



**College of Education and Human Development
Ph.D. in Education
Emphasis: International Education**

**EDUC 880 - DL 1
Introduction to International Education
3 Credits
Fall 2018**

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Office Hours: By appointment

Office: Virtual

Meeting Dates: Online

Meeting Location: Online

UNIVERSITY CATALOG DESCRIPTION

Using interdisciplinary approach, addresses education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness.

COURSE OVERVIEW

As a survey course we will examine international educational systems and focus on the relationship to human and national development. We will study critical variables that influence access to, and implementation of, education systems in international settings. Furthermore, we will have discussions of curriculum and instruction, assessment, teacher education, education research and policy, culture, language, social justice, equity, conflict and peace, human resources and national politics.

Prerequisites/Co-requisites: Admission to the Ph.D. Education program or permission from instructor.

Course Delivery Method: This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before

“@masonlive.gmu.edu or gmU.edu) and email password. The course site will be available on August 21, 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Nature of Course: This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas and essential questions that we collectively develop as we engage in ongoing discussion about international education across all domains. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the modules, you should spend this amount of time on the website **in addition** to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Expectation for Participation: This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays and end on Sundays.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week. Checking Bb does not count as logging in and participating.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this

syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Technical Requirements: To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

LEARNER OBJECTIVES

Given instruction, discussion and an opportunity to practice, participants will be able to:

1. Understand the fundamental issues and basic concepts in international education.
2. Explain and apply theoretical bases of international education and their relationship to social justice and equity.
3. Demonstrate how economic, social and political development relates to the education sector in developing countries.

4. Demonstrate understanding of intercultural competency and ability to self-reflect on personal development of intercultural competency.
5. Situate education in the process of institutional development, democratization, and transparency.
6. Use constructivist epistemology to analyze international educational questions, issues and problems.
7. Develop a plan to address a specific need or problem within a particular educational system.
8. Demonstrate capacity for leadership and advocacy in an international setting.

RELATIONSHIP TO PROFESSIONAL STANDARDS

There are a number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. CIES and the associated journal are one of the primary research organizations in the field. This course addresses some of the goals and purposes of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education. In addition, this course is aligned with the following vision statements: CEHD Core Values of research-based practice, social justice, reflection, innovation and collaboration; CEHD's Center for International Education (CIE); and, the National Association for Multicultural Education (NAME) and the American Psychological Association (APA).

Required Readings:

All readings will be provided on Bb. All students are expected to thoroughly read and understand the material prior to engagement in Db. Informed discussion includes references to readings and demonstrating a deep understanding of such.

RECOMMENDED TEXT *

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

All PhD students are fully responsible for mastering APA style, ethical and citation requirements for all papers, projects and research completed in the PhD program.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
 - American Psychological Association
<http://www.apa.org>
 - APA Formatting Advice
<https://owl.english.purdue.edu/owl/resource/560/01/>
 - Center for Effective and Collaboration and Practice: Culture Competence
<http://cecp.air.org/>
 - Intercultural Communication Institute Conference Materials
<http://www.intercultural.org/conferences.php>
 - Intercultural Development Research (IDR) Institute
<http://idr.institute.org>
 - National Center for Cultural Competence (NCCC)
<http://nccc.georgetown.edu/>

GMU Policies and Resources for Students:

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-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 Mason 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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

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 collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Email and Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

Grading Policy: Since this is a doctoral level course, high quality work is expected of all participants. Participation in all classes for the entire class is a course expectation. In order to qualify for a final grade of A+, a participant enrolled in EDUC 880 must (in addition to scoring the maximum possible points) participate in all class discussions, activities and projects. Only University absences identified in the Mason Catalog will be considered ‘excused’.

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

Integrity of Work: All students must adhere to the guidelines of the George Mason University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>.) The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:
<https://owl.english.purdue.edu/owl/resource/589/02/>

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. ***It is up to the discretion of the instructor to approve the late/makeup work.***

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). There is no guarantee that such withdraws will be permitted.

Netiquette: Something vital for our consideration as a class is netiquette. Netiquette, a combination of “internet” and “etiquette”, is the set of protocols we will observe for our online communication throughout this course. As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners that is a safe and productive space.

