ED 123: Culture, Development and Education
Time/Room: W 11-12:50 am in ED 1213
Fall 2025

Instructor: Dr. Rebeca Mireles-Rios Office: Education 3121
Email:rmireles@ucsb.edu Office hours: Wednesday 1-2 PM Ed 3121, or by appt.

TA: : Marlene López Torres
Email: mlopeztorres@ucsb.edu
Office hours: Thursdays 1-2PM via Zoom or by appointment

TA: Carlos A. Fitch
Email: cfitch@ucsb.edu
Office hours: Thursdays 11:30 AM - 12:30 PM or by appointment (schedule here).
Location: ED-3144 or Zoom.

Course Description:
Cultural approaches to human development are frequently neglected. This course examines how culture shapes social, emotional, and cognitive development in ways that are directly relevant to learning. We will explore how the brain's ability to process, store, and apply new knowledge is strengthened when instruction draws on students' cultural frames of reference and fosters deep cognitive engagement. Throughout the course, participants will critically reflect on their own beliefs, attitudes, biases, and expectations about educational equity in order to cultivate learning partnerships that affirm students' identities and build their capacity for rigorous thinking.

Learning Objectives
- Connect current research on culture, cognition, and learning with classroom practices and translate these findings into practical teaching strategies.
- Recognize how adult actions, beliefs, and relationships with students influence motivation, sense of belonging, and academic achievement.
- Examine personal core beliefs and practices to identify implicit biases and develop a stance of "warm demanding" that combines high expectations with strong support.
- Understand how to create a classroom environment that nurtures intellectual curiosity, resilience, and a prosperity-based belief system in all students.

Readings:
All weekly readings will be posted on Canvas and are subject to change.

Online Information
The in-class powerpoint presentations will be posted on Canvas after each lecture. To access your Canvas course web site go to http://Canvas.ucsb.edu/ and click the "Course Login" link. Login with your UCSBnetID and password (which is typically your UMail login).

Requirements:
Midterm (25 pts): The midterm will be short answer, and essay format. They will cover material presented in lectures, films, readings, and presentations.

Final (25 pts): The final will be short answer, and essay format. They will cover material presented in lectures, films, readings, and presentations.

Section (24 pts): There will be 6 discussion sections held weekly on Thursdays. There will be no sections the week of the Midterm and Final. Attendance at 6 discussion sections will count as 18 points toward your final grade (6 sections x 4 pt each = 24 points).

Weekly Discussion Questions (16 pts): Each student is required to write a response to the reading by Tuesday midnight of every week and upload it to Canvas. Students are to pick a quote or concept from the reading that captures their attention (i.e. a statistic, a profound statement, a newly learned fact, an argument etc.) and write a 250 word response and include a question you would like to pose to others. You should be able to answer the question yourself. Students will be responsible for 8 weeks of posting (no posting the week of the midterm and final). Each week students can receive up to a total of 2 points for your response (8 weeks x 2 point =16 points).

EXAMPLE: The reading by....discussed the way deficit thinking shapes....This explains why students...one example from the reading...in my experience this applies...one example of applying this concept to my own development or to children/adolescents I work with or have observed…

> *Question: How can we help educators build more effective communication with their students?*

Each weekly post will be graded on the following point system (0 = did not turn in the assignment, 1 = turned in the assignment but was missing the question, 250 words, and/or quality, 2=met the 250 word requirement, included a question, and high quality).

Lecture Attendance (10 pts): There will be 8 lectures held weekly on Wednesday. There will be no lectures the week of the Midterm and Final. Attendance at 8 lectures will count as 8 points toward your final grade. For week 5 and week 10, there will be no lectures but everyone will receive 2 points (8 lectures x 1 pt each + 2 points add up in week 5 & 10 = 10 points).

Grading	
Midterm	25 points
Final	25 points
Sections	24 points
Discussion Questions	16 points

Lecture Attendance	10 points

Week #1: October 1
1. Introduction and Development
Readings:
- Hammond, Z. (2021). Liberatory education: Integrating the science of learning and culturally responsive practice. *American Educator*, *45*(2), 4.
- Video: Bronfenbrenner

Week #2: October 8
2. The Damage of Deficit Thinking
Readings:
- Bertrand, M., & Marsh, J. (2021). How data-driven reform can drive deficit thinking. *Phi Delta Kappan*, *102*(8), 35-39.
- Davis, L. P., & Museus, S. D. (2019). What is deficit thinking? An analysis of conceptualizations of deficit thinking and implications for scholarly research. *NCID Currents*, *1*(1).

Week #3: October 15
3. Asset Based Pedagogy
Readings:
- Flint, A. S., & Jaggers, W. (2021). You matter here: The impact of asset-based pedagogies on learning. *Theory Into Practice*, *60*(3), 254-264.
- Zacarian, D., Alvarez-Ortiz, L., & Haynes, J. (2020). Meeting student trauma with an asset-based approach. *Educational Leadership*, *78*(2), 69-73.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- An Asset-Based Approach to Instruction and Assessment (only need to read the first this piece)

Week #4: October 22
4. Ecosystems
Readings:
- Sevilla, P. C., & Malone, H. L. S. (2024). "We're not fully us without our languages": multilingual latina educators and raciolinguistic ideological clarity. Race Ethnicity and Education, 1-17.
- Salmerón, C., Batista-Morales, N., & Valenzuela, A. (2021). Translanguaging Pedagogy as an Enactment of Authentic Cariño and an Antidote to Subtractive Schooling. *Association of Mexican American Educators Journal*, *15*(3), 30-46.

