

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

**EDUC 880: INTRODUCTION TO INTERNATIONAL EDUCATION**  
**Asynchronous Wednesday-Tuesday class week (DL)**  
**CRN 78731 CRN 83151**

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

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**UNIVERSITY CATALOG DESCRIPTION**

Using interdisciplinary approach, addresses education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness.

**COURSE OVERVIEW**

As a survey course we will examine international educational systems and focus on the relationship to human and national development. We will study critical variables that influence access to, and implementation of, education systems in international settings. Furthermore, we will have discussions of curriculum and instruction, assessment, teacher education, education research and policy, culture, language, social justice, equity, conflict and peace, human resources and national politics.

**For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>**

## **LEARNER OBJECTIVES**

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. Demonstrate understanding of intercultural competency and ability to self-reflect on personal development of intercultural competency.
5. Situate education in the process of institutional development, democratization, and transparency.
6. Use constructivist epistemology to analyze international educational questions, issues and problems.
7. Develop a plan to address a specific need or problem within a particular educational system.
8. Demonstrate 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), focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. CIES and the associated journal are one of the primary research organizations in the field. This course addresses some of the goals and purposes 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: CEHD Core Values of research-based practice, social justice, reflection, innovation and collaboration; CEHD's Center for International Education (CIE); and, the National Association for Multicultural Education (NAME) and the American Psychological Association (APA).

## **COURSE DELIVERY METHOD**

As a doctoral seminar, the course will be taught using social constructivist and inquiry-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 materials should be read/viewed prior to the class date to engage in a meaningful discussion.

Our classes will be conducted as online discussions, activities, videos and other resources using the Bb format. Our class begins on **Wednesdays and ends on Tuesday**. That means that new readings, assignments and information will be shared each Wednesday (please be sure to log in on Wednesdays). Generally, PhD courses take approximately 9-12 hours a week including readings, assignments, Db and activities. Plan your weekly schedule to accommodate these requirements.

Consider that F2F class run approximately 2 ½ hours you should plan to spend a similar amount of time online and engaged throughout the week with your peers. **All students will be expected to login a minimum of 3 times during the week (logins on will Tuesday not count in facilitating a rich discussion)**. The first opportunity should be early in the week to review the assignment, finish readings and answer the discussion questions. The second login should be to respond to a minimum of two other colleagues with thoughtful comments and in-depth questions (responses such as "I agree" do not count). The final login should be no later than Monday to synthesize your understandings, respond to any additional comments and to note what you learned from this week's discussion. Limit discussion posts to no more than two-three brief paragraphs (be concise and direct while being courteous). Please review Netiquette on the Bb site if this is your first online course.

## **CELL PHONE USE**

Cell phones are NOT suitable for participation and responding to an online forum. They may be useful in an emergency but should not be the primary means to access this course.

## 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 (Mason Catalog). An Excused Absence is permitted according to the guidelines of the Mason Catalog and the instructor should be notified ahead of time when possible. Non-excused absences are the decision of the student however they will result in lower grades in participation points as well as in assignments depending on the length and timing of the absence.

In the online asynchronous format, *all class periods* are the entire week of the class, class absences are when you do not participate during the week – being tardy means you post too late in the week to engage in authentic interactions and discussions with your classmates. Being absence or posting too late in the week (tardy) will impact your final grade.

If you anticipate two or more absences from this class without permission (as noted in catalog) you should think about scheduling this class for another semester. Two unexcused absences will substantially impact your grade and may impact your ability to remain in the PhD program. If you need further conversation about your particular circumstances, please contact me at [bshaklee@gmu.edu](mailto:bshaklee@gmu.edu).

## REQUIRED TEXTS

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- Regan, Timothy (2017). *Non-Western educational traditions: local approaches to thought and practice* (4<sup>th</sup> edition). Routledge: Taylor & Francis.
- Shaklee, B. and S. Baily (Eds.). (2012). *Internationalizing teacher education in the United States*. Lanham, MD: Rowman & Littlefield.
- Thomson, P. and Walker, M. (Eds). (2010). *The Routledge doctoral student's companion*. New York: Routledge.

Other readings as assigned in course schedule and available on Bb.

