

INTRODUCTION TO EDUCATION

Fall 2021

05:300:200:05 Index 16774

Automatically includes: 05:300:201 Ed Lab

Tuesday/Thursdays 3:00-4:20pm

BE-252 (Livingston Campus)

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*Office hours: Tuesdays/Thursdays 2:00-3:00pm Outside of BE-252
and online by appointment*

Course description

This course aims to inspire students to enter into the teaching profession with the goal of promoting social justice, human dignity and global awareness. The course introduces students to issues in educational equity and explores the ways in which globalization, race, ethnicity, immigration status, disability, religious identity, and gender and sexuality impact school settings. Students will become familiar with important concepts and approaches that will start them on their journey of acquiring the many skills and attitudes that an excellent teacher possesses. Specific concepts that will be addressed in the class include Culturally Relevant Pedagogy, Universal Design for Learning, Translanguaging, Gender Expansiveness and Global and Intercultural Competence.

This course is offered in conjunction with Introduction to Education: Field Based Lab Clinical Experience where students will have the opportunity to observe and reflect upon daily educational practice in light of the course readings and class discussions. Students will draw on course readings, their own experiences as learners, classroom practice video analysis, and class discussions and activities to write classroom teaching analysis papers in which they integrate what they are observing in practice with the theoretical understandings they are gaining in class. Each week is organized to consider educational issues from both a theoretical perspective, and in light of the realities of educational practice in schools.

Fundamental Principles

The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately.

The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

Developing Instruction

The teacher acquires the essential knowledge that will allow them to create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs;

that enables each learner to advance and accelerate their learning; and that prepares the teacher to collaborate with families, communities, colleagues and other professionals to promote learner growth and development.

The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.

Language and Cultural Diversity

The teacher understands the role and impact of language and culture on learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

The teacher develops the critical disposition to allow them to value diverse languages, dialects, and cultures and to seek to integrate them into their instructional practice to engage students in learning.

The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

Teacher Reflection

The teacher reflects on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

The teacher is committed to deepening understanding of his or her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.

Learning goals

1. In a written educational autobiography, students will reflect on their educational experiences and consider how these impact their teaching beliefs and practices as future teachers.
2. In online discussion posts students will demonstrate critical understandings of the readings on the social and historical contexts of teaching and learning.
3. Students will write analyses of videos of classroom teaching where they will draw on theory to reflect critically on the links between social context and daily educational practice.
4. Students will develop their global and intercultural competence in story circles, through creating their own mini-lessons with global and intercultural content, and through comparative analysis of classroom teaching videos from countries around the world.

Readings

Required texts are all available free online through the Rutgers Library and through Canvas.

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass

(Optional) **Emdin, C.** (2016). *For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press.

The remaining required readings are listed below and will be accessible in the links posted in Canvas Modules.

Required Digital Resources

During the semester, students will collaborate with the instructor to explore the use of a variety of digital tools including Canvas, Perusall, and ATLAS. Please contact me at any time with access issues and technical difficulties that you are encountering.

For the lab class that accompanies this course you will be provided with a license to access the ATLAS database of classroom teaching videos. Additional online streaming documentary and video material will be available through the Rutgers Library.

Observations of classroom practice

Traditionally, this course included onsite school visits (a minimum of 20 hours). However, we had to change that last year because of the pandemic and replaced this component with the review and analysis of videos of classroom teaching. Given the uncertainty of the coming year,

we will continue in that mode this year. You are required by the state to demonstrate that you have completed 20 hours of teaching observations. We will build this into the weekly assignments by having you analyze teaching practice that is observable in the videos. You will be responsible for responding to the assignments throughout the semester.

Please note that you cannot receive credit for this course without completing the 20 hours of required classroom video observation for the lab course.

There is also a mandatory virtual orientation video that you must watch as part of the lab course.

