EDUC 853.001
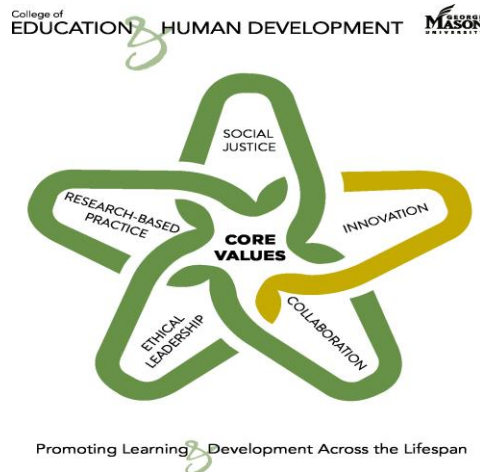# World Perspectives of Teacher Education
Fall 2012 - 3 Credits
CRN 72670

Professor: **Rebecca K. Fox, Ph.D.**
Class Days/Time: Mondays, 4:30-7:10
Class Location: Thompson Hall, Room L018
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Office Hours: By appointment, or Mondays 3 – 4 P.M. or after class

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Course Outline and Requirements

A. Course Description
The course explores theory, research, and practice related to education with a 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 perspectives and approaches in consideration of the global perspective,
5. Examine an essential practice or policy cross-culturally, e.g., parental involvement, indigenous languages, first languages, second languages, World Englishes, and consider their role in schools,
6. Formulate an inquiry question or area of research and articulate a 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 and made available on E-reserves or via Blackboard 9.1

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

The ***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

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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 interactive 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 employing a variety of in-class, on-line, cooperative, and individualized instructional strategies. Instruction includes:

- *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 9.1™* web-based course management system to extend classroom learning and foster personal and collaborative reflection.

E. 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 must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- ***Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.***
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. Please see http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and

group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

F. Relationship to Program Goals and Professional Organizations

The EDUC 853 relationship to the GMU CEHD Core Values: The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

EDCI 853 reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in critical reflection and research literature that promotes ethical educational leadership, deep understanding of a world perspective in educational decision-making, 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. CEHD's five core values 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**	**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 discussions and in 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 should inform the instructor of a need for absence from class. Please note that more than one class absence may	20 percent	Each class meeting during the semester

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	potentially result in a reduction in the grade earned by a student.		
Written Reading Responses & Critiques	Students will write two short reflections (2 -3 pp each) in response to course readings of their selection, and One longer critique of a selected research article read for the course (see guidelines on page 8 of the syllabus).	20 percent (5 % per reflection & 10 % for the critique)	*Reflections* due on *10/1 & 10/15* *Article Critique* due on or before Nov. 5
Discussion Leader	Each student will lead an in-class discussion, either singularly or as a member of a small group, focusing on the evening's assigned readings and topic. The criteria for the discussion are provided on page 7 of this syllabus and will also be discussed in class; The guided topic discussion should include additional research references and a handout to facilitate discussion and broaden the scope of the assigned readings. The evening's topic may include the article an individual has selected for an article critique, as described above.	20 percent	Individual Due Dates
Study or Action Plan	**The EDUC 853 Performance-Based Assessment** 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 selected from EDUC 853 readings and a final critical reflection of the project and results Oral Sharing of project with colleagues in the class	40 percent	Week of Dec. 10

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/research studies should reflect the incorporation of the world perspectives course content, and must include a synthesis of relevant EDUC 853 literature covered in the course, using APA 6th. The performance assessment should also be relevant to the educational role/context of the individual participant and will include a review of relevant literature, including but not limited to the incorporation of major EDUC 853 readings. Some suggestions for the Application of World Perspectives include:

i. writing and submitting an article for publication that relates to the 853 course content;
ii. identifying potential funding sources for a particular study or project, and writing a grant proposal, using 853 as a foundation;
iii. creating a seminar series for teacher professional development that incorporates the principal 853 components;

    iv. creating a community education series for parents and community leaders based on international mindedness or any of the themes covered in 853;

    v. submitting a proposal for a major conference presentation based on the 853 research literature, and creating the presentation and materials;

    vi. Another study or project, as identified through consultation with the instructor, may be selected; this option should be of similar scope and depth, and have instructor approval.

Each of the projects/studies should include the presentation of 1) a clear context; 2) rationale or justification for the study, or project; 3) a synthesizing review of relevant literature, to include the major readings from EDUC 853; and 4) method and findings with preliminary conclusions, or the body of the selected project work; and 5) an individual reflection on the project and its results (personal meaning, major learning from the project, with connections to any principle learning from 853 literature that occurred).