**All PhD students are fully responsible for mastering APA style, ethical and citation requirements for all papers, projects and research completed in the PhD program.**

### **COURSE REQUIREMENTS**

This course will be delivered fully online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by August 17, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

#### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:

- <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### ***Expectations***

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Wednesday and finish on Tuesdays.**
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications. All students are considered part of the PhD program and therefore should be included in all general correspondence in the course.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Students who are unfamiliar with Bb should make time to take the online tutorial before the beginning of class.

<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

All students can request a WebX or Zoom account from ITU, <https://its.gmu.edu/> to facilitate online communication with one another and with the instructor.

## **EVALUATION**

This is a doctoral level course and high quality work is expected of all participants. *Attendance at all classes for the entire week 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 will be considered 'excused'. All papers will follow APA guidelines (7<sup>th</sup> edition).

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 or when noted in the schedule. 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/Personal Narrative/Interview	25% = 25 points
PBL Reflection I	15% = 15 points
PBL Reflection II	15% = 15 points
Annotated Bibliography	15% = 15 points
IEPP (Paper/Media Presentation)	30% = 30 points

The University-wide system for grading graduate courses is as follows:

<b>Grade</b>	<b>Standards</b>	<b>Grading</b>	<b>Grade Points</b>	<b>Graduate Courses</b>
A+	Substantially Exceeds Standard	98 - 100	4.00	Exemplary / Passing
A	Meets Standard	93 – 97.9	4.00	Excellent / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Failing

### **Incomplete Grades:**

Students who require an incomplete due to extenuating circumstances *must be a student in good standing prior to the request, e.g. up-to date with all assignments, activities and readings*. Incomplete (IN) can be awarded at the discretion of the instructor. In the case of an IN a contract will be established between the student and instructor with specific dates due for work to be completed. Failure to meet the deadlines will automatically result in a grade of “F” eight weeks into the following semester.

### ***Professional Conduct:***

***Students are expected to exhibit professional behaviors and dispositions at all times with one another, members of the staff and all faculty with whom they interact.***

### **ASSIGNMENTS:**

#### **Personal Narrative Posting (included as part of your participation grade)**

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.

Write up a 3-5 page personal narrative and *post to the Discussion Board by 8/29/2020*. Be sure to address the following areas:

- 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. Self-reflection on intercultural competencies and areas for continued development.
- d. Synthesis of cultural attributes and beliefs shaped by education experience that influences your professional life today
- e. Critical reflection that demonstrates creative understanding and transformative learning
- f. Relationship of your intentions as a doctoral student and those perspectives described in Routledge.

During the upcoming week (2-8th) select two personal narratives from your classmates, read and respond with questions that promote conversation (dialog) among the three of you. Be sure to address their answers and follow up with additional and mindful questions or reflections.

Your participation in Db should begin no later than Friday in order to give ample time for discussion and response. One word responses or “I agree” are insufficient for credit in discussion, no response should be longer than 1-2 paragraphs. *No credit will be given for participation that begins later than Monday.*

**Guidelines for Preparing Responses to PBL Investigations (I, II) – 30% DUE: 9/23 and 11/3**

The purpose of the PBL memos is to provide you with the opportunity to apply your critical thinking and analytical skills and is an outcome of active participation in the PBL. You and your team have investigated two PBL’s at the close of each PBL experience you will post at 2-4 page analysis of the PBL which includes but is not limited to identification of the question, resources used, ideas identified, concepts explored (including reference citations) and final solutions proposed. Embedded in your memo is your evaluation of the process including but not limited to participant contributions (including your own), barriers to solution finding and your individual judgment on the solution adopted. Please attach the PBL rubric as part of your self-evaluation.

Memo I and II will be evaluated accordingly:

1. Critical Thinking, addressing all parts of the assignment and carefully and effectively following and responding to the instructions;
2. presents keen and original ideas about the PBL;
3. offers excellent Support/Development: is specific, detailed, and thorough in its observations, evidence, and discussion;
4. has clear, sophisticated writing that is free of errors; and,
5. correctly and effectively presents, integrates, and cites quotations, summary, and paraphrase according to APA style.

## **Annotated Bibliography 15% DUE 11/11/2020**

An annotated bibliography is a list of citations to refereed articles and is followed by a brief (150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources listed (Cornell University Library, 2013). The purpose of the annotated bibliography is to give you an opportunity to explore topical research in international education, provide a concise review, analysis and evaluation of the articles you have read. You must read and review **10 refereed** research articles, 5 qualitative and 5 quantitative, **all in the same topical area and specifically related to your final project.**

You should use the annotated bibliography assignment as part of your final project /paper. For each article read you must list the reference citation at the beginning (using APA format) and provide a succinct critical analysis of the article below. Additional information on writing Annotated Bibliographies is provided on the Bb site. Please read prior to writing.

