

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

**EDUC 880 (01): INTRODUCTION TO INTERNATIONAL EDUCATION**  
**CRN 81157**  
**4:30 – 7:10 Tuesday, APTDIE Suite Room 2600**

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**Instructor: Dr. Beverly D. Shaklee, Professor**  
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**Prerequisite or Co-requisite:** Admission to PhD in Education program, international specialization or permission of instructor.

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### **UNIVERSITY CATALOG DESCRIPTION**

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

### **COURSE OVERVIEW**

As a survey course we will examine international educational systems and focus on the relationship to human and national development. We will study critical variables that influence access to, and implementation of, education systems in international

settings. Furthermore, we will have discussions of curriculum and instruction, assessment, teacher education, education research and policy, culture, language, social justice, equity, conflict and peace, human resources and national politics.

### **LEARNER OBJECTIVES**

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

1. Understand the fundamental issues and basic concepts in international education.
2. Explain and apply theoretical bases of international education and their relationship to social justice and equity.
3. Demonstrate how economic, social and political development relates to the education sector in developing countries.
4. Demonstrate understanding of intercultural competency and ability to self-reflect on personal development of intercultural competency.
5. Situate education in the process of institutional development, democratization, and transparency.
6. Use constructivist epistemology to analyze international educational questions, issues and problems.
7. Develop a plan to address a specific need or problem within a particular educational system.
8. Demonstrate capacity for leadership and advocacy in an international setting.

### **RELATIONSHIP TO PROFESSIONAL STANDARDS**

There are a number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), the purpose is to promote cross-

cultural understanding and social development through international education research, policy and practices, and many others. CIES and the associated journal are one of the primary research organizations in the field. This course addresses some of the goals and purposes of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education. In addition, this course is aligned with the following vision statements: CEHD Core Values of research-based practice, social justice, reflection, innovation and collaboration; CEHD's Center for International Education (CIE); and, the National Association for Multicultural Education (NAME) and the American Psychological Association (APA).

### **COURSE DELIVERY METHOD**

As a doctoral seminar, the course will be taught using social constructivist and inquiry-based approaches. Relevant print and non-print publications, media and data sources will be reviewed. Discussions will be facilitated by both the professor and course participants. Participants will engage in the design and development of an educational plan that address a specific need or problem within a particular international educational system. All materials should be read/viewed prior to the class date to engage in a meaningful discussion.

Our classes will be conducted primarily in-person/synchronous but we will also use online discussions, activities, videos and other resources via Blackboard (Bb). Generally, PhD courses take approximately 9-12 hours a week including readings, assignments, Db and activities. Plan your weekly schedule to accommodate these requirements.

### **CELL PHONE USE**

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

### **ATTENDANCE POLICY**

PhD students are expected to attend *all* class periods of courses for which they registered. Class participation is a factor in grading; instructors may use absence or tardiness as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). An Excused Absence is permitted according to the guidelines of the Mason Catalog and the

instructor should be notified ahead of time when possible. Non-excused absences are the decision of the student however they will result in lower grades in participation points as well as in assignments depending on the length and timing of the absence.

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

### **REQUIRED TEXTS (Available in Bb)**

Regan, T. (2017). *Non-Western educational traditions: Local approaches to thought and practice (4<sup>th</sup> edition)*. Taylor & Francis.

Shaklee, B. and Baily, S. (Eds.). (2012). *Internationalizing teacher education in the United States*. Rowan & Littlefield.

### **Recommended Texts**

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Author.

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

**All PhD students are fully responsible for mastering APA 7 style, ethical and citation requirements for all papers, projects and research completed in the PhD program. Submissions that do not comply with APA 7th edition are not eligible for assessment.**

### **COURSE REQUIREMENTS**

This course will be delivered in-person/synchronous via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available by August 20th.

**Under no circumstances, may candidates/students participate in 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.**

## *Technical Requirements*

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

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

- Course Week:  
Our week will start on Tuesdays and finish Mondays. Assignments are due at 4:00 pm unless otherwise noted.
- Log-in Frequency:

During asynchronous *online weeks*, students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week.

