EDUC 853.001
World Perspectives of Teacher Education
Fall 2016 - 3 Credits
CRN 71672

Meeting Times/Days:
4:30 p.m. – 7:10 PM
Mondays: August 29 – December 12
Location:
Innovation Hall 316

Professor:	**Rebecca K. Fox, Ph.D.**
Class Days/Time:	Mondays, 4:30-7:10
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Office:	Thompson Hall 2503
Office Hours:	By appointment, Mondays 3 – 4 P.M., or after class
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Course Outline and Requirements

COURSE DESCRIPTION:
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.

LEARNER OUTCOMES/OBJECTIVES:
As a result of this course, students participating in EDUC 853 will be able to:
1. Articulate a personal definition of international-mindedness and how it relates to teacher education,

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 broader 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.

REQUIRED TEXT/ RELATED READINGS

Hayden, M., Levy, J., & Thompson, J.(Eds.). (2015). *The SAGE handbook of research in international education* (Second Edition). Thousand Oaks, CA: Sage.

Electronic Resources and other journal articles, periodicals, and online resources, as identified, will be used in the course and made available on E-reserves or via Blackboard 9.1. **International Teacher Education Journals,** such as the following will provide current research data for discussion and examination:

The *European Journal of Teacher Education* is an international academic journal that provides a forum for the examination of policies, theories, and practices related to the education of teachers at pre-service and in-service levels in the countries of Europe. The official journal of the Association for Teacher Education in Europe (ATEE), its audience includes all those who have a professional concern with or interests in the training of teachers for all age groups. http://www.tandf.co.uk/journals/titles/02619768.asp

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

The *Journal of Research in International Education* is a peer-reviewed journal in international education for schools, examiners and higher education institutions throughout the world. The *Journal of Research in International Education* seeks to advance the understanding and significance of international education. It sets out to undertake a rigorous consideration of the educational implications of the fundamental relationship between human unity and human diversity that 'education for international understanding' requires
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]

COURSE REQUIREMENTS AND ASSIGNMENTS

Course Delivery. Dialogic in nature, EDUC 853 is predicated upon expanding professional development and international understanding through interactive discussion, critical reflection, and research. Course delivery is learner-centered and 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.

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 potentially result in a reduction in the grade earned by a student.	30 percent	Each class meeting during the semester
			Reflections

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Written Reading Responses & Critiques	Students will write two focused article reflective responses (3 pp. each) in response to course readings of their selection, And One longer response in the form of a critique of a selected reading from EDUC 853 (see guidelines on page 8 of the syllabus). (5 pp. max.)	20 percent (5 % per reflection & 10 % for the critique)	due on *10/3 & 10/31* *Article Critique* due on or before *Nov. 14*
Discussion Leader	Each student will be responsible for leading an in-class *discussion* focusing on one of 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 1) additional research references, and 2) a handout to facilitate discussion, expand thinking, and broaden the scope of the assigned readings.	10 percent	Individual Due Dates
Study or Action Plan	**The EDUC 853 Performance-Based Assessment** Research study, Integrated work plan, or Action/Inquiry Study incorporating the Contexts of World Perspectives and International Research; will include a *synthesis* of the relevant literature selected from a strong representation of the EDUC 853 readings and a *final critical reflection* of the project and results /next steps Oral Sharing of project with colleagues in the final class	40 percent	*Dec. 12th*

Performance-Based Assessment (Major Project) (40%) – in consultation with your professor, each participant will select a major project to be conducted during the semester and presented as the final capstone project, synthesizing knowledge. These projects/research studies should reflect the incorporation of the world perspectives course content, and must include a synthesis of a strong representation 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 "sharing of scholarship" in the final class. Some suggestions for the Application of World Perspectives include:

    i.   writing an article in preparation for publication submission 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 foundational literature and rationale;

    iii. creating a seminar series for teacher/educator 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 drafts of the presentation components and materials;

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

Each of the projects/studies will include the following six components: 1) a clear context and point of departure; 2) rationale or justification for the study, or project; 3) a synthesizing review of a strong representation of relevant EDUC 853 readings and other related literature; and 4) method, analysis, and findings with preliminary conclusions; or the body of work for the selected project; and 5) an individual reflection on the project and its results (personal and professional meaning, major learning from the project, with focused connections to principal learning from 853 literature).
6) Presentation of Major Project/Dissemination of research/work – 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.

