

**FLORIDA INTERNATIONAL UNIVERSITY**  
College of Education  
**Department of Teaching and Learning**

**SSE 4380 – DEVELOPING A GLOBAL PERSPECTIVE**

Summer B Term 2013  
Tuesday/Thursdays 6:30 – 9:50 p.m., ZEB 115

**COURSE SYLLABUS**

**Instructor:** Dr. Sarah Mathews  
**Office:** ZEB 258A, University Park  
**Office Phone:** 305-348-3223 **Fax:** 305-348-2086  
**E-mail:** samathew@fiu.edu  
**Office Hours:** Tuesday/Thursday 4-6 p.m.  
Other times by appointment via e-mail

**PURPOSE OF COURSE**

**The College of Education Conceptual Framework**

The desired future of the College of Education (COE) at *Florida International University* is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions).

**COURSE GOALS**

This course is designed to provide 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 Harding 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 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.

Some of the questions that may drive the content and experiences in this course are: What cultures and other belief systems do we believe have helped shape our personal identities? How do cultural and other beliefs shape our notions of citizenship? How do we assess the "good" and the "bad" in our own culture/s and that of other cultures? How do we begin to understand complex issues through a multi-cultural, multiperspective lens? How do we use those diverse perspectives to be creative problem solvers in the nation and the world? What are the responsibilities of a citizen in the USA? How do those responsibilities compare with the responsibilities of a global citizen? How does one become an active national and global citizen?

If we plan to be educators, how do we incorporate these values into our curricula and practice? If we hope to be involved in other professions, how do we incorporate global perspectives and practices into that chosen profession? With these questions in mind, how do we explore together the tension of working, teaching, and profiting from systems that inherently create distinction and privilege, ones that thrive on disparity? As we learn and share our own stories and research in this class, how do we become more skillful in the way we hold this tension so that we can take action within the context of our own lives to address local, global, international, and intercultural problems?

## **Course Objectives**

### **Steward of the Discipline (Knowledge)**

The student will:

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

### **Reflective Inquirer (Skills)**

The student will:

3. Master and apply elements of the APA style manual.
4. Conduct a multi-perspective analysis of local, global, international, and intercultural problems.

### **Mindful Educator (Dispositions)**

The student will:

5. Be disposed to developing their writing and presentation skills in professional settings.
6. Demonstrate the willingness to engage in local, global, international, and intercultural problem solving of one major issue regarding global/comparative education (GL).

### **COURSE FORMAT**

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. Students will identify and select supplemental materials to support their research. The third part deals with presentation of student work for critique and corrective feedback.

### **Expectations**

- The structure of the course allows for active student engagement. Most of class time will be spent in intensive discussion. It is imperative that all students *attend class regularly and in a timely manner*. Students are expected to complete all assigned readings prior to class meeting and come prepared to engage in class discussion. Genuine discussion is mutual, collaborative, educative, and supportive.
- All assignments are to be turned in on time.
- It is the student's responsibility to attend all class sessions. Students are held responsible for all information from each class session whether present or not. **Points will be deducted for more than one absence.**
- All written work must conform to the American Psychological Association (APA) Publication Manual (6<sup>th</sup> 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.**

### **COURSE REQUIREMENTS**

Each student is required to do the following:

1. **Reader Reflections:** Each student will prepare a Reader Reflection for **each set** of readings. These reflections will consist of two parts. **The first section** of this assignment is a 200 – 650 word reflection over the whole set of readings. **Every chapter/article assigned for that day should be addressed**, however, it is alright to devote more of the reflection to some readings over others. Students should feel free to use the following questions as a guideline for reflective writing:
  1. What ideas, practices, philosophies struck you as significant/ why?

2. What did you really like about the discussion in the readings/ why?
3. What did you find more challenging?

Your online reflection should promote a critical exploration and understanding of the readings being discussed.

For **the second portion** of this assignment, students need to choose two quotes of significance from any of the passages. These could be quotes they agree or disagree with, things that made them stop and re-think or sections they find confusing. Students will copy this quote on their reader response and then write **at least a paragraph explanation** about why they chose this quote.

