessment and collaborative challenges in the states of Jersey. <i>Research papers in education</i>, 24(1), 77-93</p> <p>Birjandi, P., & Sarem, S. N. (2012). Dynamic assessment (DA): An evolution of the current trends in language testing and assessment. <i>Theory and Practice in Language Studies</i>, 2(4), 747.</p> <p>Lidz, C. S. (2002). Mediated learning experience (MLE) as a basis for an alternative approach to assessment. <i>School psychology international</i>, 23(1), 68-84.</p> <p>Poehner, M. E. (2012). The zone of proximal development and the genesis of self-assessment. <i>The Modern Language Journal</i>, 96(4), 610-622.</p> <p>C</p> <p>Crossouard, B. (2011). Using formative assessment to support complex learning in conditions of social adversity. <i>Assessment in education: Principles, policy & practice</i>, 18(1), 59-72</p> <p>Lund, A. (2008). Assessment made visible: Individual and collective practices. <i>Mind, culture, and activity</i>, 15(1), 32-51.</p> <p>Poehner, M. E. (2007). Beyond the test: L2 dynamic assessment and the transcendence of mediated learning. <i>The Modern language journal</i>, 91(3), 323-340.</p> <p>Poehner, M. E. & Lantolf, J. P. (2005) Dynamic assessment in the language classroom. <i>Language teaching research</i>, 9(3), 1-33.</p> |
| <p>Lecture 8 14 Sept</p> | <p>Psyche and subjectivity</p> <p>A</p> <p>Vygotsky, L.S. (1997). On psychological systems. in R.W. Rieber & J. Wollock (eds), <i>The collected works of L.S. Vygotsky: Problems of the theory and history of psychology</i>, vol.3, 91-107.</p> <p>Vygotsky, L.S. (1998), Part 2. Problems of child (developmental) psychology: The problem of age. in R.W. Rieber (ed.), <i>The Collected Works of L.S. Vygotsky: Child psychology</i> vol. 5, 187-205.</p> <p>Vygotsky, L.S. (1999), Chapter 15: Conclusion; Further research: Development of personality and world view in the child. in R.W. Rieber & A.S. Carton (eds), <i>The Collected Works of L.S. Vygotsky: The history of the development of higher mental functions</i>, vol. 4, Plenum, New York, pp. 231-9.</p> <p>B</p> |