Expectations and Class Rules

Read the syllabus carefully. You are responsible for knowing what is contained in the syllabus and for adhering to due dates and requirements in the syllabus without any reminders from me.

Attendance is mandatory for this course. You have two excused absences and you don't need to contact me prior to missing those classes. Please inform me as soon as possible if you will have a reason to miss more than two classes. Missing three or four classes will result in a reduction of half a letter grade each. Missing five or more classes will automatically result in a failing grade for the course.

Please note that you cannot receive course credit for this course without completing the 20 hours of required classroom video observation for the lab course. Completion of the 20 hours is documented by your completion of the lab assignments.

All assignments are required to pass this course. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity.

Final grades will be assigned as follows:

93-100	A
88-92	B+
83-87	B
78-82	C+
73-78	C

All written work must be properly referenced using the APA (American Psychological Association) reference style. You are expected to cite course readings and other articles and multimedia materials in your writing assignments. In your discussion posts simply add the references at the end of your discussion post. One good resource for APA reference style is <https://owl.english.purdue.edu/owl/resource/560/01/>

Check your e-mail regularly. I will use Canvas for announcements and email to contact you individually. You will need to pay attention to these e-mails in a timely fashion. If you do not

usually use your Rutgers e-mail account, be sure that you have set it to forward to the account that you do check.

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. You are responsible for knowing the Rutgers University Academic Integrity guidelines. These can be found at <http://academicintegrity.rutgers.edu/>

Learning Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

Assignments

Educational autobiography 10%
Perusal/Discussion responses 25%
3 classroom teaching analysis papers 50%
Current events presentation and Class Participation 10%
Critical multilingual language awareness mini-lesson 5%

Grading rubrics are available in Canvas Assignments.

1) Educational Autobiography (750-1000 words)

In this paper, you will write about a selected experience or set of experiences from your own educational autobiography. Develop the story of your experience with rich and evocative detail and have a main point or thesis that you would like to convey.

2) Discussion Posts (300 words)

Write a brief reading response to the readings of the week. Use the guiding questions for the week that can be found at the end of the syllabus to take notes on the readings; include 1 or 2 excerpts from each of the readings. Use the discussion posts to help you prepare for in class activities and as a way to prepare for your teaching analysis papers. Respond to the members of your discussion group.

3) 3 Classroom Teaching Analysis Papers (1000-1500 words each)

You will be watching a total of 8 hours of classroom teaching videos in ATLAS. The videos will include elementary schools, secondary schools, special education environments, and ESL environments. You will write four analytical observation journals in which you analyze the

lessons you have observed through these lenses drawing on relevant readings from the course syllabus.

<p>1) General Ed: Quality teaching</p>	<p>To what extent is quality teaching occurring in secondary school classrooms and what are the implications for equality of educational opportunity? In your analysis, consider the following dimensions.</p> <p><u>Classroom Discourse:</u> What is the nature of classroom discourse and discussion? How do students and teacher participate? Who participates and who does not? How are student ideas considered?</p> <p><u>Intellectual Challenge:</u> What are students asked to do during classroom instruction? For example, do they engage in reasoning about important concepts? Are they expected to provide elaborated responses?</p> <p><u>Social Interactions:</u> What are the social dimensions of the classroom? How do we view respect, warmth, cooperation, autonomy and responsibility?</p>
<p>3) Special Ed: Universal design for learning.</p>	<p>To what extent is Universal Design of Learning apparent in the school and classroom?</p>
<p>4) ESL: Educating emerging bilinguals.</p>	<p>How do schools support the learning and success of immigrant students and emerging bilinguals?</p>

Take careful and complete notes during your teaching video observations. You will need to refer to these notes to write your teaching video analysis. In your teaching video analysis, you should write separate observations and interpretations.

Observations. These are detailed rich descriptions of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue.

