EDUC/PSYC/SOC 430: Human Development in Culture
Course Syllabus
Fall Semester 2021

Credits: 3
Contact Hours: 45
Prerequisites: None
Class Hours: Tuesdays and Thursdays, 15:30 p.m.- 17:00 p.m.
Office Hours: By appointment or before and after class.

Course Type: Course with Service Learning

"Culture and education have no bounds or limits; now man is in a phase in which he must decide for himself how far he can proceed in the culture that belongs to the whole of humanity."~ Dr. Maria Montessori

Course Description

This course provides students with a broad overview of the phenomena in human development and how learning is influenced, if not shaped by culture. Students will be introduced to human development theories and the influential role of culture for each of these theories will be discussed. Human development aims to research how humans learn, mature, and adapt to their environment as they learn how to flourish.

The course content reflects the fact that "culture" means different things to different people and is conceptualized at many different levels of organization, from the national and supra-national (e.g., Asian vs. Western) to home, family, and local community. The readings have been drawn primarily from three books that cover fields from educational sciences to psychology and from psychology, including developmental, educational, social and cognitive psychology, but will also include readings from evolutionary sciences, anthropology, and sociology.

Learning Outcomes and Assessment Measures

By the end of the course, students will be able to:

Learning Outcomes	Assessment Measures
Relate theoretical models to real life-examples	Class Discussion, Presentations, Blog
Develop critical thinking skills	Tickets, Class Discussion and Community EngageGAMES Presentation
Measure differences in culture	Ticket, Service Learning Project
Learn ways to integrate different cultures	Service Learning Project, Presentations
Gain a deeper knowledge of the Italian culture	Service Learning Project, Blog
Understand the implications of living in a multicultural society	Class Discussion, Blog

Course Materials

Selected readings are loaded onto Moodle and Google Drive.

Assessment

Service Learning Project	25%
Tickets	25%
Blog	10%
Peer Reviews	10%
Presentations	15%
Participation	15%

Grading
Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% -89%	
B	83% - 86%	Superior
B-	80% - 82%	
C+	77% - 79%	
C	73% - 76%	Satisfactory
C-	70% - 72%	
D+	67% - 69%	
D	63% - 66%	Low Pass
D-	60% - 62%	
F	59% or less	Fail (no credit)

Instruction Methods

This class uses a method in which students gain a significant amount of knowledge before each class begins. Once each class starts, students actively and interactively clarify and apply their new knowledge; the professor helps guide students through this process as a facilitator. This is referred to in pedagogy as a flipped instruction method (to view The University of Texas at Austin's discussion about this method, visit http://vimeo.com/70893101).

Assignments will be done with the help of several cooperative tools that are consistent with the flipped instruction method outlined above:
1. Students will submit short reactions (250-500 words) to readings 24 hours before class on Google Drive.
2. Students will review materials submitted by fellow students.
3. Students will guide a part of classroom discussion with mini-presentations based on readings, exercises, case studies, and individual/team assignments.

NOTE: All writing should be written in 12-point, Garamond font, single spaced, and justified. All files submitted should have written in the top left part of the page the following:

First Name Last Name
File type (e.g., Ticket #1, Blog)
Book section name, article title or blog title

Service Learning Project (25%)

Students will work as a team with a local company using interviews, observations, and/or surveys with the goal of answering the following questions:

1. What is the nature of the area in need of improvement?
2. What are its causes?
3. How can organizational behavior concepts be applied and extended to solve the area in need of improvement?
4. What specific action steps should the organization take to solve the area in need of improvement?
5. What changes should be implemented?
6. What are the potential barriers, obstacles, and challenges you foresee?
7. What are the risks, costs, and possible unintended consequences of your recommendations?
8. How will you communicate your findings to the organization and overcome potential resistance?

Please see the *Service Learning Syllabus Appendix* at the end of the syllabus for more information. Grading for the *Service Learning Project* is ongoing. It is highly recommended to create Notes pages within the Google Drive that clearly indicate that you are actively gathering information to learn more about the project. These notes pages can include article summaries, links to videos, images, interviews, etc. Active engagement in answering these above questions will occur regularly during the semester.

NOTE: The *Service Learning Project* will include 30 minutes of online work every week. Instructions on what that work will entail will be discussed every week in class as the project progresses.

