GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Ph.D. in Education Program
Doctoral Specializations: Teaching & Teacher Education, International Education

EDUC 853.001
World Perspectives of Teacher Education
Fall 2018- 3 Credits
CRN 71306

Meeting Times/Days:
4:30 p.m. – 7:10 PM
Mondays: August 27   – December 19
Location:
Art and Design Bldg, Room 2026

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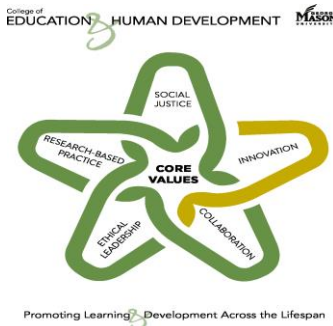
Course Outline and Requirements

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	It is expected that each person will read all of the materials *in advance of each weekly class* and will come prepared for interactive class discussion. Students are expected to actively participate in every class session, both during in-class discussions and in electronic postings, when applicable, by critically analyzing, asking questions, and drawing on or making observations about the readings. This preparation will indicate that 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	30 percent	Each class meeting during the semester

	potentially result in a reduction in the grade earned by a student.		
Written Reading Responses & Critiques	To support their growing understanding and incremental learning, students should maintain a "dialectical reading response journal" each week, from which they can draw during class to support discussions and capture individual ideas accompanying each reading. This will be a personal reading journal and will not formally graded. In addition to the individual reading journals, and to be assessed, students will write and submit by email attachment to the professor *three reflective responses* (**3 pp. each**) 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 posted at the end of our syllabus*). (This should be **5-6 pp. max**.)	25 percent (5 % per reflection & 10 % for the critique)	*Reflections* due on ***9/24, 10/15 & 10/29*** *Article Critique* due on or before ***Nov. 12***
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 and brief handout should include 1) additional research references, and 2) a handout designed 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** Pilot Research Study, Integrated work plan, Conference Proposal base, or Action/Inquiry Study incorporating the Readings and Context of World Perspectives and International Research; will include a ***synthesis*** of the relevant supporting literature selected from a ***strong representation of the EDUC 853*** readings (and other relevant references) and a ***final critical reflection*** of the project and results /next steps Oral Sharing of project with colleagues in the final class	35 percent	***Dec. 10th***

Performance-Based Assessment (Major Project) (35%) – 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 (see Rubric);
4) If conducting a study (Pilot or otherwise), include the method, form of analysis, and findings with preliminary/emerging conclusions; the body of work used (in addition to readings from EDUC 853) for the selected project;
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); and finally,*
6) Presentation of Major Project/Dissemination of research/work –
Projects/studies/products 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. We will discuss this in class and support your project development and any questions as they arise

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

Grade	Standards	Grading	Grade Points	Graduate Courses
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

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 the Core values of *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

GMU POLICIES AND RESOURCES FOR STUDENTS
Policies

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

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

- 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 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 stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

Campus Resources
- Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/]

- 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/]

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty, and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to **http://cehd.gmu.edu/**, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website [See http://cehd.gmu.edu/]

I.   Course Schedule: Fall 2018 for EDUC 853-World Perspectives in Teacher Education
[NOTE: This schedule of readings may have some changes 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; 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? Why is it important for ALL educators and teacher educators to understand our work in the context of world perspectives? What role will YOU play through your work?
Two **Sept. 10**	**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 skim Ch.1 to provide some background (if you have not already read this for another International Education course): Chapter 1 - Historical Resources for Research in International Education – *Robert Sylvester* *Readings for class discussion (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*

Rebecca K. Fox, Ph.D., George Mason University, Fall 2018

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Three **Sept 17**	*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 6 – Education for a Different World: How International Education Responds to Change – *Boyd Roberts* 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 24**	**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. Mascadri, J., Brownlee, J.L., Walker S., & Alford, J. (2017). Exploring intercultural competence through the lens of self-authorship. *Early Years*, (37)2, 217-234. DOI: 10.1080/09575146.2016.1174930 To link to this article: http://dx.doi.org/10.1080/09575146.2016.1174930 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 ***Due By Today: Submit** Article Reflection One* (please submit *electronically* by email attachment*)*