- Participation:

Students are expected to actively engage in all course activities each week throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Late assignments will result in a deduction in points.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

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

- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
- Students who are unfamiliar with Bb should make time to take the online tutorial before the beginning of class.  
<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- **Use of AI:** Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/alterd by another person. The use of such text without proper attribution is a violation of academic integrity. We have multiple writing assignments in this class. Because the act of composing a response in your own words actually increases your learning, it is important that you complete the task yourself, rather than rely on an artificial intelligence (AI) tool. Completing all writing assignments, yourself will help strengthen your performance in this class as well as help you develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. **Use of AI generated text is considered a violation of Academic Integrity/Honor Code in this course.**

## EVALUATION

This is a doctoral level course and high-quality work is expected of all participants. *Attendance at all classes is a course expectation.* In order to qualify for a final grade of A+, a participant enrolled in EDUC 880 must (in addition to scoring the maximum possible points) participate in all class discussions, activities and projects. Only University absences identified in the Catalog will be considered ‘excused’. All papers will follow APA guidelines (7<sup>th</sup> edition) and must be the original work of the author.

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

Participation/Personal Narrative/Reconnaissance/Interview/	25% = 25 points
PBL Reflection I	15% = 15 points
PBL Reflection II	15% = 15 points
Annotated Bibliography	15% = 15 points
IEPP (Paper/Media Presentation)	30% = 30 points

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

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

In order to receive an A+ in this course all participation, assignments and discussion must be at the very highest level and represent the highest level of discourse for a PhD program. No absences are permitted to achieve an A+.

**Incomplete Grades:**

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



## **Professional Conduct:**

### **Professional Dispositions (CEHD Student Guide)**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

### **ASSIGNMENTS:**

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

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

Write a 3-5 page personal narrative and *post to the Discussion Board by 9/3/24* Be sure to address the following areas:

- a. Specific examples or events, including but not limited to international experiences, influencing your professional belief system
- b. Connections that demonstrate directions or actions taken as a result of your education experiences
- c. Self-reflection on intercultural competencies and areas for continued development.
- d. Synthesis of cultural attributes and beliefs shaped by education experience that influences your professional life today
- e. Critical reflection that demonstrates creative understanding and transformative learning
- f. Relationship of your intentions as a doctoral student and those perspectives described in Routledge.

Post your narrative to Db (Introduction to Classmates); read and reply asking questions to clarify, examine and share.

#### **Guidelines for Preparing Responses to PBL Investigations – 30% (15 points each) DUE: 10/1 and 11/11**

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

Memo I and II will be evaluated accordingly:

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

### **Country Reconnaissance (Included as part of your participation grade) – DUE 11/19 shared in class**

The purpose of this is to have you explore how national systems impact international education. Students will conduct an online “reconnaissance” of a selected *unfamiliar* country and prepare a brief slide share (format of your choice) and upload to Db for review and discussion on education in that country and its relation to views of international/global education. Students should check not only education websites but dig into curriculum, assessments, recruitment of faculty. More information will be provided in class.

### **Annotated Bibliography 15% (15 points) DUE 11/25**

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

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

#### Grading of Annotated Bibliography:

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

**Breadth** – to what extent did the bibliography represent the topic of study; did it include 5 quantitative and 5 qualitative articles; were all articles refereed? Does your bibliography represent diverse viewpoints (for instance, scholars from the Global South?)

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

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

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

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

#### **International Education Project Plan (IEPP) and Presentation 30% (30 points): Due 12/8 5:00 p.m.**

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

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

All project topics must be approved in advance by the instructor (**3/6**). Each student will become an “expert” in a particular dimension of international education final media presentation on **Nov. 30 (10 points)**. Please be sure to review the rubric prior to writing and submission.

**The final project paper (20 points) will be posted to Bb no later than December 8 by 5:00 p.m. Final papers will be reviewed using SAFE ASSIGN which is also available for your use on the final project/paper.**

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

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

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources.*

- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - Timely Care: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

## Class Schedule

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

Readings focus on the content of the class, but part of the class will also focus on the socialization, expectations and culture of doctoral student life.

Assignments are due at 4:00 pm EST unless specifically noted.

<i>Date</i>	Topic/Learning Experiences	Readings and Assignments
<b>WEEK 1</b> <b>Tuesday</b> <b>August 27</b>	<b>Course Introduction</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Syllabus</li> <li>3. Review: Writing/Reading in Graduate School</li> <li>4. Pre-Assessment</li> <li>5. Planning Ahead: Personal Narrative</li> </ol>	<b>READINGS</b> <ol style="list-style-type: none"> <li>1. Dolby, N. &amp; Rahman, A. (2008). Research in International Education</li> <li>2. Knight, J. (2004) Internationalization Remodeled: Definitions, Approaches and Rationales</li> <li>3. Arnove, R. (2001). Comparative and International Education Society (CIES) Facing the Twenty-First Century: Challenges and Contributions</li> </ol> <b>ASSIGNMENTS</b> <ol style="list-style-type: none"> <li>1. Post your Personal Narrative to the Db Forum on Bb <b>due 9/3/24</b></li> </ol>
<b>WEEK 2</b> <b>Tuesday</b> <b>September 3</b>	<b>Understanding International Education</b> <ol style="list-style-type: none"> <li>1. Definitions, Scope &amp; History of International Education</li> <li>2. Forms of International Education</li> <li>3. Globalization and Impact</li> </ol>	<b>READINGS: Choose 2 to read</b> <ol style="list-style-type: none"> <li>1. Stromquist, N. (Spring 2005). Comparative and International Education: A Journey toward Equality and Equity</li> <li>2. Crossley, M. &amp; Watson, K. (2002). Comparative &amp; International Education: Contemporary Challenges...</li> <li>3. Bang, K. &amp; Markeset (2011). Identifying the Drivers of Economic Globalization</li> </ol>



		<ol style="list-style-type: none"> <li>4. Spring, J. (2004) How Educational Ideologies are Shaping Global Society</li> <li>5. Kolar, N. (2012) A Comparison of K-12 Multicultural and International Education in the United States (In Shaklee &amp; Baily)</li> <li>6. The myth of globalization; <a href="https://www.youtube.com/watch?v=xUYNB4a8d2U">https://www.youtube.com/watch?v=xUYNB4a8d2U</a></li> </ol> <p><b>ASSIGNMENTS in Db:</b></p> <ol style="list-style-type: none"> <li>1. Read Personal Narratives and respond to two colleagues with further questions/comment</li> </ol>
<p><b>WEEK 3</b> <b>September</b> <b>10<sup>th</sup></b> <b>Asynchronous</b></p>	<p><b>Problem Based Learning – Global Competency in Education – Week 1</b></p> <p>For the next two weeks we will engage in a scaffolded PBL around the notion of global competency in education. This is not your opinion or experience this is based on <b>research</b> your team will do.</p> <ol style="list-style-type: none"> <li>1. Intro to Problem-Based Learning</li> <li>2. Learning Issues Board</li> <li>3. Responsibilities and Assignments</li> </ol>	<p><b>READINGS/VIDEOS</b></p> <ol style="list-style-type: none"> <li>1. International Schools – Background</li> <li>2. Steps to a PBL Approach</li> <li>3. PBL in Action: University of Maastricht: <a href="https://www.youtube.com/watch?v=cMtLXXf9Sko&amp;t=77s">https://www.youtube.com/watch?v=cMtLXXf9Sko&amp;t=77s</a></li> </ol> <p><b>Resources for PBL</b></p> <ol style="list-style-type: none"> <li>1. Hayden, M. &amp; Thompson, J. (1995) International Schools and International Education: A Relationship Reviewed</li> <li>2. Cushner, K. (2012) Intercultural Competence for Teaching and Learning</li> <li>3. Olson, C. , Evans, R., &amp; Shoenberg, R. (2007) At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education</li> <li>4. Sinicrope, C., Norris J., &amp; Watanabe, Y. (2007), Understanding and Assessing Intercultural Competence</li> </ol>

		<p><b>ASSIGNMENTS</b></p> <ol style="list-style-type: none"> <li>1. Participate in PBL with collaborative group – Utilize Bb Collaborate, Zoom, etc to facilitate discussion and problem solving</li> <li>2. Team Leader – send me an update email by 9/15</li> </ol>
<p><b>WEEK 4</b>  <b>September 17</b>  <b>Asynchronous</b></p>	<p><b>PBL Week 2</b></p> <ol style="list-style-type: none"> <li>1. Additional Information</li> <li>2. Return to the LIB</li> </ol>	<p><b>READINGS - Resources for PBL that Will Add to Thinking</b></p> <ol style="list-style-type: none"> <li>1. Preparing Teachers for a Global Age</li> <li>2. Preparing Teachers and Developing School Leaders for the 21<sup>st</sup> Century, OECD</li> <li>3. Nyomi, N. (2020) International Schools Support Structural Racism</li> <li>5. Dhlamini-Fisher, P. (2020) Racism in Recruiting: The Elephant in Our International Education Room</li> <li>6. Anderson, E. (2015) The White Space</li> </ol> <p><b>ASSIGNMENTS</b></p> <ol style="list-style-type: none"> <li>1. Group Solution Statement with references <b>due on 9/24/24.</b></li> </ol>
<p><b>WEEK 5</b>  <b>Tuesday,</b>  <b>September 24</b></p>	<p><b>Forces that Influence International Education</b></p> <ol style="list-style-type: none"> <li>1. International education as impacted by different structures</li> <li>2. Planning Ahead: Non-Western Ways of Knowing</li> <li>3. Debrief PBL #1</li> </ol>	<p><b>READINGS</b></p> <ol style="list-style-type: none"> <li>1. Ross, H. (November 2002). The Space between us: The Relational Theories to Comparative and International Education</li> <li>2. Cambridge, J. and Thompson, J. (2004) Internationalism and Globalization as Contexts for International Education</li> <li>3. UNESCO Global Education Digest, Inclusion and Education, <a href="https://www.unesco.org/gem-report/en/node/76">https://www.unesco.org/gem-report/en/node/76</a></li> <li>4. Singer, A. (2004). The Rise of New Immigrant Gateways</li> <li>5. Davies, T., Isakjee, A. &amp; Dhesi, S. (2017). Violent Inaction: ...Refugees in Europe.</li> </ol> <p><b>ASSIGNMENTS</b></p>

