EDUC 853
World Perspectives of Teacher Education
Fall 2009-3 Credits
CRN 74577

Professor:	**Rebecca K. Fox, Ph.D.**
Class Days/Time:	Mondays, 4:30-7:10
Class Location:	Robinson Hall A 109
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Course Outline and Requirements

A. Course Description
The course explores theory, research, and practice related to education in the 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.

B. Course Outcomes

As a result of this course, students will be able to:
1. Articulate a personal definition of international-mindedness and how it relates to teacher education
2. Support their understanding of the emergent nature of teacher education in the international domain by drawing on historical and current research and literature in the field to inform both local and wider reaching decision making
3. Examine their immediate local educational context in light of the international sector as it pertains to diversity practices and policies in teacher education
4. Summarize, synthesize and compare specific aspects of U.S. based teacher education to selected international models in consideration of the global perspective
5. Examine an essential practice or policy cross-culturally, e.g., parental involvement, indigenous languages, first languages and their role in schools
6. Formulate an inquiry question and subsequent plan of action that is relevant to their educational context and career goals

C. Course Readings and Resources
Required Text

Hayden, M., Levy, J., & Thompson, J.(Eds.). (2007). *The SAGE handbook of research in international education*. Thousand Oaks, CA: Sage.

Electronic Resources and other journal articles, periodicals, and online resources, as identified, will be used in the course.

International Teacher Education Journals, such as the following will provide current research data for discussion and examination:

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. http://www.tandf.co.uk/journals/titles/02607476.asp

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. http://www.tandf.co.uk/journals/titles/13664530.asp

International Journal for the Scholarship of Teaching & Learning [USA]

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. http://www.tandf.co.uk/journals/titles/02619768.asp

D. Course Delivery

Dialogic in nature, EDUC 853 is predicated upon expanding professional development through discussion, critical reflection, and research. Course delivery is accomplished in a combination of ways in order to meet the needs of participants and their learning styles through a variety of in-class, on-line, cooperative, and individualized instructional strategies. Instruction includes:
- *Student Presentations* (i.e., student directed presentations and discussions;
- *Discussions* (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);

- *Cooperative and Collaborative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures;*
- *School/education-based research;*
- *Blackboard 6 ™* web-based course management system to extend classroom learning and foster reflection.

E. College of Education and Human Development Statements of Expectations

George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities:

The Graduate School of Education (GSE) in the College of Education and Human Development expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. Please see http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions. Students must follow the guidelines of the University Honor Code. Please see http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Students must agree to abide by the university policy for Responsible Use of Computing. Go to http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with special needs: Students who require special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. Please see www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

F. Relationship to Program Goals and Professional Organizations

The EDUC 853 relationship to the GMU CEHD Core Values: EDCI 853 reflects 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 the world perspective, knowledgeable teacher education professionals who can teach their content, work effectively with diverse learners, understand and implement research-based practice, and collaborate with colleagues.

As stated on the College of Education and Human Development website, the five Core Values of the CEHD are as follows. They are integrally and actively incorporated into the course content, discussions, and student work associated with EDUC 853:

Collaboration
Ethical Leadership
Innovation
Research-based Practice
Social Justice

Rebecca K. Fox, Ph.D., George Mason University, Fall 2009

G. Principle Class Assignments and Requirements

Class Assignments for EDUC 853			
Project	**Emphasis/Goal**	**Percentage of Grade**	**Due Date**
In-class and/or On-line Participation, group work, and Readings	Each person is responsible for reading all of the materials designated for class discussion. Students are expected to actively participate in every class session, both in class and in selected electronic postings, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students are expected to attend all classes, arriving on time, and must inform instructor of the need for an absence from class. More than one class absence may result in a reduction in the grade earned by a student.	20 percent	Each class meeting during the semester
Written Reading Responses & Critiques	Students will prepare two short written submissions in conjunction with course readings: one reading response to a chapter from the text, and one focused critique of one of the research articles read for class, each to include a personal reflection. (One of the two should be on a research article.) Each student will determine the chapter or article selected for the individual papers in consultation with the instructor	20 percent (10 percent each)	*Response* due on or before Oct. 19; *Critique* due on or before Nov. 16
Discussion Leader	Each student will take part in leading a discussion during class, either solo or paired with one/two colleagues, that will focus on the evening's assigned readings/topics. The criteria for the discussion group are in the syllabus and will be discussed in class. The discussion topic selected may be the one for which a journal critique or reading response is submitted (this is, in fact, suggested).	20 percent	Individual Due Dates
Study or Action Plan	**The EDUC 853 Performance-Based Assessment** Comparative Study, Integrated Review, or Action Research Study incorporating the Contexts of World Perspectives and International Research Oral Sharing of project with colleagues in the class	40 percent	Dec. 14

