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SSE 4381: Developing a Global Perspective Fall

2021

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor:	Dr. Flavia Iuspa	Phone:	(305) 348-3392
Office:	ZEB 348A (MMC)	Fax:	(305) 348-2086
Office Hours:	Online Every Tuesday from 1:30 pm to 2:30 pm. Others By Appointment	E-mail:	Please use Canvas messages

COURSE DESCRIPTION

Theory, content, and practice. Introduction and utilization of learning materials and teaching strategies in Global Education for K-12. Global issues affecting today's world will be critically examined.

This is a Discipline-specific Global Learning course that counts toward your graduation requirement.

Course Goals

This course is designed to provide undergraduate students from all disciplines with the knowledge, skills and tools needed to look at local and global issues from multiple perspectives. For those students who are education majors or minors, this course is designed also to assist them in becoming effective teachers of global education, and, as Hardin suggests, responsible citizens of the USA and the world. While establishing themselves as a new learning community, students and the professor will explore together the meaning of globalization, the interconnection between globalization and global education, and some of the whys and hows of infusing a global perspective in ALL social studies curricula or in the student's particular discipline. ***Students and the instructor will investigate in tandem, through reading, class discussions and experiential activities the global dimensions of several crucial contemporary issues, including human rights, the global***

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environment, the problems of global conflict, the hopes of global cooperation, and earth-friendly challenges around the globe.

The course will underline the necessity of an interdisciplinary approach to understanding and acting on these issues. Its pedagogy will be congruent with the theories, undergirding the course, which call for the interruption of hegemonic structures, epistemologies, definitions, and assumptions. The concerns of the course will demonstrate the relational thinking all participants will be called upon to exercise in other academic contexts, and throughout the rest of their personal and professional lives.

GLOBAL LEARNING COURSE OUTCOMES

- Global Awareness: Students will demonstrate an understanding of the interrelatedness of education and global challenges.
- Global Perspective: Students will be able to assemble a multi-perspective analysis of an issue that impacts schools and/or universities.
- Global Engagement: Students will demonstrate a willingness to accept shared responsibility for infusing multicultural perspectives into a school curriculum or into the discipline of study.

Essential questions:

1. What cultures and other belief systems that we believe in have helped shape our personal identities?
2. How do cultural and other beliefs shape our notions of citizenship?
3. How do we begin to understand complex issues through a multi-cultural, multiperspective lens?
4. How do we use diverse perspectives to be creative problem solvers in the nation and the world?
5. How does one become an active national and global citizen?
6. How do we incorporate global perspectives and practices into our curricula and practice or profession?

COURSE OBJECTIVES

Students will be able to:

Steward of the Discipline (Knowledge)

The student will:

1. Examine theories, rationales and purpose of global education.
2. Examine the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Reflective Learner (Skills)

The student will:

3. Reflect critically on global issues.
4. Develop an awareness/ multi-perspective analysis on global issues.
5. Support thinking/perspectives with evidence from the readings.
6. Collaborate to create local, global, international, and intercultural solutions for one major issue regarding global/comparative education.

Mindful Educator (Dispositions) The student will:

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7. Compare with other perspectives (point of view) on local, global, international, and intercultural issues.
8. Apply Habits of Mind when evaluating and problem-solving
9. Apply Habits of Mind when reflecting and communicating with students and the instructor.

TEACHING METHODOLOGY

This is a fully online course. The course is divided into three main parts. The first part deals with the conceptual, theoretical, historical, ideological, sociological, psychological foundation of global education as social movement in the United States. Students will explore the possibility of global education developing as a social movement in the United States. As students read the materials, essential questions should be developed and written down to facilitate deeper discussions. The second part of the course deals with the practice and the transferability of global knowledge, skills, and dispositions, and the COIL experience. The third part deals with presentation of student work for critique and corrective feedback.