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| | <p>Blunden, A. (2011). Vygotsky's Idea of Gestalt and its Origins. <i>Theory & Psychology</i>, 21(4), 457-471.</p> <p>Bozhovich, L. I. (2009). The social situation of child development. <i>Journal of Russian and East European psychology</i>, 47(4), 59-86.</p> <p>Gonzalez-Rey, F. (2002). LS Vygotsky and the question of personality in the cultural-historical approach. <i>Voices within Vygotsky's non-classical psychology: Past, present, future</i>, 129-42</p> <p>Karabanova, O. A. (2010). Social Situation of Child's Development-the Key Concept in Modern Developmental Psychology. <i>Psychology in Russia: State of the Art</i>, 3, 130-153.</p> <p>Karpov, Y. V. (2003). Development through the lifespan: A neo-Vygotskian approach. <i>Vygotsky's educational theory in cultural context</i>, 138-155</p> <p>Kravtsova, E. E. (2006). The concept of age-specific new psychological formations in contemporary developmental psychology. <i>Journal of Russian and East European psychology</i>, 44(6), 6-18.</p> <p>Mahn, H. (2003). Periods in child development. <i>Vygotsky's educational theory in cultural context</i>, 119-137.</p> <p>Veresov, N. (2006). Leading activity in developmental psychology: concept and principle. <i>Journal of Russian and East European psychology</i>, 44(5), 7-25.</p> <p>C Kravtsov, G. G., & Kravtsova, E. E. (2011). The cultural-historical basis of the 'Golden Key' program. <i>International Journal of Early Years Education</i>, 19(1), 27-34.</p> <p>Hedegaard, M. (2009). Children's development from a cultural–historical approach: Children's activity in everyday local settings as foundation for their development. <i>Mind, culture and activity</i>, 16(1), 64-82.</p> <p>Kozulin, A. & Gindis, B. (2003). Sociocultural theory and education of children with special needs. <i>Vygotsky's educational theory in cultural context</i>, 332-362.</p> <p>Smagorinsky, P. (2012). Vygotsky, " Defectology," and the Inclusion of people of difference in the broader cultural stream. <i>Journal of language and literacy education</i>, 8(1), 1-25.</p> |
| <p>Lecture 9 21 Sept</p> | <p>Affect and intellect</p> <p>A Vygotsky, L.S. (1987), Emotions and its development in childhood, in R. Rieber, A. Carton & N. Minick (eds), <i>The Collected Works of L.S. Vygotsky: Problems of general psychology</i> vol. 1, 325-38.</p> <p>Vygotsky, L.S. (1994), The problem of the environment. in R. Van Der Veer & J. Valsiner (eds), <i>The Vygotsky reader</i>, 338-54, Blackwell, Cambridge, M.A..</p> <p>B Clarà, M. (2015). Representation and emotion causation: A cultural psychology approach. <i>Culture & Psychology</i>, 21(1), 37-58.</p> <p>Rey, F. G. (2011). A re-examination of defining moments in Vygotsky's work and their implications for his continuing legacy. <i>Mind, culture, and activity</i>, 18(3), 257-275.</p> <p>Holodynski, M. (2013). The internalization theory of emotions: A cultural historical approach to the development of emotions. <i>Mind, culture and activity</i>, 20(1), 4-38.</p> <p>Levykh, M. G. (2008). The affective establishment and maintenance of Vygotsky's zone of</p> |

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| | <p>proximal development. <i>Educational theory</i>, 58(1), 83-101.</p> <p>Magiolino, L. L. S., & Smolka, A. L. B. (2013). How do emotions signify? Social relations and psychological functions in the dramatic constitution of subjects. <i>Mind, culture and activity</i>, 20(1), 96-112.</p> <p>Mesquita, G. R. (2012). Vygotsky and the Theories of Emotions: in search of a possible dialogue. <i>Psicologia: Reflexão e Crítica</i>, 25(4), 809-816.</p> <p>Michell, M (2016) Finding the “prism”: Understanding Vygotsky’s <i>perezhivanie</i> as an ontogenetic unit of child consciousness. IRECE</p> <p>Mok, N. (2015). Toward an understanding of perezhivanie for sociocultural SLA research. <i>Language and Sociocultural Theory</i>, 2(2), 139-159.</p> <p>Veresov, N. (2013). Perezhivanie and cultural development: a key which opens the door. <i>Unpublished paper presented at Monash University, Peninsula campus.</i></p> <p>C</p> <p>Fleer, M. (2013). Affective imagination in science education: Determining the emotional nature of scientific and technological learning of young children. <i>Research in science education</i>, 43(5), 2085-2106.</p> <p>Levine, S. (2014). Making interpretation visible with an affect-based strategy. <i>Reading research quarterly</i>.</p> <p>Mirza, N. M. (2016). Emotions, Development and Materiality at School: a Cultural-Historical Approach. <i>Integrative Psychological and Behavioral Science</i>, 1-21.</p> <p>Nogueira, A. L. H. (2014). Emotional experience, meaning, and sense production: Interweaving concepts to dialogue with the funds of identity approach. <i>Culture & psychology</i>, 20(1), 49-58.</p> <p>Smagorinsky, P., & Daigle, E. A. (2012). The role of affect in students’ writing for school. <i>Handbook of writing: A mosaic of perspectives and views</i>, 293-307.</p> <p>Sullivan, P. (2000). Playfulness as mediation in communicative language teaching in a Vietnamese classroom. <i>Sociocultural theory and second language learning</i>, 115-131.</p> <p>Vadeboncoeur, J. A., & Collie, R. J. (2013). Locating social and emotional learning in schooled environments: A Vygotskian perspective on learning as unified. <i>Mind, culture and activity</i>, 20(3), 201-225.</p> |
| <p>Sept 26-30</p> | <p>UNIBREAK – no lecture, 28Sept</p> |
| <p>Lecture 10 5 Oct</p> | <p>Learner motivation and engagement</p> <p>A</p> <p>Nolen, S. B., Ward, C. J., & Horn, I. S. (2011). Motivation, engagement, and identity: Opening a conversation. <i>Sociocultural theories of learning and motivation: Looking back, looking forward</i>, 109-135.</p> <p>Crick, R. D. (2012). Deep engagement as a complex system: Identity, learning power and authentic enquiry. In <i>Handbook of research on student engagement</i>, 675-694</p> <p>B</p> <p>Black, L., Williams, J., Hernandez-Martinez, P., Davis, P., Pampaka, M., & Wake, G. (2010). Developing a ‘leading identity’: the relationship between students’ mathematical identities and their career and higher education aspirations. <i>Educational studies in mathematics</i>, 73(1), 55-72</p> |