Whether we are engaging in dialogue in a collaborative discussion, or working in groups on a collaborative project, please keep the following norms in mind. These will form the basis for our online netiquette protocol:

- Write concisely and clearly - don't make others "guess" what you want to say.
- Post early in the module to give the discussion time to develop and honor the established timeline for responses. In projects, do not procrastinate; others are counting on your timely input for project to be successful.
- Make use of subject lines to help others know what you are writing about in your post.
- Read others' posts before making your own so everyone isn't saying the same thing.
- Refer to others' posts - we want to develop a dialogue in which we are talking *with* each other, not *at* each other.
- You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- Be respectful: All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You can disagree... respectfully.
- Watch sarcasm - it doesn't always translate well online, and we have yet to develop a sarcasm font.
- Do not use offensive language.
- Avoid using all caps - IT IS LIKE YELLING.
- Watch overusing exclamation marks!!!!!!!!!!!!!!
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them. ☺☺☺☺☺☺☺☺☺☺
- Think before you push the "send" button.
- Remember that you are not competing with classmates, but sharing information and learning from others.
- Do not hesitate to ask for feedback.

As our work will unfold in an online environment, we need to be mindful that what we say and how we say it may translate in different ways when our words are read rather than heard.

COURSE PERFORMANCE EVALUATION

Course Requirements: This is a doctoral level course, and active informed participation is expected and required. Active informed participation is defined as: full attendance, active participation in discussions and activities, demonstration of positive and collaborative dispositions towards colleagues, and satisfactory completion of all project work on time.

A major part of course participation is reading, presentation, and facilitations of assigned course material. **ALL readings** must be completed for the class date for which they are assigned.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, double-spaced, and in APA formatting unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each

writing assignment, so please proofread carefully. *Late papers and projects will not be accepted without penalty, except in extraordinary circumstances*

1. Discussion Board Participation (15%)

Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). . Your participation in discussion board conversations is **15%** of your final grade.

****Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on a Monday and run through the following Sunday. You must start posting for each module no later than Thursday at midnight (EST) so that the class will have Thursday through Sunday to engage in conversation.**

****Students will be expected to respond to each of the discussion questions that the instructor or discussion leader posts.**

****Additionally, students should respond to at least two posts from other classmates.**

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

Important Note: Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

Criteria for Blackboard Discussions

1. Each module begins on a Monday. You should *begin* posting no later than Thursday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.
2. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
***Please note: it is acceptable to post your responses to the initial questions at the same time. However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fall swoop.**
3. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

4. Every week you should respond to **each** of the discussion questions that the discussion leader posts. Additionally, you should respond to at least **two** posts from other classmates **unless** otherwise noted in the discussion board prompt.
5. Address the questions as much as possible (don't let the discussion stray).
6. Use quotes from the articles that support your postings. Include page numbers when you do quote. Provide additional references as needed for explanation.
7. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
8. Use proper etiquette (proper language, typing, etc.). Please avoid using “text” talk (such as “C U,” “B4,” “cuz,” etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

Evaluation of Discussion Board

At three weeks, six weeks, nine weeks and twelve weeks I will send an evaluation of your participation in Db. You may also follow your own participation on Db as a means of self-evaluation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussion Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.
Writing quality: Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.
Timeliness: Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)	Not Met (0 points)	
Responsiveness: At least posts from two others have been	At least two posts from two others have been responded to during the module.	One or no others have been responded to during the module.	

responded to during the module		
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ASSIGNMENTS

All course requirements will be assessed using a scoring rubrics and/or specific guidelines. Coursework submitted late will automatically receive a one third reduction in total points earned (one full letter grade lower). The grades in this course will be distributed as follows:

Db Participation	15% = 15 points
Analytical Memo I	15% = 15 points
Analytical Memo II	15% = 15 points
Annotated Bibliography	25% = 25 points
IEPP	30% = 30 points

Personal Narrative Posting (included as part of your Db participation grade)

The purpose of the personal narrative is to help you to center your own experiences within the realm of international education. Since our culture, beliefs and understandings affect our professional selves, engaging in the self-examination of your international educational experiences in view of culture and beliefs will allow you to construct a narrative that defines that development and its influence on your professional life today.

