

George Mason University
College of Education and Human Development
International Education Emphasis, PhD Program

EDUC 880: INTRODUCTION TO INTERNATIONAL EDUCATION

Instructor:

Dr. Beverly D. Shaklee
Professor and Director
Center for International Education
703-993-2388
bshaklee@gmu.edu

OFFICE HOURS:

By appointment, before or after class

COURSE DESCRIPTION

This course will examine international educational systems. Further, we will examine the relationship to human and national development. Finally, participants in the course will study critical variables that influence access to and implementation of education systems in international settings. This may include the discussion of: curriculum and instruction, assessment, teacher education, education research and policy, culture, language, social justice, equity, conflict and peace, human resources and national politics.

Prerequisite or Co-requisite: Admission to PhD in Education program or permission of instructor.

STUDENT OUTCOMES

Given instruction, discussion and an opportunity to practice, participants will be able to:

1. Understand the fundamental issues and basic concepts in international education.
2. Explain and apply theoretical bases of international education and their relationship to social justice and equity.
3. Demonstrate how economic, social and political development relates to the education sector in developing countries.
4. Situate education in the process of institutional development, democratization, and transparency.
5. Use constructivist epistemology to analyze international educational questions, issues and problems.

6. Develop a plan to address a specific need or problem within a particular educational system.
7. Demonstrate their capacity for leadership and advocacy in an international setting.

RELATIONSHIP TO PROFESSIONAL STANDARDS

There are a number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), The Alliance for International Education (AIE) focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), who's purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. This course addresses some of the aims and goals of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education.

In addition, this course is aligned with the following vision statements: GSE Priorities--Diversity and Equity, and Children, Families and Communities, CEHD's Center for Language and Culture (CLC) and the National Association for Multicultural Education.

TEACHING/LEARNING METHOD

As a doctoral seminar, the course will be taught using social constructivist and project-based approaches. Relevant print and non-print publications, media and data sources will be reviewed. Discussions will be facilitated by both the professor and course participants. Participants will engage in the design and development of an educational plan that address a specific need or problem within a particular international educational system.

All cell phones should be turned off during class and laptops open at the discretion of the instructor. During class discussions, presentations or other interactive experience laptops will be closed.

ATTENDANCE POLICY

PhD students are expected to attend *all* class periods of courses for which they registered. Class participation is a factor in grading; instructors may use absence or tardiness as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus. Excused absences are up to the discretion of the instructor and will be granted for emergencies, unexpected illness or other major unplanned life events. Non-excused absences are the decision of the student however they will result in lower grades. All assignments are due as assigned unless given specific permission of the instructor to change the due date. It is the responsibility of the student to make arrangements with colleagues to gather information about the missed class.

REQUIRED TEXT

Hayden, M., Levy, J., and J. Thompson (Eds). (2007) *The SAGE Handbook of Research in International Education*. SAGE Publications: Thousand Oaks, CA.

Regan, Timothy (2005). *Non-Western Educational Traditions: Indigenous Approaches to Educational Thought and Practice*, Third Edition. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.

COURSE REQUIREMENTS

Active informed participation: This is defined as full attendance, active informed participation in class discussions and activities, demonstration of positive and collaborative disposition towards colleagues, and satisfactory completion of all project work on time. A major part of course participation is reading, presentation and facilitation of assigned course material. All readings must be completed for the class date for which they are assigned.

EVALUATION

Since this is a doctoral level course, high quality work is expected of all participants. Attendance at all classes for the entire class is a course expectation. In order to qualify for a final grade of A+, a participant enrolled in EDUC 880 must (in addition to scoring the maximum possible points) participate in all class discussions, activities and projects. Only University absences identified in the Catalog 2010 will be considered 'excused'. All papers will follow APA guidelines.

All course requirements will be assessed using a scoring rubrics and/or specific guidelines. All required assignments are due at the beginning of class on the day they are due. Coursework submitted late will automatically receive a one third reduction in total points earned (one full letter grade lower). The grades in this course will be distributed as follows:

Participation	20% = 20 points
Personal Narrative	20% = 20 points
Analytical Memo I	15% = 15 points
Analytical Memo II	15% = 15 points
IEPP	30% = 30 points

<u>Total Points Possible</u>	<u>Possible Grade</u>
100	A+
99-95	A
94-90	A-
89-85	B+
84-80	B

Assignments:**Guidelines for Preparing Personal Narrative**

The purpose of the personal narrative is to help you to center your own experiences within the realm of international education. Since our culture, beliefs and understandings affect our professional selves, engaging in the self-examination of your international educational experiences in view of culture and beliefs will allow you to construct a narrative that defines that development and its influence on your professional life today.