Reflections & Analysis. What do you interpret this event, dialogue, or description to mean? In your analysis, draw on course readings to make connections to what you are seeing. **Please cite at least one quote from each text that you use as a way of grounding your own thoughts.** Choose these quotes carefully. They should add to, extend and/or help you to explain a cogent point you are making. I will be looking for evidence that you are reading and thinking critically

about the various assigned texts and how these can be applied to thinking analytically about what you are observing in the school visit.

Have access to your teaching video notes during class sessions. Your teaching video notes will be a resource that will help ground our in-class discussions in the actual practice of schools.

5) Current Events

At the start of class every week, students will briefly present and discuss current education issues in the news. Students must prepare to share news items at least once during the semester. Sign up for a date in Canvas Pages and paste a link to a news article about an education issue under the relevant date. Prepare a discussion question based on your selected article. After sharing your news item, use your discussion question as a way to spark a conversation with the class. Be sure to find articles from reputable sources (NPR, NYTimes, Washington Post, US News and World Report, Education Week, China Daily, Times of India, AlJazeera, Helsinki Times, The Independent (UK) etc.) Acknowledge your source and any potential bias you may be aware of.

6) Critical multilingual language awareness mini-lesson

Create a multimedia Google slide presentation or video in which you teach your classmates a word or phrase in a language other than English.

CLASS SCHEDULE

Week		Class activities	Readings	Assignments Due
Week 1 9/2	Introduction	Story Circles		Canvas profile Student background survey
Lab class 9/3	Watch Race the Power of an Illusion (50 min) Complete Lab assignment 1.			
Week 2 9/6 and 9/9	Building critical anti-racist and intercultural competence		McIntosh Ladson Billings chapters 1-3 CRT under attack Additional Reading: Emdin chapter 6	Discussion post (DP) 1.
Lab class 9/10	<ol style="list-style-type: none"> 1. 13th (1h 40 min). Complete Lab assignment 2. 2. Orientation (20 min) 			

Week 3 9/14 and 9/16	Entering student's lives	-Sharing educational autobiographies	Cisneros Lobman Carini Additional Reading: Emdin chapter 1	DP 2
Lab class 9/17	Watch Clinical Experience Orientation and a video of your choosing from ATLAS. Complete Lab Assignment 3.			
Week 4 9/21 and 9/23	Rubrics for evaluating quality teaching and culturally relevant pedagogy	NJ Profess. Standards for Teaching	Ladson-Billings Chapter 4 Danielson NJ Professional Standards for Teachers Tichnor-Wagner	-DP 3 -Educational autobiography Due Friday
Lab Class 9/24	Watch assigned elementary school videos in ATLAS and accompanying materials. (2 hours)			
Week 5 9/28 and 9/30	The purpose of education, the role and nature of knowledge	1. Sharing Dewey excerpts 2. Whole class activity: "What does every American/global citizen need to know?" -Group sharing about classroom video observation and analysis	Dewey (selected excerpts) Hirsch (selected excerpts) Ladson-Billings chapter 5 Additional Readings: NJ Student Learning Standards	DP 4

Lab Class 10/1	Watch Teach Us All. Complete lab assignment			
Week 6 10/5 and 10/7	Structures of educational inequality 1: Segregation		Kozol Anyon Hannah-Jones Shapiro	-DP 5 -Teaching Analysis Paper 1: Culturally relevant pedagogy classroom teaching analysis Due Friday
Lab class 10/8	Watch selected secondary school videos in ATLAS and accompanying materials. (2 hours)			
Week 7 10/12 and 10/14	Structures of educational inequality 2: Tracking	Tracking debate	Oakes Rubin Yea EduTopia: Differentiated instruction resources	-DP 6 -In-class debate about tracking making use of all of the readings. Be ready to argue <u>both</u> FOR <u>and</u> AGAINST tracking.
Lab class 10/15	Watch Gender Revolution: A Journey with Katie Couric. Lab assignment 4.			
Week 8 10/19 and 10/21	Gender		Pascoe Katch Mangin Additional Reading: Gender Inclusive Schools Toolkit	-DP 7 -Teaching analysis paper 2: Secondary education Due Friday
Lab class 10/22	Watch Restraint and Seclusion and Best Kept Secret. Complete lab assignment			

Week 9 10/26 and 10/28	Universal Design for Learning	- Applicatio n of UDL to lesson planning for students with IEPs -Watch Restraint and Seclusion	Baglieri and Shapiro UDL Guidelines	-DP 8
Lab class 10/29	Watch the assigned Special Education videos in ATLAS. Take classroom observation notes and prepare to write Teaching Analysis Paper 3.			
Week 10 11/2 and 11/4	Motivation, competition and punishment	-Group sharing about observation and analysis of classroom teaching videos	Kohn Demerath Kang-Brown	-DP 9
Lab class 11/5	Watch Race to Nowhere. Complete lab assignment			

Week 11 11/9 and 11/11	Immigration	-Use of drawings to share stories of immigrant students -Sharing reflections on how you could use selected World of Words resources and articles	Suarez-Orozco et al. Suarez-Orozco, Suarez Orozco & Todorova (introduction and selected child profile of immigration available on Canvas in Files) Selected WOWlit.org online resources	-DP 10 -Drawing of student profile. Prepare to share your student profile story using your drawing in your groups. -Select a WOW story to share. -Teaching Analysis Paper 3: Special Education and Universal Design for learning Due Friday
Lab class 11/12	Watch I Learn America. Lab assignment 4.			
Week 12 11/16 and 11/18	Emerging bilinguals	Teach a mini language lesson	Garcia Tschida	-No DP required -Critical multilingual language awareness lesson
Lab class 11/19	Watch assigned English as a New Language videos in ATLAS. Take classroom observation notes and prepare to write Teaching Analysis Paper 3.			
11/25&11/26	Remote class, TBA			

Week 13 11/30 and 12/2	Teaching and learning around the world	-Jig-saw about teaching in other parts of the world -Observing Math classrooms around the world using TIMSS videos	Darling-Hammond Farrell et al. Stigler and Hiebert	-DP 11
Lab class 12/3	Watch Two Million Minutes. Complete lab assignment 5.			
Week 14 12/7 and 12/9	Global competence	-Global competency reflections -Global Oneness Video Sharing -Reflections on how to incorporate global content into your classroom	Global competency framework Global oneness project Wowlit.org Getting started with iEarn	-DP 12 -Analytical paper 4: Teaching English as a new language Due Friday

List and schedule of Readings and Guiding Questions

Week 1

No readings

Week 2

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass, **Chapters 1-3**

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack.

<http://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

Where Critical Race Theory Is Under Attack (2021, June 11). *Education Week*. Retrieved August 3, 2021 from <http://www.edweek.org/leadership/map-where-critical-race-theory-is-under-attack/2021/06>

Additional Reading:

Emdin, C. (2016). *For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press, chapter 7.

Guiding Questions: What are some of the harsh educational statistics that describe the gap between African American students and their white counterparts? Why would some African Americans argue for separate schools for African American students? What is culturally relevant teaching? What approach does Emdin describe in chapter 7 that he found helpful for engaging students in his classroom?

Week 3

Carini, P. (2000). A letter to parents and teachers on some ways of looking at and reflecting children. In M. Himley & P.F. Carini (Eds.), *From another angle: Children's strengths and school standards*, New York: Teachers College Press, pp. 56-64.

Lobman, C. (2003). The Bugs Are Coming! Improvisation and Early Childhood Teaching. *Young Children*, 58(3), 18-23.

Cisneros, S. (1991), *Woman Hollering Creek* (Selections), New York: Vintage, pp.3-20.

Additional Reading:

Emdin, C. (2016). *For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press, chapter 1.

Guiding Questions: According to Carini what is the value and purpose in "attending to children with care"? What categories of observation does Carini suggest to help us organize our attending to children? How do the Lobman, Cisneros and Emdin readings inspire us to listen and observe children and young people more closely?

Week 4

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass, **Chapter 4**.

Danielson, C. (2013). *Rubrics from the framework for teaching: Evaluation instrument*. Princeton, NJ: Danielson Group.

[NJ Professional Standards for Teachers \(NJPST\)](#)

Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. M. (2019). *Becoming a globally competent teacher*. Ascd.

Drawing on Ladson-Billings, Danielson, the NJPST, and Tichnor-Wagner what are some of the characteristics of high quality teachers and effective teaching?

Week 5

Dewey, J. (1900). [School & Society](#). University of Chicago Press **(students select excerpts)**

Dewey, J. (1902). [Child & Curriculum](#). University of Chicago Press **(students select excerpts)**

- Hirsch, E. D.** (1987). *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton Mifflin. **Chapter 1, pp. 1-32 and Chapter 5, pp. 110-133.**
- Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass, **Chapter 5**
- New Jersey Student Learning Standards.** (2017). State.nj.us. Retrieved 1 September 2017, from <http://www.state.nj.us/education/cccs/>

Guiding Questions: What insights does a reading of John Dewey give us into the purpose of education? What does Ladson-Billings have to say about the nature of knowledge? After readings both the excerpts from Hirsch and the Ladson-Billings chapter, what do you think the content of the curriculum should be? How does a view of education as a private good or a commodity impact schooling? In light of your readings for the week how would you evaluate the NJSLS in a subject of your interest?

Week 6

- Kozol, J.** (1 September 2005). Still separate, still unequal: America's educational apartheid. *Harper's Magazine v. 311, n. 1864*
- Anyon, J.** (1980). "Social class and the hidden curriculum of work," *Journal of Education*, 162 (1): 67-92.
- Hannah-Jones, N.** (2019). *Choosing a School for My Daughter in a Segregated City*. Nytimes.com. Retrieved 29 August 2019, from <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>
- Shapiro, E.** (2019). *Desegregation: Eliminate all gifted programs in New York* Nytimes.com. Retrieved 30 August 2019 <https://www.nytimes.com/2019/08/26/nyregion/gifted-programs-nyc-desegregation.html>

Guiding Questions: How do race, ethnicity and social class structure students' experiences in the US schooling system? What roles have race and ethnicity played in the US schooling system historically and to this day? Based on a reading of Anyon, to what extent does social class shape access to high quality pedagogy?

Week 7

- Oakes, J.** (1986). Beyond Tracking. *Educational Horizons* 65 (1): 32-35.
- Rubin, B.** (2006). Tracking and detracking: Debates, evidence and best practices for a heterogenous world. *Theory into Practice*, 45 (1): 4-14.
- Differentiated Reading Instruction.** (2006). Retrieved 14 January 2021, from <https://www.readingrockets.org/webcasts/1001>

Guiding Questions: How do schools sort and categorize students? How is this sorting and categorization helpful and harmful? What is detracking? What are the challenges to detracking classrooms? What are some best practices for detracking?

Week 8

Pascoe, C. J. (2011). *Dude, you're a fag: Masculinity and sexuality in high school*. Univ of California Press, chapters.

Katch, H., & Katch, J. (2010). When Boys Won't Be Boys: Discussing Gender with Young Children. *Harvard Educational Review*, 80(3), 379-391.

Mangin, M. (2018). Supporting transgender and gender-expansive children in school. *Phi Delta Kappan*, 100(2), 16-21.

Additional Reading:

[SKIM] Gender Inclusive Schools Toolkit. (2019). Gender Spectrum. Retrieved 9 January 2019, from <https://www.genderspectrum.org/resources/education-2/#more-424>

Guiding Questions: What is compulsive heterosexuality and how is it enacted in the high school that Pascoe studies? How does Katch support the gender expansive child in her classroom? What are some strategies suggested in Mangin and the Gender Inclusive Toolkit to create gender inclusive school and classroom environments?

Week 9

Baglieri, S., & Shapiro, A. (2012). *Disability studies and the inclusive classroom: Critical practices for creating least restrictive attitudes*. Routledge, **chapters 1 and 2**.

UDL: The UDL Guidelines. (2021). Retrieved 14 January 2021, from <https://udlguidelines.cast.org/>

Guiding Questions: What assumptions about disability shape the way we educate disabled students? How do inclusive practices benefit special education students and their peers? What are the various components of Universal Design for Learning?

Week 10

Kohn, A. (1999). Lures for Learning. In *Punished by rewards*. Boston: Houghton Miffling. Pp. 142-159.

Demerath, P. (2009). *Producing success: The culture of personal advancement in an American high school*. University of Chicago Press, chapters 3 & 4.

Kang-Brown, J., Trone, J., Fratello, J., & Daftary-Kapur, T. (2013). *A generation later: What we've learned about zero tolerance in schools*. Vera Institute of Justice, Center of Youth Justice.

Guiding Questions:

What are the best ways to motivate students? What are the effects of different types of rewards and punishments on students? What are the consequences of high levels of competition and academic pressure? In the high school that Demerath studied how is academic success socially constructed or “produced”.

Week 11

Suárez-Orozco, M. M., Darbes, T., Dias, S. I., & Sutin, M. (2011). Migrations and schooling. *Annual Review of Anthropology*, 40, 311-328.

Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2009). Learning a new land. Harvard University Press, **Selected student profile**.

McCarthy, M; Apol, L & Roue, B. (2018). “But I’ve Never Been to Lebanon…” and Other Reflections on “Unrelatable” Texts. *WOW Stories: Vol. V, Issue 4, Power of Literature in the Classroom and Through Teacher Preparation Programs*, Spring 2018

Guiding Questions: How is transnational migration shaping education around the world? What are some of the ways that immigrant students experience schooling? What are some examples of classrooms that incorporate global literature and how does this help immigrant students?

Week 12

Tschida, C. M., Ryan, C. L., & Ticknor, A. S. (2014). Building on windows and mirrors: Encouraging the disruption of "single stories" through children's literature. *Journal of Children's Literature*, 40(1), 28.

García, O. (2016). Critical multilingual language awareness and teacher education. In J. Cenoz, D. Gorter, & S. May (Eds.), *Language Awareness and Multilingualism* (pp. 1–17). Cham: Springer International Publishing.

Guiding Questions: How have ideas changed over time about educating emerging bilinguals? What are some ways that prospective teachers can cultivate their critical multilingual awareness? What are some specific critical pedagogy techniques that we can incorporate into the classroom to support emerging bilinguals and all students?

Week 13

Darling-Hammond, L., Burns, D., Campbell, C., & Hammerness, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons, chapters 1, 2 and 4. **(In chapter 2 select one country case study to read)**

Farrell, J., Manion, C., Rincon-Gallardo, S. (2017) Reinventing schooling: Successful alternatives from the global south. In Bickmore, K., Hayhoe, R., Manion, C., Mundy, K., & Read, R. (Eds.). *Comparative and international education: issues for teachers*. Canadian Scholars 'Press.

Stigler, J. W., & Hiebert, J. (2009). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. Simon and Schuster.

Guiding Questions: What are some successful policies and practices used by other countries (in both the “South” and the “North”) in education? What differences and similarities do we notice in teaching when we compare classrooms across countries?

Week 14

OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA Global Competence Framework*. Retrieved 25 August 2020, from

<https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

Getting Started with iEARN <https://iearn.org/about/about-getting-started#whatIEARN>

Wowlit.org

Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. M. (2019). *Becoming a globally competent teacher*. Ascd.

Guiding Questions: How has global competence been conceptualized? What are some ways that we could bring global content into our classroom and enhance a world-embracing vision in our students?