

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2020
Discipline: Education
Course Number and Title: EDUC 320 Educational Psychology
Division: Upper
Faculty Name: Gene W. Gloeckner
Semester Credit Hours: 3
Meeting Time: A day, 1710-1830 in Lastinger Union Starboard Forward

Prerequisites: None

COURSE DESCRIPTION

Understanding the learning process is important for students to develop as learners and teachers to effectively facilitate the learning process. This course combines basic principles of learning theory and human adolescent development with effective teaching strategies and classroom management skills. To thoroughly understand the various concepts we will examine our own learning, explore the principles of educational psychology, and focus on how to effectively apply the concepts and strategies to the classroom. Topics covered in Educational Psychology include:

- the psychological conditions of classroom learning and teaching;
- an introduction into the research methods used in psychological and educational research;
- a beginning awareness of how to interpret statistics within Ed Psych articles;
- an introduction to informal fallacies and practices helping us avoid illogical thought practices;
- understanding the needs of exceptional and diverse children in the classroom;
- focus on diversity issues related to the perception of the learner;
- student motivation for learning;
- cognition and understanding;
- complex processes of learning;
- memory and issues related to learning development;
- linguistic, social, personal, and cognitive issues related to teaching and learning;
- a thorough exploration of theory and application combine for connection between learners and classrooms;
- an introduction into unique teaching strategies used around the world;
- an overview and reflection of public educational systems at each country visited as part of SAS;

- an introduction to a better understanding of diversity issues and how those issues impact a teacher's ability to be effective in the classroom.

Inclusion:

In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs, and values expressed by students and staff involved in this course. We support Colorado State University and Semester at Sea, in their commitment to diversity, equity, and inclusion. We welcome students of all ages, backgrounds, citizenships, disabilities, sexes, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

LEARNING OBJECTIVES

Participants of this course will be able to:

- Investigate various theories of cognition through the examination of the assumptions of cognitive development with specific attention paid to Vygotsky and Piaget.
- Better understanding of your own beliefs around the psychology of teaching and learning through reflections on the strategies you employ throughout your academic career so far with attention paid to what has led to success in your learning.
- Obtain a realization of how you can apply concepts of educational psychology to how you learn or how you would teach.
- Explore motivations and realities of each country visited at SAS related to K-16 academics.
- Connect educational psychology to classroom activities and teaching practices.
- Recognize how Educational Psychology, different country's educational systems, even different family backgrounds bias the ability of various students to learn and how these biases can unfairly reflect on various diverse populations, identities, or national origins.
- Assist those in the class to develop a basic understanding of Educational Psychology research techniques and to be able to analyze educational research articles use of research methods, statistics, and misuse of informal fallacies to help you utilize teaching and learning techniques supported by research and logic.

REQUIRED TEXTBOOKS

AUTHORS: Jeanne E. Ormrod, University of Northern Colorado
Eric M. Anderman, The Ohio State University

Lynley H. Anderman, The Ohio State University

TITLE: Educational Psychology: Developing Learners
PUBLISHER: Pearson
ISBN 9780135206478, Electronic version is preferred
DATE/EDITION: 2020/10th Edition

TOPICAL OUTLINE OF COURSE

Due to the nature of this class there may be changes in actual dates. We will follow the Ship Schedule as posted. These are approximate dates.

Depart San Diego California – January 5

A1—January 6:

Overview of class
Introduction of Classmates
Introduction of Syllabus
Review Journal Guidelines and Procedures

Assignment Read: Chapter 1: *Teaching and Educational Psychology*, and complete Chapter one worksheet #1.

Begin Journal with an example of where a formal educational experience influenced you.

A2—January 8:

Introduction of students, syllabus, and fallacies
Reflect upon Journal Entries
Different Research Methods:
 Qualitative
 Quantitative
 Mixed Methods

Overview of Teaching and Educational Psychology
How to interpret statistics within articles
Introduction to informal fallacies

Assignments: Read an assigned research articles and complete a worksheet #2.
 Select an informal fallacy and how you have seen that fallacy used to harm worksheet #3.

A3—January 10:

Overview of Learning Development - Piaget's theory of cognitive develop
Group activity related to research article
More on knowing quality research and informal fallacies
Understanding of various levels of theory

Assignment: Read Chapter 2, *Cognitive and Linguistic Development*, complete worksheet #4 on Chapter 2

Honolulu, Hawaii – January 12

A4—January 14:

Reflections on Hawaii related to education; Reflections on journaling.

Learning Development - Vygotsky's theory of cognitive development; Discussion

Introduction to Personal and Social Development

Assignment: Read Chapter 3: *Personal and Social Development* and complete worksheet #5 for Chapter 3

Read Appendix A

January 16—International Date Line crossing (Lost Day)

A5—January 17:

Group activity on personal and social development

Measuring personality and other personal traits, how do we do it?

The Big Five and other psychological measurements

Assignment: Read Chapter 4: *Group Differences* and complete reading worksheet #6.

Take and calculate your score on the your "stress" level as an example of measuring psychological constructs.

Study Day (No Class) – January 19

A6—January 20:

More on Personal and Social Development – Personality traits

Discuss how Japanese educational system might influence lessons from Chapter 4 on *Group Differences*.

Test 1 on Chapters 1-4, research methods, and measuring constructs

Read article and watch video on Japanese Educational System

Read Chapter 5: *Individual Differences and Special Education Needs*

A7—January 22:

Sense of self and interpersonal relationships

Language Development

English language learners and second language learners

Review Test 1

Discuss Japan's Educational System

Assignment: Read Chapter 6: *Learning, Cognition, and Memory* and complete reading worksheet #7.

Watch video on Japanese Educational system

Please pay close attention to Chapter 6 and the section on technology. Think about how the technology used in Japan might influence your education; add this reflection to your journaling during your time in Japan.

Kobe, Japan — January 24-28

A8—January 29:

Reflections on time in Japan related to education, learning, and sections of your reading in Chapter 6

View video on Chinese Educational System

Assignment: Read Chapter 7: *Complex Cognitive Processes* and complete worksheet # 8 on chapter 7.

Shanghai, China — January 31 - February 5

A9 – February 6:

Reflections on China

Tie Chinese language, and educational history into Chapter 6 and the complex cognitive processes needed to deal with their language.

Assignment: Review chapters 1-7

Watch Viet Nam educational system video and read article on Viet Nam

A10—February 8:

Overview of educational system in Viet Nam

Test 2 on chapters 1-7, with focus on chapters 4 through 7.

Assignment: Read chapter 8: *Learning and Cognition in Context* and complete review sheet #9.

Ho Chi Minh City, Viet Nam Feb 10-15

A11—February 16:

Reflect on Viet Nam experiences related to teaching and learning

Guest speakers on Malaysian Field Trip and Malaysian's Educational System

Case Study from Chapter 8

Visiting Professors Dr. Kahirol and Dr. NorLisa

Assignment: Review Chapter 8 and read Chapter 9: *Behaviorist Views of Learning*.

Keep Journal Up to Date during Community Day and Malaysian time.

Community Day/Study Day (No Class) — February 17

Think about reading in chapter 9 on *Behaviorist Views of Learning* and reflect on community day activities and ties to behaviorism. Continue to think about the lessons in chapter 9 as you visit Malaysia and pull together

Port Klang/Kuala Lumpur Malaysia – February 19-24

18th Field Day: Visit School a Malaysian School System and other highlights in the area

A12–February 25

Reflect on Field Day and other Malaysian experiences related to teaching and learning
Reviewing Malaysian Case Study provided by Dr. Kahirol and Dr. Nor Lisa
Catch-up and reflection day.

Assignment: Complete Case Study Evaluation
View Special needs in India video

A13– February 27:

Special needs, special education, and inclusion –
Video on Special Needs in India

Assignment: Read Chapter 10: *Social Cognitive Views of Learning* and complete Chapter worksheet. #10.

Cochin, India – February 29 – March 5

A14–March 6:

Reflections of lessons from India related to how we learn and teach
Tie Chapter 10 into your experiences in India.

Study Day (No Class) – March 8

A15–March 9:

Educational System in Mauritius, highlights
Exam 3

Assignment: Take a break, no formal assignment; just keep up your Ed Psych Journaling.

Port Louis, Mauritius– March 11

A16–March 12:

Reflections on Mauritius and interaction with all we have learned so far in Ed Psych.

Assignment: Read Chapter 11: *Motivation and Affect*, complete Chapter 11 review sheet (review sheet # 11) with personal reflections on Motivation and Affect, as it has related to your learning on this voyage and in the broader context of your life.

A17–March 14:

Reviewing motivation and affect and research on motivation

Assignment: View Video on Educational System in South Africa

Read Chapter 12: *Instructional Strategies* and complete favorite strategies worksheet.

A18–March 16:

Overview of Educational Systems in Africa

What strategies have we used? How could I have integrated more strategies? What strategies do we need to try before the end of the voyage? What do you think about going around the world to learn about educational systems?

Gaming as a teaching tool

Review teaching strategies used to date and the effectiveness or not for you as a group.

Assignment: Read chapter 13: *Creating a Productive Learning Environment* and complete chapter 13 worksheet #12.

