



College of Education and Human Development

Early Childhood Education Program

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ECED 710. DL1 and 600 International Perspectives in Early Childhood Education

(3:3:0)

(Hybrid)

Thursday, 5:30 PM- 8:10 PM

Meets in person on 10/ 22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10

Arlington Founders Hall 475

Instructor: Ilham Nasser, Ph.D.

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COURSE DESCRIPTION:

Examines international perspectives in early childhood education in various contexts to increase students' knowledge of approaches to planning and implementing effective programs for culturally, linguistically, and ability diverse children in different countries. Explores roles played by professionals working with young children and families to inform, connect, and enrich U.S. based programs in early childhood education.

Prerequisite

Admission to the M.Ed. in Curriculum and Instruction, Concentration in Early Childhood Education for Diverse Learners, the Ph.D. in Education, or permission of instructor.

Nature of Course Delivery

This course requires active participation of all students in face to face and online. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Describe international perspectives and philosophies of early childhood programs including an awareness of how both history and present day issues impact program design and curriculum choices.
2. Critically reflect on contemporary problems, issues and challenges in the field of international early childhood education.

3. Discuss issues of equity and equality of educational opportunities and outcomes for differently situated social groups, and articulate a framework for culturally relevant, multicultural and anti-bias education.
4. Identify international learning standards as they relate to history and social political factors in various contexts.
5. Demonstrate knowledge of the philosophical, theoretical, research, and application bases for early childhood education programs in different countries.
6. Analyze and evaluate various models and theories of early childhood education programs including current trends and issues in different countries.
7. Analyze and evaluate families' and communities' roles in early childhood education.

PROFESSIONAL STANDARDS

This course is aligned with the Elementary standards established by The Association of Childhood Education International, more specifically (<http://acei.org/programs-events/acei-standards-for-elementary>)

1. Std. 1.0 Development, learning, and motivation;
2. 3.2 Adaptation to diverse students;
3. 5.1 Professional growth, reflection, and evaluation).

Centre for Education Diplomacy (CED) skills and dispositions (www.educationdiplomacy.org/core-skills):

REFLECTION is a practice in which individuals, groups, or organizations look back at a series of events, practices, behaviors, or actions to determine lessons learned and to assemble resources for future undertakings.

INTELLECTUAL FLEXIBILITY is the ability to assess and adapt to changing circumstances rapidly, draw inferences and conclusions, and to utilize multiple creative solutions.

GLOBAL ETHICS proposes that there exists a common base of universal values that are the guiding principles or standards governing the actions of an individual or the members of a community or profession.

APPRECIATIVE INQUIRY is an approach used to promote and sustain positive change in people, organizations, institutions, and communities.

NEGOTIATION is an interactive approach to resolving a shared problem or need by addressing the dynamics or relationships in the conflict and attempting to find a mutually agreeable solution.

MEDIATION is a method individuals or groups use to resolve an issue or dispute with the assistance of a neutral, third party who facilitates the discussions toward the goal of agreement.

CROSS-CULTURAL COMMUNICATION is sharing thoughts and ideas through verbal and nonverbal ways, resulting in the ability to create and cultivate relationships with individuals from differing cultural backgrounds.

REQUIRED TEXTS

Duncan, J. & Te One, S. (2012). *Comparative early childhood education services: International perspective*. Palgrave, NY.

Yelland, N. (2010). *Contemporary perspectives on early childhood education*. McGrawHill, NY.

Other Required Readings (available electronically via Blackboard) to include:

- Britto, P. R., Engle, P. L., & Super, C. M. (2013). *Handbook of early childhood development research and its impact on global society*. Oxford, NY. SELECTED CHAPTERS.
- Kroll, L. R., & Meier, D. R. (2015). *Educational change in international early childhood contexts: Crossing borders of reflection*. Routledge, NY. & London. SELECTED CHAPTERS.

In addition, reports and documents by international organizations such as the listed below will be examined:

United Nations Documents, <http://www.un.org/en/documents>. For example:

The Convention on the Rights of the Child on WWW.UNICEF.ORG website.

Retrieved October 17, 2014,

The Millennium Development Goals.

http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20%28July%201%29.pdf. Retrieved on 9/27/15.

Oxfam International reports. (2014). Reports: Oxfam International (<http://www.oxfam.org>).

Save the Children International. (2014). Reports: Save the Children International. Retrieved October 17, 2014, from <http://www.savethechildren.net>

CARE International. (2014). Documents: CARE International. Retrieved October 17, 2014, from <http://www.care-international.org>

American Near East Refugee Aid (ANERA), www.anera.org.

