

Southern New Hampshire University

2019 Course Syllabus

Leading Global Discussions

- PDHU 598D
- Three Credit and Six Credit Options
- Online – Brightspace (D2L) LMS
- Eight Week Academic Term

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.



We believe this course will foster new and undiscovered global competence skills to impact your classroom, school, or community by taking the following four actions:

- 1) Investigate social, cultural, educational issues in our ever- growing and changing world
- 2) Recognize perspectives of self and others in diverse communities
- 3) Communicate ideas of global competence
- 4) Take action that attempts to make a difference in your educational setting and the world.

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 Outcomes

Throughout the course, you will be expected to achieve the following:

- I. Become autonomous researchers of dilemmas and/or opportunities of global significance that are of interest to you.
- II. 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.
- III. Engage in diverse learning communities to reflect, analyze, and disseminate your educational experiences
- IV. Contribute to global education and competence by experiencing new dimensions of teaching and learning.

Content Outline

The course is designed to challenge your thinking about global travel before, during, and soon after you return home.

- Explore global issues before you depart or when you arrive home
- In country reflection
- Post-tour final project, reflection, and debriefing

You will engage in three phases of research, reflection, and implementation in Brightspace to reframe your current practice and explore something entirely new that impacts your students. You will...

- research and evaluate how current educators, scholars, and leaders address global issues for transformative change.
- You will create ongoing reflections to document global competence experiences.
- You will have three options to demonstrate your learning relative to the course objectives.

Methods of Instruction

Your course will be delivered online through Brightspace. Although all submitted work will be online, the EF travel component is considered to be the cornerstone of the learning experience. You will engage in conversation with classmates about topics relevant to your research, discuss observations and evidence while on tour, and reflect and conclude your thoughts once returned.



You are expected to be an active contributor to the discussion forum in Brightspace, post your research question prior to travel (if applicable) while also sharing your reflections of your experience along the way.

Your course instructor and EF Academic Mentor will help guide you through the course, but the learning is specifically designed to be asynchronous and accessed at your own pace. We tried to design just the right balance between giving you your space to grow on your own, and guiding you through some of the course challenges.

Assignment Overview

One of the highlights of this course is that both 3 credit and 6 credit students can participate together in an online, collaborative experience. Everything below outlines the variations between the two different credit options. You'll notice that the 6 credit additional steps are highlighted in **BLUE** font.

- All Assignments are to be completed at the designated time, either before, while on, or after tour.
- You will not need to complete work while traveling, with the exception of actively reflection, being present in as many culturally significant situations as possible, and enjoying the discussions you have with other colleagues, students, and new acquaintances you meet along the way.
- You will be assessed on all assignments using the rubric found in the "evaluation/grading" section below.

STEP ONE - CHOOSE, EVALUATE, AND SHARE YOUR TOPIC

- Choose a global issue topic that can be used to transform your educational practice and/or community.
- Introduce yourself, your research topic and briefing on your rationale, and your role in the field of education on the discussion board in the "STEP ONE" section in our Brightspace site prior to departure.
- 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 ONE" section in Brightspace under, "Creating the Annotated Bibliography."

STEP TWO - INVESTIGATE

- 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.
- **Recall specific instances that impacted how you think about yourself and how you see yourself in your practice. If you haven't yet left on your tour, keep a daily journal. If you have already returned home, go through each day and write down specific events or feelings about powerful observations you had while traveling.**
- **Before you leave or after you return home, research, list, and describe two 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.**

STEP THREE - POST TOUR PROJECT (3 CREDIT ONLY)

You will have three different options to demonstrate your learning relative to the course objectives.

Option 1. 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).

Option 2: 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.

Option 3: 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 do 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!

Some guiding questions for Learning Option #1:

- 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?

STEP THREE - POST TOUR PROJECT (6 CREDIT ONLY)

- After your travel, you'll have a new perspective on the types of source material that may support your topic. **Add an additional ten (10) sources** that complement the annotated bibliography you developed earlier. The total number of sources should be no less than 15.
- **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.
- o **Synthesis and Summary Paper.** In a five to seven (5 to 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 an example.

Evaluation and Grading

Students are assessed on core areas across all three course deliverables (Unit plan/ synthesis paper/ discussion forum contributions) as well as the 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.

Your course will be evaluated in two primary areas:

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

Your instructor will work with you to determine your submitted progress in four categories of assessment:

- Exemplary Evidence
- Satisfactory Evidence
- Incomplete Evidence
- Little / No Discernable Evidence

SNHU adheres to the following final grading scale:

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

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:

You may click on the below link and create an account with the SNHU transcript provider.

<https://snhuvt.org/transcriptrequest>

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 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.