EDU 357: International and Cross-Cultural Education
Instructor: Wei Xia
Fall 2013
(Syllabus Developed by Dr. David Stoloff & Adapted by Wei Xia)

Instructor’s contact information:
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Willimantic, CT 06226,
Email: xiaw@easternct.edu
Office hours are arranged via email.

Course Description:

Global as well as area studies into the connections between cultures and educational systems throughout the world. Practice in strategies to enhance cross-cultural understanding through studies in international education. Meets the Tier II Cultural Perspectives requirement of the Liberal Arts program.

Course Objectives:

Upon completion of this seminar, the participants will have

1) Examined how the tools of comparative and international education might be used to understand, assess, and reform schooling,
2) Documented their own knowledge, skills, and dispositions to enable them to successfully live in a cross-cultural community and world,
3) Developed collaboratively and presented case studies on how diverse nations organize schooling and how variability and heterogeneity within and across cultures influence educational achievement, and
4) Reflect on their own and their communities’ cultural identity and diversity.

From the requirements for the “Tier II Cultural Perspectives objectives
Students must have passed at least one Tier I course in Arts and Humanities, Social Sciences or Historical Perspectives in order to enroll in courses in this category.
Students will draw from interdisciplinary perspectives in order to understand and critically examine culture. Contemporary perspectives on the meaning, content, and processes of cultural production will be explored.

Upon completion of this requirement students will be able to:

1. Examine culture as dynamic and contested;
2. Critically examine paradigm shifts in understanding culture;
3. Analyze variability and heterogeneity within and across cultures; and
4. Engage in reflexivity about their own culture and identity.”

Texts:


<table>
<thead>
<tr>
<th>Assignments</th>
<th>Maximum Points Earned</th>
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<tbody>
<tr>
<td>1. Active attendance in class meetings and discussions.</td>
<td>40 points</td>
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<tr>
<td>2. US Educational History - Research an intriguing event or a theme from each of the 5 centuries of US Educational History. Use the university library or its online database to develop five 250-word essays with at least 3 references for each of the century.</td>
<td>60 points</td>
</tr>
<tr>
<td>3. Essay (750-words) on intercultural understanding by analyzing the Eurobarometer reports and other similar international socio-barometer reports.</td>
<td>35 points</td>
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<tr>
<td>4. Compare employers’/students’ attitudes to education in US and Non-US countries/regions in a 500-word essay.</td>
<td>30 points</td>
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</table>

5a) Controversies Revisited - review each of the 3 chapters in this section with short essays of 100 words each, then review in 200-words two related scholarly articles, using the university library's database of articles after 2006, and then add a 250-word section on lessons learned from these readings. This 750-word essay would earn 30 points in this class.

5b) Lessons from Home and Aboard - follow the same process above for 100-word reviews each of the 3 chapters in this section, then review in 200-words two related scholarly articles using the university’s library database, and in a concluding section of 250-words discussed lesson learned, developing a 750-word essay worth up to 30 points.

5c) Looking to the Future - review each of the 6 chapters in this section with short essays of 100 words, then review in 200-words two related scholarly article, and then evaluate your experience and professional and social change after reading this text in a 200-word essay. This 1,000-word long essay would earn 40 points.

6. Area Study illustrated with a Powerpoint presentation – prepare an individual powerpoint presentation on how your major might study schools in the nation you have been studying (50 points).

7. In a 1,000 word essay, describe how you have adapted (or plan to adapt) your teaching (or if you are not an education major your professional interactions) with students (or other people) who would benefit from special accommodations for their exceptionalities, race, ethnicity, gender, culture, linguistics and socioeconomic status. Participants will develop this 1,000 word essay with at least 10 scholarly references from the university library’s database of articles published after 2006 focusing on the education of (or professional interactions with) at least three different specific groups which may require accommodations.

<table>
<thead>
<tr>
<th>5a) Controversies Revisited</th>
<th>100 points (30+30+40 points)</th>
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</thead>
<tbody>
<tr>
<td>5b) Lessons from Home and Aboard</td>
<td>50 points</td>
</tr>
<tr>
<td>5c) Looking to the Future</td>
<td>50 points</td>
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</tbody>
</table>
8. How have your knowledge, skills, and dispositions been enhanced by this seminar? Write an essay of at least **500 words** outlining 10 ideas and 5 memorable readings that you will be taking away from this experience. **30 points**

9. Complete the online course evaluation. **5 points**

Please discuss with the instructor potential alternative projects on our colloquium topics for additional points.