Write up a 3-5 page personal narrative and *post to the Discussion Board by Wednesday September 5th*. Be sure to address the following areas:

- Specific examples or events, including but not limited to international experiences, influencing your professional belief system
- Connections that demonstrate directions or actions taken as a result of your education experiences
- Self-reflection on intercultural competencies and areas for continued development.
- Synthesis of cultural attributes and beliefs shaped by education experience that influences your professional life today
- Critical reflection that demonstrates creative understanding and transformative learning

During the upcoming week (12-19th) select two personal narratives from your classmates, read and respond with questions that promote conversation (dialog) among the three of you. Be sure to address their answers and follow up with additional and mindful questions or reflections. Your participation in Db should begin no later than Thursday in order to give ample time for discussion and response. One word responses or “I agree” are insufficient for credit in discussion, no response should be longer than 1-2 paragraphs. *No credit will be given for participation that begins later than Saturday.*

Guidelines for Preparing Analytical Memos

The purpose of the memos is to provide you with the opportunity to apply your critical thinking and analytical skills. For each memo you must select one qualitative article and one quantitative article (a total of 4 articles for the 2 assignments) on the same topic. The memos should be 4-6 pages in length, references no more than 5 years old and come from refereed journals in international education. The first analytical memo should focus on topics such as **equity, democracy and/or social justice**, while the second memo should focus on topics related to **curriculum, instruction, assessment, research and/or evaluation in international education**. **All memos must follow APA format.**

Both memos must address the following questions:

- 1) Who is the audience addressed for each article?
- 2) What are the implicit and explicit assumptions of the author(s)?
- 3) What are the issues discussed in each article?
- 4) What are the implications of the issues discussed for international education policy and practice?
- 5) What are the limitations of each article?
- 6) What did you learn from reading each article?

In addition, all uploaded files must include the following: first initial/last name, Memo number (B. Shaklee Memo #1). These must be submitted as word.doc. The title of your memo must be in the following format:

Author(s) Last name, First name. (Year of Publication), Title of Article, Name of Journal, Volume, Number, Page Numbers.

Please note that failure to adhere to the above requirements will result in loss of points. If you have never written a critical review please read carefully the reference at: olinuris.library.cornell.edu/ref/research/skill26.htm on Critically Analyzing Information Sources.

Grading of Analytical Memos

Analytical memos will be worth 15 points each. Each question will be worth two points except for 4 & 6 which will be 3 points apiece. The memos will be graded as follows: 0 = No response to the question, 1-2 = incomplete information, 2-3 = satisfactory, 3-4 = beyond expectation.

Due Dates: Memo #1 October 14th; Memo #2 November 11th – both are due posted to Bb.

Annotated Bibliography 25%

An annotated bibliography is a list of citations to refereed articles and is followed by a brief (150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources listed (Cornell University Library, 2013). The purpose of the annotated bibliography is to give you an opportunity to

explore topical research in international education, provide a concise review, analysis and evaluation of the articles you have read. You must read and review **10 refereed** research articles, 5 qualitative and 5 quantitative, **all in the same topical area and specifically related to your final project.**

You may not duplicate use of articles for the memo and the annotated bibliography; however, you may use the annotated bibliography assignment as part of your final project paper. For each article read you must list the reference citation at the beginning (using APA format) and provide a succinct critical analysis of the article below. Additional information on writing Annotated Bibliographies is provided on the Bb site. Please read prior to writing.

Grading of Annotated Bibliography:

The annotated bibliography will be worth 25 points. Each bibliography will be graded on breadth, objective reasoning, coverage, writing style and evaluation (all worth 5 points each).

Breadth – to what extent did the bibliography represent the topic of study; did it include 5 quantitative and 5 qualitative articles; were all articles refereed?

Objective Reasoning – is the information shared empirical; was the type of research identified; was the analysis congruent with the article results/findings; were the findings valid and reliable; how common were the findings to other studies in the field?

Coverage – do the articles represent the thinking in the field? Were the sources relevant and current?

Writing Style – does the bibliography conform to APA standards in all dimensions? Does the annotation conform to word limits and express an evaluation of the article?

Evaluation – is the author able to evaluate/judge the validity and/or trustworthiness of the reviewed article?

Due Date: Annotated Bibliography will be posted to Bb and is due November 18th.

International Education Project Plan (IEPP) 30%

The purpose of the IEPP is to give each participant an opportunity to conduct an in depth examination of specific issues or topics related to international education (e.g., regional studies, social justice, peaceful change, demographics, international curriculum, teacher/administrator professional education, non-formal education, development, international programs).

Students may also propose a major project of their own choosing. This may include grant writing/submission; journal article (written/submitted), an action research plan for initiation of an international project. Each paper will be approximately 20-25 pages in length including references.

All project topics must be approved in advance by the instructor. Each student will become an “expert” in a particular dimension of international education. In addition, each student will provide an outline of their paper, a brief report of the current research in the field, and a list of references/ resources to share posted to Db . **The final project paper and presentation will be posted to Bb no later than Sunday December 9th.**

Grading of IEPP

Grade/Points	Quality of Written Work	Completeness of Work	Class Presentation
A+ 100	Exceptional quality and insight; a rare & valuable contribution to the field. No APA errors	100% complete	Clear description of the topic and its importance; strong evidence of critical reflection; delivery is engaging and interactive; strong evidence of preparation & organization; extensive resources provided.
A 99-95	Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and APA citation errors.	Accurate & seamless writing; virtually a complete product	Clear description and importance; critical reflection apparent; delivery is good and somewhat engaging; evidence of preparation & organization; some resources provided.
A- 94-90	On target with evidence of understanding; additional need for clarification; more than four errors in grammar, spelling or APA citations	Some shortcomings, none that distract from overall work	Description of topic; little evidence of reflection; delivery is okay; little engagement; some evidence of organization & preparation; limited resources provided.
B+ 89 –85	Competent; provides credible evidence of understanding and application; some lapses in organization, APA citations and/or writing clarity.	Moderate shortcomings; minor elements missing that distract the instructor’s ability to see the product as a whole.	Student states the topic but fails to describe importance. No apparent critical reflection; Delivery is understandable but not enthusiastic or engaging; evidence of preparation is not clear; very limited resources provided.
B			

80 – 84	Evidence of understanding presented but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient APA citations.	Evidence of effort but one or more significant and important points are missed or not addressed.	Student makes a presentation without sufficient planning or preparation; topic is unclear; importance is not identified; delivery is difficult to follow; no indication of preparation; few if any resources presented.
C 79 and below	Undergraduate level and quality; unsophisticated; assignments show little or no connection to course content or concepts.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	No presentation is attempted.
F	Unacceptable	Difficult to recognize as the assigned task.	No constructive participation; destructive; demeaning toward other points of view.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<i>Date</i>	Topic/Learning Experiences	Readings and Assignments
Historical and Theoretical Perspectives		
WEEK 1 August 27- September 5	Course Introduction <ol style="list-style-type: none"> 1. Introduction 2. Syllabus 3. Planning Ahead – Personal Narrative (due 9/5) 4. Personal Goal Statement 	Due: Self Assessment/Goal Setting READ <ol style="list-style-type: none"> 1. Dolby, N. & Rahman, A. (2008). <i>Research in International Education</i> 2. Knight, J. (2004) <i>Internationalization Remodeled: Definitions, Approaches and Rationales</i> 3. Arnove, R. (2001). Comparative and International Education Society (CIES) <i>Facing the Twenty-First Century: Challenges and Contributions.</i>
WEEK 2 September 3- September 9	Understanding International Education How do we define international education? Definitions, scope, history and foundations of international education: development, social justice, PK-12 education, emergencies... How do we differentiate internationalization from globalization?	DUE: Post your Personal Narrative to the class on Bb and read: <ol style="list-style-type: none"> 1. Stromquist, N. (Spring 2005). Comparative and International Education: A Journey toward Equality and Equity. 2. Crossley, M. (2002). <i>Comparative & International Education: Contemporary Challenges...</i> 3. Bang, K. & Markeset (2011). <i>Identifying the Drivers of Economic Globalization</i> 4. <i>The myth of globalization;</i> https://www.youtube.com/watch?v=xUYNB4a8d2U
WEEK 3 September 10- September 16	<u>Surveying the 'world' of international education</u> What aspects of international education attract you? Why? What do you hope to gain from studying an aspect of international education? How does it fit in your world view for your career and future development?	DUE: Read and respond to two colleagues (Personal Narrative) with further questions on Bb and... Select 3 websites to review from Bb in your area of interest in international education, e.g. United Nations, Aga Khan Foundation, The World Bank, The Asia Society (on Web Links icon) Identify and be prepared to discuss the philosophical stance of the organization, activities and funded projects