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| | <p>Belland, B. R., Kim, C., & Hannafin, M. J. (2013). A framework for designing scaffolds that improve motivation and cognition. <i>Educational psychologist</i>, 48(4), 243-270.</p> <p>Herrenkohl, L. R., & Guerra, M. R. (1998). Participant structures, scientific discourse, and student engagement in fourth grade. <i>Cognition and instruction</i>, 16(4), 431-473.</p> <p>MacCallum, J., & Pressick-Kilborn, K. (2011). Examining change in motivation. <i>Sociocultural theories of learning and motivation: Looking back, looking forward</i>, 10,163.</p> <p>Nasir, N. I. S., & Hand, V. (2008). From the court to the classroom: Opportunities for engagement, learning, and identity in basketball and classroom mathematics. <i>The Journal of the learning sciences</i>, 17(2), 143-179.</p> <p>Svalberg, A. M. L. (2009). Engagement with language: Interrogating a construct. <i>Language awareness</i>, 18(3-4), 242-258</p> <p>C</p> <p>Kim, T. Y. (2011). Sociocultural dynamics of ESL learning (de) motivation: An activity theory analysis of two adult Korean immigrants. <i>Canadian modern language review/la revue Canadienne des langues vivantes</i>, 67(1), 91-122.</p> <p>Lawson, M. A., & Lawson, H. A. (2013). New conceptual frameworks for student engagement research, policy, and practice. <i>Review of educational research</i>, 83(3), 432-479.</p> <p>Price, M., Handley, K., & Millar, J. (2011). Feedback: Focusing attention on engagement. <i>Studies in higher education</i>, 36(8), 879-896.</p> <p>Ren, K., & Deakin Crick, R. (2013). Empowering underachieving adolescents: an emancipatory learning perspective on underachievement. <i>Pedagogies: An international journal</i>, 8(3), 235-254.</p> <p>Yang, J. S., & Kim, T. Y. (2011). Sociocultural analysis of second language learner beliefs: A qualitative case study of two study-abroad ESL learners. <i>System</i>, 39(3), 325-334.</p> <p>Yu, S., & Lee, I. (2014). Understanding EFL students' participation in group peer feedback of L2 writing: A case study from an activity theory perspective. <i>Language Teaching Research</i>.</p> |
| <p>Lecture 11</p> <p>12 Oct</p> | <p>Imagination, creativity and learning</p> <p>A</p> <p>Vygotsky, L. S. (2004). Imagination and creativity in childhood. <i>Journal of Russian and East European psychology</i>, 42(1), 7-97.</p> <p>B</p> <p>Ayman-Nolly, S. (1992). Vygotsky's perspective on the development of imagination and creativity. <i>Creativity research journal</i>, 5(1), 77-85.</p> <p>Gajdamaschko, N. (2006). Theoretical concerns: Vygotsky on imagination development. <i>Educational perspectives</i>, 39(2), 34-40.</p> <p>Gajdamaschko, N. (2005). Vygotsky on imagination: Why an understanding of the imagination is an important issue for schoolteachers. <i>Teaching education</i>, 16(1), 13-22.</p> <p>Lindqvist, G. (2003). Vygotsky's theory of creativity. <i>Creativity research journal</i>, 15(2-3), 245-251.</p> <p>C</p> <p>Andrée, M., & Lager-Nyqvist, L. (2013). Spontaneous play and imagination in everyday science classroom practice. <i>Research in science education</i>, 43(5), 1735-1750.</p> <p>Craft, A., Cremin, T., Burnard, P., Dragovic, T., & Chappell, K. (2013). Possibility thinking:</p> |