		1. PBL Memo #1: Individual response on the PBL solution, research and evaluation due before 10/1/14 (rubric self-evaluation included).
<b>WEEK 6 Tuesday October 1st</b>	<b>Non-Western Ways of Knowing</b>  1. Reagan Discussions – Intro, Chapter 1 and Others 2. Chapter 3-9 discussions	<b>READINGS</b> Reagan, T. (2018, 4 <sup>th</sup> Edition) <i>Non-Western Educational Traditions: Local Approaches to Thought and Practice</i> .  <b>ALL:</b> Read Introduction and Chapter 1  <b><i>Selected Chapters (3-9) Students Will Lead Discussion</i></b>  <b>ASSIGNMENTS</b> 1. 1-page outline of IEEP final project to <a href="mailto:bshaklee@gmu.edu">bshaklee@gmu.edu</a> due no later than 10/8/24 (your project must be approved).
<b>Week 7 Tuesday October 8th</b>	<b>Non-Western Ways of Knowing (Continued)</b>  1. Remainder of Reagan Discussions 2. Synthesis 3. Midpoint Reflection  WRITING AN ANNOTATED BIBLIOGRAPHY	<b>READINGS:</b> Reagan, T. (2018, 4 <sup>th</sup> Edition) <i>Non-Western Educational Traditions: Local Approaches to Thought and Practice</i> .  <b><i>Selected Chapters (3-9) Students Will Lead Discussion</i></b>
<b>Week 8 GMU Fall Break October 15</b>	<b>GMU Fall Break</b>	<b>No Class Assignment</b>  <b>Work on Annotated Bibliography for final paper or Expert Interview Or take a long walk!</b>
<b>Week 9 October 22 Asynchronous</b>	<b>PBL II: Rethinking Development from a Post-Colonial Perspective</b>	<b>READINGS:</b> 1. Rethinking Economic Aid from a Postcolonial Lens

	<p>For the next two weeks we will engage in a scaffolded PBL around the notion of development in international education. This is not your opinion or experience this is based on <b>research</b> the team will do.</p> <ol style="list-style-type: none"> <li>1. Learning Issues Board</li> </ol>	<p><b>Resources for PBL</b></p> <ol style="list-style-type: none"> <li>1. International Development - <a href="https://en.wikipedia.org/w/index.php?title=International_development&amp;oldid=965689941">https://en.wikipedia.org/w/index.php?title=International_development&amp;oldid=965689941</a></li> <li>2. Rosling, H. (2010), Human Rights and Democracy Statistics - <a href="https://www.gapminder.org/videos/free-statistics-for-democracy/">https://www.gapminder.org/videos/free-statistics-for-democracy/</a></li> </ol> <p><b>ASSIGNMENTS</b></p> <ol style="list-style-type: none"> <li>1. Continue active engagement of whole group in PBL. Collaborate via Zoom or in-person to facilitate discussion and problem solving.</li> <li>2. Update from Team Leader 10/29</li> </ol>
<p><b>Week 10</b> <b>October 29th</b> <b>Asynchronous</b></p>	<p><b>Rethinking Development – PBL Week 2</b></p> <ol style="list-style-type: none"> <li>1. Additional Information</li> </ol>	<p><b>READINGS - Resources for PBL that Will Add to Thinking</b></p> <ol style="list-style-type: none"> <li>1. Lundsgaarde, E. &amp; Fejerskov, A. (2018) Development Agencies of the Future: The Limits of Adaptation</li> <li>2. Omar, S. (2012). Rethinking Development</li> </ol> <p><b>ASSIGNMENTS</b></p> <ol style="list-style-type: none"> <li>1. Group solution statement with references due to <a href="mailto:bshaklee@gmu.edu">bshaklee@gmu.edu</a>, <b>Due 11/4</b></li> </ol>
<p><b>Week 11</b> <b>November 5<sup>th</sup></b> <b>VOTE</b></p>	<p>If you are eligible, please <b>VOTE</b></p>	<p>National Geographic: Why Voting is Important, <a href="https://education.nationalgeographic.org/resource/why-voting-important/">https://education.nationalgeographic.org/resource/why-voting-important/</a>  The Leadership Conference on Civil and Human Rights: <a href="https://civilrights.org/value/voting-rights/">https://civilrights.org/value/voting-rights/</a>  Pew Research Center: <a href="https://www.pewresearch.org/short-reads/2022/11/04/most-americans-say-its-very-important-to-vote-to-be-a-good-member-of-society/">https://www.pewresearch.org/short-reads/2022/11/04/most-americans-say-its-very-important-to-vote-to-be-a-good-member-of-society/</a></p>

