| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | **Assessment Activity/Artifact:**  Service Learning (Out of Eden Learn **or** Design for Change)  **Out of Eden Learn** Out of Eden Learn is a unique online learning community designed to accompany Paul Salopek’s [Out of Eden Walk](http://outofedenwalk.com/" \t "_blank). Through Out of Eden Learn, students from around the world can engage in Paul’s journey and all that it represents. They explore their own neighborhoods, investigate contemporary global issues, and reflect on how they as individuals fit into a broader geographical and historical context.” <http://learn.outofedenwalk.com/about/>Students will participate in an Out of Eden Learn experience and facilitate children’s interaction with children and teachers in their walking party, performing the learning experiences that the platform provides, and document the experience. Depending on the setting the students can either lead the experience (should sign up for free) or work with a collaborating teacher. Students should document the experience with pictures, student work, conversations from the platform, etc.  **Design for Change”** Design for Change is the largest global movement of Children driving change in their own communities by unleashing their 'I CAN' superpower. Design for Change (DFC) equips children with the tools to be aware of the world around them, believe that they play a role in shaping that world, and take action toward a more desirable, sustainable future. Design for Change offers a simple 4-step design process of Feel-Imagine-Do-Share, which develops the values of empathy, ethics, engagement and elevation***.*** DFC received several awards such as Ashoka, Asia Society among others and is knowledge supported by Good Project at Harvard Graduate School of Education. <http://www.dfcworld.com/whatwedo.html> Students will become familiar with the project by visiting the website. Select a group of children from 3-grade 3 to work on a Feel/Imagine/Do/Share with the children. Prepare a presentation of the impact of the project in the community. Document the experience.  **Evaluation Process:** Rubric Criteria  **Minimum Criteria for Success**:  Success will be measured in a 2 of 3 on a 3 point rubric.  **Sample:** All students will be assessed | *To be entered at the end of semester* |
| **Course Learning Outcome** |
| Students will be able to show knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems affecting early childhood education. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | **Assessment Activity/Artifact:**  Social Foundations in Early Childhood (Video production, Prezy)  This is a single or group experience. It invites students to learn about a specific topic and to synthesize their knowledge and understanding of it, using any Internet platform.  Upon presenting a proposal, candidates should design a video or any other type presentation (other than power point) to develop their understanding of the selected topic to help someone else understand this topic (e.g., helping others understand the importance of recess, or children’s rights in education), solving a hypothetical problem (e.g., standardized testing, play versus academics), or addressing an actual issue affecting a community, a state, a country, or the world (e.g., teacher preparation in early childhood or developmentally appropriate practices and current public school policy).  The final product takes the form of a link to a website that you create dealing with the issue of your choice.  **Minimum Criteria for Success:** 15 of 20 on a 20 point rubric.  **Evaluation Process:**  Students webquest will be assessed with a rubric that contains the following items:  FEAP (a)1.b.  Instructional Design and Lesson Planning. Sequences lessons and concepts to ensure coherence and required prior knowledge.  Design developmentally appropriate sequences of lessons and concepts to ensure coherence and required prior knowledge.  FEAP (a)2.g.  Instructional Design and Lesson Planning. Integrates current information and communication technologies.  Develop an integrated unit that integrates current information and communication technologies.  FEAP (a)2.i.  Instructional Design and Lesson Planning. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.  Evaluate social studies software by utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals  ESOL 1.1.a.  Domain 1: Culture  Design an integrated unit where you show evidence that understand and apply knowledge about cultural values and beliefs in the contexts of teaching and learning of ELLs, from diverse backgrounds and varying English proficiency levels.  ESOL 1.1.b.  Domain 1: Culture  Designs a lesson that shows that you understand and apply knowledge or concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels  Common Core or Florida State Standards  Effectively uses and articulates Common Core or Florida State Standards in lesson plans  **Sample:** All students will be assessed | *To be entered at end of semester.* |
| **Course Learning Outcome** |
| Students will be able to gain an understanding of how similarities bring people together and how differences bring people even closer. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | **Assessment Activity/Artifact:**  Learning Experience design (Webquest)  Students should integrate course knowledge and communication technologies to design a WebQuest for any grade level from preK-3 grade including ESOL students and with Special Needs. The design should include tasks that deepen and enrich children’s understanding through an integrated curriculum including content area literacy strategies, verbalization of thought, and application of the subject matter; and sequences lessons and concepts to ensure coherence and required prior knowledge. Apply their understanding and knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels  **Evaluation:** Rubric  **Minimum Criteria for Success:** 2 of 3 on a 3 point rubric.  **Sample:** All students will be assessed. | *To be entered at end of semester* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an ability to design classroom experiences where the students be able to gain self-awareness and identity, understand, and solve a local or global problem. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |