

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

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| Voyage: | Spring 2019 |
| Discipline: | Education |
| Course Number and Title: | EDUC 320 Educational Psychology |
| Division: | Upper |
| Faculty Name: | Kelly McKenna |
| Semester Credit Hours: | 3 |

Prerequisites: None

Meeting: A days, 1530-1650 in Kino

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; understanding the needs of exceptional and diverse children in the classroom; student motivation for learning; cognition and understanding; complex processes of learning; memory; and development, including linguistic, social, personal, and cognitive. A thorough exploration of theory and application combine for connection between learners and classrooms.

LEARNING OBJECTIVES

Participants of this course will be able to:

- Investigate various theories of cognition
 - Examine the assumptions of cognitive development with specific attention paid to Vygotsky and Piaget.
- Better understand their own learning
 - Reflect on the strategies they've employed throughout their academic careers with attention paid to what has led to success in their learning.
 - Apply concepts of educational psychology to learning.
- Explore motivation in K-16 academics
- Connect educational psychology to the classroom and teaching practices
 - Recognize how this information can be applied in the classroom and to diverse populations.

REQUIRED TEXTBOOKS

AUTHOR: Jeanne E. Omrod
TITLE: Educational Psychology
PUBLISHER: Pearson
ISBN #: 9780134442303
DATE/EDITION: 2017/9th edition

TOPICAL OUTLINE OF COURSE

Classes will meet for 80 minutes every other day at sea, with 25 class meetings in total, including the final exam day.

Depart Ensenada, Mexico – January 5

A1–January 7:

Educational psychology in teaching
Chapter 1

A2–January 9:

Learning Development - Piaget's theory of cognitive develop
Chapter 2

A3–January 11:

Learning Development - Vygotsky's theory of cognitive development
Chapter 2

Honolulu, Hawaii – January 12

A4–January 14:

Cognition case study

January 16–International Date Line crossing (Lost Day)

A5–January 17:

Language Development
English language learners and second language learners

Study Day (No Class) – January 19

A6–January 20:

Personal and Social Development – Personality traits
Chapter 3

A7–January 22:

Sense of self and interpersonal relationships

Chapter 3

Kobe, Japan – January 24-28

A8—January 29:

Morality development

Chapter 3

Shanghai, China – January 31 - February 1

In-Transit – February 2-3

Hong Kong, SAR – February 4-5

A9—February 6:

Personal and social development case study

Ho Chi Minh City, Vietnam – February 8-13

A10—February 14:

Diversity

Chapter 4

Community Programming (No Class) – February 16

A11—February 17:

Students at risk

Chapter 4

Yangon, Myanmar – February 19-23

A12—February 24:

Diverse populations case study

A13— February 26:

Special needs, special education, and inclusion

Chapter 5

Cochin, India – February 28 - March 5

A14—March 6:

Intelligence Presentation

Community Programming (No Class) – March 7

A15—March 9:

Cognitive Difficulties Presentation

Port Louis, Mauritius – March 11

A16–March 12:

Social and Behavioral Problems Presentation

A17–March 14:

Cognitive Delays Presentation

A18–March 16:

Physical or Sensory Challenges Presentation

Cape Town, South Africa – March 18-23

A19–March 24:

Learning Cognition and Memory – Human memory model
Chapter 6

A20–March 26:

Long-term memory and working memory
Learning transfer
Chapter 6

A21–March 28:

Memory case study

Takoradi, Ghana – March 30 - April 1

Tema, Ghana – April 2-3

A22–April 4:

Learning strategies and metacognition
Chapter 7

A23–April 6:

Problem solving and critical thinking
Chapter 7

Study Day (No Class) – April 8

A24– April 9:

Complex cognitive processes case study
Personal Learning and Cognition Reflection Blog Due

Casablanca, Morocco – April 11-15

Field Class April 11 Communities Impact in Adolescent Development (Visit to Sidi Moumen Cultural Center)

Study Day (No Class) – April 16

A25–April 17: Final Exam

Presentation of Field Class Journaling and Reflections

Arrive Amsterdam, The Netherlands – April 21

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.