<b>WEEK 12</b> <b>Tuesday</b> <b>November 12</b>	<b>Internationalization of Higher Education</b> <ol style="list-style-type: none"> <li>1. Synthesis of Readings</li> <li>2. Debrief on PBL II</li> <li>3. Final Guidelines for Presentations</li> </ol>	<b>READINGS</b> <ol style="list-style-type: none"> <li>1. Altbach, P. &amp; Knight, J. (2007). The Internationalization of Higher Education</li> <li>2. Radinger-Peer, V., &amp; Pflitsch, G. (2017). The Role of Higher Education institutions in Regional Transition Paths towards Sustainability</li> <li>3. Choose two others to read</li> </ol> <b>ASSIGNMENTS</b> <ol style="list-style-type: none"> <li>1. PBL Memo 2 – Individual response on the PBL solution, research and evaluation (including rubric self-evaluation) <b>due 11/11</b></li> </ol>
<b>WEEK 13</b> <b>Tuesday</b> <b>November 19th</b>	<b>Understanding Peace and Human Rights Education</b> <ol style="list-style-type: none"> <li>1. Peace Education, Human Rights Education, and Social Justice</li> </ol>	<b>READINGS</b> <ol style="list-style-type: none"> <li>1. Ndura, E. (2006). Western Education and African Cultural Identity in the Great Lakes Region of Africa: A Case of Failed Globalization</li> <li>2. Demulder, E., Ndura, E., &amp; Stribling, S. (2009). From Vision to Action: Fostering Peaceful Coexistence and the Common Good in a Pluralistic Society through Teacher Education</li> <li>3. Hantzopoulos, M. &amp; Bajaj, M. (2021). Peace Education: The Foundation and Future Directions of a Field</li> <li>4. Daly, K. (2019). To Create a Better and More Peaceful World: Infusing Human Rights Instruction in PK-12 Classrooms</li> </ol> <b>ASSIGNMENTS</b> <ol style="list-style-type: none"> <li>1. Online country “reconnaissance” due in class</li> </ol>
<b>Week 14</b> <b>Tuesday</b> <b>November 26</b>	<b>National Emphasis on ‘International’ Education</b>	<b>READINGS</b> <ol style="list-style-type: none"> <li>1. Succeeding Globally Through International Education and Engagement – U.S. Department of Education International Strategy Updated March 2022</li> </ol>

		<ol style="list-style-type: none"> <li>2. HM Government (2013). International Education: Global Growth and Prosperity</li> <li>3. Tudball, L. (2012). Global Perspectives on the Internationalization of Teacher Education: Through an Australian Lens (In Shaklee &amp; Baily)</li> </ol> <p><b>ASSIGNMENTS</b></p> <ol style="list-style-type: none"> <li>1. Annotated Bibliography for IEEP <b>due 11/25-12/2</b></li> </ol>
<b>Nov 24- 12/1</b>	<b>THANKSGIVING BREAK</b>	<b>NO Class Requirements</b>
<p><b>WEEK 15</b> <b>Nov 30</b></p>	<p><b>Final Project Presentations</b></p> <ol style="list-style-type: none"> <li>1. In-Class Presentations of IEEP Projects</li> <li>2. Final Self-Assessment</li> </ol>	<p><b>ASSIGNMENTS</b></p> <ol style="list-style-type: none"> <li>1. Final evaluation due (TBD – determined by Mason)</li> <li>2. Media Presentation due in Bb on 11/30</li> <li>3. Final IEEP Papers/projects due by 12/8 at 5:00 p.m.</li> </ol>