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| | <p>culminative studies of an evidence-based concept driving creativity? <i>Education 3-13</i>, 41(5), 538-556.</p> <p>Egan, K., & Gajdamaschko, N. (2003). Some cognitive tools of literacy. In A. Kozulin, B. Gindis, V. Ageyev & Miller, S. (Eds.), <i>Vygotsky's educational theory in cultural context</i> (pp. 289-316).</p> <p>van Oers, B. (2005). The potentials of imagination. <i>Inquiry: Critical thinking across the disciplines</i>, 24(4), 5-18.</p> |
| Lecture 12 19 Oct | <p>Learning environments, communities and identities</p> <p>A</p> <p>Bielaczyc, K., & Collins, A. (1999). Learning communities in classrooms: A reconceptualization of educational practice. <i>Instructional-design theories and models: A new paradigm of instructional theory</i>, 2, (pp. 269-292).</p> <p>Cole, M., & Engeström, Y. (2007). Cultural-historical approaches to designing for development. In: <i>The Cambridge handbook of sociocultural psychology</i>. 484-507.</p> <p>Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory into practice</i>, 31(2), 132-141.</p> <p>B</p> <p>Brown, R. (2007). Exploring the social positions that students construct within a classroom community of practice. <i>International journal of educational research</i> 46, 116-128.</p> <p>Esteban-Guitart, M., & Moll, L. C. (2014). Funds of Identity: A new concept based on the funds of knowledge approach. <i>Culture & psychology</i>, 20(1), 31-48.</p> <p>Herrenkohl, L.R. (2006) Intellectual role taking: supporting discussion in heterogeneous elementary science classes. <i>Theory into Practice</i> 45(1), 47-54</p> <p>Nogueira, A. L. H. (2014). Emotional experience, meaning, and sense production: Interweaving concepts to dialogue with the funds of identity approach. <i>Culture & psychology</i>, 20(1), 49-58.</p> <p>Lutrell, W. & Parker, C. (2001). High school students' literacy practices and identities, and the figured world of school. <i>Journal of research in reading</i>. 24(3), 235-247.</p> <p>Van Lier, L. 2008, The ecology of language learning and sociocultural theory. in A. Creese, P. Martin & N. Hornberger (eds), <i>Encyclopedia of language and education</i>, vol. 9, 53–65.</p> <p>Yackel, E., & Cobb, P. (1996). Sociomathematical norms, argumentation, and autonomy in mathematics. <i>Journal for research in mathematics education</i>, 458-477.</p> <p>C</p> <p>Morcom, V. (2014). Scaffolding social and emotional learning in an elementary classroom community: A sociocultural perspective. <i>International journal of educational research</i>, 67, 18-29.</p> <p>Polman, J. L., & Miller, D. (2010). Changing stories trajectories of identification among African American youth in a science outreach apprenticeship. <i>American educational research journal</i>, 47(4), 879-918.</p> <p>Robinson, C. (2007). Figured world of history learning in a social studies method classroom. <i>The Urban Review</i> 39(2), 191-215.</p> <p>Wortham, S. (2004). From good student to outcast: the emergence of a classroom identity. <i>Ethos</i> 32(2), 164-187</p> |

7. RESOURCES

Required readings

Set course text:

Vygotsky, L. S. (2012). (Translation by A. Kozulin) *Thought and language*. MIT Press. Available from the UNSW Bookshop.