Collaboration Online International Learning (COIL) experience. COIL is not a technology, rather is a teaching and learning paradigm that develops cross-cultural competence across shared multicultural online learning environment. For 6 weeks, you will engage in activities with students from Universidade Nove de Julho (UNINOVE), Sao Paulo, Brazil. This international learning experience seeks to promote CLO # 4 and 6 by analyzing and discussing US and Brazil perspectives on global issues.

IMPORTANT INFORMATION

POLICIES

Please review the policies page as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" page to find out more information on this subject.

This course utilizes the following tools:

1. Turnitin
2. Zoom
3. Nearpod
4. Schoology

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For detailed information about the technical requirements, please [click here](#).

ACCESSIBILITY AND ACCOMODATION

For detailed information about the specific limitations with the technologies used in this course, please [click here](#).

For more information about Blackboard's Accessibility Commitment, [click here](#).

For additional assistance please contact our [Disability Resource Center](#).

PROCTORED EXAM POLICY

No proctored exam required for this course.

Please note that the information contained in this section applies only if your course requires a proctored exam.

It is the student's responsibility to determine whether this online course requires a proctored midterm and /or final exam by carefully reviewing this syllabus. For detailed instructions please visit our Proctored Exam Resources page on the FIU Online website.

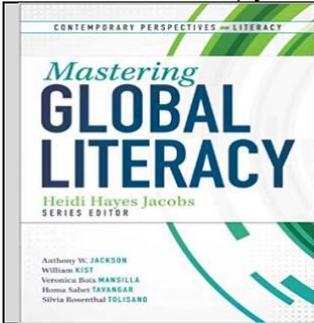
STUDENT CONDUCT AND HONOR CODE

As an academic community, Florida International University (FIU) fosters the intellectual exchange of ideas, knowledge, and experience. It is the responsibility of the University to provide a safe and stimulating environment in which scholarship and personal growth may occur. The desired effect is that Students will take advantage of this environment to develop intellectually as well as to participate as responsible, contributing citizens of our community. Being a contributing Student also comes with responsibility to adhere to the Student Conduct and Honor Code (Code). The ultimate responsibility for knowing University requirements and regulations rests with the Student, regardless of institutional or program affiliation. Nothing in this Regulation should be interpreted to abridge the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to, the freedom of expression protected by the First Amendment. Those charged with and found responsible for violations of the Code will be subject to appropriate action as outlined herein. For the most updated Code, please refer to the website of Student Conduct and Academic Integrity (SCAI) at conduct.fiu.edu.

Course Prerequisites

There are no pre-requisites for this course.

REQUIRED TEXTBOOK



Mastering Global Literacy
Heidi Hayes Jacobs – Series Editor
Solutions Tree Press, 2014

ISBN-978-1-936764-58-7

[Click here](#) to buy your textbook online at the FIU Bookstore.

Required Readings from other sources (All these readings will be available via pdf files in blackboard)

1. Abdullahi, S., Farouk, M. (2010). Global education: Towards a pedagogy for globalization.
2. Pike, G. (2015). Re-Imagining Global Education in the Neoliberal Age. Challenges and Opportunities. Reynolds et al. (eds). *Contesting and Constructing International Perspectives in Global Education*. (pp. 11-25). Rotterdam, The Netherlands: Sense Publishers.
3. Hanvey, R. (1976). *An attainable global perspective*. New York: Center for Global Perspectives.

Landorf, H. (2009). Toward a philosophy for global education. In T. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools*. (pp.47-67). New York: Peter Lang Publishing.

Recommended Books:

Gaudelli, W. (2016). Global citizenship education: everyday transcendence. New York, NY: Routledge. ISBN: 978-1-138-55593-9 (hbk) ISBN: 978-1-138-92594-6 (pbk) ISBN: 978-1-315-68349-2 (ebk)

Harf, J, & Lombardi, M. (2019). Taking Sides: Clashing Views in Global Issues. 10th ed. McGraw-Hill Education.