Tickets (25%)

Students will submit one ticket (250-500 words) per reading. Every other ticket will be submitted online to Google Drive at least 24 hours before class, while the other ticket will be completed in class. See the ticket rubric to better understand what is expected of you. For articles and book chapters tickets must answer the following 4 W's, with each question being scored at 2.5 points, and a max score of 10.

1. What was the reading's main question in a single sentence?
2. What was done/discussed and what did they find?
3. How does the reading relate to other readings, in class discussion, and/or class projects?
4. Which part of the reading did you find useful/are you critical of?

The first two Ws will help students remember the positive points from what they have read first while the last two Ws integrate their experiences/thoughts with what they have read.

NOTE: Given that fact that tickets must be between 250-500 words, students should not give a summary of the ENTIRE reading, rather they need to focus their attention on a part of it that they found to be the most interesting to you.

Blog (10%)

Students will submit one blog entry (250-500 words) to Google Drive based on classroom experiences during the semester. These blog posts can be based off tickets, the community research project, or any other exercise, discussion, etc. that happens inside the class or with classmates. Once the blog has been reviewed and approved, they will be submitted for publication on the Umbra institute blog. A signup sheet for blog entries will be shared on Google Drive. Follow the blog rubric to understand better what is expected of you.

Peer Reviews (10%)

Students will review tickets and blog entries submitted by fellow students. Reviews should consist of helpful and constructive comments and provide "additive feedback"— making suggestions about what the writer might add to or develop further. Students are responsible for completing one *Ticket* peer review per class, and one *Blog* review that will be assigned during the semester. A signup sheet for all peer reviews will be shared on Google Drive. Reviews are due within 48 hours of when the document you are reviewing has been submitted to Google Drive or has been completed in class. Please use the writing review rubric and the peer review guidelines.

Presentations (15%)

Students will lead a portion of class via short presentation of their ticket during the semester. Presentations as well as student-led discussion typically will occupy the first half of the class while the professor will guide discussion during the remaining half of the class. Presentations should include an activity for the class and a discussion of the reading that connects to the reading. Activities for the class have included students filling out a questionnaire, watching a part of a TED talk video, doing an improvisation game, breaking into groups to answer specific questions, etc. You should not rely *solely* on Google Slide presentation. The presentation should include a short summary of the reading - enough that anyone who has not done the reading would be able to follow what you are talking about, and then you should focus your attention on some particular part of the reading that you find most interesting. All presentations have a leader and a second. The leader is responsible for presenting the material, while the second is there to assist if the leader needs help.

During the Special Academic Events week, the class will give a presentation to the Umbra community, sharing a few words about the course and project, leading a meaningful activity that focuses on the project, and providing a few thoughts about their experience with the project and partner. Students will receive guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

Class Discussion 15%

The core work of this course involves reading and collectively making sense of the assigned readings. Being consistently prepared for class, asking questions, responding to questions, and attentively listening to others is essential. Successful participation has four prerequisites, and these can be considered the participation rubric, where each class you will be given a max score of 5, with 1 point given for each:

1. Being there. When a student is absent, the class cannot benefit from his/her comments and insights. Absences will therefore hurt his/her participation grade. If a student is absent, he/she should make arrangements with a classmate to take notes and pick up any assignments or handouts.
2. Being on time. If a student needs to be late for class, please notify the professor at least 24 hours in advance.
3. Being prepared. To contribute to class discussion, students must come to class having carefully prepared all assignments (i.e., readings, tickets, cases, exercises). If students are unsure of the assignments for an upcoming class session, please ask.
4. Being brave. Students are expected to participate fully in all class exercises, to voice personal views during discussions, and to ask questions about things that are not understood. Asking questions might be intimidating, but doing so also helps classmates by moving the discussion forward in new directions.
5. Being courteous. Listening carefully to the comments and questions that classmates' voice will help one another to learn something new from their perspectives. Voicing disagreement is essential as it often leads to thoughtful and informative class discussions. Disagreements should be kind and considerate.

NOTE: Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of the students' career development. If there is anything that may interfere with their ability to contribute on an ongoing basis, students should discuss it with the professor sooner

rather than later. The professor will work with students off-line to develop a strategy or plan to increase their comfort level and performance in class participation.

Feedback and Questions

This course should be a valuable learning experience for all students. Their feedback regarding the class is appreciated at any time during the semester. It is easiest to reach the professor by email or right before or after class, or an appointment can be set up. At midterm, the professor will individually meet with students to **co-evaluate course progress** and any necessary changes will be made to keep the class on track.

Broadcasting

Students will significantly improve submitted materials during the course of the semester, and, in the process, develop skills so that they are [so good they can't be ignored](...) (*So Good They Can't Ignore You* by Cal Newport). The result will be materials that will be so good that we will broadcast them online. For example, selected documents, videos, photos, etc., will be used as the basis for student blog posts, and, in the past, they have been shared on social networks such as [LinkedIn](...), [Twitter](...), [Tumblr](...), [Pinterest](...), and [Slideshare](...). The goal in broadcasting is to help students develop materials that will allow them to think about their careers – to think like they are a [start-up](...) (*The Start-Up of You* by Reid Hoffman and Ben Casnocha). Both of these books are available in the Umbra Institute's library.

Attendance Policy

Absences for Covid-related circumstances: in order to keep the entire Umbra community healthy and to comply with local laws, you may not enter the Umbra premises if you have a temperature of 37.5 °C (99.5 °F) or higher. We also ask students that display strong cold or flu-like symptoms to take proper precautions and not risk spreading any type of illness. Students may attend classes remotely and without academic penalty via Zoom in case of self-isolation or illness during the Fall 2021 semester.

Class attendance (in person or through live connection) is mandatory. Students are allowed two "free" absences, which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. It is the students' responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class). Each additional absence, unless for a very serious reason, will lower the students' grade by one grade level (i.e., a final grade of a B+ would be lowered to a B). If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class. **Computers and other electronic devices** cannot be used during class lectures and discussions.

<u>Note</u>: This course may have one or more meetings in the didactic garden located in Via delle Prome 17.

Late assignments

Assignments need to be completed on time. Late assignments will result in a grade reduction of one point per day.

Email

Please understand that the professor responds to emails between the hours of 12:30-6:30 pm Monday-Thursday.

<h2 align="center">Schedule of Topics, Readings, and Assignments</h2>

WEEK 1

Tue., Sept. 21
The Culture of Education, Chapter 2
Ticket 1 – in class
Service Learning Project - Present current project: brief overview

Thurs., Sept. 23
Pretend Play
Ticket 2 – Google Drive

WEEK 2

Tue., Sept. 28
Creativity and the Young, pp, 19-36.
Ticket 3 – in class

Thurs., Sept. 30
Play in Evolution and Development
Ticket 4 – Google Drive
Service Learning Project - Present current project: In depth overview

WEEK 3

Tue., Oct. 05
Social Change and Cultural Evolution
Ticket 5 – in class

Thurs., Oct. 07
Teaching for Creativity
Ticket 6 – Google Drive
Blog - Concepts discussed and initial notes due on GoogleDrive
Service Learning Project - Set team action plan: roles and division of responsibilities and review deadlines and project goals.

WEEK 4

Tue., Oct. 12
Google effects on memory
Ticket 7 – in class

Thurs., Oct. 14
Living in History
Ticket 8 – Google Drive
Service Learning Project – Revise team action plan: roles and division of responsibilities and review deadlines and project goals.

Fri., Oct 15
Museo Laboratorio della Mente, Rome

WEEK 5

Tue., Oct.19
Free to Learn, Chapter 1
Ticket 9 – in class

Thurs., Oct. 21
The Element, Chapter 1
Ticket 10 – Google Drive
Service Learning Project - Work through project.

<u>Blog</u> - Concepts discussed and 1st draft due on GoogleDrive

WEEK 6

WEEK 7

Tue., Nov. 02	*The Ape that Understood the Universe, Chapter 1* <u>Ticket 11</u> – in class <u>Service Learning Project</u> - Work through project.
Thurs., Nov. 04	No class – Further information about "make-up" will be shared within the first weeks of the class. *Free to Learn, Chapter 2* <u>Ticket 12</u> – Google Drive <u>Service Learning Project</u> - Work through project.

WEEK 8

Tue., Nov. 9	*Service Learning Project Development* <u>Service Learning Project</u> - Resolve areas in need of improvement.
Thurs., Nov. 11	*The Element, Chapter 2* <u>Ticket 13</u> – in class <u>Blog</u> Concepts discussed and 2nd draft due on GoogleDrive

WEEK 9

Tue., Nov. 16	*Service Learning Project Development.* <u>Service Learning Project</u> - Conversation with Terzo Circolo Didattico
Thurs., Nov. 18	*The Ape that Understood the Universe, Chapter 2* <u>Ticket 14</u> – Google Drive

WEEK 10

Tue., Nov. 23	*Free to Learn, Chapter 3* <u>Ticket 15</u> – in class
Thurs., Nov. 25	*Service Learning Project* <u>Service Learning Project</u> - Resolve areas in need of improvement. <u>Blog -</u> Revisions due.

WEEK 11

Tue., Nov. 30	*Service Learning Project Development.* <u>Service Learning Project</u> - Practice preliminary presentation. Ticket - Final versions with all revisions due. <u>Blog</u> - Final versions are due.
Thurs., Dec. 02	<u>Service Learning Project</u>

Final Presentation in class with Terzo Circolo Didattico (TBC). Peer, self and team evaluations.

WEEK 12

Week of Dec. 6-10   The Final Exam and Special Academic Events Calendar will be provided later in the semester

Fall Semester 2021

What is service learning?
Service learning is a type of experiential education integrated into a course in which:
- students engage in an organized activity or project aimed to address a community need that is identified in collaboration with the community partner;
- students critically reflect on the link between the experience in the community, course content, and the learning goals; and
- there is reciprocal learning both by the students and by the community partners.

Students will need a certain degree of flexibility, creativity, and self-initiative in order to realize a service learning project. Organization and open communication in-class with the professor and student team members will be key to student success.

Service Learning Project Overview

Community Partner
Partner 1: Scuola Media Statale San Paolo

Project Description and Goals
Students will investigate the principles and psychological outcomes of the Italian, Montessori, and American education systems through theoretical and direct experience in the Italian classroom setting. Students will prepare and lead cultural-based English language activities in a middle school class at the Scuola Media Statale San Paolo. This will allow students to collect data on students' responses and interactions while teaching a language. Afterwards, students will visit a Montessori elementary school in Perugia to observe classroom organization, style, and activities as well as interactions among students and teachers, which will be used as a method of gathering data for observation as a research method.

Organization, Expectations, and Roles
Students will choose their own team. An important amount of time will be dedicated to the service learning project's progress in class. Teams will be required to meet outside of class for four weeks for approximately 1-2 hours. Teams will be responsible for deciding how to divide the various tasks to ensure members contribute equally throughout the course of the project.

Construction of a Learning Object
Each team will collaborate to create a learning object ("a collection of content items, practice items, and assessment items that are combined based on a single learning objective[1]"), which will be shared with the middle school teacher before the school visit for feedback.

The learning object should include:

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[1] Cisco Systems, Reusable information object strategy

- An introduction that answers the following questions:
  o Where did you get the idea?
  o What cultural aspects are you describing and why?
  o Who will this activity work with and how to adapt it?
- A lesson plan
- Materials used
- A demonstrating tutorial

Group Presentation
Each team will collaborate to create and present a final detailed presentation accompanied by a PowerPoint presentation. Each student will be expected to complete a Presentation Feedback Form and ask questions to the other teams presenting to promote a community of learning and support.

Guidelines:
- PowerPoint (spell-check!).
- 10 minutes.
- Each team member contributes to the preparation and delivery of the presentation.
- Rehearse presentation as a group for content, length, and transitions.

Community EngageGAMES Presentation
During the Special Academic Events week, the class will give a 15-minute presentation to the Umbra community at the Community EngageGAMES Presentation during the exams week . The class will work together to share a few words about the course and project, lead a meaningful activity that focuses on the project, and provide a few thoughts about their experience with the project and partner. Students will receive guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

Grading Rubric
The service learning project is worth a total of 15% of the final course grade, which will be divided into three categories, each worth 5% of the final course grade:
1. Construction of a learning object
2. Group presentation
3. Community EngageGAMES Presentation