EVALUATION
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 – 100	4.00	Excellent / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Failing

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/]

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]

c. 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experiences and academic performance [See http://caps.gmu.edu/]

e. 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/]

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

g. 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/]

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration.* Students are expected to adhere to these principles. [See 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 language learners, understand and implement research-based practice, and collaborate productively with colleagues. CEHD's five Core Values are integrated with and actively incorporated in the course content, discussions, and student work associated with EDUC 853:
    Collaboration
    Ethical Leadership
    Innovation
    Research-based Practice
    Social Justice

GRADUATE SCHOOL OF EDUCATION
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

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I.   Course Schedule: Fall 2016 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 29**	*Course Introduction & Overview*	**Introduction to EDUC 853** course content; Syllabus is located on our class site on *Blackboard 9.1 You are welcome to print your own hard copy if you prefer to work from a paper version.* *Setting the Context: International Mindedness & World Perspectives in Teacher Education –* 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. 12**	**Theme One** *Historical Context of International Education & Developing Definitions*	*Theme One: Historical Contexts & Defining International-Mindedness* *Introductory Reading*: Please read the Introduction to this second edition text, pp. 1-11, as background, and Ch.1 if you have not already read this for another International Education course: Chapter 1 - Historical Resources for Research in International Education – *Robert Sylvester* *Readings (continued):* Chapter 2 – The History and Development of International Mindedness – *Ian Hill* Chapter 7 – The Global Education Terminology Debate: Exploring Some of the Issues – *Harriet Marshall* Tate, *N. (2012).* Challenges and pitfalls facing international education in a post-international world. *Journal of Research in International Education,* 11, 205-217. DOI: 10.1177/1475240912461219 ==*Today*: *Identification of Discussion Topics (list in class) & dates, with projected topic/articles selection*==

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Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Three **Sept 19**	*Continuing to Define and Understand:* ***International-mindedness, Global Competence, and Teacher Education***	*International-Mindedness, Global Competence, and Teacher Education* Chapter 3 – International Mindedness and its Enemies – *Terry Haywood* Chapter 4 – Cosmopolitanism and Cosmopolitan Cultural Identity as a Model to Enrich International Education – *Konrad Gunesch* 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. Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education, 61*(5), 422-431.
Four **Sept 26**	**Theme Two** *Social and Cultural Contexts*	*Theme Two: Social and Cultural Contexts* Chapter 14 – Development and Assessment of Intercultural Competence – *Kenneth Cushner* 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 Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture, 2*(1). http://dx.doi.org/10.9707/2307-0919.1014
Five **Oct. 3**	**Theme Two** *Social, Linguistic, &*	*Theme Two: Social, Linguistic, & Cultural Contexts* Chapter 15 – Critical Perspective on Language in International Education – *Trevor Grimshaw* Fox, R. K. (2012). Critical role of language in international classrooms. In B. Shaklee and S. Bailey, (Eds.), *Internationalizing U.S. teacher education,* pp. 59-76. Lanham, MD: Rowman & Littlefield.