Field Class & Assignment

Field Class:

The field class for this course is on **Thursday, 11 April in Casablanca, Morocco.**

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.

Title:

Communities Impact in Adolescent Development (Visit to Sidi Moumen Cultural Center)

Description:

In this field class we will be touring Casablanca so that students can get the feel of Morocco's largest city and North Africa's largest port—its pockets of affluence, French architecture, business, commercial and residential districts, and prosperous downtown. After the city tour, students will travel to northwestern Casablanca to an impoverished area called Sidi Moumen. Sidi Moumen was made famous in the first decade of this century by being the home of the suicide bombers who killed 48 people in terrorist attacks in Casablanca and Marrakech. Students will have an opportunity to see for themselves the linkage between living in extreme poverty and terrorism, and also be able to witness the remarkable efforts of the Sidi Moumen Cultural Center. Founded in 2007 by Boubker Mazoz, the Sidi Moumen Cultural Center is dedicated to helping the city's marginalized, and mostly unemployed, youth improve their opportunities in life through educational, sports, and artistic programs. Sidi Moumen Cultural Center has a unique model of community organizing which uses the local talent of the neighborhood to run the programs, rather than importing privileged volunteers from outside the area. Students will be given a tour of the neighborhood, the local health clinic, and the

Center. Students will break into groups and will participate in a couple of different service projects. At the end of the day, we will be given some time to interact with some of the students at the Cultural Center. This Field Lab is designed to give student a hand's on experience of what it might be like to live in an urban impoverished area, and to experience the impact of effective community organizing on adolescent development.

Learning Objectives:

Participants in this field class will:

1. understand the connection between personal/social development and life experiences.
 2. recognize reasons some students may be considered "at risk".
 3. discover the importance of educational environments to change experiences of students.
 4. experience community organizing and its role in adolescent development based on the Sidi Moumen Cultural Center.
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Independent Field Assignments

Reflections and experiences from various field classes and port countries will be incorporated into the special needs projects.

In addition, learners will journal and reflect on their field class *Communities Impact in Adolescent Development* then present this reflection in the final of class. The presentation can be in a variety of formats, but will cover the learning experience, learning strategies, the community organizing model utilized by the center, inclusive practices etc.

METHODS OF EVALUATION

1. Unit Check-Ins – 15%

2. Case Study Presentations – 10%

In small groups, facilitate a lesson/discussion on one of the case studies presented in the text.

3. Special Needs Group Project – 20%

Choose one of the special needs populations and consider education in relation to the students in your home community and port countries visited. How do you teach diverse groups in the classroom? Include a comparison, consider each of your experiences. Present your teaching application to the class. This project can be completed using any method you consider appropriate for the material (PowerPoint, Video, Website, Games, VoiceThread, Interactive activities, Prezi etc.)

4. Personal Learning and Cognition Reflection "Blog"/ Vlog (final assessment) – 20%

Reflection of your personal learning experiences throughout your academic career (consider the units we've covered throughout this semester):

- Motivation
- Inclusion
- Personal and social development
- Memory
- Diverse populations
- Cognitive development
- Cognitive processes

5. Field Class Journaling and Reflection (Poster, Paper, Infographic, Presentation) – 20%

- Provide a description of the learning experience.
- Describe the leaning strategies utilized in the center.
- Reflect on the community learning model implemented by the center to elevate students beyond circumstance.
- Explain the use of inclusive practices and accommodations for diverse populations.
- How might you improve the experience for increased retention?

6. Field Assignment Participation and Engagement – 5%

7. Class Participation and Engagement – 10%

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

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

AUTHOR: Jeanne Ellis Ormrod, Eric M Anderman, Lynley Anderman,
JOURNAL/BOOK TITLE: Educational Psychology: Developing Learners with MyLab 9th edition
VOLUME: Access Card Package

ADDITIONAL RESOURCES

None