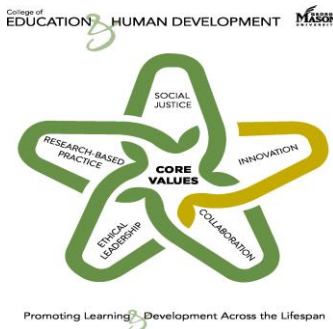


**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Ph.D. in Education Program**  
**Doctoral Specializations: Teaching & Teacher Education, International Education**

**EDUC 853.002**  
**World Perspectives of Teacher Education**  
**Fall 2021- 3 Credits**  
**CRN 86407**

**Meeting Times/Days:**  
4:30 p.m. – 7:10 PM Synchronous Online Meetings  
Three F2F Meetings Planned: 8/23, 10/18, 12/6 in TH L028  
Mondays: August 23 – December 6  
**Location: Online, Synchronous**

**Professor:** Rebecca K. Fox, Ph.D.  
**Class Days/Time:** Mondays, 4:30-7:10  
**E-Mail:** [rfox@gmu.edu](mailto:rfox@gmu.edu)  
**Office:** Thompson Hall 2503  
**Office Hours:** By appointment for online meeting time  
**Telephone:** 703-993-4123  
**Skype:** rebecca.k.fox



## **Course Outline and Requirements**

### **COURSE DESCRIPTION:**

Explores theory, research, and practice related to education with a critical global perspective focusing on cross-cultural contexts and analysis related to current US and internationally-based teacher preparation and continuing professional development, pedagogical models, policy reforms and their historical contexts.

Prerequisite: admission to the Ph.D. Program, or with permission of the instructor.

**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 OUTCOMES/OBJECTIVES:**

As a result of this course, students participating in EDUC 853 will be able to:

*Rebecca K. Fox, Ph.D., George Mason University, Fall 2021*

1. Articulate a personal definition of international-mindedness and how it relates to teacher education domestically and globally,
2. Support their understanding of the emergent nature of teacher education in both local and international domains by drawing on historical and current research and literature in the field to inform new perspectives in local and broader reaching decision making in teacher preparation and professional learning,
3. Examine critically their immediate local educational context in light of the international sector, particularly as it pertains to diversity, equity, and access practices, and attitudes, with an eye toward broader teacher education policies and their implications,
4. Summarize, synthesize and compare specific aspects of U.S.-based teacher education to selected international perspectives and approaches in consideration of the global perspective, with an eye toward equity, power dynamics, language, access, and culture.
5. Examine essential practices or policies cross-culturally, e.g., parental involvement, indigenous languages, first languages, second languages, World Englishes, as they pertain to individuals' content areas of expertise,
6. Formulate an inquiry question or area of relevant research, anchor it in the EDUC 853 content literature, and articulate a subsequent plan of action that is relevant to their own educational context/expertise, with an eye toward global relevance and research of consequence.

### **REQUIRED TEXT/ RELATED READINGS**

Hayden, M., Levy, J., & Thompson, J.(Eds.). (2015). *The SAGE handbook of research in international education* (Second Edition). Thousand Oaks, CA: Sage.

**Electronic Resources** and other journal articles, periodicals, and online resources, as identified, will be used in the course and made available on E-reserves or via Blackboard 9.1. **International Teacher Education Journals**, such as the following, will provide current research data for discussion and examination:

The *European Journal of Teacher Education* is an international academic journal that provides a forum for the examination of policies, theories, and practices related to the education of teachers at pre-service and in-service levels in the countries of Europe. The official journal of the Association for Teacher Education in Europe (ATEE), its audience includes all those who have a professional concern with or interests in the training of teachers for all age groups.

<https://www.tandfonline.com/doi/full/10.1080/02619768.2017.1387970>

The *Journal of Education for Teaching* is an established international refereed periodical which publishes original contributions on the subject of teacher education. The journal interprets 'teacher education' in the widest sense, to include initial training, in-service education and staff development. The editors welcome scholarly discussions of new issues, reports of research projects or surveys of research work in particular fields, and contributions to current debates in teacher education throughout the world, generally or on specific issues.