Your Personal Narrative (3-5 pages) will be worth 20 points and will be graded on four 5 point categories:

- a. Specific examples or events, including but not limited to international experiences, influencing your professional belief system
- b. Connections that demonstrate directions or actions taken as a result of your education experiences
- c. Synthesis of cultural attributes and beliefs shaped by education experience that influences your professional life today
- d. Critical reflection that demonstrates creative understanding and transformative learning

Guidelines for Preparing Analytical Memos (PERFORMANCE-BASED ASSESSMENT)

The purpose of the memos is to provide you with the opportunity to apply your critical thinking and analytical skills. The memos should be 3-5 pages in length, references no more than 5 years old and come from a refereed journal in international education. When submitting your memo, attach a copy of the article. The first analytical memo should focus on **equity, democracy and/or social justice**, while the second memo should focus on topics related to curriculum, instruction, assessment, research and/or evaluation in international education.

Both memos must address the following questions:

- 1) Who is the audience the article addresses?
- 2) What are the implicit and explicit assumptions of the author(s)?
- 3) What are the issues discussed?
- 4) What are the implications of the issues discussed for international education policy and practice?
- 5) What are the limitations of the article?
- 6) What did you learn from reading this article?

In addition, all memos must include the following: **Participant's Name, Course Title, Section and Number, University Name, Date and Memo No.** The title of your memo must be in the following format:

Author(s) Last name, First name. (Year of Publication), Title of Article, Name of Journal, Volume, Number, Page Numbers.

Please note that failure to adhere to the above requirements will result in loss of points.

Grading of Analytical Memos

Analytical memos will be worth 15 points each. Each question will be worth two points except for 4 & 6 which will be 3 points apiece. The memos will be graded as follows: 0 = No response to the question, 1-2 =incomplete information, 2-3 = satisfactory, 3-4 = beyond expectation.

International Education Project Plan (IEPP) 30%

The purpose of the IEPP is to give each participant an opportunity to conduct an in depth examination of specific issues or topics related to international education (e.g., regional studies, social justice, peaceful change, demographics, international curriculum, teacher/administrator professional education, non-formal education, international programs).

Students may also propose a major project of their own choosing. This may include grant writing/submission; journal article (written/submitted), an annotated bibliography on a specific topic; an action research plan for initiation of an international project. Each paper will be approximately 15-20 pages in length.

All project topics must be approved in advance by the instructor. Each student will become an “expert” in a particular dimension of international education. Each student will provide an outline of their presentation, a brief report of the current research in the field, and a list of references/ resources to share as part of their final presentation.

Grading of IEPP

Grade/Points	Quality of Written Work	Completeness of Work	Class Presentation
A+ 100	Exceptional quality and insight; a rare & valuable contribution to the field.	100% complete	Clear description of the topic and its importance; strong evidence of critical reflection; delivery is engaging and interactive; strong evidence of preparation & organization; extensive resources provided.
A 99-95	Convincingly on target; demonstrates evidence of	Accurate & seamless writing;	Clear description and importance; critical reflection apparent; delivery is good and somewhat engaging; evidence of preparation & organization; some resources

A- 94-90	understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors. On target with evidence of understanding; additional need for clarification; more than four errors in grammar, spelling or citations	virtually a complete product Some shortcomings, none that distract from overall work	provided. Description of topic; little evidence of reflection; delivery is okay; little engagement; some evidence of organization & preparation; limited resources provided.
B+ 89 –85 B 80 – 84	Competent; provides credible evidence of understanding and application; some lapses in organization, citations and/or writing clarity. Evidence of understanding presented but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations.	Moderate shortcomings; minor elements missing that distract the instructor’s ability to see the product as a whole. Evidence of effort but one or more significant and important points are missed or not addressed.	Student states the topic but fails to describe importance. No apparent critical reflection; Delivery is understandable but not enthusiastic or engaging; evidence of preparation is not clear; very limited resources provided. Student makes a presentation without sufficient planning or preparation; topic is unclear; importance is not identified; delivery is difficult to follow; no indication of preparation; few if any resources presented.
C 79 and below	Undergraduate level and quality; unsophisticated; assignments show little or not connection to course content or concepts.	Insufficient evidence of understanding and application; important elements missing or	No presentation is attempted.

		difficult to find.	
F	Unacceptable	Difficult to recognize as the assigned task.	No constructive participation; destructive; demeaning toward other points of view.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].