

*George Mason University  
College of Education and Human Development  
Graduate School of Education*

**EDUC 853.001**  
**World Perspectives of Teacher Education**  
Fall 2010-3 Credits  
CRN 74229

**Professor:** Rebecca K. Fox, Ph.D.  
**Class Days/Time:** Mondays, 4:30-7:10  
**Class Location:** West Hall. Room 1004  
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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 course objectives and the needs of participants 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);

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- *Cooperative and Collaborative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures*;
- *School/education-based research*;
- *Blackboard 9™* 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, 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](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](http://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 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, knowledgeable teacher education professionals who can teach their content and work effectively with diverse learners, understand and implement research-based practice, and collaborate productively 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

## G. Principle Class Assignments and Requirements

| 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>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 and/or blogs, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class.</p> <p>Students are expected to attend all classes, arriving on time, and should inform the instructor of a need for absence from class. Please note that more than one class absence may result in a reduction in the grade earned by a student.</p> | 20 percent                   | Each class meeting during the semester   |
| Written Reading Responses & Critiques                           | <p>Students will prepare two short written submissions in conjunction with course readings: one reflective reading response to a chapter from the text, and one focused critique of one of the research articles read for class.</p> <p>Each student should determine the chapter or article selected in consultation with the instructor.</p>  | 20 percent (10 percent each) | <p><i>Chapter Response</i> due on or before Oct. 12;</p> <p><i>Critique</i> due on or before Nov. 15</p> |
| Discussion Leader   | Each student will take part in leading a discussion during class, either solo or in a small group, focusing on the evening's assigned readings/topic. The criteria for the discussion will be discussed in class and should include additional research references and a handout to guide class discussion. The evening's topic may also include one of the chapters or articles an individual has selected for the reflective chapter response or article critique as described above.   | 20 percent                   | Individual Due Dates   |
| Study or Action Plan  | <p><b>The EDUC 853 Performance-Based Assessment</b> Comparative Study, Integrated Work Plan, or Action Research Study incorporating the Contexts of World Perspectives and International Research; will include a synthesis of the relevant literature from EDUC 853 and a final critical reflection of the project and results</p> <p>Oral Sharing of project with colleagues in the class</p>   | 40 percent                   | Dec. 13  |

**Performance-Based Assessment (Major Project) (40%)** – in consultation with the instructor, each participant will select a major project to be conducted during the semester and presented as the capstone project. These projects should reflect the incorporation of the world perspectives course content, and must include a synthesis of the literature with references, APA 6th. 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 relevant literature, including 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 teacher professional development;
- iv. creating a community education series for parents and community leaders;
- v. submitting a proposal for a major conference presentation and creating the presentation
- vi. Other, as identified through consultation with the instructor, may be selected; this option should be of similar scope and depth, and have instructor approval.

*In addition to the scope of project work, each of the projects/studies should include the presentation of 1) a clear context, 2) rationale or justification for the project, and 3) 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. 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 graduate 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

As you prepare to lead an evening class discussion, please consider ways to make the discussion and presentation interactive by engaging class members in active learning through 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. Please pose thoughtful questions that encourage dialogue. As you prepare, you should consider the following elements. 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. You should also consider broadening the knowledge base through additional resources which should include a list of references for participants. You may send these in advance for posting with the weekly materials on Bb and/or provide in paper copy. If you include a Power Point Guide, you may email it prior to class for posting on our class *BlackBoard 9.1 Pilot* site.

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

**Group**

**Members** \_\_\_\_\_

**Article** \_\_\_\_\_

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

Clear Opening with objectives and context

Key Points clearly articulated

Organization of the discussion through a series of interactive learning pathways

Closure

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

Involvement of others in the discussion through critical questions

Connections to EDUC 853 and other relevant readings

References included in APA 6th

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**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 (6<sup>th</sup> edition) style.

**I. Brief Overview**

For both the Response and the Article 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 a *short* paragraph, 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) Article Critique: 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) Article Critique: 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 respond to the chapter/article and connect personally to the work you have read. Your discussion should include three to four principle points that also make connections to your educational context. The *Chapter Response* will be written first and may be considered as being less formal than the *Article Critique*, which is your second required writing submission. Both should still be considered in the domain of academic writing and will include connections to literature and readings.