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

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	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

EDUC 853
Guidelines for Leading an In-Class Discussion

As you prepare to lead a class discussion, please consider ways to make the discussion, or presentation, interactive by engaging class members in active learning and discussion through well prepared questions, or creating interactive ways for them to connect professionally and personally with the information presented. Consider the outcomes you would like to achieve and the literature you would like for attendees to understand.

Please consider the organization of your discussion, clarity of purpose and presentation of key ideas presented in the topic whose discussion you are leading. Your discussion/facilitation should 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 and include interactive participation. Consider the following guidelines as you prepare to help you provide structure to your presentation and to help you facilitate the discussion, make critical connections, and deepen critical thinking skills that enable you to connect to course content and the broader literature. Think of yourself as the expert on your topic. You should also enhance the knowledge base of your colleagues through additional resources beyond our course readings; please 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 (myMason)* site.

Article Discussion Guidelines to Support Presentation Preparation & Participation

Presenter(s)_____

Article/Topic_____

Process: Discussion Facilitation

       Clear Opening with sharing of objectives and context

       Key Points clearly articulated

       Organization of the discussion through a series of interactive learning pathways

       Closure

Content: 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 Article/Research Critique

Provide a *reference* for the article selected for your critique; this should be in APA (6th edition) style.

I. *Brief Overview*
  Please provide a *brief* overview, including the following information, *as it is applicable/available*:
  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) 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) Briefly capture the *results* of the study and conclusions drawn by the researcher(s).

II. Discussion of the ***Article/Study:*** This section will give you an opportunity to respond to the article and connect personally to what you have read. Your discussion should include three to four principle points that also make connections to your educational context. In the domain of academic writing at the doctoral level, be sure to include connections to literature and readings (853 and other).

  The discussion is very important, as it provides you the opportunity to comment on the value of the research as it was conceptualized, presented, conducted, and reported in the study. Is it clear, viable, well conducted? 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 particular article, its meaning and appeal to you personally, how it has served to advance your thinking, and how it might apply to your doctoral area of specialization and/or inform your thinking and research. In considering this aspect of your understanding as Text to Self, you might focus on your working definition of international-mindedness and/or intercultural competence as a result of this article.

I. Course Schedule: Fall 2012 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 or to accommodate special speakers or related professional opportunities that might arise. If changes are made, they will be posted on the class Blackboard site and noted in advance.]

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Class One **August 27**	*Course Introduction & Overview*	Introduction to EDUC 853 course content and Syllabus distributed in hard copy, also on our class site on *Blackboard 9.1* Setting the Context: International Mindedness & World Perspectives – What do these terms mean to you? What is our role as educators to advance the academy's thinking, research, and application of IM and what role does intercultural competence play in our work as educators?
Two **Sept. 10**	*Historical Context of International Education & Defining International-mindedness*	*Theme One: Historical Context & Defining International-Mindedness* *No face-to-face class this evening*, but please share your thoughts and emerging ideas about IM and our readings on the discussion strand posted on our My Mason Bb site. Please post two ideas or thought based on the readings, and respond to the ideas of at least two colleagues' postings. [As background, if you have not already read this for International Education: Chapter 1 - Historical Resources for Research in International Education – *Robert Sylvester]* *Read:* Chapter 3 – The Global Education Terminology Debate: Exploring Some of the Issues – *Harriet Marshall* Wang, E., Lin, E., Spalding, E., Odell, S., & Klecka, C. (2011). Understanding teacher education in an era of globalization. *Journal of Teacher Education, 62*(2), 115-120. Dooly, M., & Villanueva, M. (2006). Internationalisation as a key dimension to teacher education. *European Journal of Teacher Education, 29*(2), 223-240.

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Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Three **Sept 17**	*International-mindedness* *& Global Competence*	***International-Mindedness & Global Competence*** Chapter 7 – A Simple Typology of International-Mindedness and Its Implications for Education – *Terry Haywood* Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education, 61*(5), 422-431. [For background information, and if not previously read for Int'l Education specialization, you may find it helpful to also read: Chapter 2 – International Education as Developed by the International Baccalaureate Organization (IBO) – *Ian Hill*] **Today**: Identification of Discussion Topics (list in class) & dates, with projected topic/articles selection
Four **Sept 24**	*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. The Intercultural research of Geert Hofstede: http://www.geert-hofstede.com [Also, you might skim this older work, his only educational publication regarding the Dimensions, and to provide an educational context for the web site information: Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Education. 10*, 301-320.] Phuong-Mai, N., Terlouw, C., Pilot, A, & Elliott, J. (2009). Cooperative learning that features a culturally appropriate pedagogy. *British Educational Research Journal, 35*(6), 857-875.