Weiner, R. (2017). Global Editions: Global Issues. 34th ed. McGraw-Hill Education;

OTHER RESOURCES

- National Public Ration, <http://www.npr.org/>
- The Wall Street Journal, <http://online.wsj.com/home-page>
- The New York times, <http://www.nytimes.com/>
- The Economist, <http://www.economist.com/>
- APA Website, <http://owl.english.purdue.edu/owl/resource/560/01/>

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EXPECTATIONS OF THIS COURSE

This is an online course, meaning that all the coursework will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction video answering to the questions posed by the professor
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course **at least twice** per week
- Respond to discussion boards within **the module the presentation is taking place. Postings after the closing of the module will not be accepted for grading.**
- Respond to **messages** within **two days.**
- Submit assignments by the corresponding deadline. No late assignments will be accepted.
- All written work must conform to the American Psychological Association (APA) Publication Manual (6th edition) and must be free of spelling and grammatical errors. *Points will be deducted for noncompliance with the APA and for spelling and grammatical errors.*
- **Professional behavior is expected in the online class.** Unprofessional behavior in the class (either through discussion forum postings, emails, etc.) will result in a max of 5 points deduction from the student's overall final grade.
- **Work in groups.** If disagreements among the group members should arise, students are encouraged to work those disagreements among themselves. If disagreements persist, the group should contact the professor. If disagreements persist after the professor intervention then the group will be dissolved, and the work become an individual assignment.
- **Students are expected to participate in the Collaborative Online International Learning experience with students from Brazil.**

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The instructor will:

- Log in to the course **every day**.
- Respond to discussion boards within **three days**.
- Respond to **messages** within **24 hours**.
- Grade assignments within **seven days** of the assignment deadline
- Have office hours via Adobe Connect Meeting every Tuesday from 1:30 pm to 3:30 pm.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via **Messages through Canvas**

Messages are a private and secure text-based communication that occurs within a course and among Course members. Users must log on to Canvas to send/receive and read messages. The Inbox tool is located on the left side Course Menu). It is recommended that students check their messages routinely to ensure up-to-date communication.

Please note the instructor will NOT respond to emails coming from outside Canvas Messages.

For more information on professional writing and technical communication [click here](#).

DISCUSSION FORUMS

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

Note: As you prepare to answer the discussion questions and react to your classmates' posting, you are expected to provide answers that follow Bloom's Taxonomy highest order thinking (levels 4, 5, 6). The links below provide a quick reminder on Bloom's Taxonomy:

<http://www.krummefamily.org/guides/bloom.html>

Examples of postings that demonstrate higher levels of thinking:

- "Some common themes I see between your experiences and our textbook are...." (analysis)
- "These newer trends are significant if we consider the relationship between" (synthesis)
- "The body of literature should be assessed by these standards" (evaluation)

ASSIGNMENTS

I. Assignment One – Getting to Know Each other - Individual Assignment

Purpose: The purpose of this assignment is to get to know each other.

Directions:

1. Introduce yourself to the class by creating a video. In the video, make sure you state your name, what do you do for work, your personal educational goals, and reflect on:
 - a) What do we mean by having a global perspective?
 - b) Why is relevant to have a global perspective?
 - c) why do we refer to global issues rather than global problems?
 - d) Why is important to recognize others' points of views when discussing global issues? and/or working collaboratively across cultures?
2. Get to know at least two of your classmates. From those introductions posted on the Getting to know each other blog, select two of your classmates and reply to their introduction.

II. Assignment Two – Individual Assignments – Weekly Journals

Purpose of assignment Three: The purpose of the weekly assignments is to foster description, analysis, reflection and discussion of the course readings.

Weekly Questions/Journals Reader Reflections

Respond in writing to the weekly questions posted for each week's readings in the course calendar and modules. After completing the weekly readings, provide a thorough response in your own words to the weekly questions. Your responses should be reflective and analytical in nature, and should have a minimum of 350 words and a maximum of 500 words double-spaced (for all questions).

Key definitions needed when working on weekly journals:

Reflective writing: A reflective essay/responses involves looking back, or reflecting on, prior experiences and behaviors.

Analytical writing. An analytical essay/response is about perspective. You analyze a controversial or debatable topic and provide support for your particular point of view.

This section uses Habits of Minds identified by the professor under the SLO. Habits of Mind are 16 patterns of intellectual behavior that promote efficient and effective thinking. As you engage in the course readings and assignments, please incorporate these habits into your thinking strategies and indicate how the habits of mind were helpful to you on the modules' readings.

Please use the following questions as a guideline for reflective writing in your weekly assignments and discussions:

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1. As you recall the habits of mind (HoM), which ones do you think you use most?
2. Was this a new habit of mind? Or was it one you have already mastered?

III. Assignment Three – Individual Assignments – Discussions

Discussions: To facilitate discussions on the readings, discussions will take place through the respective groups' presentations in the discussion section.

Your individual responses/reflection to the groups' presentations must be posted by Sunday nights by 11:59 pm, and a min. of 200 words and 300 words max for your response is required. **You are welcome to post/cite current articles (from reputable sources) that can promote/enhance discussion of the topic presented by the groups.** Your article can come from reputable sources such as National Public Radio (NPR), the Wall Street Journal, The New York Times, or the Economist.

In those responses, you may use the following questions as a guideline for reflective writing:

1. How does the article/group's presentation relate to developing a global perspective? (Provide specific citations from the readings)
2. What did you find challenging/provocative/relevant about the group's reading presentation? why? (Provide specific citations from the readings).
3. How do the readings illustrate Harvey's 5 dimensions of global perspective? Provide specific citations from the readings)
4. As you consider other students' posting, what might be some connections can you make to others' responses?

You will receive **12 points** in total for your blogs discussions postings (6 Discussions *2 points each, 7 groups. You will be allowed to miss one presentation only). Please note that **the total number of points may change depending on the total number of groups in the class.**

IV. Assignment Four – Group Assignment – Group Presentation

Purpose of assignment four: The purpose of the group presentations is threefold: 1) promote group work, 2) present as a group your selected reading to the class in an effective manner, and 3) foster analysis, discussion, and the readings' relationship to developing a global perspective. In addition, students will develop/enhance their presentation skills online.

Each group will select ONE date to present a section from **the Mastering Global Literacy book** determined by the instructor and conduct **an audio recorded presentation using the nearpod application.**

Instructions:

Each group will create and share the link of its audio recorded presentation in the

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discussion section in order to complete this assignment.

Your presentation should highlight the key points of the reading (please do not cover the whole chapter, remember we are reading the chapter with you). You should think in terms of what are the takeaways) of this chapter and how they relate to developing a global perspective.

Your presentation should end with **ONE question** (higher order thinking questions) you would like to discuss with the class that you believe is critical to the exploration and understanding of the material. The final question is intended **to drive and stimulate the discussion and move our understanding beyond the plain sense of the text.**

Presenters are expected to help the class see the connections between the materials read and to understand the historical, empirical theoretical underpinnings which drive developing a global perspective. Please remember as a team you are responsible for encouraging and guiding the discussion (uploading your presentation is not enough).

Teams will be assigned during the 1st week of class. Students should check his/her course Canvas page for group information.

How to submit this assignment: Please keep in mind one member of the group will have to upload the chapter poster link twice:

- a. Upload your Presentation link in the Discussion section by Thursdays 11:59 PM (Refer to the collaboration page for groups' presentation due dates).
- b. in the assignment section for grading

The class and the professor will have until Sundays 11:59 PM to response to the group's presentation questions.

Note 1: Each group should keep in mind that just uploading the presentation is not enough. If groups see the class members are not responding to your presentation, it is the group's responsibility to send reminders to the class. Failure to do so, it will affect your overall presentation grade

Note 2: The presentation is meant to foster our class discussions. Each student should keep in mind that failure to participate and respond to the respective groups' presentation, it will lead to a deduction on his/her overall engagement and participation grade.

