

## **Sociocultural Perspectives on the Psychology of Development and Education**

Education 842

Section: G001

Term: 2013 Spring

Instructor: Semester: 2013-1\ Instructor: Dr. Jeff Sugarman

Day: Thursdays\ Office: EDB 9504

Time: 16:30-19:20\ Telephone: 9778-782-3835

Location: \ E-mail: sugarman@sfu.ca

### Discussion Topics: RATIONALE AND DESCRIPTION

Over the past four decades, sociocultural theories and research have become increasingly influential in developmental and educational psychology. Sociocultural theories of human psychological development and education adopt different assumptions and metatheoretical positions from those of cognitive and humanistic traditions that historically have dominated these areas of study. Socioculturalists both criticize many traditional assumptions regarding human psychological capabilities and offer alternative conceptions that presuppose the contingent and historical constitution of persons, knowledge, and progress. When transferred to theory and research in the psychology of development and education, these alternative assumptions and theoretical formulations result in dramatically different conceptualizations of learners, the processes of development and learning, the conduct of inquiry, and educational goals. For socioculturalists, the possibility of multiple developmental pathways is admitted; development is understood as inextricable from the social, cultural, historical, moral, and political contexts in which it occurs; the values implicit in forms of inquiry are recognized; and the difficulties with referring to change as development and/or progress are addressed. In this course, sociocultural views of psychological development and education are examined with particular attention to their relevance for educational contexts, practices, and aims.

Grading: Students are required to participate in and lead class discussions (14%), write weekly reaction papers (16%), submit an extended paper (50%), and present their work (20%). Details will be provided in class.

Required Texts: A list of readings will be distributed in class.

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite: PREREQUISITES

Given the nature of the course content, students will need to have previous coursework at the undergraduate level in educational psychology or psychology.

Notes: Students in all Faculty of Education courses are responsible for knowing policies pertaining to academic integrity available on the website:

<http://students.sfu.ca/academicintegrity/policy/index.html>

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