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Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Five **Oct. 1**	*Social, Linguistic, & Cultural Contexts*	**Social, Linguistic, & Cultural Contexts** Chapter 30 – Critical Perspective on Language in International Education – *Trevor Grimshaw* Fox, R. K. (2012). Critical languages: Working with world language students in the classroom. In B. Shaklee and S. Bailey, (Eds.), *Internationalizing U.S. teacher education,* pp. 59-76. Lanham, MD: Rowman & Littlefield. 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. **Due By Today:** *Reflective Reading Response One* (please submit *electronically* by email attachment to instructor*)*
Six **Tuesday,** **Oct. 9** **(no class** **Monday,** **8 October,** **Columbus** **Day)**	***Student Populations***	***Theme Three: Student Populations*** (e.g. Who are the global learners?) Byram, M. (2008). *From foreign language education to education for intercultural citizenship: Essays and reflections.* Chapters 1 and 3 (pp. 5 – 18, 43-54). Buffalo: Multilingual Matters. Lam, W.S.E (2006). Culture and learning in the context of globalization: Research directions. *Review of Research in Education,* (Special Issue on *Rethinking Learning: What Counts as Learning and What Learning Counts*) 30, 213-237.
Seven **October 15**	***Student Populations & The Standards of Learning***	**International Student Populations & the U.S.** 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.

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Class	Theme/Topic	**Weekly Schedule** Topics, Schedule, and Assigned Readings
		Goncalves, M., & Andrade, A. (2007). Connecting languages: The use of the *portfolio* as a means of exploring and overcoming frontiers within the curriculum. *European Journal of Teacher Education, 30*(2), 195-213. ***Due By Today:*** *Reflective Reading Response Two* (please submit *electronically* by email attachment to instructor*)*
Eight October 22	*Teachers and Their Professional Development*	***Theme Four: Teachers and Their Professional Development*** *Reflection and Work on Teacher Professional Development in a Global Age: International Mindedness in our Educational Settings* No scheduled class meeting – I am at the Alliance for International Education in Doha. Please take this time for individual reading and to think about our course content to date and how the readings connect you with new areas of understanding. Chapter 18 - Pre-service Teacher Preparation for International Settings – *Jack Levy* Chapter 19 - Professional Development of Educators: The International Education Context – *Mary Hayden* ***Email to your instructor this week:*** Projected Research/Study Topic for your final 853 product– half to one-page general plan and/or brief overview of your idea
Nine October 29	*Teachers and Their Professional Development*	Loomis, S., Rodriguez, J., & Tillman, R. (2008). Developing into similarity: Global teacher education in the twenty-first century. *European Journal of Teacher Education, 31*(3), 233-245. White, C.S., Fox, R.K., & Isenberg, J.P. (2011). Investigating teachers' learning in an advanced master's degree program. *European Journal of Teacher Education, 34*(4), 477-495. ***Send Today Please:*** Your list of (emergent/potential) references projected for your Research/Study

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Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Ten **Nov. 5**	*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. 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 By Today****: Article Critique* (please submit *electronically)*
Eleven **Nov. 12**	*Current Issues and Future Challenges*	*Theme 6: Current Issues and Future Challenges* Chapter 31 – International-mindedness and the Brain: The Difficulties of 'Becoming' – *Martin Skelton* Chapter 33 – Challenges from a New World – *George Walker* 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.
Twelve **Nov. 26**	*Policy Issues*	*Theme 7: Policy Issues* Chapter 37 - Investigating Education Policy Transfer – *David Phillips* Chapter 39 - The Impact of Globalization on Higher Education – *Daphne Hobson*

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Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Thirteen **Dec. 3**	*Toward a Research Agenda for Our Times*	*Toward a Research Agenda for Our Times:* *Application of Research toward International Mindedness and "Global Fluency"* Chapter 35 – Voices from Abroad: A Contextual Approach to Educational Research and Cultural Diversity – *Michael Allen* 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 What Learning Counts*) *30*, 33-64. ***Bring to class your near-final draft*** of Study/Applied Plan for individual consultation with instructor and for peer editing and review
Fourteen **Dec. 10**	*Application of Research to Practice*	*Application of Research in World Perspectives in Your Educational Setting and your Professional work as Educational Leaders* Final Discussion and Course Evaluations ***In Class Sharing/Presentation*** of Course Research Studies ***Due this week:*** Final version of Course Products due to instructor – please send electronically as an email attachment

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 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 stated, 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 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
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 and implementation timeline clearly articulated in the narrative
Resources & Dissemination	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 (6th ed) style. Study is clearly organized when shared with the class members, and is ready for dissemination.

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Language/Writing	Author makes more than 5 errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work.	Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.	Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing.	Author makes no, or very few, errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing.
Critical Reflection	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 her/his learning and on the field; presents a critically reflective framework to explain a personal understanding and growth in the topic and its connections and applications to the author's professional context.