**Students' reflections should be comprehensive. A minimum of 200 words and maximum of 650 words is required. Please pay attention to APA style, citations, clarity, and spelling.**

**Students should bring a hard-copy version to class and be ready to discuss/comments on their reflections during class discussions.**

2. **Expert Group Presentation:** Students will be assigned to one expert group centered around a particular global issue and will be responsible for helping to facilitate the class session covering the set of readings on that issue. Prior to that class, each group will develop a handout (1-3 pages Max.) overview of their assigned readings which will be posted on Blackboard. In addition to an overview the groups should prepare 3-4 open-ended questions that can be used to facilitate a discussion. Groups need to develop a **hands-on activity** that will facilitate the discussion over the assigned reading that will take **no longer than 45 minutes. I do not want this to be a PowerPoint Presentation** [if you need to use that technology for support it is ok but this is not to be groups standing and presenting material to their peers]. Instead I want groups to be creative and think of activities to help your peers **engage** and **do** something with the material. (Ex: Case-study, Problem-solving Activities, Small Group Discussions, Jig-saw, etc). Please remember to make your presentation interactive and dynamic! Therefore the use of outside sources such as videos or news reports should be incorporated in your presentations as much as possible.

*Note:* As you prepare open-ended (not just yes/no, right/wrong) discussion questions I want you to make sure you are pushing for critical thinking amongst your peers. You can use Bloom's Taxonomy highest order thinking (levels 4, 5, 6) to develop appropriate questions. The links below provide a quick reminder on Bloom's Taxonomy:

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

<http://www.techlearning.com/article/blooms-taxonomy-blooms-digitally/44988>

<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

3. **Group Comparative Research Paper:** Each group will write and present in class a 12 - page comparative research paper in which you choose one of the articles in the Universal Declaration of Human Rights, and a country other than the United States (U.S). The paper may compare the implementation (or lack thereof) of that article in your country

with its implementation in the U.S, as well as the role of Global Education. **You will: (1) define the problem that has universal implications, (2) provide critical responses to readings related to topic of inquiry, (3) analyze and argue your position on the problem through the examination of multiple cultural, philosophical, ideological lenses, (4) provide reflections in the value of judgments to solve the problem, and (5) share a relevant bibliography of resources.**

The paper 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 10 references must be cited. The paper will be posted on eCampus. [Research Paper - 30 points; Oral Presentation – 10 points].

4. **Final:** The final exam for this class is composed of two parts. The first part requires participation in an in-class simulation. The second part of the exam involves a written reflection.
  - a. Students will participate in the final simulation concerning the question “What Role Should the U.S. Play in Foreign Affairs?” For the first part of this assignment students will be placed in a Future Group by the instructor. They will be asked to prepare a platform on global issues based on that Future’s position. Each individual will prepare a 1-page handout of information concerning their assigned global issue [see assignment 1]. This handout must address the strengths and weakness of their Future’s position in regards to this issue. They must also incorporate outside information to help support recommendations for how the U.S. can respond to this issue that are consistent with their assigned Future. Students will be evaluated based on this handout, as well as their preparation for and participation in our final class simulation. **[9 points]**
  - b. Each student will answer two final course questions posted by the instructor on Blackboard on August 1. The response should be comprehensive and a minimum of 250 words and maximum of 650 words is required. Each student will **receive 6 points for his/her response [3 per question]**. Points will be deducted for lack of clarity, spelling errors, or lack of fulfillment of words requirement.
  
5. **Out-of-Class Enrichment Activities:** Each student will complete one of each of the following outside activities. [14 pts.]
  - a. **Join a professional organization:** Before the end of the semester, each student will bring a copy of membership in a professional organization and turn in **a written explanation** (1-2 pages Max.) of the reasons they believe that the organization reflects a disposition towards global citizenship [Proof of professional organization is required ] and how enhances his/her global



teacher observations of student participation, will be factored into this portion of the students' grade.