		Consider how your past and/or future work would fit into each agency or organization
WEEK 4 September 17-September 23	What is the difference between internationalization and globalization? What are the values, complexities and beliefs of international education? What is the relationship between international education and multicultural education? How do international schools fit into these notions?	Be prepared to discuss what you learned about your colleagues and read: <ol style="list-style-type: none"> 1. Spring (2004) How Educational Ideologies are Shaping Global Society (Bb, Content) 2. Hayden, M. & Thompson, J. (1995) International Schools and international education: a relationship reviewed. 3. Olson, C. Evans, R. & Shoenberg, R. (2007) <i>At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education</i>
WEEK 5 September 24-September 30	<u>Forces that influence international education</u> Conceptualizing education through structures – exploring international and national level structures of influence. Select at least 2 readings to complete this week that are congruent with your interests in international education.	Read: <ol style="list-style-type: none"> 1. Ross, H. (November 2002) The Space between us: The Relational Theories to Comparative and International Education In the Content module for this week select at least two articles that reflect your interests in international education to read.
WEEK 6 October 1-7	Education through structures (continued) – exploring regional, state, grassroots and individual structures affecting international education	Read: Cambridge, J. and Thompson, J. (2004) <i>Internationalism and globalization as contexts for international education...</i> UNESCO Global Education Digest, Data for the Sustainable Development Goals, https://en.unesco.org/gem-report/ Singer, A. (2004) <i>The Rise of New Immigrant Gateways</i>

		<p>Davies, T., Isakjee, A. & Dhesi, S. (2017) <i>Violent Inaction: ...Refugees in Europe.</i></p> <p>American Community School of Athens and The HOME project, http://www.homeproject.org/</p>
<p>Week 7 October 8-14</p>	<p>Understanding non-western educational traditions – How do cultural components affect educational structures? How do non-western views of teaching and learning influence educational systems? In what ways should US systems attend to non-western views of teaching and learning?</p>	<p>DUE MEMO #1</p> <p>Read:</p> <p>Merriam, S & Kim, Y. (2008). <i>Non-Western perspectives emphasizing...</i></p> <p>Reagan, T. (1994) <i>Developing ‘Face and Heart’ in the Time of the Fifth Sun...</i></p> <p>Review Educational Website for week of 10/22</p>
<p>Week 8 October 15-21</p>	<p>Internationalization of Higher Education</p> <p>How have the forces of globalization and internationalization influenced higher education in western and non-western contexts?</p> <p>How has it influenced courses of study, experiences provided to students and overall understandings?</p> <p>What is the role of the university in preparing teachers for international populations?</p> <p>What research do we have to demonstrate that these efforts are successful?</p>	<p>DUE: 1 page Outline for final project</p> <p>Read:</p> <p>Altbach, P. & Knight, J (2007). <i>The Internationalization of Higher Education..</i></p> <p>Ahmad, S. (2012) <i>Internationalization of Higher Education: A tool for sustainable development</i></p> <p>Shariffuddin, S., Razali, J. & Ghani, M. (2017). <i>A Review of Higher Education Institutions: Transformation in Selected Regions</i></p> <p>Stohl, M. (2007). <i>We Have Met the Enemy and He is Us: The Role of Faculty..</i></p>
<p>Week 9 October 22-28</p>	<p><u>National emphasis on ‘international’ education</u></p> <p>How are the dominant values of a country exhibited in the education systems designed for multiple needs and multiple populations? How do the artifacts of news, policy, religion, and other values of a country evidence itself or not</p>	<p>Conduct an online “reconnaissance” of the country you selected. Prepare a brief slide share (format of your choice) and upload to Db for review and discussion on education in that country and its relation to views of international/global education.</p>

	<p>evidence itself in education? How does the website reflect international or global dispositions? What curricular artifacts within the website give evidence to global citizenship?</p>	<p>READ</p> <ol style="list-style-type: none"> 1. U.S. Department of Education International Strategy 2012-2016. <i>Succeeding Globally Through International Education and Engagement.</i> 2. HM Government (2013). <i>International Education: Global Growth and Prosperity.</i> 3. "Harper Government Launches Comprehensive International Education Strategy", http://www.international.gc.ca/media/comm/news-communicues/2014/01/15a.aspx?lang=eng <p><i>International Education: Global Growth and Prosperity</i>, HM Government</p>
<p>WEEK 10 October 29- November 4</p> <p>NO CLASS</p>	<p>Interview an expert for your final paper For your assignment this week, select a person who holds a position or appointment in international education (broadest definition) that you might like to pursue. Arrange for an appointment (Skype is fine) to conduct an interview with that person. Prior to making the appointment review their CV to see what types of research they conduct, with what populations, and why they pursue what they do.</p> <p>For the purposes of the interview create 6-8 questions that would help you better understand how they decided to work in international education, what kind of roles and responsibilities they have, what kind of background or educational preparation they have, what would they recommend you do at this point in your career if you were moving into this kind of a position. Write up your findings (include questions) and share on Bb Discussion site with the class.</p>	<p>DUE: Post the results of your interview to Bb for discussion during the next two weeks.</p> <p>If you have never conducted an interviews check weblinks: https://managementhelp.org/businessresearch/interviews.htm Or https://www1.open.ac.uk/students/skillsforstudy/conducting-an-interview.php</p>
<p>WEEK 11 November 5- 11</p>	<p><u>Understanding peace education & international education</u></p>	<p>DUE: Memo #2</p> <p>READ:</p>

	<p>What is the historic and contemporary relationship between peace education and international education? How do the respective groups of scholars work together? Which theoretical underpinnings do they share?</p>	<p>Ndura, Elavie “ Western Education and African Cultural Identity in the Great Lakes Region of Africa: A Case of Failed Globalization.”</p> <p>DeMulder, E., Ndura, E., Stribling, S.” From Vision to Action: Fostering Peaceful Coexistence and the Common Good in a Pluralistic Society through Teacher Education.”</p> <p>Select One: Harris, I. <i>Peace education theory</i></p> <p>Bar-Tal, D. <i>The Elusive Nature of Peace Education</i></p> <p>Reardon, B. <i>Comprehensive Peace Education: Educating for Global Responsibility</i></p>
<p>WEEK 12 November 12-18</p>	<p><u>Preparation of educators – teachers and administrators K-12 and higher education</u> Innovations in International Education. What new and/or innovated practices have been created as a result of international education? How do they influence ‘domestic’ practices? What should be the relationship between international and domestic education</p>	<p>DUE: Annotated Bibliography</p> <p>READ:</p> <p>Sinicrope, Norris & Watanabe (2007), <i>Understanding and Assessing Intercultural Competence</i> (Bb, Content)</p> <p><i>Preparing Teachers for a Global Age</i> (Bb, Content)</p> <p><i>Preparing Teachers and Developing School Leaders for the 21st Century</i>, OECD (Bb Content)</p> <p>Review the website HERC: https://www.herjobs.org match your career aspirations, experience to jobs available.</p> <p>OR</p> <p>The Chronicle of Higher Education – position announcements, https://chroniclevitae.com/job_search/new?cid=UCHETOPNAV</p>

		<p>OR</p> <p>Review the websites related to international PK12 positions (US and international) match your career aspirations, experience to positions available (Council for International Schools or International School Services).</p>
<p>Week 13 November 21 NO CLASS</p>	<p>THANKSGIVING BREAK</p>	
<p>WEEK 14 November 26- December 3</p>	<p><u>Preparation of educators – development officers and NGO’s</u></p> <p>Preparing for educational roles beyond schools and higher education. What skills, dispositions and knowledge do you need to become successful? What should your philosophy have to do with your choice of NGO appointments?</p>	<p>READ:</p> <p>Planning for your job at an NGO, https://his.harvard.edu/dept/opia/what is.../planning-for-your-job-at-an-ngo/</p> <p>Careers at Nonprofits and NGOs, https://www.sciencemag.org/careers/2011/10/careers-nonprofits-and-ngos</p> <p>InterAction-NGO Job Openings, https://www.interaction.org/about/job-openings-interaction</p>
<p>Week 15 December 3-9th</p>	<p>CLASS PRESENTATION OF FINAL PROJECTS</p> <p>Slide share presentation posted by Dec. 5th</p> <p>Final evaluations and final self-assessment due.</p>	<p>Final evaluations and final self-assessment due</p> <p>FINAL PAPERS DUE December 9th at 5:00 p.m.</p> <p>Brief, resources and references posted to Db for class</p>