# Course Description

A review of global issues in education policy and practice with a focus on how schools are organized, what is taught, how achievement is measured, and the role of cultural context, with an emphasis on global competition. This course shall be conducted in a blended format, both online and at an international location.

**University Learning Outcomes (ULO)**

* **ULO1**:Communication Skills
* **ULO2**: Professional Competency
* **ULO3**: Moral and Ethical Judgment
* **ULO4**: Problem Solving
* **ULO5**: Critical Thinking ­
* **ULO6**: Leadership in Society
* **ULO7**: Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Analyze the development of global education in policy and practice.
* **CLO2**: Synthesize and evaluate educational best practices within a global context.
* **CLO3**: Analyze the interplay of influences between the cultural educational context of higher education in the United States and other international communities.
* **CLO4**: Dialogue with international educational leaders about global educational policy and practice.
* **CLO5**: Evaluate the influence of global perspectives on personal beliefs about educational policy and practice.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Kelly, J. (2013). *The Graves Are Walking: The Great Famine and the Saga of the Irish People.* New York: Picador.

ISBN: 978-1250032171

Spring, J. H. (2009). *Globalization of Education: An Introduction*. New York: Routledge.

ISBN: 978-0415989473

# Inclusivity Statement

We understand that members of our class represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together, we ask all students to:

* share their unique experiences, values, and beliefs
* be open to the views of others
* honor the uniqueness of their colleagues
* appreciate the opportunity that we have to learn from each other in this class
* value each other’s opinions and communicate in a respectful manner
* use this opportunity together to discuss ways in which we can create an inclusive environment in this course

# Netiquette

Netiquette is the etiquette for electronic communications via email, threaded discussions on bulletin boards, and online chats. This ensures that all students are being considerate of others, as well as their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

* Responses to other students should address the ideas or work submitted—not the person.
* Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures, and backgrounds.
* Be mindful this is educational communication.
* Be cautious in using sarcasm or humor, which may be misunderstood in online communications.
* Messages can express opinions and personal experiences, but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic, but it is also viewed as “shouting” online.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion: History’s Impact on Irish Education | 50 |  |
|  | Assignment: Global Education Personal Mind Map | 50 |  |
|  | Peer Review Team: Section I: Irish History | 150 |  |
| **Week 2** | |  |  |
|  | Discussion: Economics and Education Policy and Practice | 50 |  |
|  | Discussion: Comparing Irish Educational Systems | 50 |  |
|  | Discussion: Current Events in Global Education | 50 |  |
|  | Peer Review Team: Section II: American Educational System | 150 |  |
| **Week 3** | | | |
|  | Discussion: Corporatization, Religion, and Social Justice in Global Education | 50 |  |
|  | Peer Review Team: Section III: American Educational System | 150 |  |
|  | Capstone: World in Motion | 250 |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Historical Global Educational Experiences | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain perspectives of international education and their impact on domestic US education policy. | | CLO2, CLO4 | |
| * 1. Summarize the effects of the Great Famine on Irish Education and the impact to present day. | | CLO3, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement. | |  |  |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Introduce** yourself to your course mates and include your hopes and aspirations for your experience in this course  **Post** your introduction to the Icebreaker Activity discussion forum by Thursday.  **Post** feedback on your classmates’ introductions. | | N/A | Presentation: private post, share, and comment = **2 hours** |
| **Week One Reading**  **Read** the following chapters from *The Graves Are Walking*:   * **Chapter One**: The Savage Shore: Three Englishmen in Ireland * **Chapter Two**: The News from Ireland * **Chapter Three**: “The Irish Can Live on Anything”   In this course, you’ll be reading *The Graves Are Walking*, an examination of the history and impact of the Irish Famine of 1845–1847 on both Irish and world history.  The main takeaway should be to gain a deeper understanding of the Irish experience, thus an understanding of their culture, and an understanding of how education is both impacted by and embedded in Ireland's history and culture.  **Read** “Ch. 1: Globalization of Education”from *Globalization of Education: An Introduction.*  In this chapter, you will read about how global economic forces shape education around the world. Pay attention to the way that economic, political, social, and cultural dynamics shape the way education is provided and regarded in different countries and regions. The reading explains the nature of the world curriculum, and the forces (largely economic) that drive it, so we will also see that schools in Ireland may be teaching much the same curriculum as would be found most anywhere else in the world. By digging deeper we will see that there is a tension in Ireland, as in most nations, between the need to teach the world curriculum—so that Ireland and Irish people can compete in the global marketplace—and the traditions, culture, and values of Ireland that hold to its unique experience as a former exploited colony.   * Ch. 2: The World Bank: Economic Educational Model, the Economization of Education, and the Audit State   + **Abstract and Takeaways:** The World Bank is a major influencer of global education policy and practice because it provides financial resources and intellectual capital for educational endeavors in many developing countries. It sets educational standards that must be met and therefore dictates the way developing nations build their educational infrastructures and systems. As a natural outgrowth of this focus on meeting standards, many cultures and countries are intensely focused on measuring outcomes and educational achievement. In fact, there is a push to measure these factors across many nations that do not share a similar cultural, religious, political, or social background. The outcomes of these drives to measure are not yet certain, but it bears monitoring because of the effect it has on how education policy and practice becomes a global rather than national or local agenda or responsibility.   **Post** any questions or comments to the Week One General Discussion forum. | | 1.3, 1.4, 1.5 |  |
| **Resource: *Angela’s Ashes***  Author Frank McCourt won the Pulitzer Prize for his memoir *Angela’s Ashes*, about his impoverished childhood in Limerick, Ireland, not far from Mary Immaculate College. Through his story, you can get a better sense of what Ireland has been through in the past 100 years of its history: poverty, hope and hopelessness, survival, and the character of the Irish people.  **Optional**: You may rent *Angela’s Ashes* for $2.99 from the Google Play store:  <https://play.google.com/store/movies/details/Angela_s_Ashes?id=t0f6cUCQthY>  **Read** “Frank McCourt Biography,” available on Brittianica.com: <https://www.britannica.com/biography/Frank-McCourt-American-author>  **Read** “Generous Memories of a Poor, Painful Childhood,” available on the *New York Times* website: <https://www.nytimes.com/1996/09/17/books/generous-memories-of-a-poor-painful-childhood.html>  Despite McCourt’s acclaim, some in his hometown Limerick charge that McCourt fabricated or embellished his account of poverty.  **Read** “Ireland and Frank McCourt: a painful struggle continues,” available on the MinnPost website: <https://www.minnpost.com/politics-policy/2009/08/ireland-and-frank-mccourt-painful-struggle-continues> | |  |  |
| **Resource: *Trinity* and the Easter Rising**  Modern Ireland is very different from the Ireland of the last century, or even a generation ago. Esteemed author Leon Uris’ historical novel *Trinity* paints a picture of Ireland in the time before and after the Easter Rising, a 1916 Irish rebellion against Great Britain. Understanding this context can help you to gain a richer appreciation of Ireland, its history, and its relationship to the world. Although reading this novel is not required, it is highly recommended.  **Review** the following resources for background on the Easter Rising:   * “Easter Rising,” available from History.com: <http://www.history.com/topics/british-history/easter-rising> * “Wars and Conflict: 1916 Easter Rising,” available from the BBC: <http://www.bbc.co.uk/history/british/easterrising/insurrection/in03.shtml> * “Ireland at the breaking point: Easter Rising centennial evokes history of cultural and political rebellion,” available from the Harvard Gazette: <http://news.harvard.edu/gazette/story/2016/03/ireland-at-the-breaking-point/> * “The terrible beauty of the Easter Rising remains alive today,” available from the *Guardian*: <http://www.theguardian.com/commentisfree/2016/feb/01/easter-rising-century-ireland-1916>   **Consider** the following questions:   * What is the experience of being Irish? * What is an Irish person’s understanding of their relation to Great Britain and to the world? * How have these experiences and relationships changed in the last century?   **Optional:** To get a real sense of the Easter Rising, you may want to read *Trinity*.  Uris, L. (1976). *Trinity*. New York: Harper Collins.  ISBN: 978-0-06-082788-5 | |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **3 hours** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: History’s Impact on Irish Education**    **Respond** to the following question in the History’s Impact on Irish Education discussion forum by Thursday:   * What was the overall impact of the Great Famine on Ireland as a nation? * What historical forces do you perceive as affecting Irish education today?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.2, 1.3 | **3 hours** |
| **Assignment: Global Education Personal Mind Map**  **Construct** a personal mind-map on your perspective of global educationthat includes:   * Your current perspectives on education policy and practice relative to teaching and learning   + What do you generally believe about education policy and practice?   + How did you form your perspective? What are your educational influences?   + Would you classify your perspective as local, national, or global? Why? * Your current perspective on global education policy and practices   + What do you believe about global education policy and practice?   + How do global policy and practice compare to US education policy and practice?   + How did you form your perspective on global education policy and practice?   **Submit** a copy of your assignment to your instructor via Blackboard. | | 1.1, 1.3 | **3 hours** |
| **Peer Review Team: Irish History**  **Section I: Irish Experience (300 words)**  **Explain** how the Irish experience exhibits elements of religion, economics, national culture, and global culture.  **Include** responses to these questions:   * What is the state of conflict between these elements today? * What implications do you see for the future of education?   **Submit** your rough draft of the reflection to the peer review team discussion board titled “Section II: American Educational System” by Thursday 11:59 p.m. EST.    **Review** your peer support group members’ submissions.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to all of your peer support group members by Sunday 11:59 p.m. EST. | |  |  |
| **Total** |  |  | **23** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Peer Review Teams**

