

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Summer 2014
Discipline: Educational Instructional Services
EDIS 3600: Experiential Education
Upper Division
Faculty Name: Dan Garvey
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None.

COURSE DESCRIPTION

Beginning with the works of the great American philosopher John Dewey we will learn how experiential learning is practiced in the countries we visit. Two examples of experiential education we will critique are the “folkschool “ movement in Scandinavia and the relatively recent Russian experiential education emphasis that is seen as necessary to reform education from a pedagogy that had previously been based upon a totalitarian educational approach. In addition, our “voyage of discovery” provides us with an opportunity to examine the ways that experiencing different counties as we travel influences our understanding of our own learning.

COURSE OBJECTIVES

Help students understand the history and philosophy of experiential education and how “learning by doing” is being practiced in different countries. Students will learn some of the strengths and weaknesses of experiential learning both within and outside the classroom. Specific emphasis will be placed on the application of experiential education to address the unique needs of learners. By enrolling in this class students will be part of a highly participatory classroom modeled on the best elements experiential practice.

REQUIRED TEXTBOOKS

AUTHOR: John Dewey
TITLE: Experience and Education
PUBLISHER: Kappa Delta Pi (Touchstone edition)
ISBN #:978-0-684-83828-1
DATE/EDITION: 1997 or most current

AUTHOR: Warren, K., Sakofs, M., & Hunt, J.,
TITLE: The Theory of Experiential Education
PUBLISHER: Kendall/Hunt
ISBN #:0-7872-0262-2
DATE/EDITION: most recent

TOPICAL OUTLINE OF COURSE

All class sessions will be organized to answer a relevant question(s)

(The assigned reading from The Theory of Experiential Education will be selected as the culture and needs of the class emerge throughout the voyage. By the end of the voyage students will have read and become familiar with the entire text)

June 16: Depart Southampton

June 17: Orientation

**C1-June 18: Course Intro. , Creation of the class culture
Assignment: Dewey pgs. 1-30**

**C2- June 19: What is experiential education?
Reading assignment: The Theory of Experiential Education, What is Experiential Education, (Chapman, McPhee & Proudman)**

**C3- June 20: How can we maximize our learning while on this voyage by careful use of experiences?
Introduction of the education guide.**

June 21-24: Lisbon

C4- June 25: Student presentations and discussions about educational practices in Lisbon?

**C5- June 26: What is the history of experiential education?
Reading Assignment: The Theory of Experiential Education, The Historical Roots of Experiential Education, (Breunig)**

June 27-30: Bilbao

C6- July 1: Student presentations and discussions about educational practices in Bilbao

**C7- July 2: Are traditional education and experiential education in conflict or are they complementary?
Reading Assignment: The Theory of Experiential Education, Learning on the edge: Can Experiential Education Contribute to Educational Reform? (Lindsay & Ewert)**

**C8- July 3: What role are in-port experiences playing in your learning while on this voyage?
Reading Assignment: The Theory of Experiential Education, Beyond Book Learning:**

Cultivating the Pedagogy of Experience Through Field Trips, (Jakubowski)

July 4-7: Glasgow

C9- July 8: Student presentations and discussions about educational practices in Glasgow

C10-July 9: Who was Kurt Hahn and why is he important to experiential education?

Reading Assignment: The Theory of Experiential Education, Sketch of a Moving Spirit: Kurt Hahn, (James)

July 10-13: Dublin

C11- July 14: Student presentations and discussions about educational practices in Dublin?

C12- July 15: Are educational improvement strategies influenced by the socio-economic class of students?

Reading assignment: Dewey, pgs. 31-60

C13- July 16: How do “other nations” influence educational practices in another country?

July 17-20: Bergen and Oslo

C14- July 21: Student presentations and discussions about educational practices in Bergen and Oslo

C15- July 23: What is the “folkschool” movement in Scandinavia?

Reading Assignment: The Theory of Experiential Education, Forming Knowledge: Constructivists Learning and Experiential Education, (DeLay)

July 24-28: St. Petersburg

C16- July 29: Student presentations and discussions about educational practices in St. Petersburg

C17- July 30: Why is V.P. Vachterov an important educational theorist?

Reading Assignment: Hand-out

July 31- August 3: Stockholm

C18- August 4 Student presentations and discussions about educational practices in Stockholm

C19- August 5 Do men and women learn differently?

Reading assignment: Dewey, pgs. 61-90

August 6-9: Helsinki

C20- August 10 Student presentations and discussions about educational practices in Helsinki

C21- August 11 Are all experiences equally educational or is there a mis-educative possibility?

Reading Assignment: The Theory of Experiential Education, Programming the Transfer of Learning, (Gass)

August 12-15: Gdansk

C22- August 16 Student presentations and discussions about educational practices in Gdansk

C23- August 17 What themes and deeper understanding about experiential learning have emerged from our voyage?

Reading Assignment: The Theory of Experiential Education, The Design of Intellectual Experience, (Finkel & Monk)

C24- August 19: Final Exams

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

I would like to set-up four field labs during the voyage. This will allow a smaller number of students to accompany me during the lab. Each lab will be a visit to a school or educational program. Students will get acquainted with the educational philosophy and pedagogy at each visit. Since most public schools will be on summer holiday we will attempt to line-up in port experts who are familiar with local education practices.

FIELD ASSIGNMENTS

- Students will be expected to develop questions prior to the lab and write a reflection paper following the experience. In addition to the organized field labs every student is expected to complete the educational guide questions for five (5) ports.

METHODS OF EVALUATION / GRADING RUBRIC

20% field work- Attend two field labs and complete educational guide questions for 5 ports.

40% class preparation and participation- Students will report on their in-port experiences and share in class instruction.

40% final paper- Compare and contrast one of the educational systems you learned about during your voyage with your own educational experience. (5-10 pg.)

RESERVE LIBRARY LIST

AUTHOR: Steely, H. Ned
TITLE: Experiential Activities for Intercultural Learning
PUBLISHER: Intercultural Press
ISBN #:1-877864-33-1
DATE/EDITION: most recent

ELECTRONIC COURSE MATERIALS

ADDITIONAL RESOURCES

I will give each student a disk that will contain the education guide questions. I will ask the students to submit their written assignments via this disk thus eliminating the need for internet on the ship.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."