**Assessment:** Students will earn points by completing assignments and participating in class activities and discussions. The total number of points in assignments in the outline is 400 (or more) points. Participants are encouraged to suggest other alternative activities related to the content of the course to earn additional or substitute points for the outlined projects. By session end, earning 372 points or more will result in an A:

<table>
<thead>
<tr>
<th>Midterm points</th>
<th>Earned points by the end of the course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 186</td>
<td>372 or more</td>
<td>A</td>
</tr>
<tr>
<td>≥ 180</td>
<td>360 - 371</td>
<td>A-</td>
</tr>
<tr>
<td>≥ 173</td>
<td>346 – 359</td>
<td>B+</td>
</tr>
<tr>
<td>≥ 166</td>
<td>333 - 345</td>
<td>B</td>
</tr>
<tr>
<td>≥ 160</td>
<td>320 - 332</td>
<td>B-</td>
</tr>
<tr>
<td>≥ 153</td>
<td>306 - 319</td>
<td>C+</td>
</tr>
<tr>
<td>≥ 146</td>
<td>292 – 305</td>
<td>C</td>
</tr>
<tr>
<td>≥ 140</td>
<td>280 - 291</td>
<td>C-</td>
</tr>
<tr>
<td>≥ 133</td>
<td>267 - 279</td>
<td>D+</td>
</tr>
<tr>
<td>≥ 126</td>
<td>253 - 266</td>
<td>D</td>
</tr>
<tr>
<td>≥ 120</td>
<td>240 – 252</td>
<td>D-</td>
</tr>
<tr>
<td>≤120</td>
<td>Less than 240</td>
<td>F</td>
</tr>
</tbody>
</table>
Course Activities and Assessment Aligned to 2008 Unit Conceptual Framework (CF) - ECSU proficiencies and other goals and competencies for

EDU 357 – International and CrossCultural Education

All course goals, objectives, and themes are interconnected with the Education Unit Conceptual Framework Candidate Proficiencies (ECP), Goals of the Liberal Arts Core Curriculum (LACC) at Eastern CSU, Goals of the Tier I Social Sciences (IISS) category, Connecticut Pre-service Teacher Competencies (PTC), and the 2010 Connecticut Common Core of Teaching (CCT). The following table shows the elements of ECP, LACC, TISS, PTC, and CCT.

<table>
<thead>
<tr>
<th>Eastern Candidate Proficiencies (ECP)</th>
<th>Goals of the Liberal Arts Core Curriculum at Eastern CSU (LACC)</th>
<th>Tier II Cultural Perspectives objectives (TIICP)</th>
<th>Preservice Teacher Competencies (PTC)</th>
<th>Common Core of Teaching (CCT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Content Knowledge (CNK)</td>
<td>Our goal is to enable students to:</td>
<td>Upon completion of this requirement students will be able to:</td>
<td>1: Development and Characteristics of Learners</td>
<td></td>
</tr>
<tr>
<td>2: Pedagogical Knowledge (PDK)</td>
<td>1. productively engage in multiple modes of thinking;</td>
<td>1. Examine culture as dynamic and contested;</td>
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<td></td>
</tr>
<tr>
<td>3: Integration of Knowledge (INT)</td>
<td>2. examine, organize, and synthesize information in ways appropriate to a variety of contexts;</td>
<td>2. Critically examine paradigm shifts in understanding culture;</td>
<td>2: Evidence-based/Standards-based Instruction</td>
<td></td>
</tr>
<tr>
<td>4: Technology as a Tool to Teach (TTT)</td>
<td>3. communicate effectively orally, visually and in writing;</td>
<td>3. Analyze variability and heterogeneity within and across cultures; and</td>
<td>3: Evidence-based Classroom and Behavior Management</td>
<td></td>
</tr>
<tr>
<td>5: Diversity (DIV)</td>
<td>4. use scientific methods and concepts and quantitative skills to solve problems and make informed decisions;</td>
<td>4. Engage in reflexivity about their own culture and identity.”</td>
<td>4: Assessment</td>
<td></td>
</tr>
<tr>
<td>6: Professionalism (PRF)</td>
<td>5. understand how a person’s culture influences his/her view of the world;</td>
<td>5: Professional Behaviors and Responsibilities</td>
<td>5: Professional Responsibilities and Teacher Leadership</td>
<td></td>
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<tr>
<td></td>
<td>6. act in an informed and ethical manner in our global society;</td>
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<td></td>
<td>7. understand the human condition from an historical context;</td>
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<td></td>
<td>and 8. foster curiosity and a passion for learning.</td>
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Domain 1: Content and Essential Skills
Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning
Domain 3: Planning for Active Learning
Domain 4: Instruction for Active Learning
Domain 5: Assessment for Learning
Domain 6: Professional Responsibilities and Teacher Leadership
The following table below provides an outline of how the goals and objectives of this course align with the ECP, LACC, TIICP, PTC, and the CCT program standards for beginning (and practicing) teachers. Also, each goal/objective is associated with a student product that would be completed during the course.