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	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. Çubukçu, F. (2010). Empowerment or disempowerment: That is the question (English as an international language) in EIL. *International Online Journal of Educational Sciences,2*(1), 98-109. ==*Due By Today:* *Reflective Article Response One* (please submit *electronically* by email attachment to instructor*)*==
Six **Oct. 11** **(Kindly note the Tuesday class date-Fall Break on Mon. Tuesday classes do not meet)**	**Theme Three** ***International Education in the Context of Teaching and Learning*** ***Focus on Student Populations***	*Theme Three: International Education in the Context of Teaching and Learning --* *Student Populations (e.g. Who are the global learners? What languages do they speak? What are their needs, and how do we meet them? What role does ICC play here?)* Reljić, G., Ferring, D., & Martin, R. (2015). A meta-analysis on the effectiveness of bilingual programs in Europe. *Review of Educational Research, 85*(1), 92-128. DOI: 10.3102/0034654314548514 Wang, L., & Byram, M. (2011). 'But when you are doing your exams it is the same as in China' – Chinese students adjusting to western approaches to teaching and learning. *Cambridge Journal of Education, 41*(4), 407-424. Chapter 13 – Culture and Identity: A Method for Exploring Individuals within Groups – *Richard Pearce*
Seven October 17	*Theme Three* ***Internationalism in the context of Teaching and***	*International Education in the Context of Teaching and Learning* Chapter 21 – Student Interpersonal Communication in International Education – *Perry den Brok and Jan van Tartwijk* Fox, R., & Diaz-Greenberg, R. (2006). Culture, multiculturalism, and world language standards:

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
	Learning	Toward a discourse of dissonance. *European Journal of Teacher Education, 29*(3), 401-422. 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.
Eight **October 24**	**Theme Four** *Teachers and Their Professional Learning*	*Theme Four: Teachers and Their Professional Learning* Chapter 19 - Pre-service Teacher Preparation for International Settings – *Jack Levy and Rebecca Fox* [provided separately in our articles folder in Bb] Chapter 20 – Preparing Globally Competent Teachers for the International School Context – *Iris van Werven*
Nine **October 31** **Note – this will likely be an online class**	**Theme Four** *Teachers and Their Professional Learning*	*Theme Four: Teachers and Their Professional Learning* 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. Dooly, M., & Villanueva, M. (2006). Internationalisation as a key dimension to teacher education. *European Journal of Teacher Education, 29*(2), 223-240. ***Due By Today:*** *Reflective Article Response Two* (please submit *electronically* by email) ***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
Ten **Nov. 7**	**Theme Four** *Teachers and Their Professional Learning*	*Theme Four: Teachers and Their Professional Learning* Lunenberg, M., & Willemse, M., (2006). Research and professional development of teacher educators. *European Journal of Teacher Education, 29*(1), 81-98. Sercu, L. (2006). The foreign language and intercultural competence teacher: The acquisition of a

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Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
		new professional identity. *Intercultural Education, 17*(1), 55-72. DOI: 10.1080/14675980500502321 Fox, R. K., Muccio, L. S., White, S. C., & Tian, J. (2015). Investigating advanced professional learning of early career and experienced teachers through program portfolios. *European Journal of Teacher Education, 38*, 154-179. DOI: 10.1080/02619768.2015.1022647 ***Send Today Please:*** Your list of (emergent/potential) references projected for your Research/Study/Course Project so that we might begin to dialogue about your resources
Eleven **November 14**	**Theme Five** ***Current Issues and Future Challenges***	***Theme 5: Current Issues and Future Challenges*** Chapter 5 – International-mindedness and the Brain: The Difficulties of 'Becoming' – *Martin Skelton* Chapter 17 – The Intersection of Learning, Globalization and Technology: Historical Perspectives and Future Outlooks – *Apostolos Koutropoulos and Alan Girelli* 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****: Article Critique* (please submit *electronically)*
Nov. 21	**Work week**	*No F2F class meeting this week – work on your final studies/projects, collect data, and read ahead*

