

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	Education
Course Number and Title:	EDUC 320 Educational Psychology
Division:	Upper
Faculty Name:	George Salembier
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

In today's complex, technology driven society educators around the globe are challenged as they seek to understand how to support and teach children and youth to learn to the best of their ability. In this course we will study the principles of various learning theories and seek to understand the learning process. We will focus on how students learn and how they are influenced by cultural and social contexts and norms.

We will examine the three main philosophical frameworks under which learning theories fall: behaviorism, cognitivism, and constructivism. In order to fully understand the various theories and the concepts associated with the learning process we will become aware and explore our own personal theory and style of learning – gaining a deeper understanding of our own backgrounds and the educational systems and classroom practices of the 11 countries we will visit during our voyage. Topics covered in Educational Psychology include: the psychological conditions of effective classroom practices, assessment, understanding the needs of exceptional and diverse children, student motivation, cognition and learning, memory, and child and adolescent development.

LEARNING OBJECTIVES

By the end of this course, you 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

Embarkation Day - January 5

1:

Overview of course

Introductions

Introduction of course norms, expectations, and requirements including Field Class and Comparative Experiential Project

Assignment: Read Chapter 1: Teaching and Educational Psychology and begin personal theory and learning profile. Complete journal posting #1.

2:

Review questions about course & requirements & sign-ups for case study presentations

Reflections & questions on posting #1

Overview of Chapter 1: Teaching and Educational Psychology

View video on culture, teaching, & pedagogy

Assignments: Read Chapter 2: Cognitive and Linguistic Development. Continue working on learning profile. Complete journal posting #2

3:

Overview of Learning Development - Piaget's Theory of Cognitive Development

Reflections and questions on posting #2

Case study activity

Assignments: Close Re-Read of Chapter 2 paying particular attention to Vygotsky's Theory of Cognitive Development. Continue working on learning profile. Complete journal posting #3

4:

Vygotsky's Theory of Cognitive Development

Reflections & questions on posting #3

Zone of Proximal Development Activity

Language Development & English Language Learners

Assignments: Read Chapter 3: Personal and Social Development. Continue working on learning profile. Complete journal posting #4

5:

Overview of Personal and Social Development

Reflections & questions on posting #4

Personality Activity

Assignments: Read Chapter 4: Group Differences. Continue working on learning profile. Complete journal posting #5.

6:

Overview of Cultural & Ethnic, Gender, and Socio-Economic Differences

Reflections on questions from posting #5

Case Study Activity

Assignments: Read Chapter 5: Individual Differences & Special Educational Needs.

Complete journal posting #6

7:

Overview of Individual Differences & Special Educational Needs

Reflections & questions on posting #6

Case Study Activity

Assignments: Read Chapter 6: Learning, Cognition, and Memory. Complete journal posting #7

8:

Introduction Review of Cognition, Learning, & Memory

Reflections & questions on posting #7

Memory Activity

Case Study Activity

Assignments: Read Chapter 7: Complex Cognitive Processes. Complete journal posting #8

9:

Introduction Review of Cognitive Processes

Reflections on questions from posting #8

Metacognitive Activity

Case Study Activity

Assignments: Read Chapter 8: Learning and Cognition in Context. Complete journal posting #9.

10:

Introduction and review of Cognition and Learning in Context (Part I)

Reflections & questions on posting #9

Case Study Activity

Assignments: ReRead Chapter 8: Learning and Cognition in Context. Complete journal posting #10.

11:

Introduction and review of Cognition and Learning in Context (Part II)

Reflections and questions on posting #10

Literacy & numeracy activity

Review Mid-term expectations

12:

Mid-Term

Assignments: Read Chapter 9: Behaviorist Views of Learning. Complete journal posting #11.

13:

Review Chapter 9 on Behaviorism

Reflections and questions on posting #11

Case Study Activity using A-B-C functional assessment analysis

Assignments: Read Chapter 10: Social Cognitive Views of Learning. Complete journal posting #12. Complete journal posting #12.

