

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

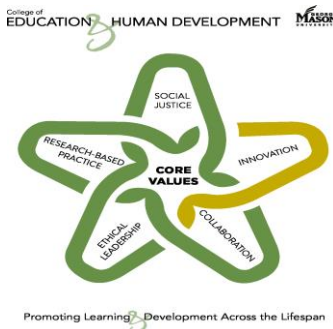
EDUC 853.001
World Perspectives of Teacher Education
Fall 2022- 3 Credits
CRN 81643

Meeting Times/Days:

4:30 p.m. – 7:10 PM Synchronous Online Meetings
Three F2F Meetings Planned: 8/23, 10/18, 11/29 in Peterson Hall 2411
No Class meeting on 10/11 for Fall Break
Tuesdays: August 23 – December 6

Location: Online, Synchronous

Professor:	Rebecca K. Fox, Ph.D.
Class Days/Time:	Tuesdays, 4:30-7:10
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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, as we continue to navigate COVID's impact, please be aware of and continue to follow the policies and procedures for Mason's Safe Return to Campus:
<https://www2.gmu.edu/safe-return-campus>

Rebecca K. Fox, Ph.D., George Mason University, Fall 2022

LEARNER OUTCOMES/OBJECTIVES:

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

1. Articulate a personal definition of international-mindedness and how it relates to teacher education domestically and globally,
2. Understand 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 deepening 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 research and practices supporting diversity, equity, and access, 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, mother tongue, second languages, World Englishes, and emergent bilinguals to support learning across,
6. Formulate an inquiry question or area of relevant research related to teacher education, 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, critical needs, cultural sensitivity, 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.tandfonline.com/journals/cjet20>

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 2022, this course will be delivered in hybrid form, utilizing both Face-to-Face class time and both synchronous and asynchronous online formats via the Blackboard Learning Management system (LMS) housed in the MyMason portal and Zoom for our 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 interactive dialogue. Each class will depend on the ideas that we collectively develop as we engage in ongoing discussions about education, teacher education, and educational issues in global and domestic settings. As you engage with the readings, your own experiences as teachers, readers, researchers, and learners will be an important part of your learning along the semester.

It is vitally important that each student complete readings on a weekly basis and prior to each 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. 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.

On the occasion when a class is asynchronous, 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 any 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 in the folders.

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/

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	Percent age 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 our 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 are asked to create and maintain a personal "dialectical reading log" from which they can draw during class to support discussions and capture individual ideas accompanying each reading. This is designed to be a personal reading journal/log 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 has also been designed to assist the doctoral student to a) develop systematic research approaches, b) create an individualized log of professional readings, and c) support the synthesis of literature and research across themes important for literature reviews and conceptual frameworks.</p> <p>In addition to the individual reading journals you are strongly encouraged to maintain, students are asked to write and submit by email attachment to the professor <i>four</i></p>	<p>20 percent</p> <p>5 % per reflection submission</p> <p>N=4</p>	<p><i>Weekly Reading Logs,</i></p> <p><i>And</i></p> <p><i>Submitted Reflections</i> due on <i>9/6, 9/27, 10/25, & 11/15</i></p>

	<i>reflective reading responses</i> / reflections (2-3 pp. each) in response to course readings of their selection on the dates listed to the right. The Critical Reading Response will be assessed.		
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 and pose critical questions related to power, perspectives, inequities, access, and diversity.	15 percent	Individual Due Dates
Final Study/Pilot Study	The EDUC 853 Performance-Based Assessment The final project/study, with proposed or pilot research plan, or inquiry study into a particular question will a) incorporate and synthesize relevant EDUC 853 readings, plus additional references, related to the topic addressed in World Perspectives and International Research in Teacher Education; b) include a <i>synthesis</i> of these relevant supporting literature -- selected from a <i>strong representation of the EDUC 853</i> readings (and your other relevant references); and c) 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	Working draft in class on Nov. 29 th ; Presentation /Sharing to class on December 6, Final Paper due by email on Dec. 8 th

Performance-Based Assessment / Study or Pilot Study/Investigation (Major Project)

(35%) – in consultation with your professor, each participant will select a topic for the final project that relates to an individual's area of inquiry or projected area of expertise to be conducted during the semester and presented as the final capstone project; this is designed to focus your thinking and synthesize your knowledge of course readings as you consider also your growing area of expertise in your Ph.D. specialization.

These projects/research studies should reflect the incorporation of the world perspectives course content, particularly using a critical lens and in relation diversity, equity, access, educational power imbalances due to language, culture, social and racial injustices in education, policy, and practice and must include a synthesis of a strong representation of relevant EDUC 853 (see rubric) 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 your application of World Perspectives knowledge include (but are not limited to):

- i. drafting an article that addresses the parameters above in preparation for publication submission that relates to the topics in our 853 course content;

- ii. creating a seminar series for teacher/educator professional development that addresses critical perspectives and understandings of internationalization in education for domestic or international settings, and incorporates principal 853 components;
- iii. creating a community education series for parents and community leaders based on international mindedness, critical areas of power, language, culture, etc. or any of the themes covered in 853;
 - i. writing a robust, well-grounded proposal for a major conference (such as AERA or similar) presentation based on a topic of personal interest and related to the 853 research literature and critical international perspectives, and creating drafts of the presentation components and materials;
 - ii. 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 embedded in critical international perspectives;

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 (e.g., aim for incorporating at least 12) and other related literature (see Rubric);

4) If conducting a study (pilot or otherwise), include the method, form of analysis, and findings with preliminary/projected/emerging conclusions;

*5) an **individual reflection on the project, its results, and your learning** (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. This might include a short PPT that guides your presentation or a quick 1-page overview/summary, with references pasted on the back.

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 the inception and your project development, with time for 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/>

EDUC 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, 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 unless arrangements are made in advance with your professor.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* illness, unanticipated hurdles) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible to make arrangements for the completion of your work. *While it is up to the discretion of the instructor to approve the late/makeup work, talking through the circumstances and plans for addressing challenges, these will be met with an open mind for individualization, as needed. .*

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

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 2022 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><i>Course Introduction & Overview</i></p>	<p>Introduction to EDUC 853 course content</p> <p><i>Setting the Context: International Mindedness & activating Critical World Perspectives in Teacher Education</i> – 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?</p> <p><i>What role will YOU play in this growing dialogue through your work? AND, in the context of current challenges as a result of the pandemic and other critical world factors. In what ways do changing contexts inform our thinking and research?</i></p>
<p>Two August 30</p>	<p>Theme One</p> <p><i>Historical Context of “International Education” & Developing an Expanded Definitions</i></p>	<p><i>Theme One: Historical Contexts & Defining International-Mindedness</i></p> <p><i>Introductory Reading:</i> Please read the Introduction to this second edition text, pp. 1-11, as background. Then, 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. Think about the beginning of international education and consider how its varying and changing contexts have evolved.</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 www.isjournal.edu</p> <p>Estellés, M., & Fischman, G.E. (2021). Who needs global citizenship education? A review of the</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		<p>literature on teacher education. <i>Journal of Teacher Education</i> 72(2), 223-236. DOI: 10.1177/0022487120920254</p> <p><i>Think: What are ideas emerging from these readings 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>You should set up and begin to maintain your Reading Logs as you read this week (see example in Bb, but add columns as desired).</p> <p>Today: Identification of date and discussion topic you plan to lead (projected topic/articles selection)</p>
<p>Three Sept 6</p>	<p><i>Continuing to Define and Understand:</i></p> <p>International-mindedness, Global Competence, and Teacher Education</p>	<p><i>International-Mindedness, Global Competence, and Teacher Education</i> 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>Chavez-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>If Time Permits, you might find this interesting and informative: [Wang, E., Lin, E., Spalding, E., Odell, S., & Klecka, C. (2011). Understanding teacher education in an era of globalization. <i>Journal of Teacher Education</i>, 62(2), 115-120.]</p> <p>Due By Today: Submit Article Reflection One (please submit <i>electronically</i> by email attachment)</p>
<p>Four</p>	<p>Theme Two</p>	<p>Theme Two: Social and Cultural Contexts</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Sept 13	<i>Social and Cultural Contexts</i>	<p>Chapter 14 – Development and Assessment of Intercultural Competence – <i>Kenneth Cushner</i></p> <p>Davies, S., & 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: http://www.geert-hofstede.com</p> <p>Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. <i>Online Readings in Psychology and Culture</i>, 2(1). http://dx.doi.org/10.9707/2307-0919.1014</p> <p><i>Assign Jigsaw readings for Class Five</i></p>
Five Sept. 20	<p>Theme Two</p> <p><i>Social, Linguistic, & Cultural Contexts</i></p>	<p>Theme Two: Social, Linguistic, & Cultural Contexts</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 & 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><i>Jigsaw Readings – Assign in Class Four</i></p> <p>Chapter 15 – Critical Perspective on Language in International Education – <i>Trevor Grimshaw</i></p> <p>Dixon, L.Q., Zhao, J., Shin, J-Y., Wu, S., Su, J-H., Burgess-Brigham, R., Gezer, M.U., & 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>
Six September 27	<p>Theme Three</p> <p><i>International Education in the Context of Teaching and Learning</i></p>	<p>Theme Three: International Education in the Context of Teaching and Learning -- Student Populations (e.g. <i>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?</i>)</p> <p>Reljić, G., Ferring, D., & 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>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
	<i>Focus on Student Populations</i>	<p>Wang, L., & 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>Due By Today: Submit Article Reflection Two (please submit <i>electronically</i> by email attachment)</p>
<p>Seven Oct. 4</p>	<p><i>Theme Three</i> <i>Internationalism in the context of Teaching and Learning</i></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., & 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>October 11 Fall Break</p>	<p><i>NO CLASS THIS EVENING</i></p>	<p><i>Take time this week to reflect, catch up on readings, breathe! We will re-convene next week on Tuesday evening with Class 8</i></p> <p><i>(Monday is Fall Break – no classes on Monday, and Monday classes meet on Tuesday)</i></p>
<p>Eight October 18</p>	<p><i>Theme Four</i> <i>Teachers and Their Professional Learning</i></p> <p><i>We will meet F2F this evening in Peterson Hall 2411</i></p>	<p><i>Theme Four: Teachers and Their Professional Learning</i></p> <p><i>Kindly note that I will likely be out of the country doing teacher education work next week. While this is subject to last minute change, at the finalization of this syllabus for submission, we should plan on a week of online asynchronous interactions. If travel plans change, we will regroup.</i></p> <p>Chapter 19 - Pre-service Teacher Preparation for International Settings – <i>Jack Levy and Rebecca Fox</i></p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		<p>Chapter 20 – Preparing Globally Competent Teachers for the International School Context – <i>Iris van Werven</i></p> <p>Khoo, Y. (2022). Becoming globally competent through inter-school reciprocal learning partnerships: An inquiry into Canadian and Chinese teachers’ narratives. <i>Journal of Teacher Education</i>, 73(1), 110-122. DOI: 10.1177/00224871211042306</p>
<p>Nine October 25</p>	<p>Theme Four Teachers and Their Professional Learning</p>	<p>Theme Four: Teachers and Their Professional Learning</p> <p><i>This is the week I will likely be out of country doing grant-related work in Uzbekistan. Kindly stay tuned for our plan for the evening, likely an online module but we may decide on a different approach.</i></p> <p>Floden, R.E., Richmond, G., & 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> <p>Loomis, S., Rodriguez, J., & 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., & Villanueva, M. (2006). Internationalisation as a key dimension to teacher education. <i>European Journal of Teacher Education</i>, 29(2), 223-240.</p> <p>Due By Today or during the week ahead: Submit Article Reflection Three (please submit electronically by email attachment).</p> <p>Looking Ahead - Email to your instructor this upcoming week: Projected Research/Study Topic for your final 853 product– half to one-page general plan and/or brief overview of your idea</p>
<p>Ten November 1</p>	<p>Theme Four</p>	<p>Theme Four: Teachers and Their Professional Learning</p> <p>Guest Speakers – International Teacher Education Research</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
	<i>Teachers and Their Professional Learning</i>	<p>Lunenberg, M., & 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., & 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>Due: Email to your instructor this upcoming week: Projected Research/Study Topic for your final 853 product– half to one-page general plan and/or brief overview of your idea</p> <p>Also, Kindly Send by Next week: 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 Nov. 8</p>	<p>Theme Five <i>Current Issues and Future Challenges</i></p>	<p>Theme 5: Current Issues and Future Challenges</p> <p>Professional Learning for Higher Education Faculty – developing expanding perspectives. See: http://education.eng.macam.ac.il/article/5048 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> <p>Also, Kindly Send by TODAY: Your preliminary list of (emergent/potential) references projected for your Research/Study/Course Project so that we might begin to dialogue about your resources</p>
<p>Twelve November 15</p>	<p>Theme Five <i>Current Issues and Future Challenges</i> A focus on Policy</p>	<p>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?</p> <p>Chapter 31 - Investigating Education Policy Transfer – <i>David Phillips</i></p> <p>Hult, F. (2018). Foreign language education policy on the horizon. <i>Foreign Language Annals</i>. 2018;51:35–45. https://doi.org/10.1111/flan.12315</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		<p>Chapter 33 – Monitoring Standards of Education Worldwide: PISA and its Consequences – <i>Dennis Niemann and Kerstin Martens</i></p> <p>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.</p> <p>Due By Today: Submit Article Reflection Four (please submit <i>electronically</i> by email – we will verify the content of this Reflection 4)</p>
<p>November 22 No Class</p>	<p>NO CLASS THIS WEEK Working time on your final papers/projects</p>	<p>Thanksgiving Week – We will not hold class this evening Have a wonderful holiday weekend, everyone.</p> <p>I'm available for conferences any time about your final projects!</p>
<p>Thirteen Nov. 29 F2F in Peterson Hall</p>	<p><i>Moving our Work Forward:</i> <i>Toward a Research Agenda for Our Times</i></p>	<p><i>Toward a Research Agenda for Our Times:</i> <i>Application of Research toward International Mindedness and “Global Fluency”</i></p> <p>Part I: Discussion Chapter 10 – Voices from Abroad: A Contextual Approach to Educational Research and Cultural Diversity – <i>Michael Allen</i></p> <p>Goodwin, A.L., Smith, L, Souto-Manning, M., Cheruvu, R, Tan, M.Y., Reed, R., & 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><i>Part 2: Interactive exchange of your draft in progress</i> <i>Bring to class your draft-in-progress</i> of your Study/Applied Plan for refinement and peer editing and input.</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p>Fourteen December 6th FINAL CLASS</p>	<p><i>Moving our Work Forward:</i> <i>Application of Research to Practice</i></p>	<p><i>This will most likely be F2F – we will discuss!</i></p> <p><i>Application of Research in World Perspectives in Your Educational Setting and in Your Professional Work as Leaders</i></p> <p>Final Discussion: Pulling It All Together</p> <p>Course Evaluations – Online but kindly submit these 😊</p> <p><i>Class Sharing/Oral Presentations of Final Projects/Papers:</i> 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 <i>one-page handout</i> a summary on front and references on the back - may use small font to cover refs).</p> <p>Due by Thursday, 8 December: Final version of Course Projects/Studies due to instructor – please email as a Word file attachment.</p>
		<p><i>Have a wonderful Winter Holiday, everyone!!! Rest! Relax! Reflect! Enjoy!</i></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
Rationale or Justification Context of your Project	Rationale for the significance or importance of the project is missing or very unclear; No context is provided	Rationale for the significance or importance of the project is provided but lacks clarity ; The context for this project is not clearly stated or may be implicit	Rationale for the significance or importance of the project is identified and <i>adequately</i> articulated; A context is somewhat evident, or may not be clearly 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; A context for the application of this work is clearly stated. ;
Connections to Literature and Research	The project is outlined 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; Other supporting literature/research is provided	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; Other readings contributing to the project are included.
Application or Submission of Design	The project is unable to be applied or implemented	The project has potential application or has been partially prepared 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 space identified or timeline shared in the narrative
Resources & Dissemination	Minimal, or no, 853 or complementary references are included; does not comply with APA style, or contains	Seven or fewer 853, or other, references are used in the study; there are multiple APA irregularities. Study is	Nine 853 references and a representative number of additional references are included; some APA irregularities may be	A <i>strong, representative</i> number (i.e., 12) of 853 and additional complementing references are clearly and accurately incorporated, and

	multiple irregularities. Study is not organized when shared with class members, or is not ready for dissemination	minimally shared with class members or is not ready for dissemination	present. Study is generally organized when shared with the class members and is generally ready for dissemination	are in accurate APA (7 th) style. Study is clearly organized when shared with the class members.
Language/Writing	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.
Final Section: Critical Reflection on the Process and Product Development	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 aspired outcomes 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 7th – for distribution /electronic sharing on Bb