**Note:** For the *Article Critique*, the *second of the two written pieces* – 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 you selected this chapter/article, its meaning to you personally, how it has served to advance your thinking, and how it might apply to your doctoral area of specialization to inform your thinking and research. In considering Text to Self, you might focus on your working definition of international-mindedness.

**I. Course Schedule: Fall 2010 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<br>Topics, Schedule, and Assigned Readings   |
|------------------------|---|--|
| Class One<br>August 30 | <i>Course Introduction &amp; Overview</i>                                   | Introduction to course and Syllabus distributed in hard copy and via our class site on <i>Blackboard 9</i>   |
| Two<br>Sept. 13        | <i>Historical and Theoretical Background &amp; International-mindedness</i> | <p><b>Theme One: Historical and Theoretical Background &amp; International-Mindedness</b><br/>           Setting the Context: International Mindedness &amp; World Perspectives – What do these terms mean to us?<br/>           Chapter 1 - Historical Resources for Research in International Education – <i>Robert Sylvester</i><br/>           Chapter 3 – The Global Education Terminology Debate: Exploring Some of the Issues – <i>Harriet Marshall</i><br/>           Chapter 4 - International and Comparative Education: Boundaries, Ambiguities and Synergies – <i>Mark Bray</i><br/>           Dooly, M., &amp; Villaneuva, M. (2006). Internationalisation as a key dimension to teacher education. <i>European Journal of Teacher Education</i>, 29(2), 223-240.</p> |
| Three<br>Sept 20       | <i>International-mindedness</i>   | <p><b>International-Mindedness</b><br/>           Chapter 2 – International Education as Developed by the International Baccalaureate Organization (IBO) – <i>Ian Hill</i><br/>           Chapter 7 – A Simple Typology of International-Mindedness and Its Implications for Education – <i>Terry Haywood</i></p>  |





| Class                      | Theme/Topic                | Weekly Schedule<br>Topics, Schedule, and Assigned Readings  |
|----------------------------|----------------------------|---|
|                            |                            | <i>Research in Education</i> , (Special Issue on <i>Rethinking Learning: What Counts as Learning and What Learning Counts</i> ) 30, 213-237.  |
| Six<br>Tuesday,<br>Oct. 12 | <b>Student Populations</b> | <p><b>Theme Three: Student Populations</b> (e.g. Who are the global learners?)</p> <p>Chapter 10 - Learning Internationally in a Future Context – <i>John Munro</i></p> <p>Chapter 11 - Culture and Identity: Exploring Individuals within Groups – <i>Robert Pearce</i></p> <p>Chapter 16 - Technology, Globalization and Distance Education: Pedagogical Models and Constructs – <i>Nada Dabbagh and Angela D. Benson</i></p> <p><b>Due By Today: Reflective Chapter Response</b> (please submit <i>electronically</i>)</p>   |
| Seven<br>October 18        | <b>Student Populations</b> | <p><b>International Student Populations &amp; the US</b></p> <p>Chapter 15 - The Role of Standards in K-12 International Education – Tom Oden</p> <p>Fox, R., &amp; Diaz-Greenberg, R. (2006). Culture, multiculturalism, and world language standards: Toward a discourse of dissonance. <i>European Journal of Teacher Education</i>, 29(3), 401-422.</p> <p>Heyward, M. (2002) From international to intercultural: Redefining the international school for a globalized world. <i>Journal of Research in International Education</i>, 9(1), 9 - 32.</p> <p><b>Email to your instructor this week:</b> Projected Research/Study Topic for your final 853 product–half to one-page general plan and overview of your idea</p> |
| Eight<br>October 25        |                            | <p><b>Theme Four: Teachers and Their Professional Development</b></p> <p>Chapter 18 - Pre-service Teacher Preparation for International Settings – <i>Jack Levy</i></p>   |