Performance-Based Assessment (Major Project) (40%) – in consultation with the instructor, each participant will select a major project to be conducted during the semester. These projects are to be designed in conjunction with the instructor, should

reflect the incorporation of the world perspectives course content, and must include a research literature component with bibliography. The performance assessment selected for EDUC 853 should also be relevant to the educational role/context of the participant and will include a review of the relevant literature *and* the incorporation of major EDUC 853 readings. Some suggestions for the Application of World Perspectives include:

   i. writing and submitting an article for publication;
   ii. identifying potential funding sources and writing a grant proposal;
   iii. creating a seminar series for classroom teachers;
   iv. creating a community education series for parents and community leaders;
   v. reading and selecting a series of books (with annotated bibliography) for "teachers as readers" series;
   vi. Submitting a proposal for a conference presentation and creating the presentation
   vii. Other, as identified through consultation with the instructor; this option should be of similar scope and depth may be selected, with instructor approval.

Each of the projects/studies should include the presentation of a clear context and a synthesizing review of relevant literature, to include the major readings from EDUC 853.

Presentation of Major Project – Projects/studies will be shared orally with the class during the last class meeting on December 14. An evaluation rubric for the course performance-based assessment is included at the end of the syllabus.

H. Grading
The University-wide system for grading <u>graduate</u> courses is as follows:

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory / Passing
A	Meets Standard	93 – 97.9	4.00	Satisfactory / 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

EDUC 853
Guidelines for Leading an In-Class Discussion with Sample Feedback Form

As you prepare to lead an evening class discussion, please consider ways to make the discussion and presentation interactive, engage class members in active learning by asking well prepared questions or creating interactive ways for them to connect professionally and personally with the information presented.

Please consider the organization of your discussion, clarity of purpose and presentation of key ideas presented in the article whose discussion you are leading. Your discussion/facilitation should also connect the articles/chapters you have selected to the broader context of our course material on World Perspectives, including international mindedness, and international education. Pose thoughtful questions that encourage dialogue. Your colleagues will comment on the information found below, a sample feedback form, which they will complete after the discussion. Considering these guidelines as you prepare will not only help to provide structure to the discussion but it will also help you facilitate the discussion and make critical connections and continue to deepen critical thinking skills and connect to course content and the broader literature.

Article Discussion Feedback Form

Name _____

Article _____

Process: Discussion Facilitation

      Opening

      Clarity of Key Ideas presented

      Organization of the discussion

      Closure

Content: Connections to Course Content and the Broader Literature

      Involvement of others in the discussion through critical questions

      Connections to Other Readings

General Comments:

EDUC 853
Guidelines for the Chapter Writing Responses and Article/Research Critiques

Provide a *reference* for the chapter or article selected for your response or critique; this should be in APA (5th edition) style.

I. Brief Overview
    For both the Response and the Critique, please provide a brief overview, including the following information, *as applicable*:
    1) The *purpose* of the study or a brief overview of the chapter – a brief description, usually 2 – 3 sentences, of what the study examined or the principle information covered in the chapter. For your research article, you may find that the research questions or hypotheses often provide this information concisely.
    2) The *method* used (if a research study) – this refers to *how* the study was conducted. You should briefly describe what was done in the study and if qualitative or quantitative methods were used, and why. Also, as applicable, variables and how each was measured; sample size, how selected, and demographics; length of the study; how the data were analyzed.
    3) Describe the *results* of the study and conclusions drawn by the researcher(s). Or, for the chapter response, provide information about the principle points covered.

II. Discussion of the ***Chapter Response or Article Critique:*** This section will give you an opportunity to connect personally and respond professionally to the work you have read. Your discussion should include connections to your educational context, as well as how you see the study or information in the chapter applying to your educational setting. The *Chapter Response* should be considered as being less formal than the *Article Critique*, which is your second required writing submission, but should still include connections to literature and readings.

    Note: For the ***Article Critique –*** the discussion is very important and will provide you the opportunity to comment on the value of the research as it was conceptualized, presented, conducted, and reported in the article. You might also address the research application for the broader global educational community, including teachers, students, and schools. Some elements to examine are: a) methodological contributions, b) research design and validity, as well as the appropriateness of the design to the research questions, c) clarity and adequacy of the written report, d) contributions of the study, e) suggestions for improvement, f) applicability of the study to the global context, g) suggestions for future research direction and efforts.

III. **Reflection** – This section should include information about why this chapter/article was selected, its meaning to you personally, how it has served to advance your thinking and how it might apply to your doctoral area of specialization and inform your thinking and research. In considering Text to Self, you might focus on your working definition of international-mindedness.

I. Course Schedule: Fall 2009 for EDUC 853-World Perspectives in Teacher Education

[NOTE: This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester.]

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Class One **August 31**	*Course Introduction & Overview*	Introduction to course and Syllabus distributed in hard copy and on Blackboard
Two **Sept. 14**	***Historical and Theoretical Background & International-mindedness***	***Theme One: Historical and Theoretical Background & International-Mindedness*** Setting the Context: International Mindedness & World Perspectives – What do these terms mean to us? Chapter 1 - Historical Resources for Research in International Education – *Robert Sylvester* Chapter 3 – The Global Education Terminology Debate: Exploring Some of the Issues – *Harriet Marshall* Chapter 4 - International and Comparative Education: Boundaries, Ambiguities and Synergies – *Mark Bray* Dooly, M., & Villaneuva, M. (2006). Internationalisation as a key dimension to teacher education. *European Journal of Teacher Education, 29*(2), 223-240.
Three **Sept 21**	***International-mindedness***	***International-Mindedness*** Chapter 2 – International Education as Developed by the International Baccalaureate Organization (IBO) – *Ian Hill* Chapter 7 – A Simple Typology of International-Mindedness and Its Implications for Education – *Terry Haywood*

Rebecca K. Fox, Ph.D., George Mason University, Fall 2009

Class	Theme/Topic	**Weekly Schedule** Topics, Schedule, and Assigned Readings
		Options: Chapter 8 – International Education's Internationalism: Inspirations from Cosmopolitanism – *Konrad Gunesch* *or* Chapter 5 – International Education as an Ethical Issue - *Rauni Rasanen* **Due Today**: Identification of Discussion Leader Topics (list in class) & projected chapters/articles slated for written responses/critiques (brief Word doc by email to instructor or by class indication)
Four **Sept 28**	*Social and Cultural Contexts*	*Theme Two: Social and Cultural Contexts* Byram, M., & Feng, A. (2005). Teaching and researching intercultural competence. In E. Hinkel (Ed.) *Handbook of research in second language teaching and learning* (pp. 911-930), Mahwah, NJ: Erlbaum. Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Education. 10*, 301-320. Also see: http://www.geert-hofstede.com *Optional:* Anderson-Levitt, K.M. (2003). A world culture of schools? In K.M. Anderson-Levitt (Ed.), *Local meanings, global schooling: Anthropology and world culture theory* (pp. 1-26). New York: Palgrave Macmillan.
Five **Oct. 5**	*Social and Cultural Contexts*	*Social and Cultural Contexts* Kachru, Y. (2005). Teaching and learning of world Englishes. In E. Hinkel (Ed.) *Handbook of research in second language teaching and learning* (pp. 155-173), Mahwah, NJ: Erlbaum. Lam, W.S.E (2006). Culture and learning in the context of globalization: Research directions. *Review of*

Class	Theme/Topic	**Weekly Schedule** Topics, Schedule, and Assigned Readings
		Research in Education, (Special Issue on *Rethinking Learning: What Counts as Learning and What Learning Counts*) 30, 213-237.
Six **Tuesday,** Oct. 13	*Student Populations*	***Theme Three: Student Populations*** *(e.g. Who are the global learners?)* Chapter 10 - Learning Internationally in a Future Context – *John Munro* Chapter 11 - Culture and Identity: Exploring Individuals within Groups – *Robert Pearce* Chapter 16 - Technology, Globalization and Distance Education: Pedagogical Models and Constructs – *Nada Dabbagh and Angela D. Benson* ***Email to your instructor this week or next:*** Projected Research/Study Topic for your final 853 product– half to one-page general plan and overview of your idea
Seven October 19	*Student Populations*	***International Student Populations* & the US** Chapter 15 - The Role of Standards in K-12 International Education – Tom Oden Fox, R., & Diaz-Greenberg, R. (2006). Culture, multiculturalism, and world language standards: Toward a discourse of dissonance. *European Journal of Teacher Education, 29*(3), 401-422. Heyward, M. (2002) From international to intercultural: Redefining the international school for a globalized world. *Journal of Research in International Education, 9*(1), 9 - 32. ***Due By Today:*** *Chapter response* (please submit *electronically*)
Eight October 26		***Theme Four: Teachers and Their Professional Development*** Chapter 18 - Pre-service Teacher Preparation for International Settings – *Jack Levy*

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
	Teachers and Their Professional Development	Chapter 19 - Professional Development of Educators: The International Education Context – *Mary Hayden* Duckworth, R. L., Walker Levy, L., & Levy, J. (2005). Present and future teachers of the world's children: How internationally-minded are they? *Journal of Research in International Education*, *4*, 279 - 311.
Nine Nov. 2	*Teachers and Their Professional Development*	*Theme 5: Teachers and Their Professional Development* Chapter 20 – Interpersonal Teacher Behavior in International Education – *Perry den Brok and Gerrit Jan Koopman* Lunenberg, M., & Willemse, M., (2006). Research and professional development of teacher educators. *European Journal of Teacher Education, 29*(1), 81-98. *Optional:* August, D., & Calderón, M. (2006). Teacher beliefs and professional development. In D. August, T. Shanahan (Eds.), *Developing literacy in second-language learners,* (pp. 555-570). Mahwah, NJ: Erlbaum. or Sercu, L. (2005). Foreign language teachers and the implementation of intercultural education: A comparative investigation of the professional self-concepts and teaching practices of Belgian teachers of English, French and German. *European Journal of Teacher Education,* 28(1)*,* 87-105. *Due Today:* List of (emergent/potential) references to be used in your Research/Study
Ten Nov. 9	*Current Issues and Future Challenges*	*Theme 6: Current Issues and Future Challenges* Chapter 30 – Critical Perspective on Language in International Education – *Trevor Grimshaw* Chapter 31 – International-mindedness and the Brain: The Difficulties of 'Becoming' – *Martin*

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		Skelton Chapter 33 – Challenges from a New World – *George Walker*
Eleven **Nov. 16**	*Policy Issues*	***Theme 7: Policy Issues*** Chapter 37 - Investigating Education Policy Transfer – *David Phillips* Chapter 38 - The Internationalization of Education Policy – *Silvina Gvirtz and Jason Breech* *Optional:* Chapter 39 - The Impact of Globalization on Higher Education – *Daphne Hobson* ***Due By Today****: Article Critique* (please submit *electronically)*
Twelve **Nov. 23**	*Toward a Research Agenda for Our Times*	***Application of Research in our Educational Settings*** No scheduled class meeting -- Individual work time this evening for your research, time to meet individually with your instructor & work time with peer reviewers
Thirteen **Nov. 30**	*Toward a Research Agenda for Our Times*	***Toward a Research Agenda for Our Times*** Chapter 35 – Voices from Abroad: A Contextual Approach to Educational Research and Cultural Diversity – *Michael Allen* Chapter 36 – International Schools' Education and Globalization: Toward a Research Agenda - *Hugh Lauder* Vasquez, O. (2006). Cross-national explorations of sociocultural research on learning. *Review of Research in Education* (Special Issue on *Rethinking Learning: What Counts as Learning and*

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		What Learning Counts) *30*, 33-64.
Fourteen **Dec. 7**	*Application of Research*	***Application of Research in Your Educational Setting*** Ball, A. (2009). Toward a theory of generative change in culturally and linguistically complex classrooms. *American Educational Research Journal, 46*(1), 45-72. Bring full draft of Study/Applied Plan to class: individual consultation with instructor and time for full draft peer review
Fifteen **Dec.14**	*Application of Research*	***Application of Research in Your Educational Setting*** Presentations of Applied/Action Research Studies ***Due Today:*** Course Products due to instructor – please send electronically Final Discussion and Course Evaluations

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	Rationale for the importance of the project is missing or very unclear	Rationale for the importance of the project is provided but lack substance	Rationale for the importance of the project is identified and well articulated	Rationale for the importance of the project is clear and examples and/or justification are articulated clearly
Connections to Literature and Research	The project outlines the project but does not provide clear connections to readings/research or evidence of international mindedness or other course themes	The project establishes a few connections to the EDUC 853 readings/ research and provides limited inclusion of international mindedness or other course themes	The project establishes some connections to the EDUC 853 readings/ research and provides some inclusion of international mindedness or other course themes	The project establishes clear and accurate connections to EDUC 853 readings/research and gives substantial evidence of international-mindedness and other course themes/readings
Application or Submission of Design	The project is unable to be applied or implemented	The project has potential application or has been partially implemented, however the timeline for completion is unclear	The project has a timeline established, and has preliminary data, but some aspects may still be unclear	The project is in place, or ready for activation, with identified logistics clearly articulated in the narrative
Resources & Dissemination	No to minimal 853 or complementary references are included; does not comply with APA style	Few 853, or other, references are used in the study; there are multiple APA irregularities	Some 853 references and additional references are included; some APA irregularities may be present	A strong number of 853 and complementing references, including in-print and on the internet, are in APA (5th ed) and also shared with the class
Language/Writing	Author makes more than 4-5 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 not fluent or engaging. Writing approaches that of graduate level quality, but	Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is at the graduate level.	Author makes no, very few, errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level.

Rebecca K. Fox, Ph.D., George Mason University, Fall 2009

		may need additional development.		
Critical Reflection	The author has reported facts without elaboration or drawing 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 or present its connection to the author's professional context.	The author appears to be making meaning of the project, but further elaboration is needed 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 addresses the project's impact on the learner; it is critically reflective and well structured manner; 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 at the conclusion that discusses the project's impact on the learner and 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.