## **EVALUATION OF STUDENTS AND GRADING**

Students will be evaluated as follows:

Diligence and Responsibility	10 points
Reader Reflections –	24 points
Out-of-Class Enrichment Activities	12 points
Group Chapters Presentation –	18 points
Group Comparative Research Paper- And Oral Presentation	21 points
Final Simulation and Questions	15 points
<b>TOTAL -</b>	<b>100 points</b>

\*\*\*5 points of group presentation will come from group peer assessment.

### **Grading scale**

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

A -----	95-109	A- -----	90-94	B+ -----	85-89
B -----	80-84	B- -----	74-79	C+ -----	69-73
C -----	64-68	C - -----	59-63	D+ -----	54-58
D -----	49-53	D- -----	44-48	F -----	0-43

## **REQUIRED TEXTS/READINGS**

1. Abdullahi, S., Farouk, M. (2010). *Global education: Towards a pedagogy for globalization*.
2. Abdullahi, S. (2010). *Rethinking global education in the twenty-first century*.
3. Hanvey, R. (1976). *An attainable global perspective*. New York: Center for Global Perspectives.
4. Harf, J., & Lombardi, M. (2012). *Taking Sides: Clashing Views on Global Issues*. (7<sup>th</sup> ed.). New York, N.Y.: McGraw-Hill
5. Jackson, Robert M. (Ed.) (2013). *Global Issues 12/13*. Guilford, CT: McGraw-Hill/Dushkin.
6. Kelleher, A., & Klein, L. (2011). *Global Perspectives* (4<sup>th</sup> ed.). New York, N.Y.: Pearson. (Selected Chapters)

7. 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.

### **COURSE CALENDAR**

Tuesday, June 25

Readings: None; **Prior to Class Complete First Reflection**

Agenda

6:30 – 7:30: Individual Introductions. Getting to know ourselves; Getting to know each other

- Cultural Mosaic

- The Danger of a Single Story: <http://www.youtube.com/watch?v=D9Ihs241zeg>

7:30 – 7:40: Break

7:40 – 8:40: What is Globalization?

8:40 – 8:50: Break

8:50 – 9:50: Overview of Course

Thursday, June 27: Global Education: Towards pedagogy for globalization

Readings: Abdullahi, S. Rethinking global education in the twenty-first century

Hanvey, R. Excerpt from *An Attainable Global Perspective*

Appiah, K. Education for global citizenship

Agenda

6:30 – 8:00: Discussion over Readings

8:00 – 8:20: Break

8:20 – 9:50: The Problem with Hoodia

Tuesday, July 2: A Philosophy of Global Education

Readings: Chapter 2: Ethnicity and global diversity (Kelleher & Klein)

Chapter 3: Perspectives on Ethnicity and Global Perspective (Kelleher & Klein)

Landorf, H. Towards a philosophy for global education

\*Bring Laptops or Tablets to class

Agenda

6:30 – 7:30: Discussion over Readings

7:30 – 7:40: Break

7:40 – 8:40: Decision Tree with Case Study

8:40 – 9:00: Break

9:00 – 9:50: Universal Declaration of Human Rights Scavenger Hunt

Human Right ToolKit

Universal Declaration of Human Rights

[\(http://www.un.org/en/documents/udhr/\)](http://www.un.org/en/documents/udhr/)

Thursday, July 4 – No Class; Holiday

Tuesday, July 9 – Global Trends and Group One: Economic Development (Trade, Poverty, etc.)

Readings: Global Trends 2025\*  
Asia's Rise: Rise and Fall\*  
The New Geopolitics of Food\*  
China's Search for a Grand Strategy\*  
Globalization and Its Contents<sup>1</sup>  
Why the World isn't Flat<sup>1</sup>  
Gazing across the Divides<sup>1</sup>  
Is the Global Economic Crisis a Failure of Capitalism? (Issue 13, Unit 3, Taking Sides, Harf and Lombardi)<sup>1</sup>

<sup>1</sup>Group One is responsible for incorporating these three articles into their presentation

\*All students will read of the articles with an asterisk and choose 2 articles with the 1 next to them.