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Class	Theme/Topic	**Weekly Schedule** Topics, Schedule, and Assigned Readings
Twelve **Nov. 28**	**Theme Fire Current Issues and Future Challenges** **A focus on** *Policy*	*Themes Five: A focus on Policy* Chapter 31 - Investigating Education Policy Transfer – *David Phillips* Chapter 33 – Monitoring Standards of Education Worldwide: PISA and its Consequences – *Denns Niemann and Kerstin Martens* Engel, L., & Olden, K. (2012). One size fits all: Balancing internationalization and standardization of the U.S. education system. In B. Shaklee and S. Bailey, (Eds.), *Internationalizing U.S. teacher education,* pp. 77-92. Lanham, MD: Rowman & Littlefield.
Thirteen **Dec. 5**	*Moving our Work Forward:* *Toward a Research Agenda for Our Times*	*Toward a Research Agenda for Our Times:* *Application of Research toward International Mindedness and "Global Fluency"* Chapter 10 – 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. Goodwin, A.L., Smith, L, Souto-Manning, M., Cheruvu, R, Tan, M.Y., Reed, R., & Taveras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education, 65*(4), 284-302. Doi: 10.1177/0022487114535266 *Bring to class your near-final draft* of Study/Applied Plan for refinement and peer editing/ review
Fourteen	*Moving our Work Forward:*	*Application of Research in World Perspectives in Your Educational Setting and in Your Professional Work as Leaders*

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Class	Theme/Topic	**Weekly Schedule** Topics, Schedule, and Assigned Readings
Dec. 12	***Application of Research to Practice***	Final Discussion: Pulling It All Together Course Evaluations ***Class Sharing/Presentations***: 　　　　Dissemination of Knowledge through your Course Research Studies ***Due by today's class:*** Final version of Course Projects/Studies due to instructor – please email as a Word file attachment by class today

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.

EDUC 853
Guidelines for Leading an In-Class Discussion

As you prepare to lead a class discussion, please consider ways to make the discussion/ presentation *interactive* and *dialogic* 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 through your presentation and the literature you would like for attendees to understand. Articulate these clearly.

Please consider the organization of your discussion, clarity of purpose and presentation of key ideas presented in the article and topic whose discussion you are leading. Your discussion/facilitation should connect the article/chapter you have selected to the *broader context of our course material* on World Perspectives, including international mindedness, and international education, the theme from which it was drawn, etc. Please pose thoughtful questions that encourage dialogue and include interactive participation. Consider the following guidelines as you prepare to help you provide structure to your presentation and to help you facilitate the discussion, make critical connections, and deepen critical thinking skills that enable you to connect to course content and the broader literature. Think of yourself as the expert on your article. You should enhance the knowledge base of your colleagues through *additional resources* beyond our course readings; please include a list of references for participants. Please *send these in advance* for posting with the weekly materials on Bb and provide any necessary in-class supports in paper copy. If you include a Power Point Guide, kindly also email it prior to class for posting on our class *BlackBoard 9.1 (myMason)* site.

Article Discussion Guidelines to Support Presentation Preparation & Participation

Presenter(s)_____

Article/Overall Topic_____

Process: Discussion Facilitation
  Clear Opening with sharing of objectives and context

  Key Points clearly articulated

  Organization of the discussion through a series of interactive learning pathways

  Closure

Content: Clear Connections to Course Content and the Broader Literature

  Involvement of others in the discussion through critical questions / engagement
  Connections to EDUC 853 and other relevant readings
References included in APA 6th

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EDUC 853
Guidelines for the Article/Research Critique

First, please provide a *reference* for the article selected for your critique; this should be in APA (6th edition) style.
Then include the following, as applicable:
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) Briefly describe the *method* used in the study (if this is a research study). You should briefly describe research approaches used, sample size, and notable demographics; length of the study; data analysis.
3) Briefly capture the *results* of the study and conclusions/implications(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) contributions, b) research design and validity, as well as the appropriateness of the design to the research questions, c) clarity and adequacy, d) contributions/significance of the study, e) suggestions for improvement, f) applicability of the study to a 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 reflection, you might focus on your working definition of international-mindedness and/or intercultural competence as a result of reading and writing about this article.

Length: 5 pp. maximum, please!! Be succinct, direct, focused as you write