<https://www.scimagojr.com/journalsearch.php?q=200147109&tip=sid>

The *Mofet Institute in Israel's Portal for International Teacher Professional Development*:

<http://education.eng.macam.ac.il/article/5048>

The *Journal of Research in International Education* is a peer-reviewed journal in international education for schools, examiners and higher education institutions throughout the world. The *Journal of Research in International Education* seeks to advance the understanding and significance of international education. It sets out to undertake a rigorous consideration of the educational implications of the fundamental relationship between human unity and human diversity that 'education for international understanding' requires <https://journals.sagepub.com/home/jri>

*Teacher Development* is a fully refereed international journal publishing articles on all aspects of teachers' professional development. It acts as a forum for critical and reflective attention to practice in teacher development and aims thereby to contribute to the quality of professional development. The journal takes a 'whole-career' view of teacher development, and work from both international and inter-professional perspectives is welcome. Articles may deal with teacher development in varying political and professional contexts, and may be in a variety of styles, in keeping with the diversity of activity in professional development. The journal carries accounts of personal experience, evaluations of teacher development policies and practices, research reports and theoretical discussions. <https://www.tandfonline.com/loi/rtde20>

#### **Additional Technology Resources:**

- Relevant Websites:
  - American Psychological Association  
<http://www.apa.org>
  - APA Formatting Advice  
<https://owl.english.purdue.edu/owl/resource/560/01/>

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

**Course Delivery.** Dialogic in nature, EDUC 853 is predicated upon expanding professional development and international understanding through interactive discussion, critical reflection, and research. In Fall 2021, this course will be delivered online using both synchronous and asynchronous formats via the Blackboard Learning Management system (LMS) housed in the MyMason portal and WebEx or Zoom for synchronous class meetings. To access the materials on Blackboard, you should log in to the Blackboard (Bb) course site using your Mason email name (everything before “@masonlive.gmu.edu or gmU.edu”) and email password.

**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.**

**Nature of Course:** This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class

will depend on the ideas that we collectively develop as we engage in ongoing discussion about education, teacher education, and educational issues in global settings and local settings. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important that each student complete readings on a weekly basis and prior to each synchronous class meeting. Our course will meet once weekly for approximately 2.5 hours during our assigned class period. Interspersed along the semester, there will also be a few online modules when we do not meet synchronously. For synchronous classes, there will be a discussion guide and class-related materials posted in the weekly folder, with questions for consideration prior to class. Each folder will open in advance of the class to provide time for students to access materials and think about the questions in relation to the readings for the week.

When a class is online, you should plan to spend approximately 2.5 hours in written dialogue, responding to colleagues' posts, etc. **in addition** to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

**Expectation for Participation:** This online course is **not self-paced**. For the majority of the class meetings, we will meet synchronously, and materials related to the class meeting will be provided.

For asynchronous meetings, students will be expected to complete the module for that week. Completing a module involves reading, participating in discussions with the class, and completing any accompanying assignments associated with that module.

Across the semester we spend together, you are asked to read critically, take notes, always engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Log-in Frequency:** Students should actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **2 times per week**; the expectation for asynchronous class weeks will be for access **3 times per week**.
- **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.
- **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. If the student encounters unexpected difficulties, the student is asked to contact the instructor immediately so that a plan might be developed.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. These meetings are usually by telephone or web conference. 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 we are all here to exchange information and learn from one another. Both faculty and students are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services and are encouraged to share this information with the instructor so that the student's needs are addressed.

**Technical Requirements:** To participate in this course, students should be able to meet the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (Please note: Opera and Safari are not compatible with Blackboard).
- Our synchronous meetings will take place on either WebEx or Zoom, and a link will be sent out to the students.
- Students must maintain consistent and reliable access to both 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## **Principal Class Assignments and Requirements**

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor. If you experience difficulties, please contact your instructor. I am here to support and help.