**Review** these tutorials on creating student groups:

* Create Groups: <https://en-us.help.blackboard.com/Learn/9.1_2014_04/Instructor/080_Collaboration/050_Course_Groups/030_Create_Groups>
* Create Group Assignments: <https://en-us.help.blackboard.com/Learn/9.1_2014_04/Instructor/080_Collaboration/050_Course_Groups/080_Create_Group_Assignments>
* Blackboard Learn Quick Hit Video: Groups Management: <https://www.youtube.com/watch?v=tzt2HTlr68c>

**Complete** the following steps before the course launches:

* Set up Peer Review Teams of 3–4 students.
* Assign students to the group discussion forums.
* Post an announcement identifying the teams by the first day of the session (Monday).
* Consider adding a Groups button to the right menu for quick access to the collaboration area. To do so, follow these steps:
  + - From the menu on the right, click the **+** symbol.
    - Click **Tool Link** from the drop-down menu that appears.
    - Name the button.
    - In the Type field, click the drop-down menu, and select **Groups**.
    - Check the box next to **Available to Users**.
    - Click **Submit**.

**Optional Resource: Globalization and Higher Education**

As you are helping students to prepare for the Irish residency, you may wish to give them additional context about the role of globalization in the shaping of higher education nationally and internationally. The text *Handbook on Globalization and Higher Education* is on reserve at the Gwynedd Mercy Keiss Library. Feel free to adapt readings and snippets from this text for students.

Be aware that the readings for students is already very dense—anything that you give students as an additional resource or reading should be scaffolded in order to allow students to pick it up and get the core content/takeaways with less effort than normal.

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| **Additional Instructor Resources**  You may use these resources for your own edification or to assist students, but make sure you are scaffolding any additional reading. |
| **Handbook on Globalization and Higher Education**  **Read** *Handbook on Globalization and Higher Education*.     * **Abstract and Takeaways**: The text emphasizes the relationship between economic competitiveness and social development in the development of education policy and practice. This text may act as an extension of the *Globalization of Education* text aimed at researchers. |
| **The *Guardian*: Faith, hope and secularity: Ireland on brink of change as church power wanes**  This resource can help students to see the power dynamic between the Irish people, their government, and the Catholic Church.  **Read** “Faith, hope and secularity: Ireland on brink of change as church power wanes,” available from the *Guardian*: <http://www.theguardian.com/world/2016/feb/17/faith-hope-and-secularity-ireland-on-brink-of-change-as-church-power-wanes> |

**Student Dissertation Topics and Additional Resources**

As you consider adding additional resources to the course, you should consider the dissertation topics of the students in your section. If you know what their topics are, you can make the course much more personal and applicable to their personal and professional interests. You may use the following announcement block to poll students for their topics:

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| --- |
| **Announcement: Dissertation Topics**  Hello! I’m interested to hear from each of you about what your dissertation topics are; as I prepare to teach this course, it would help me to make this course more valuable to each of you if I was aware of your research and interests.  **E-mail** me your dissertation topics as soon as you can.  Thank you! |