Grading of Annotated Bibliography:

The annotated bibliography will be worth 15 points. Each bibliography will be graded on breadth, objective reasoning, coverage, writing style and evaluation (all worth 3 points each).

Breadth – to what extent did the bibliography represent the topic of study; did it include 5 quantitative and 5 qualitative articles; were all articles refereed?

Objective Reasoning – is the information shared empirical; was the type of research identified; was the analysis congruent with the article results/findings; were the findings valid and reliable; how common were the findings to other studies in the field?

Coverage – do the articles represent the thinking in the field? Were the sources relevant and current?

Writing Style – does the bibliography conform to APA standards in all dimensions? Does the annotation conform to word limits and express an evaluation of the article?

Evaluation – is the author able to evaluate/judge the validity and/or trustworthiness of the reviewed article?

**Due Date: Annotated Bibliography will be posted to Bb and is due November 11<sup>th</sup> prior to 4:30. It must be connected to your final project.**

### **International Education Project Plan (IEPP) and Presentation 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, development, international programs).

Students may also propose a major project of their own choosing. This may include grant writing/submission; journal article (written/submitted), an action research plan for initiation of an international project. Each paper will be approximately 20-25 pages in length including references.

All project topics must be approved in advance by the instructor (10/7/2020). Each student will become an “expert” in a particular dimension of international education. In addition, 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 on December 4<sup>th</sup>. Please be sure to review the rubric prior to writing and submission.

**The final project/ paper and presentation will be posted to Bb no later than Friday December 9<sup>th</sup> by 5:00 p.m. Final papers will be reviewed using SAFE ASSIGN which is also available for your use on the final project/paper.**

**EDUC 880: International Education Project Plan Rubric**

<b>CATEGORY</b>	<b><i>Exemplary (5) – consistently exceeds requirements</i></b>	<b><i>Highly Competent (4) – exceeds in some aspects</i></b>	<b><i>Competent (3) – meets requirements</i></b>
<b>Introduction</b>	exceptional introduction that grabs interest of reader and states topic. thesis is exceptionally clear, well-developed, and a definitive statement.	proficient introduction that is interesting and states topic. thesis is clear and arguable statement of position.	basic introduction that states topic but lacks interest. thesis is somewhat clear and arguable.
<b>Quality of Research</b>	paper is exceptionally researched, contains 10 peer reviewed articles, the 10 articles relate to the thesis argument in a logical manner. References are correctly cited (APA)	information relates to the main topic. Paper, is well-researched in detail and from fewer than 10 good sources. References are correctly cited (APA)	information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources (fewer than 8). References are not cited correctly
<b>Support and Analysis</b>	exceptionally critical, relevant and consistent connections made between evidence and project, excellent analysis.	consistent connections made between evidence and project plan, good analysis.	some connections made between evidence and project plan, some analysis.
<b>Conclusion</b>	excellent summary of IEEP with concluding ideas that impact reader. Introduces no new information.	good summary of topic with clear concluding ideas. introduces no new information.	basic summary of topic with some final concluding ideas. introduces no new information.
<b>Writing</b>	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted (APA)	Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate.	Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow. Improper reference section.
<b>Presentation</b>	Clear, well-practiced and articulated presentation; explanation of IEEP and significance of the work is presented Good eye contact; fields Q & A appropriately	Presentation is logical, connected to IEEP and mentions the significance of the work. Less well practiced and lacks confidence to reply to Q & A	Presentation is completed, too brief and/or does not address importance of the IEEP. Does not appear to be prepared or connected to the course. Unable to field Q & A.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

### Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. (see attached)

