# Course Instructor

* **Name**:
* **Office:**
* **Phone:**
* **E-mail:**

# Meeting Dates

* **Week One:**
* **Week Two:**
* **Week Three:**

# Calendar

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Sunday** | **Monday** | **Tuesday** | **Wed** | **Thursday** | **Friday** | **Saturday** |
| **Week 1** |  | Course Begins |  |  |  |  |  |
| **Week 2** |  | Depart U.S. for Dublin, Republic of Ireland | Arrive Dublin | Dublin and Limerick | Presentations at Mary Immaculate and Shannon River Cruise | IRMSS | IRMSS |
| **Week 3** | Cliffs of Moher,  Bunratty Castle & Folk Park | Depart Republic of Ireland for U.S. |  |  |  |  |  |

# 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:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# 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

Cahill, T. (1995). *How the Irish saved civilization: The untold story of Ireland’s heroic role from the fall of Rome to the rise of medieval Europe.* New York: Anchor Books, A Division of Random House, Inc.

ISBN: 0-385-41849-3

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

ISBN: 978-0415989473

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: IRMSS Residency Trip | 50 |  |
| Discussion: Economics and Education Policy and Practice | 50 |  |
| **Week 2** |  |  |
| Daily Journals | 300 |  |
| **Week 3** |  |  |
| Discussion: Corporatization, Religion, and Social Justice in Global Education | 100 |  |
| Personal Reflection on IRMSS Residency | 200 |  |
| Capstone: The World in Motion | 300 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

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

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Global Experiences of Education and Residency Preparation** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Prepare personal educational materials for International Seminar. | | CLO1 | |
| * 1. Create plans for international travel and professional educational and policy collaboration. | | CLO1, CLO3 | |
| * 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 its impact to present day. | | CLO3, CLO5 | |
| * 1. Compare and contrast the differences between the US education system and other countries. | | CLO1, CLO2, CLO3, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **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. | |  |  |
| **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-to 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-to 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.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | |  |  |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Introduce** yourself to your course mates and include the following information:   * A brief explanation of what you have done since the last residency to enhance your moral and ethical leadership * Your personal code of ethics from the second residency (EDU 805) * Your hopes and aspirations for your experience in this course   **Post** your introduction to the Icebreaker Activity discussion forum by Thursday.  **Post** feedback to your classmates’ introductions. | |  | Presentation: private post, share, and comment = **1 hour** |
| **Week One Reading**  **Read** *The Graves Are Walking.* (You should begin reading this book as soon as possible. For each of the readings, review the abstract provided and carefully note your instructions and suggested items to review during your readings).   * **Abstract and Takeaways**: The main takeaway is gaining a deeper understanding of the Irish experience, thus an understanding of their culture and how education is both impacted by and embedded in Ireland's history and culture. We will talk to principals, teachers, and higher education instructors and administrators and see first-hand how Irish culture and history is still evident in schooling practice.   **Read** “Ch. 1: Globalization of Education”from *Globalization of Education: An Introduction.*   * **Abstract and Takeaways**: 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. | | 1.3, 1.4, 1.5 |  |
| **Bologna Institute**  From the [Bologna Institute](https://www.bipr.eu) website [About](http://www.bipr.eu/about.cfm) page: “The Bologna Institute for Policy Research (BIPR) is the research division of the Johns Hopkins University School of Advanced International Studies (SAIS) in Europe. Its purpose is to promote problem-centered, interdisciplinary research in international policy by drawing upon the global network of SAIS faculty, students and scholars.”  **Review** Donal J. Donovan, Adjunct Professor, University of Limerick, Ireland; Visiting Lecturer, Trinity College, Dublin, Ireland; Former Deputy Director, Policy and Review Department, International Monetary Fund. “[From Riches to Rags .... the Fall of the Celtic Tiger?](http://www.bipr.eu/eventprofile.cfm/idevent=3A359879-C392-3922-52376D88B2CD2C90/Donal-J.-Donovan-From-Riches-to-Rags--the-Fall-of-the-Celtic-Tiger&zdyx=1)” | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **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. | |  |  |
| **Optional Reading: *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.  **Read** “[Frank McCourt Biography](http://www.biography.com/people/frank-mccourt-9391286)”.  **Read** “[Generous Memories of a Poor, Painful Childhood](http://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](https://www.minnpost.com/politics-policy/2009/08/ireland-and-frank-mccourt-painful-struggle-continues)”. | |  |  |
| **Optional Reading: *Trinity***  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.  **Read** Uris, L. (1976). *Trinity*. New York: Harper Collins.  ISBN: 978-0-06-082788-5  **Review** the following resources for background on the Easter Rising:   * “[Easter Rising](https://www.history.com/topics/british-history/easter-rising)” * “[Wars and Conflict: 1916 Easter Rising](http://www.bbc.co.uk/history/british/easterrising/insurrection/in03.shtml)” * “[The terrible beauty of the Easter Rising remains alive today](http://www.theguardian.com/commentisfree/2016/feb/01/easter-rising-century-ireland-1916)” | |  |  |
| **Optional Reading: The Graves are Walking**  For centuries, Ireland was a colony of Great Britain. Land and wealth were concentrated in the hands of the British, often as absentee landlords, and the Irish people were largely kept in dire poverty, deprived of a voice and considered an inferior race. In the middle of the nineteenth century, the Great Famine exposed the conditions of the Irish and resulted in both mass starvation and mass migration.  **Read:** Kelly, J. (2013). *The Graves Are Walking: The Great Famine and the Saga of the Irish People.* New York: Picador.  ISBN: 978-1250032171 | |  |  |
| **Questions to consider from Optional Readings**   * 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? | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: IRMSS Residency**  **Respond** to the following question in the IRMSS Residency discussion forum by Thursday:   * What are your goals for the upcoming trip? * What do you hope you will be able to accomplish during the residency? * What fears or anxieties do you have about the residency? * Are you an experienced or inexperienced traveler? What advice do you have about travel? * Do you have any questions that you need answered about the residency, your travel arrangements, or the course?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 |  |
| **Discussion: Economics and Education Policy and Practice**    **Respond** to the following questions in the Economics and Education Policy and Practice discussion forum by Thursday:   * What do effect do you believe that economic forces have on education policy and practice? * How did the politics of the English and Irish cause the Great Famine and affect the Irish populace? * What effect did the Irish Experience have on the development of the Irish educational system?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.3, 1.4, 1.5 |  |
| **Total** |  |  |  |

# 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.

**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](http://www.theguardian.com/world/2016/feb/17/faith-hope-and-secularity-ireland-on-brink-of-change-as-church-power-wanes)”. |
| **A Review of the Irish Educational System**  **Read** the following articles:   * Quinn, Ruairi. “[The Future Development of Education in Ireland](http://www.studiesirishreview.ie/index.php?option=com_content&view=article&id=38:the-future-development-of-education-in-ireland&catid=9).” *Studies: An Irish Quarterly Review*. Summer 2012. * Irish Department of Education and Skills. “[Education for Sustainability: The National Strategy on Education for Sustainable Development in Ireland, 2014-2020.](https://www.education.ie/en/Publications/Policy-Reports/National-Strategy-on-Education-for-Sustainable-Development-in-Ireland-2014-2020.pdf)” July 2014. * [The Irish Development Education Association website](https://www.ideaonline.ie/). * The 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) |

**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:

|  |
| --- |
| **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: Global Educational Perspectives: Residency Experience | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compose travelogue of academic experiences with peers during the residency on the perspectives of international education and its impact on domestic US education policy. | | CLO2, CLO3, CLO4, CLO5 | |
| * 1. Assess the experience of the international residency against preconceptions and expectations. | | CLO3, CLO4, CLO5 | |
| * 1. Research the impacts of educational research, assessment/evaluation, and practice from a global perspective. | | CLO2, CLO3, CLO4, CLO5 | |
| * 1. Evaluate learning pedagogies, particularly for rigor and relevance in the education setting. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Formulate peer partnerships to share best practices within a global educational perspective. | | CLO1, CLO2, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Finish** reading *How the Irish Saved Civilization.* It is strongly advised that you complete this reading before arriving in Ireland. This reading will help you to contextualize your visit to Ireland, and the experiences and insights you will have will be validated by the itinerary, your experience at the IRSMM, and your reading in the globalization of education texts.  **Read** as much of the following chapters from *Globalization of Education: An Introduction* as is possible before leaving for Ireland and complete the readings upon your return.   * 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. * 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. | |  |  |
| **Preparing to Journal**  During this week, you will be traveling and participating in residency experiences. You are required to submit 6 daily journal entries—one for each day of the residency—in Blackboard by the end of Week Three. The due date for submitting these entries in Blackboard is set to the end of Week Three to accommodate a potential lack of internet access while traveling. However, you must keep up with your journaling on a daily basis! You should either:   * Submit your entry via the Blackboard journal tool each day (internet access permitting).   OR   * Journal each day in a Word document, then copy and paste each entry from that document into the Blackboard journal tool at your earliest convenience.   **For Each Daily Journal Entry:**  A prompt is provided each day (listed under *Graded Assignments*). Readeach prompt in the morning so you are aware of what information and experiences you should be noting throughout the day. Compose an entry that responds to the prompt and includes reflective insight. All entries should be **personal** and **reflective**. You have room to be thoughtful about educational issues and global education trends in a different culture and to be *coddin* (Irish slang for kidding or jovial) about your experiences. Be careful that you are balancing your approach to the journals. In addition to the specific themes and topics provided in the daily prompt, you may address:   * Who did you meet today? What did you learn about them? * What did you learn about education (global, local, Irish, etc.)? * What experiences did you have today that you would most like to share? * What about your experiences today surprised you the most?   **Note:** Your journal entries are only visible to your instructor. You will receive a single grade for completion of all journal entries. | | 2.1, 2.2, 2.3, 2.4 |  |
| **Attending Conferences**  Attending conferences internationally is much different than the interactive experience that you might expect from being in courses in the United States. The speakers at the IRMSS are much more likely to address the audience from a podium and to evoke the style of a prepared speech or lecture rather than an American-style lecture and discussion.  Be prepared to take notes on each of the speaker’s presentations so you will be able to discuss the implications of the presentations during debriefing sessions with your instructors and/or concurrent sessions with classmates and to assist in your journaling. | | 2.3, 2.4, 2.5 |  |
| **Featured Speakers at IRMSS**  For background on each of the scheduled speakers at the IRMSS conference, and to read abstracts on each keynote, go to the IRMSS website.  *Note*. The speakers are subject to change. | | 2.5 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Additional Textbook Resource: Democratic Ethical Educational Leadership**  The textbook *Democratic Ethical Educational Leadership: Reclaiming Social Reform*, by Steven Jay Gross and Joan Poliner Shapiro. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Day 1 Journal**  **Today’s Itinerary:**   * Arrive Dublin Airport, Republic of Ireland * Check into hotel * Hop on/Hop off self-guided tour of Dublin   **Post** a 200- to 300-word entry titled “Day 1 Journal” using the Blackboard Journal tool. Your entry should respond to the following:   * What are your initial impressions of Ireland? What about Dublin? * What are your expectations for the rest of the trip? | | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | Journal: one post and feedback from instructor= **30 minutes** |
| **Day 2 Journal**  **Today’s Itinerary:**   * Book of Kells and Olde Library at Trinity College * Dublin Castle * Bus to Limerick * EPIC Museum: The Irish Immigration Experience   **Post** a 200- to 300-word entry titled “Day 2 Journal” using the Blackboard Journal tool. Your entry should respond to the following:   * What are your impressions of the Book of Kells and the Olde Library? * What did you learn about Trinity College? * What are your impressions of Dublin Castle? Why is it important to Ireland’s history and culture? * What are your initial impressions of Catherine’s House? (optional) | | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | Journal: one post and feedback from instructor= **30 minutes** |
| **Day 3 Journal**  **Today’s Itinerary:**   * Mary Immaculate College: Presentations on cultural and historical foundations of education in Ireland * Mary Immaculate College: Break-out presentations of K-12 education, higher education, and programs for children with disabilities * Cruise on the Shannon River, St. Flanahan’s Cathedral, and barbecue in Killaloe   **Post** a 200- to 300-word entry titled “Day 3 Journal” using the Blackboard Journal tool. Your entry should respond to the following:   * What did you learn from the presentations today? What was the most interesting thing you learned? How does it reflect back into your practice and policy thoughts as an educational leader? * What did the experience at St. Flanahan’s Cathedral and the Shannon River Cruise contribute to your impressions of Ireland? * How does the character of the place and the people influence the atmosphere and culture of Ireland? | | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | Journal: one post and feedback from instructor= **30 minutes** |
| **Day 4 Journal**  **Today’s Itinerary:**   * International Research Methods Summer School (IRMSS)   **Post** a 200- to 300-word entry titled “Day 4 Journal” using the Blackboard Journal tool. Your entry should respond to the following:   * What is your reaction to the points addressed by the Keynote speaker? Do you tend to agree or disagree? Justify your response. * What did you learn at the conference today? What was the most interesting thing you learned? How does it reflect back to your practice and policy thoughts as an educational leader? * Now that you’ve been in Ireland a few days, what is your impression of the Irish culture? What surprises you? How do you think it has informed the Irish educational system, including policy and practices? | | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | Journal: one post and feedback from instructor= **30 minutes** |
| **Day 5 Journal**  **Today’s Itinerary:**   * IRMSS continued   **Post** a 200- to 300-word entry titled “Day 5 Journal” using the Blackboard Journal tool. Your entry should respond to the following:   * As the conference is coming to a close, consider global education policy and practice. What forces do you see controlling and shaping education on the global, national, and local levels? How do global trends and influences in education play out in the Irish educational system and the American education system? * What value does moral and ethical leadership from an educational leader have in shaping and encouraging positive educational policy and practice globally? | | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | Journal: one post and feedback from instructor= **30 minutes** |
| **Day 6 Journal**  **Today’s Itinerary:**   * Cliffs of Moher * The Burren * Bunratty Castle and Folk Park   **Post** a 200- to 300-word entry titled “Day 2 Journal” using the Blackboard Journal tool. Your entry should respond to the following:   * Reflect on your emotional reaction to seeing the Burren. Reflect on how this economic disaster impacted the Irish educational system. * How does economics impact the educational system of the United States? Does the globalization of education make it more likely that economic changes could ripple though many countries with a similar impact? Who has more control over the US educational system: the federal government, state and local governments, or global organizations like the World Bank? * Based on your experiences in this region of Ireland, compare the economic, political, cultural, regional, and social values of the Irish and Americans. How are they similar and how are they different? How are those differences articulated in the complexity of the national education debate, or in educational policy and practice, in each country? | | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | Journal: one post and feedback from instructor= **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

**Residency:** The residency will take place Monday of Week Two through Sunday of Week Three and consists of 44 hours of instruction:

* + Tuesday: 6-hour session
  + Wednesday: 8-hour session
  + Thursday: 8-hour session
  + Friday: 8-hour session
  + Saturday: 10-hour session
  + Sunday: 4-hour session

**Journaling**

If the Internet is unavailable or students have difficulty posting, encourage them to keep their journals as Word documents on their device. When the Internet is available, they should post all journals they have missed to Blackboard. Be flexible on the submissions dates, and check in frequently with students during the day to make sure they are aware of the journaling expectations.

In some cases, the daily journaling prompts are broad and non-specific to allow for any kinds of itinerary changes. Feel free to modify the questions and prompts in order to better match the speakers and the schedule on the ground.

When it comes time to grade student journals, you will give one grade for the completion and quality of all six journals collectively based on the rubric. If a student submits less than six full entries, give them the appropriate rubric score for completion, but treat Critical Thinking and Development of Ideas separately, based on however many complete entries the student submitted. For instance, if the student has submitted only first journals, they should only lose credit on the first criterion, not for Critical Thinking or Development of Ideas. Grade these based on the complete entries that are submitted.

**Speakers at the IRMSS**

Due to the lead time of developing this course, many of the items on the itinerary are proposed. Review the materials in the course that refer to specific events, meetings, or speakers, and confirm that they are accurate. Use announcements in the course Blackboard to update any information that changes near the Ireland trip.

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| --- | --- | --- | --- |
| Week Three: Global Education Perspectives | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Synthesize the personal, professional, and public contexts experienced during the International Research Methods Summer School (IRMSS). | | CLO3, CLO4, CLO5 | |
| * 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 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following chapters from *Globalization of Education: An Introduction*:   * Ch. 4: The World Trade Organization and the Global Culture of Higher Education * Ch. 5: Corporatization of Global Education: Profit Opportunity and Resistance to Corporatization * Ch. 6: Religious and Indigenous Education Models: A Clash of Civilizations | |  |  |
| **Progressive Model of Education**  During your readings, you will have noticed that the traditional model of education as we may conceive of it has been changing steadily over time. The traditional model in the United States, with local control of education and its outcomes, has been losing ground to a more nationally based model in which the forces of globalization and economics gain more control over what education means.  This so called “progressive model of education” is the modern conception of education in the grips of the three drivers we’ve been talking about throughout this course: religion, economics, and global culture. When you hear the phrase “progressive model of education,” be aware that this is what we are addressing.  **Review** the following chapters for a more detailed picture of the components of this model:   * Ch. 5: Corporatization of Global Education: Profit Opportunity and Resistance to Corporatization * Ch. 6: Religious and Indigenous Education Models: A Clash of Civilizations * Ch. 7: A Global Workforce: Migration and the Talent Auction   **Review** “Ch. 8: Globalization and Complex Thought: Is There a Theory of Educational Globalization?”, which addresses this model of education in a holistic and complete way. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **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 = **1 hour** |
| **Personal Reflection on IRMSS Residency**  **Write** a 500–750-word personal reflection about the IRMSS residency and your trip to Ireland in which you address the following:   * Insights gained from talking with non-American educators at the IRMSS residency * Insights gained about the Irish and international educational systems * Insights gained about the American educational system   Consult your journal entries from your residency in order to compose this reflective response. Include specific details from your experiences that you feel are relevant and appropriate.  **Submit** your assignment to your instructor via Blackboard. | | 3.1, 3.2, 3.3, 3.4 |  |
| **Capstone: The World in Motion**  **Reflect** on the three major drivers of education: religion, economics, and global culture.  **Write** 900–1,200-word reflective paper that includes each of the following sections:  **Section I: Irish Experience (300 words)**  **Explain** how the Irish experience exhibits elements of religion, economics, 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 (300 words)**  **Explain** how the American Educational System has been influenced by religion, economics, and global culture.  **Include** at least three 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 (300 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   **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 assignment to your instructor via Blackboard. | |  |  |
| **Total** |  |  |  |

# 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

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required |  |
| Supplemental |  |
| **Week 2** |  |
| Required |  |
| Supplemental |  |
| **Week 3** |  |
| Required |  |
| Supplemental |  |
|  |  |
| **Total Required Hours** |  |
| **Total Supplemental Hours** |  |
| **Total Hours** |  |