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| --- | --- | --- | --- |
| Week Two: Modern Perspectives of Global Educational | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare and contrast the differences between the US education system and other countries. | | CLO1, CLO2, CLO3, CLO5 | |
| * 1. Research the impacts of educational research, assessment/evaluation, and practice from a global perspective. | | CLO2, CLO3, CLO4, CLO5 | |
| * 1. Evaluate international learning pedagogies, particularly for rigor and relevance in the education setting. | | CLO1, CLO2, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Two Readings**  **Read** the following chapters from *Globalization of Education: An Introduction*:   * Ch. 3: The World Ministry of Education and Human Rights Education: OECD and the United Nations   + Abstract and Takeaways: As the world looks to develop educational systems across nations and around the globe, the natural question is “What is the purpose of education?” The answer seems to be “Better skills, better jobs, and better lives.” The Organization for Economic Cooperation and Development (OECD) is a group of 34 developed countries from Europe, North and South America, and Asia and the Pacific that are helping to formulate educational policies and practices for the developing world. The UN is also pushing for global educational objectives. * Organization for Economic Cooperation and Development website: <http://www.oecd.org> * Ch. 4: The World Trade Organization and the Global Culture of Higher Education   **Complete** the readings upon your return from the residency. | | 2.2, 2.3 |  |
| **Resource: Irish Departments of Education**  **Review** the Department of Education websites from Northern Ireland and the Republic of Ireland:   * Republic of Ireland Department of Education: <http://www.education.ie/en/> * ​Northern Ireland Department of Education: <https://www.deni.gov.uk/>​   **Consider** the following questions as you review these websites:   * What are the major differences between these websites in how they explain education to its citizens? * How do each of these websites compare to similar national, state, and local educational administration materials for parents and students? * What major educational policies and initiatives are advertised on each of these websites? | |  |  |
| **A Review of the Irish Educational System**  **Read** the following articles:   * Quinn, Ruairi. “The Future Development of Education in Ireland.” *Studies: An Irish Quarterly Review*. Summer 2012. <http://www.studiesirishreview.ie/index.php?option=com_content&view=article&id=38:the-future-development-of-education-in-ireland&catid=9> * Irish Department of Education and Skills. “Education for Sustainability: The National Strategy on Education for Sustainable Development in Ireland, 2014-2020.” July 2014. <https://www.education.ie/en/Publications/Policy-Reports/National-Strategy-on-Education-for-Sustainable-Development-in-Ireland-2014-2020.pdf> * <http://www.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK%20IRELAND_EN.pdf> * Irish Development Education Association website. <https://www.ideaonline.ie/> * Irish Department of Education and Skills. “A Guide to the Irish Education System.” <https://www.education.ie/en/Parents/Information/A-Guide-to-the-Irish-Education-System.pdf>   **World Bank Links**   * Ireland Data: <http://data.worldbank.org/country/ireland> | |  | **2 hours** |
| **Resources: Modern Issues in Irish Education**  Modern education in Ireland is similar to education in the United States, in that there are a variety of issues and controversies surrounding how education is administered. You can see that some of the issues in modern Irish education resonate with American viewpoints and that some of them are uniquely Irish in nature.  **Review** some of the following topics in order to get a sense of modern issues in Irish education:  **Higher Education**   * “Supporting the First Year Experience in Higher Education in Ireland” [19:50]: <https://www.youtube.com/watch?v=dknqboDf5RU> * “How are our universities and colleges performing?” : <http://www.irishtimes.com/news/education/how-are-our-universities-and-colleges-performing-1.2573106> * “Should businesses help to fund higher education? The TUI thinks so”: <http://www.thejournal.ie/business-profit-levy-higher-education-2679712-Mar2016/> * “Revealed: non-progression rates for higher education courses”: <http://www.irishtimes.com/news/education/revealed-non-progression-rates-for-higher-education-courses-1.2491746>   **Early Childhood Education**   * “Prof Tom Collins on early childhood education and care in Ireland” [3:38]: <https://www.youtube.com/watch?v=Aae6WpmeJyk> * “Why are parents entrusting their child’s wellbeing to someone they are paying buttons to?”: <http://www.thejournal.ie/readme/why-are-parents-entrusting-their-childs-wellbeing-to-someone-they-are-paying-buttons-to-2654290-Mar2016/> * “Debate Room: Should school start earlier to help working parents?”: <http://www.thejournal.ie/readme/debate-room-childcare-in-ireland-2390642-Oct2015/> * “'Not enough places' for free childcare scheme”: <http://www.independent.ie/business/budget/news/not-enough-places-for-free-childcare-scheme-34111388.html> * There is more wrong with Irish childcare than the cost: <http://www.irishtimes.com/news/education/there-is-more-wrong-with-irish-childcare-than-the-cost-1.2531023>   **The Achievement Gap**   * “Bridging The Gap: Inequalities in Children’s Educational Outcomes in Ireland” [3:24]: <https://www.youtube.com/watch?v=ZlIflZoEvtY> * “Bridging The Gap: Inequalities