14:

Review Chapter on Social Cognition and Learning

Reflections on questions from posting #12

Modeling/self-efficacy activity

Assignments: Read Chapter 11: Motivation and Affect. Complete journal posting #13.

15:

Review Chapter on Motivation and Affect (Part I)

Reflections on questions from posting #13

Case study activity

16:

Motivation and Affect Activity (Part II)

Assignments: Read Chapter 12: Instructional Strategies. Complete journal posting #14.

17:

Review Chapter on Instructional Strategies with Case Study activity

Reflections of questions from posting #14

Assignments: Read Chapter 13: Creating a Productive Learning Environment. Complete journal posting #15.

18:

Review Chapter on Learning Environments

Reflections and questions on posting #15

Case Study & activity on addressing misbehaviors

19:

Introduction to Restorative Justice Practices and Discussion

Assignments: Read Chapter 14 Classroom Assessment Strategies That Promote Learning.

Complete journal posting #16

20:

Introduction & review chapter on Classroom Assessment

Reflections and questions on posting #16

Lesson Plan Presentations

Assignments: Read Chapter 15 Summarizing Students' Achievements and Abilities.

Complete journal posting #17.

21:

Review Chapter 15 on various forms of assessment

Reflections and questions on posting #17

Case study activity

Lesson Plan Presentations

22:

Reviewing core concepts of Educational Psychology

Revisit Personal theory and learning profile for final rewrite.

23:

Reviewing core concepts of Educational Psychology

Revisit Personal theory and learning profile for final rewrite

Comparative Experiential Project Presentations

24:

Comparative Experiential Project Presentations

25:

Sharing Personal Learning Profiles

Disembarkation Day 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 a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

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 20% of the contact hours for each course.

Outcomes: Visit and interview/observe a variety of university & community-based teacher-preparation programs/staff and their respective primary and secondary level partnership schools/staff where student teaching takes place. Specific emphasis will be placed on connecting previous course content learned and observing/discussing at the field site and after we are back from the port stay the learning/pedagogical theories, rationales, and practices teachers use with students inside their classrooms.

- 1) Learn about and compare a variety of learning pedagogies/practices observed at a university teacher education program and local community public or international school.
- 2) Understand and reflect upon how schools, school administrators, and teachers in the port city and country address and support the diverse needs of students from lower socio-economic, ethnic, disability, and cultural/language backgrounds.

Types of Activities:

- a.) visitation to a local university with teacher preparation program. Interviews and meetings with faculty and university students. Observations of pedagogical seminars/classes being taught.
- b.) visitation to a local port-city primary or secondary public or international school(s) where student teachers are in practicum experiences. Observations of classrooms and interviews/meetings with teachers.
- c.) bus tour of local port-city area where local primary or secondary students live to observe the cultural and economic context and conditions people live in.

Field Class Assessment: The field class assessment will be worth 20% of the overall course grade (10% field trip participation and 10% summary reflection paper). The assignment will include both active participation during the field class and completion of a summary reflection paper. The paper will be evaluated using a rubric with quality criteria detailing what needs to be included in the summary reflection e.g., learning theories observed with reference to source materials and learnings from class, identification of teaching practices, interview summaries, critique of selected observations and overall field-based experience, etc. The assignment will be due within 4 days of returning from the port stay.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

The field-based CEP field-based will be worth 10% of your final grade in this course. Students in the early part of the voyage will identify one or two inquiry/research questions related to the course learning objectives and the principles of various learning theories to better understand the learning process. Your research inquiry will focus on how students learn and how they are influenced by the cultural and social contexts and norms in three (3) different countries during our Spring, 2023 voyage. For each of the three countries chosen you will visit or contact one or two schools (universities, public/governmental/international,

and private schools are acceptable) in the port city. Through document review and research reviews, interviews, and observations you will collect evidence to answer your inquiry questions. Protocols and local customs for contacting and visiting schools will be discussed in the beginning of the semester. Towards the end of the voyage, students will write a summary brief of their three countries and then develop a short presentation for each of the three field observations that introduces their inquiry questions, observations, discusses the findings, and provides reflections of how you might structure future research in this area. Students will have time in class, following each port, to share what they investigated & discovered. We will compare ports/countries as we move along on the voyage. Further details and criteria for topics/questions, observation reports & presentations will be discussed early in the semester.

Suggested topics may include questions regarding learning theories and pedagogical practices of classrooms/schools/communities of countries we visit. In-country observations & interviews could focus more specifically on topics such as assessment practices, understanding how to address the needs of exceptional and diverse children, student motivation, cognition and learning, memory, teacher preparation, and child and adolescent development.

METHODS OF EVALUATION

All course assignments will be evaluated based on the degree of meeting the quality and expectation criteria outlined in the syllabus and assignment descriptions. Information and evidence, structure, analysis and interpretation, mechanics, voice and style, and conclusions will guide the evaluation process for each written assignment. All written papers are expected to include appropriate in-text citations and a reference page (unless otherwise noted), follow APA format, be double-spaced, using 12pt font and be peer reviewed and carefully edited.

This course will focus on professionalism, student engagement, and respectful dialogue. Good dialogue depends a great deal on the open-mindedness and consideration of all participants. This course is designed to be highly interactive and will be based on new knowledge that we all create rather than on lecture or instructor recitation. Your active participation is critical and therefore you must come prepared each class to talk about the readings and field-based experiences. This includes probing questions, exhibiting collegiality, being prompt to class, considering different perspectives, meeting assignment due dates, and engaging in all those behaviors that will foster a positive experience in the classroom. Many classes will include a written knowledge check, entrance card, or exit card. You may hand write or use your computer to write and submit your responses to these activities. I will grade some of these responses, and these grades will count towards your “professionalism, participation, and attendance” grade. It will be necessary to be familiar with the assigned materials in order to attain full credit.

In addition to the Field Class and Comparative Experiential Project described above the following descriptions complete all course requirements for EDUC 320:

1. Personal Learning Profile – 10%

Write a personal learning profile of your past educational and learning experiences structuring your profile across your childhood, early, and late adolescence. Focus on the social, cultural, & gender factors that have influenced your learning dispositions, aspirations/goals, strengths, interests, skills, and challenges. Consider how your learning has changed over time and examples of when it has been successful or not. Describe context factors (teaching, experiential learning opportunities, etc.) that have played a role in your learning over your lifetime.

2. Personal Learning Profile Revisited – 5%

Revisit your personal learning profile from the beginning of this course and voyage. Again, consider your personal learning experience in relationship to this voyage, the courses, and all the countries we have visited and learned about. Describe your self-perception of how these recent SAS experiences particularly your field-based opportunities have influenced and contributed to your learning and growth.

3. Case Study Presentations – 10%

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

4. Midterm – 10%

The midterm exam is a combination of multiple choice and short answer questions. It will cover major course concepts and constructs discussed during the semester.

5. Lesson Plan to teach and support students with special needs in an inclusive classroom - 20%

In teams of 2 to 3 choose one of the categories of disabilities in Chapter 5 and plan a lesson for including these students with special needs in a classroom or community setting. Consider your own education and history in relation to the students in your home community and the port countries we visited. Also, review what you have learned about the various theories of learning and cognitive development. How do you teach and respond to diversity in the classroom? Include a rationale for the choices you have made based on your personal and recent experiences in the countries we have visited. Present your teaching application lesson plan to the class. This project can be completed using any method you consider appropriate for the material (PowerPoint, Website, Games, Interactive activities, Prezi etc.)

6. Field Class (10%) & Field Class Assignment (10%) – 20%

7. Comparative Experiential Project – 10%

8. Class participation, engagement, timely completion of all assignments including journal postings, & professionalism – 15%

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.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.

- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

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 students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

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

None