Agenda

6:30 – 7:30: Whole class discussion over \* articles

7:30 – 7:40: Break

7:40 – 8:40: Group One Presentation

8:40 – 8:50: Break

8:50 – 9:50: Case study

Thursday, July 11: Groups Two: Global Health and Group Three: Environmental and Natural Resources Utilization

Readings: Chapter 6: Global Health (Kelleher & Klein)\*<sup>2</sup>  
Chapter 7: Perspectives on Global Health (Kelleher & Klein)<sup>2</sup>  
Climate Change<sup>2</sup>  
The Other Climate Changers<sup>3</sup>  
Should Environmentalists Continue to Be Alarmists? (Issue 4, Unit 2, Taking Sides, Harf and Lombardi)\*<sup>3</sup>  
Seven Myths about Alternative Energy<sup>3</sup>  
Coming soon to the a Terminal Near You<sup>3</sup>  
Nuclear Power after Fukushima<sup>3</sup>

<sup>2</sup> Group Two is responsible for incorporating these three articles/chapters into their presentation

<sup>3</sup> Group Three is responsible for incorporating these five articles/chapters in their presentation

\*All students will read all of the articles/chapters with an \* and then choose 1 additional reading for each group

Agenda (July 11)

6:30 – 7:30: Group Two Presentation

7:30 – 7:40: Break

7:40 – 8:40: Group Three Presentation

8:40 – 8:50: Break

8:50 – 9:50: Whole Class Discussion/Case study

Tuesday, July 16: NPR and Work on Final Paper

No Class on this Day – Professor at workshop for Common Core State Standards.

**Assignment: Students are to select one online article from National Public Radio (NPR) [<http://www.npr.org/>] that covers a topic related to any of the class readings. Students will submit a one-page and a half reflection on the article addressing the following: 1) brief summary on the topic discussed in the NPR article, 2) clearly state to which reading the article relates to, and 3) reflect on the article. The idea of a reflection paper is to write an essay describing your reactions and analysis to a reading. Students must include the link to the online article as well as full citation (name of article and author). Please pay attention to APA style, lack of clarity, spelling errors, or lack of fulfillment of words requirements.**

Also please spend this time working or collaborating with your group on the final paper

Thursday, July 18: Group Four: Population and Food Production

Readings: The New Population Bomb: the Four Megatrends that Will Change the World<sup>4</sup>

The Blue Food Revolution<sup>4</sup>

Should the International Community Continue to Focus on Programs to Help Developing Countries Curb Population Growth? (Issue 1, Unit 1, Taking Sides, Harf and Lombardi).<sup>4</sup>

Agenda

6:30 – 7:30: Group Four Presentation

7:30 – 7:40: Break

7:40 – 8:40: Whole Class Discussion

8:40 – 8:50: Break

8:50 – 9:50: Work in Futures Group

-Outline the Future's Position

-Start to work on Expert Position Statement

Tuesday, July 23: Group Five: Conflict and Group Six: Cooperation

Readings: Bolivia and its Lithium<sup>5</sup>  
Drug Violence Isn't Mexico's Only Problem<sup>5</sup>  
Demystifying the Arab Spring: Parsing the Differences between Tunisia,  
Egypt, and Libya.\*<sup>5</sup>  
Climate Change after Copenhagen: Beyond Doom and Gloom<sup>6</sup>  
Geneva Conventions<sup>6</sup>  
The 30 Years War<sup>6</sup>  
Do Adequate Strategies Exist to Combat Human Trafficking? (Issue 11, Unit  
3, Taking Sides, Harf and Lombardi)\*<sup>6</sup>

Agenda

6:30 – 7:30: Group Five Presentation

7:30 – 7:40: Break

7:40 – 8:40: Group Six Presentation

8:40 – 8:50: Break

8:50 – 9:50: Whole Class Discussion/Case study

<sup>5</sup> Group Five is responsible for incorporating these three articles/chapters into their presentation

<sup>6</sup> Group Six is responsible for incorporating these five articles/chapters in their presentation

\*All students will read all of the articles/chapters with an \* and then choose 1 additional reading for each group

Thursday, July 25: Values and Visions

Readings: Humanity's Common Values: Seeking a Positive Future  
Visible Man? Ethics in a World Without secrets  
The End of Men

Agenda

6:30 – 7:30: Discussion over Readings [Fishbowl Deliberation]

7:30 – 7:40: Break

7:40 – 8:40: Meet with Group for Final Paper

8:40 – 8:50: Break

8:50 – 9:50: Finish Final Paper Presentation

Tuesday, July 30: Final Paper Presentations

**Final Paper Due; Must be uploaded onto Taskstream by 6:30**

Agenda

6:30 – 8:30: Final Paper Presentations

8:30 – 8:50: Break

8:50 – 9:50: Work with Futures Group; Finalize the Presentation

Thursday, August 1: Final Exam – Simulation  
**Out-of-Class Enrichment Activities Due by Today**

Agenda

6:30 – 8:30: Congressional Hearing

8:30 – 8:50: Break

8:50 – 9:50: Fishbowl Deliberation

**Final Reflection Responses Due by Sunday, midnight Sunday August 4th**

**UNIVERSITY REQUIREMENTS**

The instructor will abide by the University’s policy on religious holidays as stated in the university Catalog and the student handbook. Students may request to be excused from class to observe religious holy days of their faiths.

The instructor will also abide by the University’s policy on disabled students. Any student with a disability and who needs special accommodations(s) should notify the instructor and/or contact the Office of Disability Services for Students.

**CODE OF ACADEMIC INTEGRITY**

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else’s work as my own.

I will not cheat, nor will I aid in another’s cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

## MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is responsible for plagiarism.

**Turnitin will be used in this course.**

**This syllabus and schedule may be changed at the discretion of the instructor.** As stated earlier, this course is designed to be dynamic. Therefore as the semester progresses, this course will adapt to the needs of the students.

### **TASKSTREAM MESSAGE TO STUDENTS**

This course requires you to use a TaskStream account for uploading your critical assignment for College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use. College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is \_\_\_\_\_. (see *Program Code List Fall 2012* at <http://education.fiu.edu/TaskStream>.)

**For help, go to:**

TaskStream

800-311-5656

[help@taskstream.com](mailto:help@taskstream.com)

(Monday – Thursday, 8:00 am – 11:00 pm ET)

Friday, 8:00 am – 7:00 pm ET)

COE TaskStream Website

<http://education.fiu.edu/taskstream/>

COE IT Department, ZEB 269

305-348-6305

[coesupport@fiu.edu](mailto:coesupport@fiu.edu)

COE Computer Lab, ZEB 165

305-348-6134

Assessment Panel Reviews

The artifacts you upload onto *TaskStream* may be reviewed by a Panel of Assessment Raters in the College to ensure fairness and consistency in the scoring of the critical assignments. These reviews are required for accreditation purposes. The students' assignments reviewed will have no identifying information so the raters will not know whose students' work they are reviewing. All data aggregated will contain no personal identifying information to ensure confidentiality of students' work.

**TASKSTREAM UPLOAD POLICY**

- All students in courses with critical tasks on *TaskStream* must purchase accounts and upload artifacts
- Faculty must specify in course syllabi the *TaskStream* assignment, rubric, and upload policy
- If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads is 48 hours before grades are due
- Students who earn an “Unacceptable” rating on the course critical task will be provided with one (1) remediation to achieve the Acceptable level. If students are unable to achieve Acceptable, the rating of “Unacceptable” will remain and students will receive a non-passing grade in the course
- Students who fail to upload artifacts by the deadline will receive an “I” (Incomplete) or a non-passing grade in the course, at the discretion of the instructor
- Faculty must provide final *TaskStream* evaluation before final grades are submitted
- *TaskStream* will be inactivated by the end of the first week of the subsequent semester and students who have not uploaded as required will no longer be able to do so without email confirmation from the instructor

**Performance task/artifact**

Each group will write a 12 -page comparative research paper in which you choose one of the articles in the Universal Declaration of Human Rights, and a country other than the United States (US). The paper may compare the implementation (or lack thereof) of that article in your country with its implementation in the US. In addition, the comparative research paper 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?