Week #5: October 29
5. MIDTERM - NO SECTION THIS WEEK

Assignment: In-class Midterm

Week #6: November 5
6. Teacher Expectations
Readings:

- Groess. S. (2022). Unconditional Belief.
- Muntoni, F., & Retelsdorf, J. (2018). Gender-specific teacher expectations in reading—The role of teachers' gender stereotypes. *Contemporary Educational Psychology*, *54*, 212-220.
- Benson, J. (2016). The power of positive regard. *Educational Leadership*, *73*(9), 22-26.

Week #7: November 12
7. Social and Emotional Learning
Readings:

- Soland, J., Rimm Kaufman, S. E., Kuhfeld, M., & Ventura Abbas, N. (2022). Empirical benchmarks for changes in social and emotional skills over time. *Child Development*.
- CASEL'S SEL FRAMEWORK: What Are the Core Competence Areas and Where Are They Promoted?
- Brown, A. (2022). Unpacking SEL: How to Lean into What Matter**s.**
- The Power of Effective Praise: A Guide for Teachers

Week #8: November 19
8. Rigor
Readings:

- Lee, A. (2022). Reframing Rigor.
- Fisher, D., & Frey, N. (2012). Making Time for Feedback. *Educational Leadership*, *70*(1), 42-47.
  Making Time for Feedback

Week #9: November 26
9. Masbloom
Readings:

- Lee, A. (2022). Masbloom in Practice
- McLeod, S. (2018). Maslow's hierarchy of needs. *Simply Psychology*, *1*(1-18).
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into practice*, *41*(4), 212-218.
- Complete Curriculum

Week #10: December 3
Readings:
10. Prosperity for All Students

- Jones, L. (2022). Behavior "Management".
- * Milner IV, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2018).

" These kids are out of control": Why we must reimagine" classroom management" for

equity. Corwin Press.

Required:

Academic integrity

It is expected that students attending the University of California understand and subscribe to the ideal of academic integrity, and are willing to bear individual responsibility for their work. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action.

Using or attempting to use materials, information, study aids, or commercial "research" services not authorized by the instructor of the course constitutes cheating. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited.

Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged.

Individual Differences and Accommodations

UCSB is committed to providing reasonable academic accommodations to students with disabilities (http://www.ada.ucsb.edu). If you anticipate experiencing difficulty in this course for any reason, please consult with the instructor. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact the Disabled Students Program as soon as possible. Any student wishing to receive accommodations for a verified disability should request academic accommodations through the Disabled Students Program (http://dsp.sa.ucsb.edu, 893-2668) as soon as possible. These services are available to support you in your efforts to meet the course requirements:

• Campus Learning Assistance Service (893-3269, www.clas.ucsb.edu). CLAS helps students increase their mastery of course material through course-specific tutoring and academic skills development.

• Counseling Services (893-4411, www.counseling.ucsb.edu) offers counseling for personal concerns, self-help information and connections to off-campus mental health resources.

• Disabled Students Program (893-2668; www.sa.ucsb.edu/dsp). DSP provides academic support services to eligible students with temporary and permanent disabilities. Please inform the instructor if you require special classroom accommodations due to a disability. You must register with DSP prior to receiving these accommodations.

Religious Observances

UCSB is committed to providing reasonable academic accommodations to allow students observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances.

Copyright and Course Recording Policy

All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See http://policy.ucop.edu/doc/2710530/PACAOS100). Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. In addition, students and class visitors may not make audio or visual recordings of lectures, class discussions, or class presentations without the advance written consent of the instructor. Approved recordings are to be solely used for the purposes of individual or group study by students enrolled in the class. If the recordings are to be used in any other manner, including any form of reproduction or distribution on the Internet or any other media, then in addition to the advance written consent of the instructor, the person making the recording shall obtain written consent from any student whose words or likeness appear in the recording. Inherent within this policy, instructors recognize that they must take into consideration and make accommodations to students who require access to course materials in compliance with the University's obligations under the Americans with Disabilities Act (ADA).

Discrimination and Sexual Harassment

As a faculty member, I am required to report discrimination, sexual harassment, or sexual violence involving students. All UC employees including faculty and supervisors (except those specifically identified as confidential employees) are required to notify the Title IX office if anyone in the University community brings information about, or an employee becomes aware of, a possible incident of discrimination, sexual violence, or sexual harassment. Such reports are not confidential and all parties must be named.

The Title IX Compliance and Sexual Harassment Policy Compliance Office (TIX/SHPC) provides assistance in preventing and resolving & investigating complaints of sexual harassment/sexual violence and gender discrimination. It is also illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. http://www.oeosh.ucsb.edu/ If you believe you may be experiencing discrimination, exclusion from or denial of benefits of any program at UCSB, on the basis of your sex, gender or gender presentation, the TIX/SHPC is available to receive and respond to your complaint. **If you would like confidential support**, the CARE: Campus Advocacy, Resources, and Education

program can provide confidential emotional support, connect you with medical care, give you options for filing a report, help you understand your legal rights, facilitate housing needs, and connect survivors to campus and community funding sources. Resources can be found at: http://sexualviolence.ucsb.edu/get.help/

Distressed Students

UCSB is committed to providing a quality learning environment for its students. It is not uncommon for students to encounter emotional and mentally stressful challenges over the course of their studies. Sometimes these challenges are sufficiently acute that they deserve the attention of professionals trained to provide referral or direct health services. The Student Mental Health Coordination Services (SMHCS) office is a user friendly, single point of contact for our campus community to report concerns about students in distress or a student distressing others. As the department that collects all information regarding distressed student concerns, SMHCS provides coordination of care, interventions, social support, and follow-up services from a network of campus resources. The SMHCS office provides a comprehensive Distressed Students Guide found on the Internet at http://www.sa.ucsb.edu/responding-to-distressed-students/welcome and can be contacted by phone at 893-3030 during regular work hours or at 893-4411 (after hours).