| Class                  | Theme/Topic   | Weekly Schedule<br>Topics, Schedule, and Assigned Readings   |
|------------------------|---|--|
|                        | <b><i>Teachers and Their Professional Development</i></b> | <p>Chapter 19 - Professional Development of Educators: The International Education Context – <i>Mary Hayden</i></p> <p>Duckworth, R. L., Walker Levy, L., &amp; Levy, J. (2005). Present and future teachers of the world’s children: How internationally-minded are they? <i>Journal of Research in International Education</i>, 4, 279 - 311.</p>  |
| <p>Nine<br/>Nov. 1</p> | <b><i>Teachers and Their Professional Development</i></b> | <p><b><i>Theme 5: Teachers and Their Professional Development</i></b></p> <p>Chapter 20 – Interpersonal Teacher Behavior in International Education – <i>Perry den Brok and Gerrit Jan Koopman</i></p> <p>Lunenberg, M., &amp; Willemse, M., (2006). Research and professional development of teacher educators. <i>European Journal of Teacher Education</i>, 29(1), 81-98.</p> <p><i>Choice of:</i><br/> August, D., &amp; Calderón, M. (2006). Teacher beliefs and professional development. In D. August, T. Shanahan (Eds.), <i>Developing literacy in second-language learners</i>, (pp. 555-570). Mahwah, NJ: Erlbaum.<br/> or<br/> 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. <i>European Journal of Teacher Education</i>, 28(1), 87-105.</p> <p><b><i>Due Today:</i></b> List of (emergent/potential) references to be used in your Research/Study</p> |
| <p>Ten<br/>Nov. 8</p>  | <b><i>Current Issues and Future Challenges</i></b>        | <p><b><i>Theme 6: Current Issues and Future Challenges</i></b></p> <p>Chapter 30 – Critical Perspective on Language in International Education – <i>Trevor Grimshaw</i></p> <p>Chapter 31 – International-mindedness and the Brain: The Difficulties of ‘Becoming’ – <i>Martin</i></p>   |

| Class                   | Theme/Topic  | <b>Weekly Schedule</b><br>Topics, Schedule, and Assigned Readings   |
|-------------------------|--|---|
|                         |  | <i>Skelton</i><br><br>Chapter 33 – Challenges from a New World – <i>George Walker</i>   |
| Eleven<br><br>Nov. 15   | <b><i>Policy Issues</i></b>                          | <b><i>Theme 7: Policy Issues</i></b><br><br>Chapter 37 - Investigating Education Policy Transfer – <i>David Phillips</i><br><br>Chapter 38 - The Internationalization of Education Policy – <i>Silvina Gvirtz and Jason Breech</i><br><br><i>Optional:</i><br>Chapter 39 - The Impact of Globalization on Higher Education – <i>Daphne Hobson</i><br><br><b><i>Due By Today: Article Critique</i></b> (please submit <i>electronically</i> )  |
| Twelve<br><br>Nov. 22   | <b><i>Toward a Research Agenda for Our Times</i></b> | <b><i>Application of Research in our Educational Settings</i></b><br><br>No scheduled class meeting -- Individual work time this evening for your research or work time with peer reviewers on your final study/project   |
| Thirteen<br><br>Nov. 29 | <b><i>Toward a Research Agenda for Our Times</i></b> | <b><i>Toward a Research Agenda for Our Times</i></b><br>Chapter 35 – Voices from Abroad: A Contextual Approach to Educational Research and Cultural Diversity – <i>Michael Allen</i><br><br>Chapter 36 – International Schools’ Education and Globalization: Toward a Research Agenda - <i>Hugh Lauder</i><br><br>Vasquez, O. (2006). Cross-national explorations of sociocultural research on learning. <i>Review of Research in Education</i> (Special Issue on <i>Rethinking Learning: What Counts as Learning and</i> |

| Class                                | Theme/Topic                                       | <b>Weekly Schedule</b><br>Topics, Schedule, and Assigned Readings   |
|--------------------------------------|---|---|
|                                      |   | <i>What Learning Counts</i> ) 30, 33-64.  |
| <b>Fourteen</b><br><br><b>Dec. 6</b> | <b><i>Application of Research</i></b>             | <b><i>Application of Research in Your Educational Setting</i></b><br><br>Ball, A. (2009). Toward a theory of generative change in culturally and linguistically complex classrooms. <i>American Educational Research Journal</i> , 46(1), 45-72.<br><br>Bring near-final draft of Study/Applied Plan to class for individual consultation with instructor and for peer editing/review |
| <b>Fifteen</b><br><br><b>Dec.13</b>  | <b><i>Application of Research to Practice</i></b> | <b><i>Application of Research in Your Educational Setting</i></b><br><br><b><i>Due By Today:</i></b> Course Products due to instructor – please send electronically<br><br><b><i>In Class Sharing</i></b> of Applied/Action Research Studies<br><br>Final Discussion and Course Evaluations   |

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

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

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