EDUCATION 60
LEARNING AND EDUCATION ACROSS CULTURES
SUMMER 2015

General Information
Class Meeting Times: (11) MWF 11.15–12.20pm
X-hour: Tues 12.00–12.50pm
Class Meeting Location: 108 Kemeny
Professor: Sean Kang, Ph.D.
sean.kang@dartmouth.edu
(603) 646-9051
www.dartmouth.edu/~cogedlab
Office: Raven 210
Office Hours: MW 1.00–2.30pm

Course Description
What role does culture play in human learning and development? Do differences in learning and schooling across cultures lead to disparities in learning outcomes? We will (i) explore the influence culture has on cognitive and social development, (ii) consider the diversity of views and practices regarding learning and education across cultures, (iii) examine differences in academic systems and achievement across countries, and (iv) discuss the implications for educational policy and practice in the US.

Course Goals
Upon completion of this course, you will be able to: (i) understand the pervasive influence of culture on human learning and development, (ii) conduct a literature search to write a position paper, (iii) critically evaluate and integrate evidence for/against a given viewpoint, and (iv) discern whether educational policies and practices that are effective in other countries can be applied in the US.

Required Readings
All the readings for this course are articles from scientific journals, and the PDFs have been posted on Canvas via electronic reserves.

Class Format
Class meetings will include discussions, lectures, and videos. You are expected to be present. You will be responsible for all class material. X-periods will sometimes be used during this course, so please ensure you are available during those times. Your performance will be evaluated by 2 midterm exams, a final exam, a group project, and your participation in class.

Methods of Assessment
1. Participation (13%)
   There is ample evidence that active participation during the learning process leads to better retention than passive, receptive learning. To promote active learning and an enjoyable, interactive classroom environment, class participation is encouraged and the quality of your comments, questions, and responses will count towards your participation grade in the course. To help you prepare to participate in class, you will be expected to (i) complete the readings before each day of class, and (ii) post at least 1 comment on Canvas about each reading/paper by 10am the day of class. Comments can include questions,
critiques about the methodology or logic of the authors, or suggestions about follow-up research.

2. Group Project (25%)*

It is impossible to cover all topics related to culture and learning/education in ~9 weeks, and hence it is likely that there are some topics that are missing from the class schedule that you wish could be tackled in class. The group project gives you the opportunity to pursue one of those topics in depth. You will work in teams of 4, and as a team you will choose a topic relevant to culture and learning/education that is not listed in the schedule (or you may choose a topic that is listed, as long as you delve into an aspect that is not directly addressed by the assigned readings). You will (i) do a literature search, (ii) select and read relevant papers from the scientific literature, and (iii) summarise the research findings in a poster that you will present to the class in Week 9 (exact date TBD). You should cite at least 6 references from peer-reviewed journals (excluding assigned readings) in your poster.

I highly recommend that you form your teams by Week 4, so that you have enough time to brainstorm/discuss ideas for the project topic. If you are unsure whether your topic of choice is appropriate, please check with me. There will be a peer evaluation component for the project grade (i.e., each team member will assess how much s/he and the other members contributed to the project). Further details will be provided in class.

* For MALS students enrolled in this class, you will write individual papers (instead of working in groups). You should cite at least 6 references from peer-reviewed journals (excluding assigned readings), and your paper should be about 8 pages in length. Please use 12-point Times New Roman font, double-spacing, and print margins that are 1-inch on all sides (this is not the default in Microsoft Word, so make sure to change the settings). Also, please number all your pages and staple them together before turning the paper in. For citations in your papers, you must adhere to APA style (refer to the APA Publication Manual or online guides, e.g., http://owl.english.purdue.edu/owl/resource/560/01/)

3. Exams (60%; 2 midterms and 1 final, each 20%)

The exams will consist of short essay questions. The midterm exams will be held during normal class hours on July 17 (Friday) and August 7 (Friday), and the final exam will be on Aug 30 (Sunday) at 8:00am (location TBA). The final exam will be cumulative (i.e., covers material from the entire course). Please mark your calendars now to ensure that you are able to take the exams as scheduled.