V. Assignment Five – Group Assignment

Purpose of Assignment Five: The purpose of this assignment is in small groups to develop a multi-perspective report, which provides reflection and recommendations to the selected issue/ topic of inquiry.

Group Research Report

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Each group will write a 4 -page research report on a global issue of your choice in a country of your choice. The research report will explain the global issue and then address efforts, policies, status of the issue in the selected country. In addition, the research report should answer the following question: **How do we, as global citizens, use diverse perspectives to be creative problem solvers in the nation and the world?**

You will:

- (1) define the global issue that has universal implications,
- (2) provide critical overview of the global issue,
- (3) analyze and argue your position on the problem through the examination of multiple cultural, philosophical, ideological lenses,
- (4) Answer the question: How do we, as global citizens, use diverse perspectives to be creative problem solvers in the nation and the world? and
- (5) share a relevant bibliography of resources.

The research report should begin with a clear statement of a problem rooted in at least one of the required course readings and recommend a possible solution. The paper will express a point of view, more than just a compilation of research findings or the ideas of others. References should be used for the purpose of augmenting, clarifying and highlighting the point of view being advanced. Whenever possible, the writer will use primary rather than secondary sources. It is also expected that assigned readings will be utilized effectively in the development of the term paper. At least 5 references must be cited.

Extra Credit Option (2.5 points). Each group may select to present the final group paper to the class using powerpoint audio narration (5 minutes max). Please contact the professor if your group would like to take the extra credit option.

Instructions on how to record your voice over your PowerPoint (make sure all members of the group record their voices):

- 1.- Click on the upper tap "Slide Show"
- 2.- Then, Click on "Record Slide Show"

See also the following instructions: [Recording a Voice-Over for your PowerPoint Presentation using Microsoft Office 2011 and Mac OSX.](#)

[Each student should upload the final research report to Taskstream. For more information please visit the School of Education and Human Development website at: \[https://www.taskstream.com/ts/chang28/COE_WEBSITE\]\(https://www.taskstream.com/ts/chang28/COE_WEBSITE\)](#)

VI. Assignment Six - COIL experience

Instructions:

For 7 weeks students from FIU SSE 4380 course will engage in discussion and activities with students from Universidade Nove de Julho (UNINOVE), Sao Paulo, Brazil.

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The interaction between FIU SSE 4380 students will take place through the schoology site. FIU SSE 4380 students will be able to access schoology through the FIU Blackboard COIL respective modules. Schoology can also be accessed by:
<https://www.schoology.com/>

All details pertaining assignments for the COIL experience will be available at the respective Schoology's modules.

ZOOM MEETING

The ZOOM Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities.

Meetings will be available on the following dates:

Meeting 1: **Introductions and Syllabus discussion through Zoom on Thursday, August 27th, 2020 from 3:00 pm to 4:00 pm.**

Meeting 2: Collaboration Room. This room will be available for students to meet and discuss any course challenges and promote communication among team members. This meeting room will be always available.

GRADING

Points will be converted to letter grades according to the following formula:

COURSE REQUIREMENTS	POINTS
#1 Introduction Video	N/A
#2 Weekly Journals Reader Reflections	24
#3 Discussion Postings	12
#4 Group Presentation	12
#5 Group Research Report	24
#6 Group Research Report Peer review	5
#7 COIL Experience	
#7a Activity Weeks 1 and 2 Introductions	6
#7b COIL Activities I and II Weeks 4 & 5 (4 points each)	8
#7c COIL Advisory Role Project Presentation	12
Total Points	103

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Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	94 - 103	B-	66 - 72	F	>44
A-	87 - 93	C+	59 - 65		
B+	80 - 86	C	52 - 58		
B	73 - 79	D	45 - 51		

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