<table>
<thead>
<tr>
<th>Course Goals/Objectives/Candidate Proficiencies</th>
<th>Goals, proficiencies, and standards</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **By the end of the course, the student will have** | ECP:  
1: Content Knowledge (CNK)  
2: Pedagogical Knowledge (PDK)  
3: Integration of Knowledge (INT)  
LACC:  
1. productively engage in multiple modes of thinking;  
2. examine, organize, and synthesize information in ways appropriate to a variety of contexts;  
3. communicate effectively orally, visually and in writing;  
TIICP:  
1. Examine culture as dynamic and contested;  
2. Critically examine paradigm shifts in understanding culture;  
3. Analyze variability and heterogeneity within and across cultures; and  
4. Engage in reflexivity about their own culture and identity.”  
PTC:  
4: Assessment  
5: Professional Behaviors and Responsibilities  
CCT:  
**Domain 1**: Content and Essential Skills  
**Domain 2**: Classroom Environment, Student Engagement, and Commitment to Learning  
**Domain 3**: Planning for Active Learning  
**Domain 4**: Instruction for Active Learning  
**Domain 5**: Assessment for Learning  
**Domain 6**: Professional Responsibilities and Teacher Leadership | Essay on intercultural understanding, analyzing the Eurobarometer reports and other similar international socio-barometer reports.  
Area study on an nation or ethnic group.  
Compare employers’/students’ attitudes to education in US and Non-US countries/regions in a 500-word essay. |
| 2) Documented their own knowledge, skills, and dispositions to enable them to successfully live in a cross-cultural community and world, | ECP:  
5: Diversity (DIV)  
LACC:  
5. understand how a person’s culture influences his/her view of the world;  
6. act in an informed and ethical manner in our global society;  
7. understand the human condition from an historical context; and  
8. foster curiosity and a passion for learning.  
TIICP:  
1. Examine culture as dynamic and contested;  
2. Critically examine paradigm shifts in understanding culture;  
3. Analyze variability and heterogeneity within and across cultures; and  
4. Engage in reflexivity about their own culture and identity.”  
PTC:  
1: Development and Characteristics of Learners  
CCT:  
**Domain 6**: Professional Responsibilities and Teacher Leadership | Essays on their participation in CultureQuest project.  
Essays on the influences of culture on learning and cross-cultural relations.  
Individual and project presentations. |
3) developed collaboratively and presented case studies on how diverse nations organize schooling and how variability and heterogeneity within and across cultures influence education achievement,

4) Reflect on their own and their communities’ cultural identity and diversity.

ECP:
1: Content Knowledge (CNK)
2: Pedagogical Knowledge (PDK)
3: Integration of Knowledge (INT)
4: Technology as a Tool to Teach (TTT)

LACC:
1. productively engage in multiple modes of thinking;
2. examine, organize, and synthesize information in ways appropriate to a variety of contexts;
3. communicate effectively orally, visually and in writing

TISS:
1. Understand the multifaceted and dynamic interactions within and between individuals, social systems, social structures, and social institutions;

PTC:
3: Evidence-based Classroom and Behavior Management
4: Assessment

CCT:
Domain 1: Content and Essential Skills
Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning
Domain 3: Planning for Active Learning
Domain 4: Instruction for Active Learning
Domain 5: Assessment for Learning

Participation in discussions.

Area studies.

Sources:


Office of AccessAbility Services

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at (860) 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Academic Services Center

Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://www.easternct.edu/asc/

Academic Misconduct

Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the student handbook or at: http://kb.easternct.edu/article.aspx?article=1522&p=11.

All violations will be handled under the procedures established in this policy.

WRITING CENTER STATEMENT

"The ECSU Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of ECSU by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work, and do it more comfortably and confidently. Any student can and should use the Writing Center--the process of talking with readers about writing and getting feedback on their writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to www.rich37.com/easternct and registering online. It's a good idea for students to bring copies of any assignment sheets to the Writing Center, so the tutor knows what is expected of the assignment."
Additional Web Resources:


