

ABOUT THE AFFORDABLE LEARNING RESOURCE

Resource Title, Resource Author and Resource Link:

Week 2 - Asynchronous

Readings

- **Required - Seminal Theoretical Reading - Behaviorism:** [Moore, J. \(2011\). Behaviorism. The Psychological Record, 61\(3\), 449–463.](#)
- **Choose One - Supplemental/Comparative Readings:**
 - **Theoretical Counterpoint - Motivation:** [Deci, E. L., & Ryan, R. M. \(2000\). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11\(4\), 227–268.](#)
 - **Theoretical Expansion-Investment:** [Norton, B. \(1995\). Social Identity, Investment, and Language Learning. *Tesol quarterly*, 29\(1\), 9-31.](#)

Optional- Application Reading:

- **Applied-Investment (empirical):** [Babino, A., & Stewart, M. A. \(2017\). “I like English better”: Latino dual language students’ investment in Spanish, English, and bilingualism. *Journal of Latinos and Education*, 16\(1\), 18-29.](#)

Week 4 - Asynchronous

Readings

- **Required - Seminal Theoretical Reading - Social Cognitive Theory:** [Bandura, A. \(2001\). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52\(1\), 1-26.](#)
- **Choose One - Supplemental/Comparative Readings:**
 - **Theoretical Counterpoint - Cognitive Development:** [Piaget, J. \(1964\). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2\(3\), 176–186.](#)
 - **Theoretical Expansion - Motivation & Development:** [Dweck, C. S. \(2017\). From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development. *Psychological review*, 124\(6\), 689.](#)

Optional- Application Readings:

- **Early Childhood/Whole Child Development:** [Darling-Hammond, L., et al. \(2020\). *Implications for Educational Practice of the Science of Learning and Development*.](#)
- **Science/Social Cognitive Theory:** [Britner, S. L., & Pajares, F. \(2006\). Sources of science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching*, 43\(5\), 485–499.](#)

Week 6 - Asynchronous

Readings

- **Required - Seminal Theoretical Reading - Cognitive Load Theory:** [Sweller, J., van Merriënboer, J. J. G., & Paas, F. \(2019\). Cognitive Architecture and Instructional Design: 20 Years Later. *Educational Psychology Review*, 31\(2\), 261–292.](#)
- **Choose One - Supplemental/Comparative Readings:**
 - **Theoretical Expansion - Cognitive Load & Motivation:** [Evans, P., Vansteenkiste, M., Parker, P., Kingsford-Smith, A., & Zhou, S. \(2024\). Cognitive load theory and its relationships with motivation: A self-determination theory perspective. *Educational Psychology Review*, 36\(1\), 7.](#)
 - **Theoretical Counterpoint - Instructional Guidance:** [Kirschner, P. A., Sweller, J., & Clark, R. E. \(2006\). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, 41\(2\), 75–86.](#)

Optional- Application Reading:

- **Multimedia & Instructional Design:** [Mayer, R. E., & Moreno, R. \(2003\). Nine Ways to Reduce Cognitive Load in Multimedia Learning. *Educational Psychologist*, 38\(1\), 43–52.](#)

Week 8 - Asynchronous

Readings

- **Required - Seminal Theoretical Reading - Information Processing:** [Miller, G. A. \(1956\). The magical number seven, plus or minus two: some limits on our capacity for processing information. *Psychological Review*, 63\(2\), 81–97.](#)
- **Choose One - Supplemental/Comparative Readings:**
 - **Instructional Application - Memory & Instruction:** [Rosenshine, B. \(2012\). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, 36\(1\), 12–39.](#)
 - **Research Application - Mathematical Problem Solving:** [Pratiwi, E., Nusantara, T., Susiswo, S., Muksar, M., & Subanji, S. \(2019\). Characteristics of students' cognitive conflict in solving a problem based on information processing theory. *International Journal of Learning, Teaching and Educational Research*, 18\(2\), 76–88.](#)

Week 10 - Asynchronous

Readings

- **Required - Seminal Theoretical Reading - Constructivism:** [Piaget, J. \(1964\). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2\(3\), 176–186.](#)
- **Choose One - Supplemental/Comparative Readings:**
 - **Theoretical Deep Dive - ZPD, Intersubjectivity & Mediation:** [Wertsch, J. V. \(1984\). The zone of proximal development: Some conceptual issues.](#)

- **Applied Expansion - ZPD & Scaffolding:** [Fani, T., & Ghaemi, F. \(2011\). Implications of Vygotsky's zone of proximal development \(ZPD\) in teacher education: ZPTD and self-scaffolding. *Procedia-Social and Behavioral Sciences*, 29, 1549-1554.](#)

Optional- Application Reading:

- **Elementary Education:** [Chand, S. P. \(2025\). Challenges in implementing constructivist approaches: exploring teachers' experiences in Fijian primary school classrooms. *Australian Educational Researcher*, 52\(5\), 3631–3655.](#)

Week 12 - Asynchronous

Readings

- **Required - Seminal Theoretical Reading - Sociocultural Perspective:** [Rogoff, B., Dahl, A., & Callanan, M. \(2018\). The importance of understanding children's lived experience. *Developmental Review*, 50, 5-15.](#)
- **Choose One - Supplemental/Comparative Readings:**
 - **Theoretical Expansion - Identity & Sociocultural Theory:** [Nasir, N. S., & Hand, V. M. \(2006\). Exploring sociocultural perspectives on race, culture, and learning. *Review of Educational Research*, 76\(4\), 449–475.](#)
 - **Comparative Perspective - Humanistic Education:** [Feigenbaum, K. D. \(2024\). A critique of Abraham Maslow and Carl Rogers as educators. *Journal of Humanistic Psychology*, 64\(1\).](#)

Optional- Application Readings:

- **Raciolinguistics, Multilingualism & Disability:** [Cioè-Peña, M. \(2021\). Raciolinguistics and the education of emergent bilinguals labeled as disabled. *The Urban Review*, 53\(3\), 443-469.](#)
- **Family Perspectives, Bilingualism & Disability:** [Cioè-Peña, M. \(2020\). Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers. *Bilingual Research Journal*, 43\(3\), 253-266.](#)
- **Mathematics Identity:** [Mastrup, K. L., & Ambrose, R. \(2024\). Preservice Teachers' Developing Positive Identities Towards Mathematics. *The Journal of Teacher Action Research*, 11\(1\).](#)

Week 15 - Asynchronous

Readings

- **Required - Main Theoretical Reading - Situated Learning:** [Zaffini, E. J. \(2018\). Communities of practice and legitimate peripheral participation: A literature review. *Update: Applications of Research in Music Education*, 36\(3\), 38–43.](#)
- **Choose One - Supplemental/Comparative Readings:**
 - **Applied — Physical Education:** [Kirk, D., & Kinchin, G. \(2003\). Situated learning as a theoretical framework for sport education. *European Physical Education Review*, 9\(3\), 221–235.](#)
 - **Applied — Teacher Professional Learning:** [Cuddapah, J. L., & Clayton, C. D. \(2011\). Using Wenger's communities of practice to explore a new teacher cohort. *Journal of Teacher Education*, 62\(1\), 62–75.](#)

SKIM- Preparing for Our Final Seminar - Critical Race Theory in Education: [Tate, W. F. \(1997\). Critical Race Theory and Education: History, Theory, and Implications. *Review of Research in Education*, 22, 195–247.](#)

Copyright Year: Varies by reading; the Fall 2026 collection includes foundational and contemporary scholarship published from 1956 to 2025. See reading list provided above.

Publisher: Varies by reading and includes peer-reviewed journals and scholarly publishers; access is provided through CSUMB Library subscriptions and open web sources. See reading list provided above.