in Children's Educational Outcomes in Ireland”: <http://researchrepository.ucd.ie/bitstream/handle/10197/6210/WP14_20.pdf?sequence=1> * “Too Young to Fail: Closing the Education Achievement Gap in Northern Ireland”: <https://www.savethechildren.org.uk/sites/default/files/images/Too_Young_to_Fail_Northern_Ireland_briefing.pdf> * “Growing Up in Ireland: National Longitudinal Study of Children: The Lives of 9-Year-Olds”: <http://www.growingup.ie/fileadmin/user_upload/documents/1st_Report/Barcode_Growing_Up_in_Ireland_-_The_Lives_of_9-Year-Olds_Exec_Summary.pdf>   **Treatment of Teachers**   * “No country for young teachers: the two-tier pay problem”: <http://www.irishtimes.com/news/education/no-country-for-young-teachers-the-two-tier-pay-problem-1.2548352> * “How good are our teachers?”: <http://www.irishtimes.com/news/education/how-good-are-our-teachers-1.2010304> * “Teachers to go on strike over 'crisis issues'”: <http://www.rte.ie/news/2016/0205/765736-teachers-strike-date/> * “Can a bad teacher ever be sacked in an Irish school?”: <http://www.independent.ie/irish-news/education/can-a-bad-teacher-ever-be-sacked-in-an-irish-school-30943156.html>   **Religion in Education**   * “Religious education: ‘I don’t know anybody who teaches the RE requirement’”: <http://www.irishtimes.com/news/education/religious-education-i-don-t-know-anybody-who-teaches-the-re-requirement-1.2418676> * “No baptism, no school: Irish parents fight for equal access to education”: <http://www.theguardian.com/world/2015/oct/21/no-baptism-no-school-irish-parents-fight-for-equal-access-to-education> * “Where do you see Catholic Education in Northern Ireland’s future?” [3:02]: <https://www.youtube.com/watch?v=2iQVOOA-UdM> * “Discussing the Catholic bias in Irish schools” [27:05]: <https://www.youtube.com/watch?v=W13RcfHZHEk>   **Social Justice and Social Issues in Education**   * “We have allowed segregation to happen”: <http://www.irishtimes.com/news/education/we-have-allowed-segregation-to-happen-1.2109973> * “The Personal and Professional Security of LGB Teachers in Ireland” [2:34]: <https://www.youtube.com/watch?v=0FXQ6IcbwvE> * “Academic freedom and commercialisation, class, gender, colonisation” [3:40]: <https://www.youtube.com/watch?v=XkjsGH8v69o> * “Risk factors for anxiety and depression in Irish adolescents” [3:20]: <https://www.youtube.com/watch?v=fvUyUZasweA> * “Shared Education and collaboration between schools in a contested space setting” [20:03]: <https://www.youtube.com/watch?v=zxGQ15IlNkw> * “Divided Northern Ireland works to integrate schools” [5:37]: <https://www.youtube.com/watch?v=oA2EY7QJxQU> * “A second home: the Brazilian influx to Irish universities”: <http://www.irishtimes.com/news/education/a-second-home-the-brazilian-influx-to-irish-universities-1.2118797> | |  | **3 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Additional Textbook Resource: Democratic Ethical Educational Leadership**  The textbook *Democratic Ethical Educational Leadership: Reclaiming Social Reform*, by Steven Jay Gross and Joan Poliner Shapiro. | |  |  |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Economics and Education Policy and Practice**    **Respond** to the following question in the Economics and Education Policy and Practice discussion forum by Thursday:   * What effect do you believe that economic forces have on education policy and practice in Ireland?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2, 1.3, 2.2 | Discussion: one post and replies to three other posts = **2 hours** |
| **Discussion: Comparing Irish Educational Systems**    **Respond** to the following question in the Comparing Irish Educational Systems discussion forum by Thursday:   * What are the major similarities and differences between the educational systems of the Republic of Ireland~~,~~ and the United States?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **3 hour** |
| **Discussion: Current Events in Global Education**  **Choose** an issue in global education today, either from those explored in the week’s readings and videos or from outside sources and research. Issues might include literacy, economic development, policy, technology and implementation, political issues impacting education, and many others.    **Respond** to the following prompt in the Current Events in Global Education discussion forum by Thursday:   * Write a short brief explanation on the issue, explaining:   + Why the issue is important   + Perspectives of the issue (who wants what and why)   + Your view and perspective on the issue   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2, 2.3 | Discussion: one post and replies to three other posts = **3 hours** |
| **Peer Review Team: Section II: American Educational System**  **Write** a 250-word rough draft explanation of how the American educational system has been influenced by religion, economics, national culture, and global culture.  **Include** in your response at least *two* of these themes:   * The trends of increasing corporatization of education systems * The differences between prices and value of schools * Religious content in the education system * Education and religious nationalism * The welfare of all * Rejecting the industrial consumer paradigm   **Submit** your rough draft of the reflection to the peer review team discussion board titled “Section II: American Educational System” by Thursday 11:59 p.m. EST.    **Review** your peer support group members’ submissions.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to all of your peer support group members by Sunday 11:59 p.m. EST. | |  |  |
| **Total** |  |  | **13 hours** |

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| Week Three: Forces Impacting National and Global Education |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the impacts of educational research, assessment/evaluation, and practice from a global perspective. | CLO2, CLO3, CLO4, CLO5 | |
| * 1. Compare and contrast the differences between the US education system and other countries. | CLO1, CLO2, CLO3, CLO5 | |
| * 1. Discuss the differences and similarities of educational research, policy, and practice in the global education space. | CLO2, CLO3, CLO5 | |
| * 1. Compare and contrast the differences between the impact of social justice in the US and internationally. | CLO2, CLO3, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Three Reading**  **Read** the following chapters from *Globalization of Education: An Introduction:*   * Ch. 5: Corporatization of Global Education: Profit Opportunity and Resistance to Corporatization * Ch. 6: Religious and Indigenous Education Models: A Clash of Civilizations |  |  |
| **Social Justice**  **Review** the *Social Justice* PowerPoint presentation uploaded to Blackboard. |  |  |
| ***Assignments****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Corporatization, Religion, and Social Justice in Global Education**    **Respond** to the following question in the Global Perspective discussion forum by Thursday:  How do the forces of corporatization, religion, and social justice impact the American educational system? How does this clash affect other national education systems?  **Include** in your response at least *three* of these themes:   * The trends of increasing corporatization of education systems * The differences between prices and value of schools * Religious content in the education system * Education and religious nationalism * The welfare of all * Rejecting the industrial consumer paradigm   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 3.1, 3.2, 3.3, 3.4, 3.5 | Discussion: one post and replies to three other posts = **3 hours** |
| **Peer Review Team: Section III: Personal Experience and Reflection (500 words)**  Section III of your Capstone Assignment is related to your personal experience and reflection about your philosophy of education. You will be synthesizing these personal views with your knowledge about the global and local policy and practice in education.  **Write** a 300-word analysis and reflection that includes each of the following:  **Analyze** the impact of the progressive model of education as described in your readings and as you’ve experienced during this course.  **Explain** how the experience of this course has impacted your philosophy of education and how it has influenced your moral and ethical leadership.    **Include** these themes in your response:   * Balancing elements of global and local policy and practice in education * Managing the economic forces of globalization and corporatization   **Respond** to the following questions in this section:   * Will your practice change as a result of your reaction to these forces? Why or why not? * Globalization of education absolutely exists in theory and in practice. How is the globalization of education impacting you and your practice? How do you think it will impact you in the future?   **Submit** your rough draft of the reflection to the peer review team discussion board titled “Section III: Personal Experience and Reflection” by Thursday 11:59 p.m. EST.  **Review** your peer support group members’ submissions.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to all of your peer support group members by Sunday 11:59 p.m. EST. |  |  |
| **Capstone: The World In Motion**  **Reflect** on the four major drivers of education:   * Religion * Economics * National culture * Global culture   **Write a** 450-750-word reflective paper that includes each of the following sections:  **Section I: Irish Experience (150-250 words)**  **Explain** how the Irish experience exhibits elements of religion, economics, national culture, and global culture.  **Include** responses to these questions:   * What is the state of conflict between these elements today? * What implications do you see for the future of education?   **Section II: American Educational System (150-250 words)**  **Explain** how the American Educational System has been influenced by religion, economics, national culture, and global culture.  **Include** at least ~~three~~ two of these themes in your response:   * The trends of increasing corporatization of education systems * The differences between prices and value of schools * Religious content in the education system * Education and religious nationalism * The welfare of all * Rejecting the industrial consumer paradigm   **Section III: Personal Experience and Reflection (150-250 words)**  **Analyze** the impact of the progressive model of education as described in your readings and as you’ve experienced during this course.  **Explain** how the experience of this course has impacted your philosophy of education and how it has influenced your moral and ethical leadership.    **Include** these themes in your response:   * Balancing elements of global and local policy and practice in education * Managing the economic forces of globalization and corporatization   **Submit** your assignment to your instructor via Blackboard no later than Sunday 12 p.m. EST. | 4.1, 4.3, 4.4, 4.5 | Discussion: one post and replies to three other posts = **3 hours** |
| **Total** |  | 6 hours |

# Faculty Notes

**Grading for Capstone: The World in Motion:** Review the rubric carefully for this assignment. The capstone assignment is very rigorous, and as you grade, you should be focused on the student’s worldview, their construction of ideas, and their overall level of engagement with the assignment. Use the rubric to construct your feedback.

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 23 hours |
| Supplemental |  |  |
| **Week 2** |  |  |
| Required |  | 13 hours |
| Supplemental |  |  |
| **Week 3** |  |  |
| Required |  | 6 hours |
| Supplemental |  |  |
|  |  |  |
| **Total Required Hours** |  |  |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  | 42 hours |