

Asia Module Developmental Psychology Assignment 4

Developmental Psychology (PSY 241)
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.
Student Assignment or Activity
Cultural Awareness Project: Each student is required to participate in an ongoing cultural awareness project. Students will be required to research and report on cultural practices in other countries during each developmental stage.
Learning Outcomes for Course
<ul style="list-style-type: none">• Develop an appreciation for the complexities of human behavior and understand the ways in which human behavior is affected by biological, psychological, social, cultural, and historical factors.• Describe the physical development of humans, beginning with the three stages of prenatal development, including periods of infancy, childhood, adolescence, young and middle adulthood, and concluding with physical changes associated with the later adult years.• Demonstrate knowledge of the major theories of cognitive, moral, psychosexual, and psychosocial development, and be able to identify major accomplishments, limitations, and challenges of each stage.• Demonstrate an understanding of the particular needs of individuals at each stage of development and apply this understanding in dealing with individuals in personal and professional relationships.• Demonstrate an understanding of the psychological processes involved in death and grief and be aware of current trends in hospice care, living wills, and euthanasia.
Global Learning Outcomes for Learning Module
<ol style="list-style-type: none">1. Compare global perspectives on Lifespan Development.2. Understand and recognize global/cultural differences in the physical, social and cognitive the development of individuals.3. Understand how culture influences in individual's behavior and mental processes.
Description of Assignment
<ul style="list-style-type: none">• Each student is required to participate in an ongoing cultural awareness project. Students will be required to research and report on cultural practices in other countries during each developmental stage.• Each student will be assigned a country in Asia to research throughout the semester. The countries will be assigned randomly the first week of classes.• Throughout the semester, students will read about their assigned country and the different countries assigned to others. Students will be required to compare and contrast different cultural practices around the world.

- The purpose of this project is for students to gain an understanding of the connection between cultures' viewpoints on each stage in a global setting and to apply what they have learned about developmental theories of each stage.
- For an online course: Students will post a **substantial "fact"** about their country on the Cultural Awareness Discussion Board **for each unit** we study this semester. Students will need to find something unique to their country for each developmental stage.
- For a Seated course: Students will turn in a substantial fact about their country in class.
- Each fact should include any references used.

Time:

Completion throughout semester. 1-2 hours researching and writing facts per unit, 1-2 hours completing and presenting final project at end of semester.

Materials/Resources

1. **Computer with access to PowerPoint or other presentation software.**
2. **Research on designated country for cultural facts/practices**
3. **Pictures from websites and other resources displaying the given culture.**
4. **See list of resources below**

Procedure

For an Online course:

There are **3** parts to this project worth a total of 300 points.

1. **Factual information for each developmental Unit turned in throughout the semester. (70 points, 10 points each)**
 - a. Each fact should be at least 2 full paragraphs about some of the "different" cultural practices for designated country/culture in Asia. Students must compare/contrast their country with the USA for EACH developmental unit.
 - b. For an Online course:
Students will post their "fact/practice", including the in text citation and reference for the fact on the Cultural Awareness Project Discussion Board.
For a Seated course: Students will turn in their "fact/practice", including the in text citation and reference for the fact on cultural awareness day in class
 - c. A "fact/practice" should be submitted for EACH Developmental Unit by each student concerning their Assigned country/culture.
2. **Cultural Awareness Power Point Presentation (200 points)**
 - a. **Presentations should be 14-15 slides long, a breakdown of what is to be on each slide is listed below.**
 - Slide 1. Title slide, Students name, instructors name, course and section number, country name and country flag
 - Slide 2. Introductory slide, map of country, general demographics of country , 4-5 interesting fact/practice about country, pictures if wanted

- Slide 3. Students should discuss what they have learned about different cultures and how this impacts their understanding of global awareness within the developmental context.
- Slides 4-10. Students must compare/contrast their country with the USA for EACH developmental unit. Students must have real pictures to help emphasize comparisons and contrasts throughout their power point.
- Slide 11. Students must compare/contrast their country with one other country besides the USA that was researched this semester for at least one developmental stage.
- Slide 12. Students should pick at least 1 trend (continuing issue, concern or theme) found during research and link it between multiple stages. Explain how this trend influences growth and development within the country.
- Slide 13. Students need to end their presentation with a reflection of what they learned from this project.
- Slide 14. Extra pictures or other things you want to say about your country
- Slide 15. References

3. **A complete Reference Page (30 points);** this should be the final slide of the Presentation.

