

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 perspective.

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 their return, students will develop an instructional unit on their selected global topic that relates to their subject area, interest, and need for education in the classroom or community of their choosing. The research that takes place before and during the tour will serve as a guide for the creation of their instructional unit and summary. In addition to the instructional unit, students will submit a synthesis/summary paper that reflects on their experiences pre-, during, and post-tour. 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.
- 4) Research, list, and describe two (2) instances of how other educators or community leaders are transforming their classrooms/communities by implementing a global mindset and competence. Share your opinions on whether or not you think their strategies to bring global education into their classroom or community is successful or not.

ON-TOUR – INVESTIGATE

- 1) As you travel with EF, think about how your observations and interactions will impact your educational practice and/community.
- 2) Collect information, artifacts and reflections that you can use to support your topic and increase your global competence.
- 3) Keep a detailed daily journal of your thoughts while on travel. Post no less than 3 observations/ reflections on the designated discussion board on our Schoology site. If you do not have internet access while traveling, write down your thoughts and post them upon your return.

POST-TOUR

- 1) After your travel, you'll have a new perspective on the types of source material that may support your topic. Add an additional five (5) sources that complement the annotated bibliography before you left. The total number of sources should be no less than 15.
- 2) Create an Instructional Unit to be implemented in your classroom or community. Your instructional unit should include the following components:
 - a. Author's name, unit name and unit theme
 - b. Subject, intended grade level(s) (appropriate audience) and duration of unit
 - c. Instructional objectives that outlines the content knowledge and skills targeted in your instructional unit.
 - d. Global implication of your topic: How does this topic/instructional unit increase students' or community members' global competence?
 - e. IF designing an instructional unit for the classroom, THEN align your instructional unit to district or state content standards. IF designing an instructional unit for your community, THEN align it to local community standards or themes within the community.
 - f. For the classroom: Lesson plans for at least 3 one-hour lessons including instructional strategies, activities, and any and all procedures and materials needed, etc. For the community: 3 different presentations/community activities including instructional strategies, activities, and any and all procedures and materials needed, etc.
 - g. For the classroom: Design some form of cumulative and/or formative assessment(s), including assessment materials like rubrics, checklists, etc. For the community: Design some form of action plan to implement including any necessary materials, funding sources, and political restraints.
- 3) Synthesis and Summary Paper - In a five-seven (5-7) page paper, summarize and reflect upon your pre-tour research and on-tour learning and experiences responding to the following guiding questions and statements:
 - a. How did your readings connect with your travels?
 - b. Assess the value of incorporating the book(s), article(s) or other source(s) you found pre-tour (and post tour) into your lessons.
 - c. How might you incorporate your newly acquired firsthand knowledge and artifacts in your classroom?
 - d. Use your completed annotated bibliography to inform your conclusions about the Instructional Unit or Community Action Plan you created.
 - e. Think about and describe other ways by which you could assist other educators or community leaders to develop global competence changes in their communities/classrooms as well.
 - f. Evaluate the pre-, on- and post-tour experience, including the course requirements, in terms of how it helped you grow as an educator or community leader.
 - g. Share your reflections on classroom learning, community learning, and experiential learning, using your tour as the example.

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	
<i>All "Exemplary" and/or "Proficient" criteria</i>	A
<i>More "Exemplary/Proficient" than "Developing"</i>	B
<i>More "Developing" than "Exemplary/Proficient" or One (1) "Needs Improvement"</i>	C
<i>More than one (1) "Needs Improvement"</i>	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](tel: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

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