Association for Childhood Education International. www.acei.org.

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – 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/>].

- Office of Disability Services – 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 <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We

commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class and online.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task,

they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Course Assignments

Assignments	Due Dates	Points
Attendance and participation	Ongoing	15
Online Discussion Boards (4x7= 28+ 2 for introduction module)	Ongoing	30
Case study: ECE conditions and markers (status report on specific region or country). Group presentations.	Ongoing	30

Pictorial children's book based on country investigated/ individual assignments	End of semester	25
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Attendance and Participation (Ongoing): 15 points

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Discussion Board completion and participation (Ongoing): 30 points

Active participation and engagement in on-line activities that use discussion forums on Blackboard are imperative for optimal learning in this hybrid class.

Weekly Discussion Boards: As part of the online portion of this course, students will be asked to participate in online group discussion boards. Discussions will focus on extending the learning and exposing students to additional themes and topics beyond the face to face meetings. Students will be responsible to respond to a thread on a discussion topic and post a response to two other classmates by deadline on **Thursdays by 4:30 PM for the duration of the course.**

Two points will be assigned to each discussion board posting and **two points** for responding to two additional classmates. **Two additional points** will be given for completing the introductory module on time and before the beginning of f2f meeting one.

Preparation for and participation in these online activities will be evaluated with the following criteria:

- Students complete readings and follow activity directions to prepare for on-line activity tasks as is evidenced by their ability to post and respond to posts, participating fully in the tasks related to each of the online activities.
- Students show evidence of critical reflective thinking and accountable language in their posts for all online activities. Students support the participation and learning of others in their on-line contributions. Students apply materials from the on-line activities to their other course work, including F2F meetings and written assignments.
- Students respond in details and go beyond "I agree" or "not agree: statements to peers.
- Further information and directions including due dates and rubric for points distribution will be posted on BB.

Case study: ECE conditions and markers (status report on specific community/ country/ or region).

Group presentations (Ongoing) 30 points.

This is a group project that will include 3-4 students collaborating on gathering information and critically examining current early childhood conditions, policies (and programs), practices in a specific region or country (or s specific community) around the world. Students will choose the community of interest during our first class meeting. They may choose based on interest (for preservice) or based on countries/ communities represented in their classrooms (for in-service). Students will share the information gathered and their analysis with classmates and provide an in depth view of the conditions, programs, and practices as compared to the U.S. Each presentation will last for 30 minutes and will include multimedia tools such as clips from children's books, documentaries, or other sources about the specific region or country. Students are to support their investigation with documents and research based studies or reports prepared by one or more of the international organizations listed above or others focusing on the specific region or country. An interview with a person who grew up in that region or country is also recommended (remember we have embassies in town where you can get information as well). **Students will prepare their report and choose one of the following:**

- a. **Submit for publication in a journal or a newsletter,**
- b. **Write a conference proposal,**
- c. **Prepare a professional development presentation**

**A pictorial children's book (hard copy or soft) based on country investigated.
Individual assignment due by the end of semester (25 points).**

Each individual student will choose one of the countries (communities) in the region investigated by the group (if interested in other areas, consult with instructor) and create a children's book to introduce the families, and or children's schooling to preschool or kindergarten to- third grade children in the U.S and more specifically in Washington metropolitan area. Students may use their imagination and create a fictional story or introduce a book of simple facts about the lives, traditions, language/s of a family and / or schooling of young children in the specific country. The facts and information used should be referenced and derived from official documents gained in the group project or other new resources. Each Student will post two articles on BB to share on the topic and country of choice. Each will plan a read aloud for children and read the book to a specific group of children in a school or an individual child in a community setting. They will write a reflection based on their learning and feedback from children. Students must stay away from generalizing or using stereotypical materials and facts. This assignment is due at the end of semester.