You may use references from online newspapers, journals, or magazines, but be sure that they are from a reputable source.

- a. Wikipedia or wiki anything does not count as a valid reference.
 - b. You should use resources that have a .org, .gov, .mil, or .edu
 - c. Avoid most .com and .net sites as a whole.
 - d. Always check your facts to be sure you are getting accurate information.
 - e. If possible, use NC LIVE or another Research only site, the library is a great source for this part. (Password can be found on the Library's techlink page)
 - f. You might want to consider using resources such as Time Magazine online, or National Geographic sites. CHECK your resources carefully!!
- APA citation is required throughout the presentation and on the Discussion Board, give credit where credit is due!
 - You will need a minimum of 5 sources other than your text.
 - At least ONE reference must be from an author that resides in the country you are researching. This reference must be Clearly stated in the reference page and in the presentation.
 - You must also cite your pictures.
 - FAILURE TO PROPERLY CITE YOUR SOURCES WITHIN THE TEXT OF YOUR PROJECT AND PROVIDE THE FULL REFERENCE WHEN PARAPHRASING

OR USING A DIRECT QUOTE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE DISMISSAL FROM THE COURSE.

Assessment

This assignment is worth 300 total points, 25% of their final grade. Each fact is worth 10 points for a total of 70 points. The reference page is worth 30 points and the final presentation is worth 200 points.

Additional Resources

1. CIA World Factbook <https://www.cia.gov/library/publications/the-world-factbook/>
2. Country Studies (Library of Congress) <https://www.loc.gov/collections/country-studies/?dates=2000-2099>
3. Digital South Asia Library from University of Chicago and the Center for Research Libraries <http://dsal.uchicago.edu/>
4. National Geographic Countries <http://travel.nationalgeographic.com/travel/countries/>
5. National Resource Center: <http://cgi.unc.edu/programs/national-resource-center>
6. NC LIVE <http://www.nclive.org/browse>
7. State Department <https://www.state.gov/p/nea/index.htm>
8. South Asia Institute <http://sai.columbia.edu/>
9. The Library of Congress's Internet Resources on Asian Reading Room <https://www.loc.gov/rr/asian/>
10. Time Magazine <http://time.com/>
11. UNICEF: <https://www.unicef.org/reports>
12. UNICEF (Info by country) <https://www.unicef.org/where-we-work>
13. United Nations www.un.org/en/sections/where-we-work/
14. United Nations Human Development Reports <http://hdr.undp.org/en/countries>
15. US Census International Programs: <https://www.census.gov/population/international/data/idb/informationGateway.php>
16. World Map: <http://geology.com/world/world-map.shtml>
17. WHO (World Health Organization) <http://www.who.int/countries/en/>
18. WHO Reproductive Health <https://extranet.who.int/rhl>

19. Online Asian Country Newspapers: (Listed by country)
<http://www.onlinenewspapers.com/asian-newspapers.htm>
 - A. (Indonesia) Jakarta Post <http://www.thejakartapost.com>
 - B. (China) Bangkok Post <http://www.bangkokpost.com/>
 - C. Japan Times <http://www.japantimes.co.jp/>
 - D. Taiwan Today <http://www.taiwantoday.tw/>
 - E. (India) The Telegraph <https://www.telegraphindia.com/>
 - F. (Phillipines) The Journal <http://www.journal.com.ph/>