Class Assignments for EDUC 853			
Project	Emphasis/Goal	Percentage of Grade	Due Date
In-class and/or On-line Participation, group work, and Readings	<p>It is expected that each person will read all of the materials <i>in advance of each weekly class</i> and will come prepared for interactive class discussion. Students are expected to actively participate in every class session, both during our synchronous discussions and in electronic postings by critically analyzing, asking questions, and drawing on or making observations about the readings. This preparation will indicate that they have thoroughly prepared for the class.</p> <p>Students are expected to be present in <i>all classes</i>, arriving/logging in on time and should inform the instructor of a need for absence from class. Please note that more than one class absence may potentially result in a reduction in the grade earned by a student.</p> <p>During asynchronous classes, which we will have from time to time during the semester, students are expected to engage in all aspects of the weekly module's components and discussions, as indicated in the module in our class Bb site.</p>	30 percent	Each class meeting during the semester
Written Reading Responses	<p>To support their growing understanding and incremental learning, students should maintain a personal "dialectical reading log" each week, from which they can draw during class to support discussions and capture individual ideas accompanying each reading. This will be a personal reading journal and will not be formally graded, but should serve as a place for recording "aha" moments from the readings or new thinking generated from the readings. This is designed to assist the doctoral student in a) developing systematic research approaches, and b) support the synthesis of literature and research across themes.</p> <p>In the weeks when we have online modules that replace the synchronous class, the discussion board will replace the reading response log entries.</p> <p>In addition to the individual reading journals you will maintain regularly, students are asked to write and submit by email attachment to the professor <i>four reflective reading responses / reflections (3 pp. each)</i> in response to course readings of their selection on the dates listed to the right. The Critical Reading Response will be assessed.</p>	20 percent 5 % per reflection submission N=4	<p><i>Logs completed weekly</i></p> <p><i>And</i></p> <p><i>Reflections due on 9/13, 10/4, 10/25, &amp; 11/15</i></p>

Discussion Leader	Each student will be asked to <i>lead an in-class discussion</i> focusing on <i>one of the evening's assigned readings</i> and topic. The criteria for the discussion are provided at the end of this syllabus and will also be discussed in class. The guided topic discussion, with brief handout posted, should include 1) objectives/overview additional research 2) additional references, and 3) questions or PPT designed to facilitate discussion, expand thinking, and broaden the scope of the assigned reading for your classmates.	15 percent	Individual Due Dates
Study or Action Plan	<b>The EDUC 853 Performance-Based Assessment</b> The final project/Study, with proposed or pilot research plan, or Inquiry Study will incorporate and synthesize relevant Readings covered in World Perspectives and International Research in Teacher Education; will include a <i>synthesis</i> of the relevant supporting literature selected from a <i>strong representation of the EDUC 853</i> readings (and other relevant references) and a <i>final critical reflection</i> addressing your learning as a result of the project, its results /next steps. Oral Sharing of project with colleagues will occur in the final class	35 percent	Presentation/Sharing on Nov 30, Paper due on Dec. 7th

**Performance-Based Assessment (Major Project) (35%)** – in consultation with your professor, each participant will select a major project to be conducted during the semester and presented as the final capstone project, synthesizing knowledge. These projects/research studies should reflect the incorporation of the world perspectives course content, and must include a synthesis of a strong representation of relevant EDUC 853 literature covered in the course, using APA 7th. The performance assessment should also be relevant to the educational role/context of the individual participant and will include a “sharing of scholarship” in the final class. Some suggestions for the Application of World Perspectives include:

- i. writing an article in preparation for publication submission that relates to the 853 course content;
- ii. identifying potential funding sources for a particular study or project, and writing a grant proposal, using 853 as foundational literature and rationale;
- iii. creating a seminar series for teacher/educator professional development that incorporates the principal 853 components;
- iv. creating a community education series for parents and community leaders based on international mindedness or any of the themes covered in 853;
- v. submitting a proposal for a major conference presentation based on the 853 research literature, and creating drafts of the presentation components and materials;
- vi. Another study or project, as identified through consultation with the professor, may be selected; this option should be of similar scope and depth, and have instructor approval.

*Each of the projects/studies will include the following six components:*

*1) a clear context and point of departure;*

*Rebecca K. Fox, Ph.D., George Mason University, Fall 2021*

- 2) *rationale or justification for the study, or project (the Why?);*  
 3) *a synthesizing review of a strong representation of relevant and applicable EDUC 853 readings and other related literature (see Rubric);*  
 4) *If conducting a study (Pilot or otherwise), include the method, form of analysis, and findings with preliminary/emerging conclusions; the body of work used (in addition to readings from EDUC 853) for the selected project;*  
 5) *an individual reflection on the project and its results (personal and professional meaning, major learning from the project, with focused connections to principal learning from 853 literature); and finally,*  
 6) *Presentation of Major Project/Dissemination of research/work –*  
 Projects/studies/products will be shared orally with the class and any attending guests during the last class meeting.

An evaluation rubric for the course performance-based assessment is included at the end of the syllabus. We will discuss this in class and support your project development and any questions as they arise

## EVALUATION

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

Grade	Standards	Grading	Grade Points	Graduate Courses
A	Meets Standard	93 – 100	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

### *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 the Core values of *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles.

<https://cehd.gmu.edu/values/>

EDCI 853 reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in critical reflection and research literature that promotes ethical educational leadership, deep understanding of a world perspective in educational decision-making,

*Rebecca K. Fox, Ph.D., George Mason University, Fall 2021*



knowledgeable teacher education professionals who can teach their content and work effectively with diverse language learners, understand and implement research-based practice, and collaborate productively with colleagues. CEHD's five Core Values are integrated with and actively incorporated in the course content, discussions, and student work associated with EDUC 853:

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practice
- Social Justice

## GMU POLICIES AND RESOURCES FOR STUDENTS

### *Policies*

- 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 <https://ds.gmu.edu/>).
- Students must adhere to the guidelines of the George Mason University Honor Code <https://oai.gmu.edu/mason-honor-code/>. The principle of academic integrity is taken very seriously and violations are treated as such.

### *Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
  2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
  3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
- Students must follow the university policy for Responsible Use of Computing <https://universitypolicy.gmu.edu/university-policies/computing/>
  - 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 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 <https://ds.gmu.edu/>
  - Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

**Incomplete (IN):** This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

**Late Work/Submissions:** At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

**Course Withdrawal with Dean Approval:** For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). There is no guarantee that such withdraws will be permitted.

### **Campus Resources**

Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

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. <https://writingcenter.gmu.edu/>

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 experiences and academic performance <https://caps.gmu.edu/>

The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. <https://cehd.gmu.edu/saa/>

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

**I. Projected Course Schedule: Fall 2021 for EDUC 853-World Perspectives in Teacher Education**

[NOTE: This schedule of readings may have some changes to better meet the context and needs of class members enrolled during the semester or to accommodate special speakers or related professional opportunities that might arise. If changes are made, they will be posted on the class Blackboard site and noted in advance.]