**Requisite knowledge, skills, habits of mind needed to complete task**

Students will need to:

- Know and understand the historical, philosophical, political, social, cultural, and economic principles and foundations of global education and globalization
- Know the theory and practice of global pedagogy and the pedagogy of globalization
- Have a positive attitude toward inquiry-based curriculum global pedagogy.

**Scoring rubric for artifact which should include indicators from the unit outcomes, and Institutional, State (including where appropriate, ESOL, Reading, etc. competencies), and Professional/Specialized Professional Association Standards to be met**

## APPENDIX A: Reader Reflection Rubric

Criteria	Target	Acceptable	Not Acceptable
<b>Reflective Summary*</b>	<ul style="list-style-type: none"> <li>The introductory reflection thoroughly covers all of the day's readings.</li> <li>The student's reflection demonstrates their ability to probe deep into the readings and make connections to their lives, other texts, and the world.</li> <li>The reflection is at least 200 words.</li> </ul>	<ul style="list-style-type: none"> <li>One or two of the day's readings are not included in the reflection.</li> <li>The reflection is just a summary of the reading and does an adequate job of demonstrating students' ability to make connections between the texts, their lives, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the readings are missing.</li> <li>The reflection is inadequate and does not demonstrate that the student made any connections with the material.</li> <li>The reflection is less than 200 words.</li> </ul>
<b>Quote One</b>	<ul style="list-style-type: none"> <li>Quote is copied in its entirety and includes proper citation (author(s), year, pg. #)</li> <li>There is at least one paragraph thoroughly explaining the students' rationale for choosing this quote.</li> </ul>	<ul style="list-style-type: none"> <li>The quote does not have a proper citation.</li> <li>The paragraph is an adequate explanation for why the student chose this quote.</li> </ul>	<ul style="list-style-type: none"> <li>There is no quote</li> <li>There is no citation for the quote.</li> <li>There is no paragraph explanation of why the student chose the quote.</li> </ul>
<b>Quote Two</b>	<ul style="list-style-type: none"> <li>Quote is copied in its entirety and includes proper citation (author(s), year, pg. #)</li> <li>There is at least one paragraph thoroughly explaining the students' rationale for choosing this quote.</li> </ul>	<ul style="list-style-type: none"> <li>The quote does not have a proper citation.</li> <li>The paragraph is an adequate explanation for why the student chose this quote.</li> </ul>	<ul style="list-style-type: none"> <li>There is no quote</li> <li>There is no citation for the quote.</li> <li>There is no paragraph explanation of why the student chose the quote.</li> </ul>

**\*Same criteria used for reflections on the three reflections included in the outside assignments.**

## APPENDIX B: Expert Group Presentation

Criteria	Target	Acceptable	Unacceptable
<b>Handout</b>	<ul style="list-style-type: none"> <li>Handout concisely summarizes the main idea(s) of the chapter/readings.</li> <li>Written work describes the relationship of the idea to global education, practice in education (locally and globally), developing a global perspective</li> <li>Handout is within 1-3 page limit</li> </ul>	<ul style="list-style-type: none"> <li>The handout does and adequate job summarizing the chapter/readings.</li> <li>There are at least 2-3 connections to the relationship of global education and global perspectives.</li> <li>The handout is at least 1 page long.</li> </ul>	<ul style="list-style-type: none"> <li>The handout does not include any of the main ideas/themes from that day's readings.</li> <li>Not all of the readings are covered.</li> <li>The handout either less than one page or greater than five pages (remember to be concise)</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>All content was accurate and presented without cultural bias/insensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Most of the content was accurate. All of the content was presented without cultural bias/insensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>A large portion of information was inadequate or inaccurate. Information could be seen as biased and culturally insensitive.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>The activities included in the presentation are dynamic and engaging and encouraged all students to participate.</li> </ul>	<ul style="list-style-type: none"> <li>There is at least one student-centered activity although not all of the students were involved and the group still relied on direct delivery of material.</li> </ul>	<ul style="list-style-type: none"> <li>The students in the class were not actively engaged at all.</li> </ul>
<b>Encourages Critical Thinking</b>	<ul style="list-style-type: none"> <li>The majority of the questions asked encouraged higher level critical thinking skills (See Blooms)</li> </ul>	<ul style="list-style-type: none"> <li>Some of the questions asked encouraged higher level critical thinking skills (See Blooms)</li> </ul>	<ul style="list-style-type: none"> <li>None of the questions in this presentation encouraged higher level critical thinking skills (See Booms)</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>All group members participated in the presentation in some capacity.</li> <li>Individuals were articulate and demonstrated they had thoroughly prepared for the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>All group members participated in the presentation in some capacity.</li> <li>Some individuals were not aware of their role or it seemed that the group should have practiced prior to presenting.</li> </ul>	<ul style="list-style-type: none"> <li>Some members did not participate.</li> <li>Students/Groups were not prepared for the presentation.</li> </ul>
<b>Group Dynamics</b>	<ul style="list-style-type: none"> <li>Individual worked well with group members</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Individual did not work will with others or contributed effectively to the final product.</li> </ul>

