## Instructors

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## Rationale

By blending the Leading Global Discussions course and an EF Educational Tour, educators develop global competence skills in order to bring global education to their classrooms and local communities. This course enriches the experiential learning that will take place while on tour, while allowing educators and community leaders to implement change with global prospective.

## Course Description

The *Leading Global Discussions* course seeks to help educators, administrators, and community leaders develop lasting and applicable global competency skills. Participants of this course will implement professional level and experiential research to create change in their classrooms and/or communities. They'll recognize the importance of self-reflection in diverse global settings, while creating plans to improve their practice and community relations. EF and SNHU recognize the need to help establish educational and social change for students and community members seeking global solutions in an ever-changing diverse world.

## Course Objectives

1. Develop global competency skills by the following four actions: A) investigate social, cultural, educational issues in our ever- growing and changing world; B) recognize perspectives of self and others in diverse communities; C) communicate ideas of global competence; D) take action that attempts to make a difference in your educational setting and the world.

2. Become autonomous researchers of dilemmas and/or opportunities of global significance that are of interest to you.

3. Broaden your depth of critical thinking, problem solving, communicating, collaborating, and innovating in global contexts that help transform an aspect of your professional practice and/or ability to be of service to your community.

4. Engage in diverse learning communities to reflect, analyze, and disseminate your educational experiences

5. Contribute to global education and competence by experiencing new dimensions of teaching and learning.

## Content Outline

The *Leading Global Discussions* course consists of three sections:

1) Pre-tour exploration of global issues
2) On-tour research at a destination
3) Post-tour final project, reflection, and debriefing

Students will engage in three phases of research, reflection, and implementation throughout the course:

Prior to departure, students will research and evaluate how current educators, scholars, and community leaders address global issues for transformative change. During their travel experience with EF, students will create ongoing reflections to document their global competence experiences. Upon returning to their home, students will have 3 options to demonstrate learnings relative to the course objectives. Students are expected to be active contributors to the discussion forum on Schoology posting their research question prior to travel while also sharing reflections of the experience throughout the course.

## Primary Methods of Instruction

Instruction will be online through Schoology. Students will engage in conversation with classmates about topics relevant to research prior to travel, observations and evidence while on tour, and reflections and concluding thoughts once returned. Students are expected to be active contributors to the learning environment.

## Assignments

All Assignments are to be completed at the designated time, either before, while on, or after tour. Assignments will not need to be turned in until returning from travel except where students have been tasked with posting to the discussion forum on the Schoology site which should be completed in the designated time.

Students will be assessed on all assignments using the rubric found in the evaluation/ grading section of the syllabus.

**PRE-TOUR – CHOOSE, EVALUATE, AND SHARE YOUR TOPIC**

1) Choose a global issue topic that can be used to transform your educational practice and/or community.
2) Find, review, and evaluate a minimum of five (5) professional and/or scholarly sources that align with your topic. Annotated Bibliography guidelines can be found in the "Step Three- Creating the annotated bibliography" folder on Schoology.
3) Introduce yourself, your research topic and briefing on your rationale, and your role in the field of education on the discussion board in the "Introductions and Explorations" folder on our Schoology site prior to departure.

**ON-TOUR – INVESTIGATE**

1) As you travel with EF, think about how your observations and interactions will impact your educational practice and/community.

   Collect information, artifacts and reflections that you can use to support your topic and increase your global competence.

**POST-TOUR PROJECT**
Students will have 3 options to demonstrate learnings relative to the course objectives.

<u>Option 1</u>. A 3-5 page reflective essay about what you now understand about some of the aspects of your professional practice that DO NOT have to do with lesson development in your classroom - but that ARE connected to your growth in at least three objective areas within this course. Cite the Sources that have helped you to make these realizations within your essay - you can organize it by Course Objective area if you'd like or make it a reflective narrative. Your essay should be about what YOU learned about YOUR OWN professional practice (not focused on the wonderful learning of your wonderful students - except in thinking about what YOU did to facilitate that learning).

<u>Some guiding questions for Learning Option #1:</u>

A. Describe how your readings connected to your travel experiences? Where did they align and differ? How did one augment the other?

B. How might you incorporate your newly acquired firsthand knowledge and artifacts into your classroom or community in a meaningful way (its ok if you need to do more research to answer this question - lay out a plan for what that might be)?  Think about what aspects of your experiences in this course and travel will directly impact your practice with your students or community members.  How might you measure that impact?

C. Based on the experiences in this course, in what way are you prepared to incorporate aspects of global competence into your professional practice or community service?

<u>Option 2:</u> 2-3 Classroom artifacts that reflect your growth in three of the objectives for this course and reflections about how each of these demonstrates growth in your professional practice as it relates to increased global competence on your part - perhaps these are assessments, learning opportunities that are configured differently (be sure to stay connected to the objectives!).  Demonstrate how you have relied upon some of the resources you've found in order to develop these artifacts in your explanation.