Required weekly readings:

Required reading for each week is outlined on the Schedule as follows:

A texts (key theoretical perspective or overview) – all texts

B texts (elaborations or development of theoretical perspective) - choose one text

C texts (applications or implications of theoretical perspective) - choose one text

All weekly readings are available on the Moodle course site.

Further reading

Daniels, H., Cole, M., & Wertsch, J. (2007). *The Cambridge companion to Vygotsky*. Cambridge University Press.

Connery, M. C., John-Steiner, V., & Marjanovic-Shane, A. (Eds.). (2010). *Vygotsky and creativity: A cultural-historical approach to play, meaning making, and the arts*. Peter Lang.

Davis, S. Ferholt, B. Grainger Clemson, H. Jansson, S-M. & Marjanovic-Shane, A. (2014). *Dramatic interactions in education: Vygotskian and sociocultural approaches to drama, education and research*. Bloomsbury.

Gredler, M. E., & Shields, C. C. (2008). *Vygotsky's legacy: A foundation for research and practice*. Guilford Press.

Hammond, J. (2001). *Scaffolding: Teaching and Learning in Language and Literacy Education*. Primary English Teaching Association., Marrickville, New South Wales, 2204, Australia.

Hedegaard, M., Edwards, A., & Fleer, M. (Eds.). (2011). *Motives in children's development: cultural-historical approaches*. Cambridge University Press.

Karpov, Y. V. (2005). *The neo-Vygotskian approach to child development*. Cambridge University Press.

Karpov, Y. V. (2014). *Vygotsky for educators*. Cambridge University Press.

Kozulin, A. (2001). *Psychological tools: A sociocultural approach to education*. Harvard University Press.

Kozulin, A. Gindis, B. Ageyev, V. Miller, S. (2003) *Vygotsky's educational theory in cultural context*. Cambridge University Press.

Lantolf, J., & Poehner, M. (2008). *Sociocultural theory and the teaching of second languages*: Equinox.

Lantolf, J., & Poehner, M., (2014). *Sociocultural theory and the pedagogical imperative in L2 education*. Routledge.

Lantolf, J., & Thorne, S. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.

McInerney, L. Walker, D. M. & Liem, G. A. D. (2011). *Sociocultural theories of learning and motivation: Looking back, looking forward*, Information Age Publishing.

- Miller, R. (2011). *Vygotsky in perspective*. Cambridge University Press.
- Moll, L. C. (2013). *LS Vygotsky and education*. Routledge.
- Oers, B. (Ed.). (2008). *The transformation of learning: Advances in cultural-historical activity theory*. Cambridge University Press.
- Rieber, R. W., Robinson, D. K., Bruner, J. E., Cole, M. E., Glick, J. E., Ratner, C. E., & Stetsenko, A. E. (2004). *The essential Vygotsky*. Kluwer Academic/Plenum Publishers.
- Van der Veer, R. (2007). *Lev Vygotsky*. Bloomsbury Library of Educational Thought. Bloomsbury.
- Van Lier, L. 2004, *The ecology and semiotics of language learning: A sociocultural perspective*, Kluwer Academic Publishers.
- Vygotsky, L.S. (1978) M. Cole, V. John-Steiner, S. Scribner & E. Souberman (Eds.) *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (2012). (Translation by A. Kozulin) *Thought and language*. MIT Press.
- Vygotsky, L.S. (1987,1993, 1997, 1998, 1999) R.W. Reiber (Ed.), *The collected works of L.S.Vygotsky*. Vols. 1-6. New York: Plenum.
- Vygotsky, L. S., Van der Veer, R., & Valsiner, J. (1994). *The Vygotsky reader*. Basil Blackwell.
- Walqui, A., & Van Lier, L. (2010). Scaffolding the academic success of adolescent English language learners. *San Francisco, CA: WestEd*.
- Yasnitsky, A., van der Veer, R., & Ferrari, M. (Eds.). (2014). *The Cambridge handbook of cultural-historical psychology*. Cambridge University Press.