**APPENDIX C: Rubric for Final Paper Presentation**

<b>Levels/Criteria</b>	<b>Target (3)</b>	<b>Acceptable (2)</b>	<b>Unacceptable (1)</b>	<b>Score/Level</b>
FEAP (a) 2.e: Models clear, acceptable oral and written communication skills.	<p>This research shows full understanding of the question.</p> <ul style="list-style-type: none"> <li>*The research is insightful, integrates knowledge, and demonstrates powerful application.</li> <li>*The research shows powerful evidence of higher order thinking skills.</li> <li>* Concepts are accurate and well supported, with concrete examples for each separate concept.</li> <li>* There are no misconceptions.</li> <li>* The research is comprehensive.</li> <li>*The candidate modeled exceptional oral communication skills while presenting their final project.</li> </ul>	<p>This research shows knowledge of the question.</p> <ul style="list-style-type: none"> <li>*The research is acceptable with some key ideas. The research shows little or no evidence of application.</li> <li>* The research includes some basic ideas.</li> <li>* The research provides little or no support, with very few concrete examples of separate concepts.</li> <li>* There are minimal misconceptions.</li> <li>*The candidate modeled acceptable oral communication skills while presenting their final project.</li> </ul>	<p>This research shows minimal knowledge of the question.</p> <ul style="list-style-type: none"> <li>*The research is related to the question, but it is inadequate.</li> <li>* The research includes incomplete or fragmented ideas or knowledge.</li> <li>* The research provides no support, and no concrete examples of separate concepts.</li> <li>* There may be significant misconceptions.</li> <li>*The candidate's oral communication when presenting their ideas was unacceptable.</li> </ul>	
<b>APA Style</b>	In excellent compliance	In adequate compliance	In inadequate compliance	
<b>Total Points</b>	7 X 3			

**APPENDIX D: Discussion Rubric – Daily and Final Simulation**

	Target	Acceptable	Unacceptable
Preparation	Demonstrates completion of all required as well as outside reading/written assignments. Pulled in numerous examples to support the position. Made several clear connections to work/personal life	Demonstrates awareness of the required readings/written assignments. Included at least one example or outside reading.	Does not include information from course assignments and readings and/or outside readings specific to the topic.
Content	Comments in large and small group add significantly to the learning process; comments demonstrate higher order thinking-analysis, synthesis & evaluation	Comments show adequate background knowledge (pre-course) of basic concepts	Comments show no evidence of awareness of course concepts
Process	Comments build on contributions of others, enabling group to integrate experiences and insights (connecting theory with real life experiences); supportive and encouraging to other class members; comments are focused and concise. Comments remain at an appropriate level for civil discourse.	Comments build on comments of others in a non-integrative way; shows support of other class mates; comments tend to be unnecessarily long-winded or slightly off topic. Comments remain at an appropriate level for civil discourse.	Comments do not contribute to the whole discussion. Student dominates unnecessarily, does not contribute to the group process or is disruptive. Comments do not demonstrate appropriate civil discourse.
Total Points			