MSSE 592 Independent Study: Nepal

1-3 Credits
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The MSSE Nepal Educational Connection course is designed for students in the Master of Science in Science Education (MSSE) Program as an in-country field course. Students will engage in authentic learning experiences set in ecologically sensitive and biodiverse locations in Himalayan Mountains of Nepal. Students will visit local school in villages as they trek to Gokyo Ri and reach an elevation of over 18,000 feet. Along the way, students will explore aspects of geology, biology, physics, engineering, sociology, and education.

Learner Outcomes:

At the end of the course, students will

• Evaluate the rich and interconnected nature of societies, cultures and environments they encounter as well as define the personal interactions needed to sustain them.
• Describe the impact of globalization on local communities and ecosystems.
• Compare and contrast the educational system of Nepal and their own classrooms.
• Identify specific ecosystem-related topics that can be used to create engaging standards-based STEM learning experiences for students in their own classrooms.

Itinerary:

Day 1: Arrive in Kathmandu. Transfer to hotel; briefing and guide meeting in the evening.
Day 2: Fly from Kathmandu to Lukla and trek to Phankding. Visit local school. Evening discussion on Nepali education & schools.
Day 3: Trek from Phakding to Namche Bazaar. Evening lecture/discussion: Transportation in the region.
Day 4: Acclimatization Day. Visit local school in Khumjung. Evening lecture/discussion: The economics of the region.
Day 5: Trek from Namche to Dole. Evening lecture/discussion: Energy infrastructure of the region.
Day 6: Trek from Dole to Machhermo. Evening lecture/discussion: Culture and religion.
Day 7: Trek from Machhermo to Gokyo. Evening lecture/discussion: Geology of the region.
Day 8: Trek Gokyo Ri to Machhermo. Evening lecture/discussion: Tourism of the region.
Day 9: Trek from Machhermo to Namche Bazaar. Evening lecture/discussion: Wildlife of the region.
Day 10: Trek from Namche to Lukla.
Day 11: Lukla to Kathmandu. Final dinner.
Day 12: Depart Kathmandu.

Performance Requirements:

At the end of the course, for **1 credit**, students will submit a 5-8 page reflection of the field experience addressing at least three (2) of the following:

> • An evaluation of the rich and interconnected nature of societies, cultures and environments they encounter as well as define the personal interactions needed to sustain them.
> • A description of the impact of globalization on local communities and ecosystems.
> • A description comparing and contrasting the educational system of Nepal and their own classrooms.
> • Identify specific ecosystem-related topics that can be used to create engaging standards-based STEM learning experiences for students in their own classrooms.

At the end of the course, for **2 credits**, students will submit 10-15 page reflection of the field experience addressing at least three (3) of the following:

> • An evaluation of the rich and interconnected nature of societies, cultures and environments they encounter as well as define the personal interactions needed to sustain them.
> • A description of the impact of globalization on local communities and ecosystems.
> • A description comparing and contrasting the educational system of Nepal and their own classrooms.
> • Identify specific ecosystem-related topics that can be used to create engaging standards-based STEM learning experiences for students in their own classrooms.

> **Students registering for 2 credits will also need to**
> • Design 2 5 E lesson plans for use in the classroom specific to content learned in the course.

At the end of the course, for **3 credits**, students will submit 10-15 page reflection of the field experience addressing at least three (3) of the following:

> • An evaluation of the rich and interconnected nature of societies, cultures and environments they encounter as well as define the personal interactions needed to sustain them.
> • A description of the impact of globalization on local communities and ecosystems.
> • A description comparing and contrasting the educational system of Nepal and their own classrooms.
> • Identify specific ecosystem-related topics that can be used to create engaging standards-based STEM learning experiences for students in their own classrooms.

> **Students registering for 3 credits will also need to**
> • Design four (4) 5 E lesson plans for use in the classroom specific to content learned in the course.
> • Create and submit a portfolio of photos of the field experience.

Performance Assessment:

Submitted assignments will be assessed based on content and formatting standards.

The writing component rubric and guidelines for each writing assignment should be viewed as the minimum standard for that assignment.

The content and writing scores will be based on the standards and feedback will indicate if the standard was met and/or exceeded, met or not met.

Standards that are met and exceeded = 100%
Standards met = 95%
1 standard not met = 85%
2 standards not met = 80%
3 standards or more not met = 75%
4 standards or more not met = 50%

Standards are based on where we are in the progression of the work toward the final Capstone paper. The standards are lower earlier in the process. There must be continual growth throughout the writing process.

All assignments can be redone for a maximum score of 90%. The goal is to achieve and/or surpass the standard.

Content Standards are described/implied for each assignment through the assignment content, podcasts, examples, webinar content, etc.

Writing Standards:

Writing is clear, coherent, and unambiguous. It includes all required elements and communicates effectively to the intended audience. The writing is free of grammatical, spelling and other errors.

Formatting: There are numerous formatting specifics that you'll learn through the process of writing the assignments. They are listed and examples are provided on the Writing Expectations pages. At a minimum, be sure to start with the following basics:

- Do not include a title page.
- Do not reference the course textbooks unless you are using a direct quote.
- Set the document margins to 1.5" left and 1" the rest of the way Set the font to Times New Roman, size 12 font
- If using section headings, follow the proper formatting guidelines: all capital letters & centered
- Double space all paragraphs, including the space BETWEEN paragraphs. The default settings should be set in the PARAGRAPH settings of Word. If you don't know where

this is for your version, do a YouTube search to find it. Set the "before and after spacing" to 0 pt. Then choose Double.
- No bolding in the paper at all
- No name in your paper, only in the file name when it's saved
- Use proper formatting for tables and figures. See the [MSSE Writing Style Workbook](#) for specific examples.
- Remember that paragraphs contain a topic sentence and 3-4 detail sentences.

Course Grading

- A   (94-100%)
- A- (90-93%)
- B+ (87-89%)
- B   (84-86%)
- B- (80-83%)
- C+ (77-79%)
- C   (74-76%)
- C- (70-73%)
- D+ (67-69%)
- D   (60-66%)
- F   (0-59%)

Maintaining Intellectual Integrity (Plagiarism)

Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. All sources of information that are not your original thoughts need to be cited. This includes, but is not limited to, journal articles, textbooks and online resources. Adapted from the [MSU Syllabus language page](#).