Keep up with journal during your time in South Africa, especially as it relates to Chapter 13.

Cape Town, South Africa – March 18-23

A19–March 24:

Lessons from time in South Africa related to teaching and learning

Tie in reading from chapter 13 to your experience in South Africa.

Read Chapter 14: *Classroom Assessment Strategies that Promote Learning* and complete review sheet #13.

A20–March 27:

Discussions around our assessments, other assessments on board, in your experiences?

Assessments and issues related to diversity, equity, and inclusion

A little about statistics and the normal curve and other myths.

Newer assessment techniques (e.g. SAT, ACT, GRE, etc.)

Assignment: Read Chapter 15: *Summarizing Students' Achievements and Abilities* and complete chapter 15 reading and complete review sheet #14.

Watch Ghana Educational System Video

A21–March 29:

Overview of Ghana educational system

More on assessment techniques

Assignment: Keep up with journal and submit final paper/presentation/document/video proposal.

Tema and Takoradi, Ghana – March 30-April 3

A22–April 5:

Reflections on Ghana and lessons on education

Catch up day

Assignment: Write and submit two questions to be used (or at least considered) for our last test. Questions due by April 7th. Review sheet # 15 is proposed questions.

A23—April 7:

Review of entire text and course.

Reflections

What now? What is in your future?

Assignment: View video on Morocco educational system

Review text, handouts, articles and other items used in class.

A24— April 9:

Oral Exam 4: Student take summary test- Review of key points throughout the class

Casablanca, Morocco – April 11-14

April 15- Study Day (No class)

A25—April 16:

Reflections of Morocco's educational system

Reflections of SAS

Reflections of EDUC 320

Evaluations

Final Papers Due

Amsterdam— April 20

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries. Our Spring 2020 field work will be in Malaysia.

Field Class & Assignment

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

The field class for this course is on **Wednesday, 19 February in Port Klang/Kuala Lumpur, Malaysia.**

Title: The Psychology of Education and Learning: Examples in Malaysia

Visit at least one school in Malaysia. Part of the day will be visiting a school that has been identified as one of Malaysia's top schools.

Objectives:

Participants in the field study will be able to:

- Demonstrate list various concepts related to Malaysian Educational system
- Reflect on their individual learning associated with the learning process in the Malaysian educational system.
- Discuss the relationship between elementary to university level education.

Independent Field Assignments

Reflections and experiences from the field classes and visits will be incorporated a reflection paper completed from data from Daily Journal Entries.

METHODS OF EVALUATION

Total Points

- | | |
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| 1. Worksheets – Fifteen reading review sheets @ 10pts each: | 150 |
| 2. Case Study Presentations –
In small groups, facilitate a lesson/discussion on one of the case studies presented in the text. | 25 |
| 3. Content presentation –
Each student or team will present a short (ten-minute max) presentation on a piece of content in the text. You are encouraged to use a unique teaching strategy as discussed early in the class (e.g. gaming, cooperative learning, moral development, inductive thinking, concept attainment, jigsaw, Thelen's group investigation, etc.). Explanation of a variety of unique teaching strategies will be available through the ship library. You can do these in pairs with instructor permission. | 25 |
| 4. Personal Learning and Cognition Reflection "Blog" or Journal (final assessment) –
Journal plus paper a paper between 10-15 pages that summarizes your learning and ties the topics below to you, the voyage, and your learning and teaching goals. The key to this assignment is to discuss possibilities with the instructor for approval. Some have done videos, papers, technically expanded journals (with video links), do what will remain beneficial to you after our voyage. Reflection of your personal learning experiences throughout your academic career (consider the units we have covered throughout this semester): | 400 |
- Motivation
 - Inclusion
 - Personal and social development
 - Memory

- Diverse populations
- Cognitive development
- Cognitive processes
- Statistics miss use
- Informal fallacies

5. Field Class Journaling and Reflection (Poster, Paper, Infographic, Presentation) – 200
Malaysia

- Provide a description of the learning experience.
- Describe the leaning strategies utilized.
- Reflect on the cognitive processes while participating in the experience.
- Explain the use of inclusive practices and accommodations for diverse populations.
- How might you improve the experience for increased retention?

6. Four tests – at 50 points each 200

Total Possible Points 1000

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

None

ELECTRONIC COURSE MATERIALS

A variety of articles, teaching strategy handouts, and assorted videos are available on the Intranet server. However, our primary source for this class is the over 800 pages of our Educational Psychology Text book. Videos will be presented in class. Other reserved materials will be assigned as needed.

ADDITIONAL RESOURCES

None