Key websites

- The Center for Advanced Language Proficiency Education and Research (CALPER), Pennsylvania State University, USA: <http://calper.la.psu.edu/>
- Centre for Human Activity Theory (CHAT), Kansai University, Japan: <http://www.chat.kansai-u.ac.jp/english/about/index.html>
- Centre for Research on Activity Development and Learning (CRADLE), University of Helsinki, Finland: <http://www.helsinki.fi/cradle/partners.htm>
- International Society for Cultural and Activity Research (ISCAR): <http://www.iscar.org/en/about>
- Laboratory of Comparative Human Cognition, University of California, San Diego, USA: <http://lchc.ucsd.edu/>
- Lev Vygotsky Archive: <https://www.marxists.org/archive/vygotsky/>
- Oxford Centre for Sociocultural and Activity Theory Research (OSAT), Oxford University, UK: <http://www.education.ox.ac.uk/research/osat/>

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | Due Date |
|--|------------|--------|------------------------------------|------------------------------------|--------------|
| 1. Critical reflections on selected readings | 2000 words | 40% | 1,2,3,4 | 1,2,3,4,5,6 | 28 August |
| 2. Learning design | 500 words | 10% | 1,2,3,4 | 1,2,3,4,5,6 | 18 September |
| 3. Sociocultural analysis of pedagogy | 3500 words | 50% | 1,2,3,4 | 1,2,3,4,5,6 | 9 November |

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assignment 1: Critical reflections on selected readings. (Weighting 40%; word limit: 2000)

This task requires you to select three related readings from one of your weekly reading lists from week 2-6 (i.e. readings from group A, B and C texts from the first half of the course). Answer critically the following questions:

1. Briefly summarise and critically analyse the texts, including the writers' arguments. Explain how the three articles are connected and how they differ from each other.
2. Quote and comment on what you regard as the most important section/quote from each reading and explain why it was significant to you in your teaching context and/or in your professional practice.
3. Conclude with a reflection on how the texts have broadened your thinking in the area.

This assessment task needs to be posted on Moodle by 5pm on the due date. A paper copy (with cover sheet attached) also needs to be submitted during class.

Assignment 2: Learning design (Weighting 10%; word limit: 500)

This task requires you to create your own classroom mediating tool designed to develop specific language learning and thinking for students in your particular teaching context. Examples of a tool may be a concept organiser, a model, a SCOPA, a diagram, a task scaffold, a game, a quiz, a worksheet, and a reflection devise. Present your sample of the classroom tool on one page and attach a one page explanation, describing briefly:

1. the curriculum/class/student context for the tool
2. the specific learning purpose of the tool
3. how the tool fits within a sequence of learning activity
4. how the teacher and students use the tool
5. how students' language and thinking is regulated and 'pushed' by using the tool
6. success criteria to judge the tool's effectiveness
7. how the tool operationalises key sociocultural ideas considered in the course so far, with appropriate references.

A paper copy (with cover sheet attached) of this assessment task needs to be submitted during class on the due date.

Assignment 3: Sociocultural analysis of pedagogy (Weighting 50%; word count: 3500.)