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Five **Oct. 1**	**Theme Two** *Social, Linguistic, & Cultural Contexts*	*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. 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.
October 8/9		*No class this week – week away for Fall Break* *Continue to maintain dialogic reading journal and begin to think of what might comprise your final EDUC 853 course project. Dr. Fox is available to meet and help you plan*
Six **Oct. 15**	**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* ***Due By Today:*** *Article Reflection Two* (please submit *electronically* by email attachment*)*

Rebecca K. Fox, Ph.D., George Mason University, Fall 2018

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Seven **October 22**	*Theme Three* *Internationalism in the context of Teaching and Learning*	*International Education in the Context of Teaching and Learning* Chapter 21 – Student Interpersonal Communication in International Education – *Perry den Brok and Jan van Tartwijk* Chapter 25 – Social Inclusion: A Core Value of International Education – *Gillian MacNaughton and Dimity Peter* 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 29**	*Theme Four* *Teachers and Their Professional Learning*	*Theme Four: Teachers and Their Professional Learning* [We'll also plan to carry forward any continuing discussion from the preceding week] Chapter 19 - Pre-service Teacher Preparation for International Settings – *Jack Levy and Rebecca Fox* Chapter 20 – Preparing Globally Competent Teachers for the International School Context – *Iris van Werven* *Due By Today: Article Reflection Three* (please submit *electronically* by email)
Nine **November 5**	*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. *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

Rebecca K. Fox, Ph.D., George Mason University, Fall 2018

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Ten **Nov. 12**	**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 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 ***Due by Today****: Article Critique* (please submit *electronically to Dr. Fox)* ***Also, Kindly Send by Next week:*** 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 19**	**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. ***Also, Kindly Send by TODAY:*** Your preliminary list of (emergent/potential) references projected for your Research/Study/Course Project so that we might begin to dialogue about your resources

Rebecca K. Fox, Ph.D., George Mason University, Fall 2018

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Twelve **Nov. 26**	*Theme Fire* *Current Issues and* *Future Challenges* **A focus on** ***Policy***	***Themes Five: A focus on Policy – What role does Policy play in our understanding of Teacher Education from a World Perspective? What do we need to know and be able to implement?*** 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. 3**	*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==
	Moving our Work	*Application of Research in World Perspectives in Your Educational Setting and in Your Professional Work as Leaders*

Rebecca K. Fox, Ph.D., George Mason University, Fall 2018

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings

Fourteen
 	
Dec. 10
	Forward:
	
	Application of
	Research to Practice
		Final Discussion: Pulling It All Together
		
		Course Evaluations
		
		Class Sharing/Presentations:
		        Dissemination of Knowledge through your Course Research Studies
		        Short handout for classmates that captures the major points of your project or
		           study. Please include in this *one-page handout* a summary on front and
		           references on the back.
		
		Due by 10 December: Final version of Course Projects/Studies due to instructor – please email as a Word file attachment.

Rebecca K. Fox, Ph.D., George Mason University, Fall 2018

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 your selected project is stated, and examples and/or justification for this work are articulated clearly with extended detail
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 several EDUC 853 readings/ research and provides some inclusion of international mindedness or other course themes	The project establishes clear and accurate connections to multiple 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	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	A *strong, representative* number of 853 and complementing references are clearly and accurately incorporated, and are in accurate APA (6th) style. Study is clearly organized when shared with the class

Rebecca K. Fox, Ph.D., George Mason University, Fall 2018

	members, or is not ready for dissemination		ready for dissemination	members, and is ready for dissemination or application.
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 and logical thought sequence.
Final Section: Critical Reflection on the Process and Product Development	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 addresses personal learning through the project, discusses the project's impact on her/his advancing knowledge of World Perspectives 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 and plans.

EDUC 853
Guidelines for Leading an In-Class Discussion

As you prepare to lead a class discussion on a class reading, please consider ways to make the discussion/ presentation *interactive* and *dialogic* by *engaging class members in active learning and discussion* (not a lecture) through well prepared questions, or creative and interactive ways for colleagues 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 at the outset of your facilitation*.

Please consider the organization of your discussion, as well as the 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, as well. Please *send these materials 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* 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 – for distribution

EDUC 853
Guidelines for the Article/Research Critique (Your 4th Submission after the three reading reflections that precede it)

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. **Personal and Scholarly 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. HOW did this article (and critique) advance your thinking?

Length: 5 -6 pp. maximum, please!! Be succinct, direct, focused as you write

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