<u>Option 3:</u> Find and analyze three different definitions of Global Competence promoted by organizations that make it their mission to advance global competence skills and dispositions.  What skills do they have in common? Where do they differ? Based on your analysis, what aspects of these definitions to you excel within, which ones have you grown in based on your course experience, and which ones do you need to keep growing in based on what you now know about yourself. Which parts of the course have led you to achieve the growth you see in your own skills, knowledge, and dispositions?  Your analysis should be presented in a 3-5 page paper or the equivalent in an alternative form (ask your academic mentor for help brainstorming if you need it!

## Evaluation/Grading

Students are assessed on core areas across all three course deliverables (Unit plan/ synthesis paper/ discussion forum contributions) as well as ability to meet the requirements of those assignments. Students are encouraged to self-assess their work against the assessment rubric prior to turning in their work.

**The course rubric is split up into two areas of assessment:**

- Areas of Conceptual Growth
- Areas of Course Products and Required Activities

**Both areas of assessment will use four categories to determine unique criteria:**

*Exemplary*
*Proficient*
*Developing*
*Needs Improvement*

Please refer to the Course Rubric for details concerning each criterion.

| Grade Breakdown and Explanation | |
| --- | --- |
| **Areas of Conceptual Growth** | |
| Developing Perspectives | |
| Promoting Global Competence | |
| Investigation | |
| **Areas of Course Products and Required Activities** | |
| Synthesis and Summary Paper | |
| Unit Plan | |
| Online Discussion Contributions | |
| | |
| *All "Exemplary" and/or "Proficient" criteria* | A |
| *More "Exemplary/Proficient" than "Developing"* | B |
| *More "Developing" than "Exemplary/Proficient" or One (1) "Needs Improvement"* | C |
| *More than one (1) "Needs Improvement"* | C or F *Grade pending discussion between student and instructor(s) |

SNHU adheres to the following final grades derived from this syllabus:

| Letter Grade | Numerical Equivalent |
| --- | --- |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| F | 0-72 |

## Official University Transcripts

For educators enrolling in Southern New Hampshire University (SNHU) credit in this course, you may take advantage of receiving an official University transcript from your completed and paid course. SNHU is accredited by the New England Association of Schools and Colleges, and is accepted at the majority of universities and colleges. However, the transferability of credit is up to the institution and degree program into which you are transferring.

Once you have submitted all the necessary coursework to your instructor, a final grade will be issued, and transcripts will be available at the end of your selected course term. Upon finishing your term, you may access your transcripts one of two ways:

1)    You may click on the below link and create an account with the SNHU transcript provider.
https://exchange.parchment.com/send/adds/index.php?main_page=index&s_id=hpXtLcnAYxiSi2FK

2)    Students may also access my.snhu.edu for a transcript request, and other SNHU services such as library resources and supplementary material.

For any and all further questions regarding access to transcripts after you have successfully completed the course, please contact the SNHU helpline at 855-877-9919. **Please do not contact the helpline until your course term has ended.**

## Course and SNHU Policies

By registering for and participating in this course, you have agreed to abide by the Policies and Practices of the course and by SNHU policies found in the SNHU University College Catalog.
The policies include:

**Copyright Policy**
Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The SNHU Copyright Policy can be accessed from the Shapiro Library's Copyright LibGuide at http://libguides.snhu.edu/content.php?pid=5411. Questions regarding copyright may be addressed to the Dean of the University Library.

**Academic Honesty Policy**
Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Students involved in such activities are subject to serious disciplinary action. Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations or written assignments from any source not approved by the instructor. *For a full definition of academic honesty policy please refer to link below.
http://family.snhu.edu/Resources/policiesandprocedures/UC/Pages/Academic-Honesty-UC.aspx

**Disability Services – ADA/504 Compliance Statement**
Southern New Hampshire University is committed to and concerned with meeting the needs of students challenged by physical, sensory, psychiatric, attention, and/or learning disabilities with regard to the Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act. At the beginning of each

term, or as soon as you become aware of a disability, we encourage you to contact the Office of Disability Services to discuss accommodations for which you may be qualified.

For questions concerning support services, documentation guidelines, or general disability issues:

Office of Disability Services, Exeter Hall, Suite 56

603.644.3118    disabilityservices@snhu.edu

https://my.snhu.edu/Academics/Pages/SyllabiStatements.aspx

For questions concerning ADA/504 related compliance matters, grievance or legal issues, the contact information is:  adacompliance@snhu.edu, (603)645-9664 phone, (603)645-9717 fax

**Web-based Instruction Required**

__X_ YES NO ___ The use of Web-based supplemental instruction is required in this course.