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p>Class One August 23</p> <p>Both F2F and Virtual</p>	<p><b>Course Introduction &amp; Overview</b></p>	<p><b>Introduction to EDUC 853</b> course content; Syllabus is located on our class site on <i>Blackboard 9.1</i>, as well as new considerations for safety and well-being - see the PDF posted with the syllabus.</p> <p><b>Setting the Context: International Mindedness &amp; activating Critical World Perspectives in Teacher Education</b> – What do these terms mean to you? What is our role as educators to advance the academy’s thinking, research, and application of IM and what role does intercultural competence play in our work as educators? What does it mean to take a “critical” perspective on the work we do in teacher education internationally? Why is it important for ALL educators and teacher educators to understand our work in the context of world perspectives? What role will YOU play through your work? AND, in the context of current challenges as a result of COVID19, in what ways does this new context inform our thinking?</p>
<p>Two August 30</p>	<p><b>Theme One Historical Context of International Education &amp; Developing Definitions</b></p>	<p><b>Theme One: Historical Contexts &amp; Defining International-Mindedness</b></p> <p><i>Introductory Reading:</i> Please read the Introduction to this second edition text, pp. 1-11, as background, and skim Ch.1 to provide some background (if you have not already read this for another International Education course): Chapter 1 - Historical Resources for Research in International Education – <i>Robert Sylvester</i> – a solid point of departure for our journey this semester</p> <p>Chapter 2 – The History and Development of International Mindedness – <i>Ian Hill</i></p> <p>Haywood, T. (2019). Who is rethinking international education? <i>International Schools Journal</i>, Fall, 19-32. Retrieved from <a href="http://www.isjournal.edu">www.isjournal.edu</a></p> <p>Estellés, M., &amp; Fischman, G.E. (2021). Who needs global citizenship education? A review of the literature on teacher education. <i>Journal of Teacher Education</i> 72(2), 223-236.</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		<p>DOI: 10.1177/0022487120920254</p> <p><i>You should continue your Dialogic Reading Logs as you read this week. Think: What are ideas that are new to me? Why is it important for my growing knowledge, the expansion of my thinking related to my Ph.D. specialization, and for my line/proposed line of research? How do these readings expand my thinking or open a door to new thinking?</i></p> <p><i>Today: Identification of date and discussion topic you plan to lead (projected topic/articles selection)</i></p>
<p><b>Labor Day</b></p> <p><b>Holiday no class</b></p> <p><b>Sept 7</b></p>		<p>No class today – enjoy the weekend and use this time to reflect and as time might permit, enjoy this article from JTE as an important point to ponder from the perspective of fostering world perspectives and informing deep, critical perspectives and implications for teacher education:</p> <p>Chávez-Moreno, L.C. (2021). U.S. empire and an immigrant’s counternarrative: Conceptualizing imperial privilege. <i>Journal of Teacher Education</i>, 72(2), 209-222. DOI: 10.1177/0022487120919928</p>
<p><b>Three</b></p> <p><b>Sept 13</b></p>	<p><i>Continuing to Define and Understand:</i></p> <p><b>International-mindedness, Global Competence, and Teacher Education</b></p>	<p><i>International-Mindedness, Global Competence, and Teacher Education</i></p> <p>Chapter 3 – International Mindedness and its Enemies – <i>Terry Haywood</i></p> <p>Chapter 6 – Education for a Different World: How International Education Responds to Change – <i>Boyd Roberts</i></p> <p>Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. <i>Journal of Teacher Education</i>, 61(5), 422-431.</p> <p>If Time Permits, you might find this interesting and informative: [Wang, E., Lin, E., Spalding, E., Odell, S., &amp; Klecka, C. (2011). Understanding teacher education in an era of globalization. <i>Journal of Teacher Education</i>, 62(2), 115-120.]</p> <p><b>Due By Today: Submit Article Reflection One</b> (please submit <i>electronically</i> by email attachment)</p>
<p><b>Four</b></p> <p><b>Sept 20</b></p>	<p><b>Theme Two</b></p>	<p><b>Theme Two: Social and Cultural Contexts</b></p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
	<p><i>Social and Cultural Contexts</i></p> <p><b>ONLINE ASYNCHRONOUS MODULE FOR Class 4 THIS WEEK</b></p> <p><i>(no synchronous class this evening)</i></p>	<p><b>Kindly note that I will likely be out of the country doing teacher education work this week and next. While this is subject to the changing COVID and political landscape, we should plan on two weeks of online learning and asynchronous interactions. If travel plans change, we will be able to regroup.</b></p> <p>Chapter 14 – Development and Assessment of Intercultural Competence – <i>Kenneth Cushner</i></p> <p>Davies, S., &amp; Rizk, J. (2018). The three generations of cultural capital research: A narrative review. <i>Review of Educational Research</i>, 88(3), 331-365.</p> <p>The Intercultural research of Geert Hofstede: <a href="http://www.geert-hofstede.com">http://www.geert-hofstede.com</a></p> <p>Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. <i>Online Readings in Psychology and Culture</i>, 2(1). <a href="http://dx.doi.org/10.9707/2307-0919.1014">http://dx.doi.org/10.9707/2307-0919.1014</a></p>
<p>Five Sept. 27</p>	<p><b>Theme Two</b></p> <p><i>Social, Linguistic, &amp; Cultural Contexts</i></p> <p><b>ONLINE ASYNCHRONOUS MODULE FOR CLASS 5 –</b></p> <p><i>(no synchronous class this evening)</i></p>	<p><b>Theme Two: Social, Linguistic, &amp; Cultural Contexts</b></p> <p>Chapter 15 – Critical Perspective on Language in International Education – <i>Trevor Grimshaw</i></p> <p>Fox, R. K. (2012). Critical role of language in international classrooms. In B. Shaklee and S. Bailey, (Eds.), <i>Internationalizing U.S. teacher education</i>, pp. 59-76. Lanham, MD: Rowman &amp; Littlefield.</p> <p>Kachru, Y. (2005). Teaching and learning of world Englishes. In E. Hinkel (Ed.) <i>Handbook of research in second language teaching and learning</i> (pp. 155-173), Mahwah, NJ: Erlbaum.</p> <p>Dixon, L.Q., Zhao, J., Shin, J-Y., Wu, S., Su, J-H., Burgess-Brigham, R., Gezer, M.U., &amp; Snow, C. (2012). What we know about second language acquisition: A synthesis from four perspectives. <i>Review of Educational Research</i>, 82(1), 5-60. DOI: 10.3102/0034654311433587</p>
<p>Six October 4</p>	<p><b>Theme Three</b></p> <p><b>International</b></p>	<p><b>Theme Three: International Education in the Context of Teaching and Learning -- Student Populations</b> (e.g. Who are the global learners? What languages do they speak? What are their needs, and how do we meet them? What role does ICC play here?)</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
	<p><i>Education in the Context of Teaching and Learning</i></p> <p><i>Focus on Student Populations</i></p>	<p>Reljić, G., Ferring, D., &amp; Martin, R. (2015). A meta-analysis on the effectiveness of bilingual programs in Europe. <i>Review of Educational Research</i>, 85(1), 92-128. DOI: 10.3102/0034654314548514</p> <p>Wang, L., &amp; Byram, M. (2011). ‘But when you are doing your exams it is the same as in China’ – Chinese students adjusting to western approaches to teaching and learning. <i>Cambridge Journal of Education</i>, 41(4), 407-424.</p> <p>Chapter 13 – Culture and Identity: A Method for Exploring Individuals within Groups – <i>Richard Pearce</i></p> <p><b>Due By Today: Submit Article Reflection Two</b> (please submit <i>electronically</i> by email attachment)</p>
<p>Seven Oct. 11</p>	<p><i>Theme Three</i></p> <p><i>Internationalism in the context of Teaching and Learning</i></p> <p><b>ONLINE MODULE THIS WEEK – No synchronous class meeting</b></p>	<p><i>International Education in the Context of Teaching and Learning</i></p> <p>Chapter 21 – Student Interpersonal Communication in International Education – <i>Perry den Brok and Jan van Tartwijk</i></p> <p>Phuong-Mai, N., Terlouw, C., Pilot, A., &amp; Elliott, J. (2009). Cooperative learning that features a culturally appropriate pedagogy. <i>British Educational Research Journal</i>, 35(6), 857-875.</p> <p>Tate, N. (2012). Challenges and pitfalls facing international education in a post-international world. <i>Journal of Research in International Education</i>, 11, 205-217. DOI: 10.1177/1475240912461219</p>
<p>Eight October 18</p> <p>Possibly F2F &amp; Virtual in TH L028</p>	<p><i>Theme Four</i></p> <p><i>Teachers and Their Professional Learning</i></p>	<p><i>Theme Four: Teachers and Their Professional Learning</i></p> <p>Chapter 19 - Pre-service Teacher Preparation for International Settings – <i>Jack Levy and Rebecca Fox</i></p> <p>Chapter 20 – Preparing Globally Competent Teachers for the International School Context – <i>Iris van Werven</i></p> <p>Floden, R.E., Richmond, G., &amp; Salazar, M. (2020). A nation at risk or a nation in progress? Naming the way forward through research in teacher education. <i>Journal of Teacher Education</i>, 71(2), 169-171. DOI: 10.1177/0022487119900628</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p>Nine</p> <p>October 25</p>	<p><b>Theme Four</b></p> <p><i>Teachers and Their Professional Learning</i></p>	<p><b>Theme Four: Teachers and Their Professional Learning</b></p> <p>Loomis, S., Rodriguez, J., &amp; Tillman, R. (2008). Developing into similarity: Global teacher education in the twenty-first century. <i>European Journal of Teacher Education</i>, 31(3), 233-245.</p> <p>Dooly, M., &amp; Villanueva, M. (2006). Internationalisation as a key dimension to teacher education. <i>European Journal of Teacher Education</i>, 29(2), 223-240.</p> <p><b>Due By Today: Submit Article Reflection Three</b> (please submit <i>electronically</i> by email)</p> <p><b>Looking Ahead - Email to your instructor this upcoming week: Projected Research/Study Topic</b> for your final 853 product– half to one-page general plan and/or brief overview of your idea</p>
<p>Ten</p> <p>November 1</p>	<p><b>Theme Four</b></p> <p><i>Teachers and Their Professional Learning</i></p>	<p><b>Theme Four: Teachers and Their Professional Learning</b></p> <p>Lunenberg, M., &amp; Willemse, M., (2006). Research and professional development of teacher educators. <i>European Journal of Teacher Education</i>, 29(1), 81-98.</p> <p>Fox, R. K., Muccio, L. S., White, S. C., &amp; Tian, J. (2015). Investigating advanced professional learning of early career and experienced teachers through program portfolios. <i>European Journal of Teacher Education</i>, 38, 154-179. DOI: 10.1080/02619768.2015.1022647</p> <p><b>Also, Kindly Send by Next week:</b> Your list of (emergent) references projected for your Research/Study/Course Project so that we might begin to dialogue about your resources</p>
<p>Eleven</p> <p>Nov. 8</p>	<p><b>Theme Five</b></p> <p><i>Current Issues and Future Challenges</i></p>	<p><b>Theme 5: Current Issues and Future Challenges</b></p> <p>Professional Learning for Higher Education Faculty – developing expanding perspectives. See: <a href="http://education.eng.macam.ac.il/article/5048">http://education.eng.macam.ac.il/article/5048</a> for the Mofet Institute’s International Portal for Teacher Education</p> <p>Chapter 5 – International-mindedness and the Brain: The Difficulties of ‘Becoming’ – <i>Martin Skelton</i></p>



Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		<b>Also, Kindly Send by TODAY:</b> Your preliminary list of (emergent/potential) references projected for your Research/Study/Course Project so that we might begin to dialogue about your resources
Twelve November 15	<b>Theme Five Current Issues and Future Challenges</b>  A focus on <b>Policy</b>	<b>Themes Five: A focus on Policy – What role does Policy play in our understanding of Teacher Education from a World Perspective? What do we need to know and be able to implement?</b>  Chapter 31 - Investigating Education Policy Transfer – <i>David Phillips</i>  Hult, F. (2018). Foreign language education policy on the horizon. <i>Foreign Language Annals</i> . 2018;51:35–45. <a href="https://doi.org/10.1111/flan.12315">https://doi.org/10.1111/flan.12315</a>  Chapter 33 – Monitoring Standards of Education Worldwide: PISA and its Consequences – <i>Dennis Niemann and Kerstin Martens</i>  Engel, L., & Olden, K. (2012). One size fits all: Balancing internationalization and standardization of the U.S. education system. In B. Shaklee and S. Bailey, (Eds.), <i>Internationalizing U.S. teacher education</i> , pp. 77-92. Lanham, MD: Rowman & Littlefield.  <b>Due By Today: Submit Article Reflection Four</b> (please submit <i>electronically</i> by email)
November 22	Working Week	<b>No new readings or assignments this week. Take this time for family, for working on your final papers!</b> ☺
Thirteen Nov. 29	<b>Moving our Work Forward:</b>  <b>Toward a Research Agenda for Our Times</b>	<b>Toward a Research Agenda for Our Times: Application of Research toward International Mindedness and “Global Fluency”</b>  <b>Bring to class your draft-in-progress</b> of your Study/Applied Plan for refinement and peer editing and input.  Chapter 10 – Voices from Abroad: A Contextual Approach to Educational Research and Cultural Diversity – <i>Michael Allen</i>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		<p>Vasquez, O. (2006). Cross-national explorations of sociocultural research on learning. <i>Review of Research in Education</i> (Special Issue on <i>Rethinking Learning: What Counts as Learning and What Learning Counts</i>) 30, 33-64.</p> <p>Goodwin, A.L., Smith, L, Souto-Manning, M., Cheruvu, R, Tan, M.Y., Reed, R., &amp; Taveras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. <i>Journal of Teacher Education</i>, 65(4), 284-302. Doi: 10.1177/0022487114535266</p>
<p>Fourteen December 6</p> <p>F2F and Virtual</p> <p><b>FINAL CLASS!</b></p>	<p><b><i>Moving our Work Forward:</i></b></p> <p><b><i>Application of Research to Practice</i></b></p>	<p><b><i>Application of Research in World Perspectives in Your Educational Setting and in Your Professional Work as Leaders</i></b></p> <p>Final Discussion: Pulling It All Together</p> <p>Course Evaluations</p> <p><b><i>Class Sharing/Oral Presentations of Final Projects/Papers:</i></b> Dissemination of Knowledge through your Course Research Studies Short handout for classmates that captures the major points of your project or study. Please include in this <b><i>one-page handout</i></b> a summary on front and references on the back - may use small font to cover refs).</p> <p><b><i>Due by 10 December:</i></b> Final version of Course Projects/Studies due to instructor – please email as a Word file attachment.</p>
		<p><b><i>Have a wonderful Winter Holiday, everyone!!! Rest! Relax! Reflect! Enjoy!</i></b></p>

**Rubric for Final Applied Research Study/Project  
The Designated EDUC 853 Performance-Based Assessment**

Elements	Unsatisfactory 1-2 D - F	Emergent to Good 3 C	Very Good 4 B	Exemplary 4 A
<b>Rationale or Justification</b>	Rationale for the significance or importance of the project is missing or very unclear	Rationale for the significance or importance of the project is provided but lacks clarity	Rationale for the significance or importance of the project is identified and <i>adequately</i> articulated	Rationale for the significance or importance of your selected project is stated, and examples and/or justification for this work are articulated clearly with extended detail
<b>Connections to Literature and Research</b>	The project outlines the project but does not provide clear connections to readings/research or evidence of international mindedness or other course themes	The project generally establishes connections to the EDUC 853 readings/ research <i>with seven (or fewer) references to 853 readings</i> but may only provide limited inclusion of international mindedness or other course themes	The project establishes some connections to <i>nine</i> EDUC 853 readings/ research and provides some inclusion of international mindedness or other course themes	The project establishes clear and accurate connections to <i>at least 12</i> EDUC 853 readings/research and provides a solid context of international perspectives through references of international-mindedness and other course themes/readings
<b>Application or Submission of Design</b>	The project is unable to be applied or implemented	The project has potential application or has been partially implemented, however the timeline for completion is unclear	The project has a timeline established, and has preliminary data or a preliminary plan, but some aspects may still be unclear	The project/paper is ready for activation, with identified implementation timeline clearly articulated in the narrative
<b>Resources &amp; Dissemination</b>	Minimal, or no, 853 or complementary references are included; does not comply with APA style, or contains multiple irregularities. Study is not organized when shared with class members, or is not ready for dissemination	Seven or fewer 853, or other, references are used in the study; there are multiple APA irregularities. Study is minimally shared with class members or is not ready for dissemination	Nine 853 references and a representative number of additional references are included; some APA irregularities may be present. Study is generally organized when shared with the class members and is generally ready for dissemination	A <i>strong, representative</i> number (i.e., 12) of 853 and additional complementing references are clearly and accurately incorporated, and are in accurate APA (6 <sup>th</sup> ) style. Study is clearly organized when shared with the class members, and is ready for dissemination or application.

<b>Language/Writing</b>	Author makes more than 5 errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work.	Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.	Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing.	Author makes no, or very few, errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing and logical thought sequence.
<b>Final Section: Critical Reflection on the Process and Product Development</b>	The author has reported information without elaboration or has drawn conclusions without justification. There is a brief reflection only, or the reflection does not articulate the author's personal understanding and growth in the topic as a result of this study, or present a connection to the author's professional context.	The author appears to be making meaning of the project, but the reflection may need further elaboration to articulate the author's personal understanding and growth in the topic and/or its connection to the author's professional context.	The author has included a reflection at the conclusion that generally addresses the project's impact on the field; it is reflective in nature, however, more elaboration or personal understanding and growth in the topic and its connection to the author's professional context would strengthen the reflection.	The author includes a rich reflection that addresses personal learning through the project, discusses the project's impact on her/his advancing knowledge of World Perspectives and on the field; presents a critically reflective framework to explain a personal understanding and growth in the topic and its connections and applications to the author's professional context and plans.

## EDUC 853 Guidelines for Leading an In-Class Discussion

As you prepare to lead a class discussion on one of our class readings, please consider ways to make the discussion/ presentation *interactive* and *dialogic* by *engaging class members in active learning and discussion* (not a lecture) through well prepared questions, or creative and interactive ways for colleagues to connect professionally and personally with the information presented. Consider the outcomes you would like to achieve through your presentation and the literature you would like for attendees to understand. *Articulate these clearly at the outset of your facilitation.*

Please consider the organization of your discussion, as well as the clarity of purpose and presentation of key ideas presented in the article and topic whose discussion you are leading. Your discussion/facilitation should connect the article/chapter you have selected to the *broader context of our course material* on World Perspectives, including international mindedness, and international education, the theme from which it was drawn, etc. Please pose thoughtful questions that encourage dialogue and include interactive participation. Consider the following guidelines as you prepare to help you provide structure to your presentation and to help you facilitate the discussion, make critical connections, and deepen critical thinking skills that enable you to connect to course content and the broader literature. Think of yourself as the expert on your article. You should enhance the knowledge base of your colleagues through *additional resources* beyond our course readings; please include a list of references for participants, as well. Please *send these materials in advance* for posting with the weekly materials on Bb and provide any necessary in-class supports in paper copy. If you include a Power Point Guide, kindly also email it prior to class for posting on our class *BlackBoard* site.

### Article Discussion Guidelines to Support Presentation Preparation & Participation

**Presenter(s)** \_\_\_\_\_

**Article/Overall Topic** \_\_\_\_\_

#### **Process: Discussion Facilitation**

Clear Opening with sharing of objectives and context

Key Points clearly articulated

Organization of the discussion through a series of interactive learning pathways

Closure

#### **Content: Clear Connections to Course Content and the Broader Literature**

Involvement of others in the discussion through critical questions / engagement

Connections to EDUC 853 and other relevant readings

**References** included in APA 7<sup>th</sup> – for distribution