Tentative Class Schedule and topics

Date	Topic	Readings & Assignments Due ***Please note that each week we will have two sessions: <ul style="list-style-type: none"> • Face-to-face class meeting on Thursday nights starting on October 22nd. • On-line class in between f2f meetings with discussions and activities due the following Thursday by 4:30 PM. Check Blackboard for more specific details about weekly assignments and expectations.
Online Introductions 10/ 15- 10/22	Introductions and expectations	Read syllabus and review modules and course materials
Face to Face 10/22	Introduction to early childhood education in international settings. Conceptualizing “International”. Form small group project teams.	Print or bring an E copy of syllabus Read: 1. Yelland, N. (2010). Chapter 1. On BB: 1. Suarez-Orozco & Sattin (2007). Wanted Global article.
Online Class 10/22- 10/29	International ECE issues and possibilities. Child and (inter)national development. The State of Children	Read: 1. Yelland, N. (2010). Chapter 3. 2. Duncan, J. & Te One, S. (2012). Chapter 1. On BB 1. Kroll & Meier (2015). Pp. 5-35 2. The State of the World Children Report (2015). Complete BB activities by 10/29 at 4:30 PM
Face to Face 10/29	Setting Global Goals: Investment in global ECE. Third Culture Children: Guest Speaker Publishing possibilities and avenues	Read on BB 2. United Nations Millennium Goals Report 3. United Nations Sustainable Development Goals 4. Britto, P. R. ,Engle, P. L., & Super, C. M. (2013). Pp. 35-65. 5. Pollock & van Reken Ch.2 & 6 on Third Culture Children.

Online Class 10/29- 11/5	A multidimensional approach to learning and inclusion in international settings. Curriculum issues: Collaborative play as new methodology Context specific curricula	Read: 1. Duncan, J. & Te One, S. (2012). Chapter 10. 2. Yelland, N. (2010). Chapter 2. On BB 1. Claiming the Promise of Place-Based Education (2014). Pp. 62-76 Complete BB activities by 11/5 at 4:30 PM
Face to Face 11/5	Close examination of programs and practices in different regions. Possible focus may be on the following regions: <ul style="list-style-type: none"> - South East Asia - Middle East and Africa - Central and Eastern Europe - The Americas (including Latin and or Central America) - Western Europe - The pacific Rim- Australia 	Read: 1. Yelland, N. (2010). Chapters 9, 10, & 11 2. Duncan, J. & Te One, S. (2012). Chapter 3& 8. On BB 1. Beyond School Walls (2013). Save the Children ECE Case study presentations start
Online Class 11/5-11/12	ECE as a pathway to peace. Promoting mindfulness and citizenship in early years Interventions that work	Read on BB Selected chapters from pathways to Peace 1. Ecology of peace. 2. Linking peace building and child development. 3. Interventions: what has worked and why? 4. Global Citizenship Education: An Emerging Perspective Complete BB activities by 11/12 at 4:30 PM
Face to Face 11/12	Examination of global efforts to improve ECD/ ECE <ul style="list-style-type: none"> - Rights of the child declaration, children and violence, others. - Early childhood development in conflict areas. The work of Non- Governmental organizations: Guest Speaker	Read On BB 1. School readiness: A conceptual framework (2012). UNICEF 2. Expanding opportunities: ECD in MENA. World Bank report. Pp. 15-45 3. Laying the foundations: Early childhood care and development (2012). Save the Children 4. Other reports will be added as needed.
Online Class 11/12-11/19	Professional development in the early years Teacher Training: Universal Standards Learning environments : Universal comparisons	Read on BB 1. A Place to learn: lessons from research on learning environments. A UNESCO report (2012). 2. Kroll, L. & Meier, D. (2015). Pp. 39-52. 3. Utilizing the ACEI Global Guidelines Assessment Tool for professional Dev. (2015). Complete BB activities by 11/19 at 4:30 PM

Face to Face 11/19	Building strengths in families and communities Focus on immigrant families and their needs and interest: Roma Children and Their families. A Guest speaker.	Read on BB 1. Duncan, J. & te One, S. (2012). Chapters 2, 4 & 9. 2. Britto, P. R. ,Engle, P. L., & Super, C. M. (2013). Chapter 7 & 8.
Online Class 11/19-11/26	Monitoring and evaluation of programs and policies in international settings. Challenges in evaluating international programs	Read on BB 1. Martinez, et al. (2012). The Promise of Preschool in Africa. 2. Global goals and country action (2015). 3. Inequities in Early Childhood Development (2012). UNICEF Complete BB activities by 11/26 at 4:30 PM
Face to Face 11/26	Thanksgiving Holiday- No Class meeting	Online classes continue before and after the holiday
Online Class 11/26-12/3	Cultural variations of early childhood practices and programs- Applying anti-bias education	Read on BB 1. Celebrating diversity in early care and education settings (2008). 2. Anti- Bias education (2010). Derman-Sparks & Edwards 3. Yelland (2010). Chapters 6, 7& 8. 4. Rethinking Early Learning and Development Standards in the Ugandan Context (2015). Complete BB activities by 12/3 at 4:30 PM
Face to Face 12/3	Putting it all together: paradigm shifts and new directions and implications for the field. Thinking globally and acting locally. ACEI Guest Speaker/s	Read: 1. Duncan, J. & Te One, S. (2012). Chapter 11. 2. Yelland (2010). Chapter 15
Online Class 12/3-12/10	Children's books preparation: Illustration of digital materials. Relying on accurate sources of information	Read: 1. Two articles of choice on the country for the children's book. 2. List your two articles on BB for all to review. 3. Groups prepare a publishable version of report and send for publication
Face to Face 12/10	Final Class Meeting Course wrap up Course evaluations	Presentations of children's books Post on BB

