Syllabus for EDU 557 Online – Summer 2009

EDU 557 – International and Cross-Cultural Education
Dr. David L. Stoloff, Instructor

David L. Stoloff, Ph.D., Professor, Education Department and
Director, Center for Educational Excellence
Education Department, Eastern Connecticut State University
83 Windham Street, Webb Hall Room 150, Willimantic, CT 06226
tel. no. (860) 465 - 5501, fax. no. (860) 465 - 5099, email: stoloffd@easternct.edu
WWW: http://nutmeg.easternct.edu/~stoloffd/
blog: http://sites.google.com/site/stoloffd/

Course description: Global as well as area study of the nature of cultures and educational systems in industrialized, democratic nations, socialist societies, and Third World countries around the world. Enrollment in this course is limited to 25 students.

This course fulfills one of the requirements for the MS in Educational Technology at ECSU. It is designed to provide opportunities for the participants to document their competencies in alignment with the Education Department’s 2008 Unit Conceptual Framework (CF) - ECSU Proficiencies, Connecticut Common Core of Teaching, and ISTE Standards (2008). A matrix of these standards is found in Appendix I with an outline of how the course activities and assignments are aligned. Participants in the MS in Ed Tech program will be making use of this matrix as part of a diploma supplement that they will produce for their comprehensive electronic portfolio in that program.

University Support Services

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 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility as soon as possible. Please note 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://academicaffairs.easternct.edu/ASC-FAQs.html”
Web Resources – an introductory list

Edutopia – http://www.edutopia.org/


Stanford Program on International and Cross-Cultural Education (SPICE) - spice.stanford.edu/

Teach Global Education, Ohio State University - http://teachglobaled.net/

Linking All Types of Teachers to International and Cross-Cultural Education - http://www.casid.msu.edu/outreach/lattice.shtml


Course requirements

Participation in 12 Threaded Discussions (TDs), TD12-courseeval is not graded - 5 points for 5 threads before closing date for the other 11 TDs, 55 points.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Threaded Discussion topics</th>
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<tbody>
<tr>
<td>A1- bibliography of web resources on international and cross-cultural education /20 points</td>
<td>TD1-intros Please introduce yourself - your educational setting where you are learning and teaching, your educational path you have taken to get to this point, the plans you have for the future.</td>
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<tr>
<td>A2- planning to collaborate at least 20 interactive international resources in curriculum /20 points</td>
<td>TD2-Web Resources Please discuss the web resources that you have explored on international and cross-cultural education. Share how you might use them in your learning and teaching.</td>
</tr>
<tr>
<td>A3 - 4 lessons plans using web resources to enhance learning and teaching /20 points</td>
<td>TD3-International Community Resources Describe your experiences interacting online with global education collaborative.</td>
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<tr>
<td>A4- planning to integrate 5 global perspectives in curriculum, learnings from Global Education Collaborative /20 points</td>
<td>TD4-Integrating Global Resources</td>
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</table>
A5- review on text on global education /20 points

A6-comparative study of the educational systems of at least 2 nations /20 points

A7-curriculum development of a unit that incorporates these resources /20 points

A8 – prepare a powerpoint presentation on the importance of integration global education in your local curriculum /20 points

Alternative projects are encouraged.

See the matrix and the online assignment descriptions for more details.

Describe how you might integrate global resources in your classroom. How would these initiatives fit with curriculum standards? How would you develop an assessment system to document academic growth?

TD5- Text Review
Describe the text that you chose on global, international education. What are its implications within your curriculum?

TD6-Comparative Study
Compare the educational systems of at least two nations. How are they similar? How do they differ? How is the national culture and identity reflected within the curriculum and assessment systems?

TD7- Educational Development
Describe how you might collaborate to expand educational opportunities in your setting and throughout the world. What models have you seen on the web?

TD8-Educational Opportunities
Discuss educational opportunities for learners and teachers that you found in your review of web resources. Consider planning to apply for an international experience for yourself or your students.

TD9-Research
Let's use this space to share ideas about potential research projects on global education. What are some of the challenges in developing a research project. Any research tips? Let's discuss qualitative and quantitative research techniques and statistical analysis.

TD10-Planning for Next Year
Please refer to the examples you studied as you plan to incorporate global education in your classroom for the next academic year. Please share your planning presentations in this discussion.

Grading Policies

Students will earn points by completing assignments and participating in threaded discussions. The total number of points in assignments in the outline is above 200 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 seminar end, earning 180 points or more will result in an A in this course,

160 to 179 points a B,
140 to 159 points a C

The university catalog indicates that "no grade below a C earns graduate program credit."

120 to 139 points a D,

and below 120 points a failing grade in this course.

Participants may withdraw from this course without penalty during the first few days of the seminar - please contact the Graduate Division and/or the Registrar's Office for details on this process.

Students may request an incomplete grade by contacting the instructor 10 days prior to the close of the seminar. Incomplete assignments, when students are temporarily unable to fulfill course requirements, must be completed within six weeks after the beginning of the first full semester following the granting of the "Incomplete." Problems with technology should not be considered as strong justifications for granting an incomplete for this course.

The gradebook for this course is listed under Student Tools.

Please note that the threaded discussions are scored - 5 points for at least 5 contributions by the closing date. The closing dates are listed on the course calendar - there is a link on the navigation bar on the left.

Please also note that assignments are due by 11:55 pm on the closing date - WebCT doesn't have an option for 11:59:59 pm. If you miss the closing date and still wish to submit the assignment, there will be a penalty of 1 point for every day that the assignment is late. You may submit late assignments as attachments to internal course emails to me. Please save your assignments and your website addresses with short meaning titles with no spaces and your initials.

Assignment format

Please confirm for yourself that you have successfully uploaded or attached your assignments into the submission folder. The late policy will apply if you do not successfully submit the assignment by the due date.

All assignments should be submitted as documents that may be easily read using the Microsoft Office applications - WORD, EXCEL, PowerPoint. If you are using other software, please save and submit your documents in versions that might be easily read by Office applications - i.e. text files. Please make use of APA-style for your citations.

Some resources for developing citations may be found within the online resources of Eastern’s Smith library at http://nutmeg.easternct.edu/smithlibrary/library1/citing.htm .
Appendix I -


Website references:

Connecticut Common Core of Teaching -


<table>
<thead>
<tr>
<th>2008 Unit Conceptual Framework (CF)- ECSU Proficiencies</th>
<th>Connecticut Common Core of Teaching (CCCT)</th>
<th>NETS*T Standards - Specialty Professional Association (SPA) standards</th>
<th>EDU 557 Activities and Assessments – Assignments and Threaded Discussions (TDs)</th>
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<tbody>
<tr>
<td>4: Technology as a Tool to Teach (TTT)</td>
<td>IIB4 – Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.</td>
<td>1. Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers: a. promote, support, and model creative and innovative thinking and inventiveness</td>
<td>A3 - 4 lessons plans using web resources to enhance learning and teaching</td>
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<td>2: Pedagogical Knowledge (PDK)</td>
<td>IA1- Teachers understand how students learn and develop. IA2 - Teachers understand how students differ in their approaches to learning.</td>
<td>b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources</td>
<td>TD2-Web Resources Please discuss the web resources that you have explored on international and cross-cultural education. Share how you might use them in your learning and teaching.</td>
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<td>2.1 Candidates/Graduates are able to formulate developmentally appropriate learning goals and objectives for students based upon knowledge of subject matter, students, the community, curriculum goals (both state and national), and theories of</td>
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<td></td>
<td>A3 - 4 lessons plans using web resources to enhance learning and teaching /20 points</td>
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<td></td>
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<td></td>
<td>TD4-Integrating Global Resources Describe how you might integrate global resources in your classroom. How would these initiatives fit</td>
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</table>
human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment.

| 2.2 Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning. | IIC1 – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate. | c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes | A7- curriculum development of a unit that incorporates these resources /20 points |

| 3: Integration of Knowledge (INT) | 3.1 Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach. | IB1- Teachers are proficient in reading, writing, and mathematics. | 2. Design and Develop Digital-Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers: a. design or adapt relevant learning experiences that incorporate digital tools and resources to integrate 5 global perspectives in curriculum, learnings from Global Education Collaborative /20 points |

| | | d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments | TD7- Educational Development Describe how you might collaborate to expand educational opportunities in your setting and throughout the world. What models have you seen on the web? |

| | | | TD3-International Community Resources Describe your experiences interacting online with global education collaborative. |

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EDU 557 – International and Cross-Cultural Education, D. Stoloff, SU09
| 3.2 | Candidates/Graduate demonstrate an ability to integrate learning theories and other pedagogical knowledge in their clinical experiences and student teaching. | IIB4 – Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills. | b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress | A5- review on text on global education /20 points |

| 2.3 | Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry. | IC1 - Teachers know how to design and deliver instruction. | c. customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources | TD7- Educational Development |

| 2.4 | Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner. | IC2 - Teachers recognize the need to vary their instructional methods. | d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching | TD6-Comparative Study |

| 1: Content Knowledge (CNK) | Candidates/Graduates demonstrate in-depth understanding of content knowledge including central concepts, principles, skills, tools of inquiry, and structure of the discipline(s) by engaging students | IIA2 – Teachers select and/or create learning tasks that make subject matter meaningful to students. | 3. Model Digital-Age Work and Learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A1- bibliography of web resources on international and cross-cultural education /20 points |

| Teachers: | Describe how you might collaborate to expand educational opportunities in your setting and throughout the world. What models have you seen on the web? | Describe the text that you chose on global, international education. What are its implications within your curriculum? | Compare the educational systems of at least two nations. How are they similar? How do they differ? How is the national culture and identity reflected within the curriculum and assessment systems? |
| IIB1 – Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their success. | a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations | TD10-Planning for Next Year
Please refer to the examples you studied as you plan to incorporate global education in your classroom for the next academic year. Please share your planning presentations in this discussion.

A8 – prepare a powerpoint presentation on the importance of integration global education in your local curriculum /20 points |

| IIB3 - Teachers use effective verbal, nonverbal, and media communications techniques which foster individual and collaborative inquiry. | b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation | A8 – prepare a powerpoint presentation on the importance of integration global education in your local curriculum /20 points |

| IIB2 - Teachers create instructional opportunities that support students’ academic, social, and personal development. | c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats | TD9-Research
Let's use this space to share ideas about potential research projects on global education. What are some of the challenges in developing a research project. Any research tips? Let's discuss qualitative and quantitative research techniques and statistical analysis. |

| 5: Diversity (DIV) 5.1 Candidates/Graduates | A4- planning to integrate 5 global perspectives in |

**4. Promote and Model Digital Citizenship and**
<table>
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<tr>
<th>demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.</th>
<th>based upon knowledge of subject matter, students, the curriculum, and the community.</th>
<th>Responsibility</th>
<th>curriculum, learnings from Global Education Collaborative /20 points</th>
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<tr>
<td>Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers: a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources</td>
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<td>teacher's responsibility</td>
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<tr>
<td>b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources</td>
<td>TD8-Educational Opportunities Discuss educational opportunities for learners and teachers that you found in your review of web resources. Consider planning to apply for an international experience for yourself or your students.</td>
<td>IIIA2 Teachers share responsibility for student achievement and well-being.</td>
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<td>c. promote and model digital etiquette and responsible social interactions related to the use of technology and information</td>
<td>TD8-Educational Opportunities Discuss educational opportunities for learners and teachers that you found in your review of web resources. Consider planning to apply for an international experience for yourself or your students.</td>
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<tr>
<td>d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools</td>
<td>A4- planning to integrate 5 global perspectives in curriculum, learnings from Global Education Collaborative /20 points</td>
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<td>A5- review on text on</td>
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<td>6: Professionalism (PRF)</td>
<td>IIA1 — Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.</td>
<td>5. Engage in Professional Growth and Leadership</td>
<td>A4- planning to integrate 5 global perspectives in curriculum, learnings from Global Education Collaborative /20 points</td>
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<td>Candidates/Graduates collaborate with cooperating teachers, other teachers, school administrators and other school professionals, parents, families, and communities in a professional and ethical manner to help students reach their maximum potential.</td>
<td>IIB2 — Teachers seek out opportunities to grow professionally.</td>
<td>Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</td>
<td>A5- review on text on global education /20 points</td>
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<td>Teachers: a. participate in local and global learning communities to explore creative applications of technology to improve student learning</td>
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<td>b.</td>
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<td>IIIC1 — Teachers serve as leaders in the school community.</td>
<td>b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</td>
<td>TD10-Planning for Next Year Please refer to the examples you studied as you plan to incorporate global education in your classroom for the next academic year. Please share your planning presentations in this discussion.</td>
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<td>IIIB1— Teachers continually engage in self-evaluation of the effects of their choices</td>
<td>c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging technology</td>
<td>TD9-Research Let’s use this space to share ideas about potential research projects on global education. What are some of the challenges in developing a research project. Any</td>
</tr>
</tbody>
</table>
and actions on students and the school community.
digital tools and resources in support of student learning
research tips? Let's discuss qualitative and quantitative research techniques and statistical analysis.

**IIIC2 – Teachers demonstrate a commitment to their students and passion for improving their profession.**

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

**TD1-intros**
Please introduce yourself - your educational setting - where you are learning and teaching, your educational path you have taken to get to this point, the plans you have for the future.