4. Research participation (2%)

The goal of this assignment is to provide you with a firsthand perspective of participating in a research study. Volunteer to participate in one or more research studies conducted by any research lab in the Education Department, totalling two hours of participation (e.g., one 2-hour study or two 1-hour studies). Specific instructions on how to sign up for a research study are posted on Canvas. To get credit, you must hand in a signed EDUC60 Participant Confirmation Form (one signed copy for each study in which you participate) to me in class on or before the final exam (August 30). A copy of the form is posted on Canvas.

If you are unable to participate or uninterested in participating in a research study, you may write two 1-page critiques of the methods employed in two published research
articles. First, locate two empirical articles that were not assigned for this course. Then, for each study, you will write approximately half a page (double-spaced, 12pt font) describing aspects of the study procedure that you think the researchers could improve upon without sacrificing the scientific integrity of the study. Be sure to explain why this change is relevant to the authors’ conclusions and/or to how the authors expect the results will generalise to other individuals or other situations that were not directly tested. Lastly, on the remainder of the page, briefly describe a research question that builds on the current study but that is not fully addressed by the current study. In other words, given the results of the current study, what is the next question you would like the researchers to address? Briefly outline the new methods that the researchers could use to address this question. Hand in your critique to me in class on or before the final exam (August 30). Attach a copy of the first page of the empirical article (including the abstract).

You are welcome to combine these two options (i.e., participate in one 1-hr study and write a critique of one published study).

**Late Policy**
Papers that are submitted after the deadline (start of class on the due date) will have 1 point deducted from the score for each day that it is late (e.g., if the paper earns 20 points, you will end up with 19 points if you submit it on the due date but after the start of class).

**Special Accommodations**

1. **Students with disabilities**
   Students with disabilities enrolled in this course and who may need disability-related accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Services (SAS) office. Once SAS has authorized accommodations, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

2. **Religious observances**
   Some students may wish to take part in religious observances that occur during this academic term. Should you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

**Academic Honour Principle**
You are expected to familiarise yourself with and uphold all aspects of the Academic Honour Principle. See [http://www.dartmouth.edu/judicialaffairs/honor/students.html](http://www.dartmouth.edu/judicialaffairs/honor/students.html) for the official statement. You may not receive or provide assistance on any quiz or exam. Anything turned in with your name on it must be solely your own work, and submitted only for this class. Plagiarism is the submission or presentation of work, in any form, that is not your own, without acknowledgment of the source. You must cite all sources according to the formal APA guidelines. **I take the Academic Honour Principle seriously and expect you to do the same.** If you have any questions about what is/is not a violation of the Academic Honour Principle, please see me for clarification.
**Final Note on How to Excel in this Course**

I want you to do well in this class. Therefore, there are multiple chances for assessment. Please use these opportunities as an incentive to keep up with the class material. From my experience, the more effort you invest in the course, the more you will learn and gain from it.

This course will be primarily discussion-based, so it is essential that you do the assigned readings before each class and come to class ready to discuss the readings. You have much to contribute to the intellectual life of the class, so please allow me and your classmates to gain from your insights. If you find it difficult to speak up in class, I encourage you to let me know – I can offer suggestions/advice that might be helpful. There will be occasional lectures to explain, demonstrate, and amplify the core content.

If you find yourself not understanding the assigned readings and lectures, please set up an appointment with me or drop by during my office hours.

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**COURSE SCHEDULE**

Note: Readings are to be completed by the indicated class date. The schedule is subject to change. All articles are available through Blackboard.

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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING / ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Jun 26</td>
<td>Introduction</td>
<td>Course Syllabus</td>
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<td>Jun 27 (9:15-10:20)</td>
<td>Research Methods</td>
<td>A primer on (scientific) research methods</td>
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<td>Jul 1</td>
<td>Influence of Culture on Cognitive and Social Development</td>
<td>Perception</td>
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<td>Jul 7</td>
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<td>Jul 14</td>
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<td>Jul 17</td>
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<td>Jul 28</td>
<td>X-period</td>
<td>Watch <em>Girl Rising</em> (part 1)</td>
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<td>Date</td>
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<td>Aug 11</td>
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<td>Aug 18</td>
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<td>Aug 19</td>
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<td>Group project presentations</td>
<td>(date is tentative; possibly held at Moosilauke Lodge, which closes for 1st-yr trips from Aug 21)</td>
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<td>Aug 25</td>
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<td>FINALS</td>
<td>Aug 30</td>
<td>Final exam</td>
<td>8 am (Sunday)</td>
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