Grading Criteria for discussion board postings

Criteria	Expected	Sufficient	Insufficient
Timely discussion contributions	postings well distributed throughout the discussion period and submitted before deadline	postings somewhat distributed throughout the discussion period	posting not distributed throughout the discussion period and don't meet due date
Responsiveness to discussions and demonstration of knowledge and understanding gained from assigned reading	Very clear that readings were understood and incorporated well into responses (including use of quotes). 2-3 ideas from readings were shared as appropriate	readings were somewhat understood and incorporated into responses	postings have questionable relationship to reading material
Adherence to discussion protocols	All protocols of online interactions are adhered to and questions are addressed as much as possible (don't let the discussion stray). Build on others' responses to create threads.	Some protocols are adhered to and students don't respond to others' posts	Protocols are not adhered to
Clarity of ideas and writing without errors. Adding work citations where appropriate	All Postings are clear and lacking of errors. Work of others is cited.	Some postings are clear and lacking of errors. Work is partially cited	No clarity in writing and work is full of errors.
Responses to two additional posts written by classmates were uploaded before due date	Two well written, reflective, and thoughtful responses were posted on time.	One written, reflective response was posted.	No responses were posted on time and before due dates listed.
Points	4	2	0

Grading criteria for group presentation- ECE status reports

This group assignment is worth 30 points of the total semester grade. The group will be evaluated based on the following criteria:

/5 Planning and Preparation

- Prepared a relevant presentation that contributed to classmates' understanding of the topic and posted it to Blackboard Discussion Board by assigned deadline.
- Planned a presentation that included clear information and research based information on the ECE sector in target country/ region and supported information with legible and reliable resources.
- Brought a hard copy or E copy of presentation to class on assigned class meeting to share with instructor and students.

/15 Presentation

Introduction

- Introduced the country of interest to classmates in an interesting and thought-provoking manner

Approach

- Used a multimedia product/s that stimulated interest in the ECE field in the specific context.
- Explained to classmates the key issues faced by early childhood sector in country including success stories and challenges.
- Shared information on policies, programs, and schooling opportunities available for young children.
- Presented in a though provoking and stimulating manner.

Content

- Functioned as experts with reference to the topic and country under investigation.
- Provided opportunities for classmates to discuss and ask questions.
- Provided sufficient information about the country in a manner that illustrates in depth knowledge of region/ country.
- Stayed away from stereotypical facts and generalizations.

/10 Reflective Report

- Wrote a group report in addition to the presentation in class to reflect on new knowledge and set of skills gained. The reflective report was no more than four double-spaced pages in length and included insightful reflections on the collaborative process with an emphasis on the various roles the group members played in the planning and implementation process and views about new insights gained from the research and the various readings and documents.
- Posted the reflection no later than one week after the seminar was presented in class.

Criteria for evaluating children's book based on country investigated/ 25 points**/5 *Planning and preparation***

- Created a story or a non-fiction book on lives of children using in depth information gained from extensive research on specific country or region.
- Children's book reflects knowledge of age appropriate materials and age appropriate language
- Cited appropriate resources for preparing the book including two articles assigned.
- Used group presentation as a resource for background information where applicable.

/15 *Content and design*

- Children's book is inviting, interesting, and well designed.
- Children's book is informative and provides basic knowledge on children's lives and schooling.
- Children's book is submitted in hard copy or E copy and posted on BB.
- Book is focused on children/ families and is telling a story that is relevant and non-stereotypical.

/5 *Implementation*

- Wrote a lesson plan based on book prepared with appropriate goals and objectives.
- Read the book to children in a classroom or in the community and took notes of their reactions and questions.
- Wrote a reflection based on this lesson and its implementation.
- Identified changes to make based on responses from children.