#### Class Schedule

Readings focus on the content of the class, but part of the class will also focus on the socialization, expectations and culture of doctoral student life. This is an asynchronous course with each week **beginning on Wednesday and ending the following Tuesday**. Work for the week will be distributed throughout each week and new posts from me on readings, assignments and responsibilities will be in Discussion Board each Wednesday. This is **NOT** a self-paced course, *readings should be done in advance* however assignments and responsibilities should be completed in the week assigned. **Missing any week or interaction in Db is considered the same as missing a F2F class, there is no 'make up.'**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<i>Date</i>	Topic/Learning Experiences	Readings and Assignments
<b>Historical and Theoretical Perspectives</b>		
<b>WEEK 1</b> <b>August 26-</b> <b>Sept. 1</b>	<b>Course Introduction</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Syllabus</li> <li>3. Review: Writing/Reading in Graduate School</li> <li>4. Personal Narrative <b>(due 8/29)</b></li> </ol>	<b>READ</b> <ol style="list-style-type: none"> <li>1. Dolby, N. &amp; Rahman, A. (2008). <i>Research in International Education</i></li> <li>2. Knight, J. (2004) <i>Internationalization Remodeled: Definitions, Approaches and Rationales</i></li> <li>3. Arnove, R. (2001). Comparative and International Education Society (CIES) <i>Facing the Twenty-First Century: Challenges and Contributions</i>.</li> </ol> <b>DUE: Post your Personal Narrative to the class on Bb and respond to two classmates</b>
<b>WEEK 2</b> <b>September 2</b> <b>- Sept. 8</b>	<b>Understanding International Education</b>  <u><b>Db Part I: How do we define international education?</b></u>	<b>READ</b> <ol style="list-style-type: none"> <li>1. Stromquist, N. (Spring 2005). Comparative and International Education: A Journey toward Equality and Equity.</li> <li>2. Crossley, M. (2002). <i>Comparative &amp; International Education: Contemporary Challenges...</i></li> </ol>

	<p><b><u>Db Part II: Surveying the 'world' of international education</u></b></p>	<ol style="list-style-type: none"> <li>3. Bang, K. &amp; Markeset (2011). <i>Identifying the Drivers of Economic Globalization</i></li> <li>4. Spring (2004) How Educational Ideologies are Shaping Global Society (Bb, Content)</li> <li>5. <i>The myth of globalization</i>;  <a href="https://www.youtube.com/watch?v=xUYNB4a8d2U">https://www.youtube.com/watch?v=xUYNB4a8d2U</a></li> </ol> <p><b><u>DUE: Participation in both parts of Db</u></b></p>
<p><b>WEEK 3</b>  <b>September 9-</b>  <b>September 15</b></p>	<p><b><u>Introduction to Problem Based Learning</u></b></p> <p>For the next two weeks we will engage in a scaffolded PBL around the notion of global competency in education. This is not your opinion or experience this is based on <b>research</b> the team will do.</p>	<p><b>READ</b></p> <ol style="list-style-type: none"> <li>1. Problem Statement</li> <li>2. See Responsibilities/Assignments</li> <li>3. Post Your Questions to Learning Board</li> </ol> <p>-what do you know?  -what do you need to know?  -what additional definitions/resources do you need?  -who will be responsible for uploading  -what is your timeline?</p> <p><b>Resources for PBL</b></p> <ol style="list-style-type: none"> <li>1. Hayden, M. &amp; Thompson, J. (1995) International Schools and international education: a relationship reviewed.</li> <li>2. Olson, C. Evans, R. &amp; Shoenberg, R. (2007) <i>At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education</i></li> <li>3. Sinicrope, Norris &amp; Watanabe (2007), <i>Understanding and Assessing Intercultural Competence</i> (Bb, Content)</li> </ol>

		<p><b>DUE: Participation in all aspects of PBL on Db – utilize Bb Collaborate, Zoom, WebX ...to facilitate whole group discussions and problem solving</b></p>
<p><b>WEEK 4</b>  <b>September</b>  <b>16-September</b>  <b>22</b></p>	<p><b><u>PBL Week Two</u></b></p> <p><b>Read additional information for the problem</b>          -what do you <i>now</i> know?          -what do you <i>still</i> need to know?          -what additional definitions/resources do you need?          -who will be responsible for uploading          -what is your timeline?          - propose a solution to the PBL          - provide support (citations) that the proposed solution will work          -evaluate (all) the probability of success          -evaluate group participation including your own</p>	<p><b>READING Resources for PBL (add to thinking)</b></p> <ol style="list-style-type: none"> <li>1 <i>Preparing Teachers for a Global Age</i> (Bb, Content).</li> <li>2 <i>Preparing Teachers and Developing School Leaders for the 21<sup>st</sup> Century</i>, OECD (Bb Content)</li> <li>3 <i>Nunana Nyomi (2020) International Schools Support Structural Racism</i> (Bb Content)</li> <li>4. <i>Dhlamini-Fisher, P. (2020) Racism in Recruiting: The Elephant in Our International Education Room</i> (Bb Content)</li> <li>5. <i>Anderson (2015) The White Space</i> (Bb Content)</li> </ol> <p><b><u>Continue to work on PBL with goal to propose group solution statement in Db (with references) no later than September 22<sup>nd</sup>.</u></b></p> <p><b><u>Due: PBL Memo #1: Individual Response on the PBL solution, research and evaluation due September 23 (rubric self-evaluation included)</u></b></p>
<p><b>WEEK 5</b>  <b>September</b>  <b>23-September</b>  <b>29</b></p>	<p><b><u>Forces that influence international education</u></b></p>	<p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. Ross, H. (November 2002) <i>The Space between us: The Relational Theories to Comparative and International Education</i></li> <li>2. Cambridge, J. and Thompson, J. (2004) <i>Internationalism and globalization as contexts for international education...</i></li> </ol>

		<p>3. UNESCO Global Education Digest, Data for the Sustainable Development Goals, <a href="https://en.unesco.org/gem-report/">https://en.unesco.org/gem-report/</a></p> <p>4. Singer, A. (2004) <i>The Rise of New Immigrant Gateways</i></p> <p>5. Davies, T., Isakjee, A. &amp; Dhesi, S. (2017) <i>Violent Inaction: ...Refugees in Europe.</i></p> <p><b>Due: Participation in Db</b></p>
<p><b>WEEK 6</b> September 30-Oct. 6</p>	<p><b>UNDERSTANDING NON-WESTERN WAYS OF KNOWING</b></p>	<p>READ:</p> <p>Reagan, T. (2018, 4<sup>th</sup> Edition) <i>Non-Western Educational Traditions: Local Approaches to Thought and Practice.</i></p> <p><i>ALL: Read Introduction and Chapter 1</i></p> <p><b>Selected Chapters 3-9 to Lead Discussion in Bb</b></p> <p>A good reference on critical questioning can be found on Bb Content – Socratic Questions. Create 2-3 questions about your chapter and engage (monitor) Db this week.</p>
<p><b>Week 7</b> October 7-13</p>	<p>PART ONE DB: CONTINUED DISCUSSION OF REGAN</p> <p>PART TWO DB: SYNTHESIZE YOUR FINDINGS FROM THE REAGAN TEXT AND DISCUSSIONS WITH COLLEAGUES</p>	<p><b>Continue Regan Discussions</b></p> <p><b>DUE: Post your synthesis of Reagan and your reflection to Db no later than October 12th</b></p> <p><b>DUE: 1 page Outline for IEEP final project to <a href="mailto:bshaklee@gmu.edu">bshaklee@gmu.edu</a> for approval</b></p>
<p><b>Week 8</b> October 14-20</p>	<p><b><u>National emphasis on 'international' education</u></b></p>	<p>Conduct an online “reconnaissance” of the country you selected. Prepare a <b>brief slide share (format of your choice)</b> and upload to Db for review and discussion on education in that country and its relation to views of</p>

		<p>international/global education. Check not only their education website but dig into curriculum, assessments, recruitment of faculty – select a country with which you are <i>unfamiliar</i>.</p> <p><b>READ</b></p> <ol style="list-style-type: none"> <li>1. U.S. Department of Education International Strategy 2012-2016. <i>Succeeding Globally Through International Education and Engagement</i>.</li> <li>2. HM Government (2013). <i>International Education: Global Growth and Prosperity</i>.</li> <li>3. “Harper Government Launches Comprehensive International Education Strategy”,  <a href="http://www.international.gc.ca/media/comm/news-communicues/2014/01/15a.aspx?lang=eng">http://www.international.gc.ca/media/comm/news-communicues/2014/01/15a.aspx?lang=eng</a></li> </ol> <p><b><u>DUE Slide Share Post – October 17th, respond to 2 colleagues</u></b></p>
<p><b>Week 9</b> <b>October 21-27</b></p>	<p><b><u>PBL II: Rethinking Development from a Post-Colonial Perspective</u></b></p> <p>For the next two weeks we will engage in a scaffolded PBL around the notion of development in international education. This is not your opinion or experience this is based on <b>research</b> the team will do.</p>	<p><b>READ</b></p> <ol style="list-style-type: none"> <li>1. Problem Statement</li> <li>2. See Responsibilities/Assignments</li> <li>3. Post Your Questions to Learning Board</li> </ol> <p>-what do you know?          -what do you need to know?          -what additional definitions/resources do you need?          -who will be responsible for uploading          -what is your timeline?</p> <p><b>Resources for PBL:</b></p> <p>International Development (2020)  <a href="https://en.wikipedia.org/w/index.php?title=International_development&amp;oldid=965689941">https://en.wikipedia.org/w/index.php?title=International_development&amp;oldid=965689941</a></p>

		<p>Hans Rosling (2010), Human Rights and Democracy Statistics  <a href="https://www.gapminder.org/tag/democracy/">https://www.gapminder.org/tag/democracy/</a></p> <p><b>DUE: Active engagement of whole group in PBL. Utilize Bb Collaborate, Zoom, WebX ...to facilitate whole group discussions and problem solving</b></p>
<p><b>WEEK 10</b>  <b>October 28-</b>  <b>November 3</b></p>	<p>PBL Week Two</p> <p><b>Read additional information for the problem</b></p> <ul style="list-style-type: none"> <li>-what do you <i>now</i> know?</li> <li>-what do you <i>still</i> need to know?</li> <li>-what additional definitions/resources do you need?</li> <li>-who will be responsible for uploading</li> <li>-what is your timeline?</li> <li>- propose a solution to the PBL</li> <li>- provide support (citations) that the proposed solution will work</li> <li>-evaluate (all) the probability of success</li> <li>-evaluate group participation including your own</li> </ul>	<p><b>Additional Readings for PBL:</b></p> <p>Lundsgaarde, E. &amp; Fejerskov, A. (2018) <i>Development agencies of the future: The limits of adaptation.</i></p> <p>Omar, S. (2012). <i>Rethinking Development from a Post-Colonial Perspective.</i></p> <p><b>DUE: PBL MEMO II – Individual Response on the PBL solution, research and evaluation November 3<sup>rd</sup> (including rubric self-evaluation)</b></p>
<p><b>WEEK 11</b>  <b>November 4-</b>  <b>10</b></p>	<p><b><u>Understanding peace education &amp; international education</u></b></p>	<p><b>READ:</b></p> <p>Ndura, Elavie “ Western Education and African Cultural Identity in the Great Lakes Region of Africa: A Case of Failed Globalization.”</p> <p>DeMulder, E., Ndura, E., Stribling, S.” From Vision to Action: Fostering Peaceful</p>

		<p>Coexistence and the Common Good in a Pluralistic Society through Teacher Education.”</p> <p><b>Select One:</b> Harris, I. <i>Peace education theory</i></p> <p>Bar-Tal, D. <i>The Elusive Nature of Peace Education</i></p> <p>Reardon, B. <i>Comprehensive Peace Education: Educating for Global Responsibility</i></p> <p><b>DUE: Participation in Db</b></p>
<p><b>WEEK 12</b> November 11-17</p>	<p><u>Interview an expert for your final IEEP project.</u></p>	<p><b>DUE: Please schedule a conference call with me this week via WebX, Skype, Zoom or any other medium. Contact me with preferred times/dates.</b></p> <p><b>DUE: Annotated Bibliography for IEEP</b></p>
<p><b>Week 13</b> November 18-24</p>	<p><u>Internationalization of Higher Education</u></p>	<p><b>READ:</b></p> <p>Altbach, P. &amp; Knight, J (2007). <i>The Internationalization of Higher Education..</i></p> <p>Ahmad, S. (2012) <i>Internationalization of Higher Education: A tool for sustainable development</i></p> <p>Shariffuddin, S., Razali, J. &amp; Ghani, M. (2017). <i>A Review of Higher Education Institutions: Transformation in Selected Regions.</i></p> <p><b>DUE: Participation in Db</b></p>
<p><b>Week 14</b> Nov 25- Dec. 1</p>	<p><b>THANKSGIVING BREAK</b></p>	<p><b>NO Class requirements</b></p>

<b>WEEK 15</b> Dec. 2-9	<b>CLASS PRESENTATION OF FINAL PROJECTS</b>  <b>Media presentation posted by Dec. 4th</b>	<b>Final evaluations and final self-assessment due</b>  <b>FINAL IEEP Projects DUE December 9<sup>th</sup> at 5:00 p.m.</b>
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