This task requires you to choose one of the 'pedagogies' from the list below (or negotiate an alternative pedagogy with the lecturer), research the pedagogy and then critique and re-conceptualise it from the perspective of sociocultural theory. Your analysis should cover:

1. description of the rationale and defining features of the selected pedagogy
2. identification of current developments or issues surrounding the pedagogy
3. identification of relevant sociocultural concepts or perspectives assumed or lacking in the pedagogy (critique)
4. description of what a sociocultural reconstruction of the pedagogy might look like (re-conceptualisation)
5. an explanation of how sociocultural theory enriches or enhances further development of the pedagogy (re-conceptualisation)

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| personalised learning | content-based language teaching | response to intervention |
| problem-based learning | content and language-integrated learning | academic literacy |
| self-regulated learning | communicative language teaching | multimodal literacy |
| project-based learning | task-based language teaching | critical literacy |
| accelerated learning | quality teaching/productive pedagogy | remedial literacy |
| cooperative learning | direct instruction | standards-based assessment |
| multiple intelligence | differentiated instruction | performance assessment |
| learning styles | peer tutoring | assessment for learning |

This assessment task needs to be posted on Moodle by 5pm on the due date. A paper copy (with cover sheet attached) also needs to be submitted during class.

Feedback

| Assessment Task | Feedback Mechanism | Feedback Date |
|--|-----------------------|--------------------|
| 1. Critical reflections on selected readings | <i>Feedback sheet</i> | <i>7 September</i> |
| 2. Learning design | <i>Feedback sheet</i> | <i>5 October</i> |
| 3. Sociocultural analysis of pedagogy | <i>Feedback sheet</i> | <i>23 November</i> |

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5456: LANGUAGE AND LEARNING: SOCIOCULTURAL PERSPECTIVES

Student Name:

Student No:

Assessment Task 1: Critical reflections on selected readings

| SPECIFIC CRITERIA | (-) —————> (+) | | | | |
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| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Summaries of texts; representation of writers' arguments; explanation of connections between chosen texts. | | | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Discussion and critique of texts; significance to teaching context/professional practice; concluding reflection. | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Use of supporting texts to evidence argument; knowledge of arguments relevant to chosen texts. | | | | | |
| Structure and organisation of response <ul style="list-style-type: none"> Organisation of writing at whole text, paragraph and sentence levels. | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Use of referencing conventions; accuracy and appropriateness of academic English. | | | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | | | |
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Lecturer: Dr Michael Michell

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5456: LANGUAGE AND LEARNING: SOCIOCULTURAL PERSPECTIVES

Student Name:

Student No:

Assessment Task 2: Learning design

| SPECIFIC CRITERIA | (-) ← | → | (+) |
|---|-------|---|-----|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Presentation of a classroom mediating tool with accompanying explanation. | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Mediating tool design fosters specific language learning and thinking in students through clever and creative application of relevant sociocultural concepts and perspectives. | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Mediating tool and accompanying explanation draws on relevant sociocultural theory research | | | |
| Structure and organisation of response <ul style="list-style-type: none"> Brevity and clarity of mediating tool and accompanying explanation. | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Use of referencing conventions. | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | |
| | | | |

Lecturer: Dr Michael Michell

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 10%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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 EDST5456: LANGUAGE AND LEARNING: SOCIOCULTURAL PERSPECTIVES

Student Name:

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Assessment Task 3: Sociocultural analysis of pedagogy

| SPECIFIC CRITERIA | (-) ← | → | (+) |
|---|-------|---|-----|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Analysis encompasses research, and sociocultural critique and re-conceptualisation of selected pedagogy. | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Analysis defines the selected pedagogy and identifies current developments/issues Analysis applies sociocultural perspectives in discussing, critiquing and reconceptualising selected pedagogy | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Analysis draws on a range of relevant sociocultural theory research to discuss, critique and reconceptualise selected pedagogy | | | |
| Structure and organisation of response <ul style="list-style-type: none"> Organisation of writing at whole text, paragraph and sentence levels. | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Use of referencing conventions; accuracy and appropriateness of academic English. | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | |

Lecturer: Dr Michael Michell

Date

Recommended: /20 (FL PS CR DN HD)

Weighting:

50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**