

## Global Education: 21<sup>st</sup> Century Trends and Issues

05:300:467:01

Fall 2021, 3 Credits

Scott Hall, Room 204, Tuesdays 1:00 p.m.—4:00 p.m.

**Face-to-Face Sessions:** 9/7, 9/14, 9/28, 10/5, 10/19, 10/26, 11/9, 11/16, 11/30, 12/7

**Online Sessions:** 9/21, 10/12, 11/2, 11/23, 12/14

Instructor Name: William R. Fernekes	Email address <a href="mailto:william.fernekes@gse.rutgers.edu">william.fernekes@gse.rutgers.edu</a> or <a href="mailto:bill41@comcast.net">bill41@comcast.net</a>
Phone Number 908-788-0522 (home)	10 Seminar Pl - Educ. Theory, Policy and Admin. Department
Office Hours: By arrangement.	Prerequisites or other limitations: None
Mode of Instruction: <sup>1</sup> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar (web-enhanced) <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: No  For questions regarding enrolling in this class: Contact Shanelle Harris at the GSE, <a href="mailto:shanelle.harris@gse.rutgers.edu">shanelle.harris@gse.rutgers.edu</a>

**Learning goals<sup>2</sup>:** Through participation in this course, students will be able to—

1. define, interpret and analyze varied conceptions of global education and how they are put into practice in both the U. S. and other world societies,
2. interpret and apply understanding of the critical qualities of selected global themes and issues in relation to educational policies and practices: evolving networks of global communication, patterns of world migration, trade and environmental change, and movements to expand social justice and realize guarantees of universal human rights.
3. analyze the impact of critical global themes and issues on the design and delivery of educational policies and practices in the U. S. and other world societies,
4. compare and contrast differing conceptions of global citizenship, and analyze their potential impact on the development of knowledge, skills, attitudes and practices if they were implemented in educational settings, and
5. design and present a project demonstrating how the content and processes of an educational system or program in the year 2050 would be transformed to reflect the impact of critical global themes and issues along with one or more conceptions of global citizenship.

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<sup>1</sup> Check 1:

<sup>2</sup> These can be TEAC claims or objectives from other sources.

**Course catalog description:** This course introduces students to critical global themes and issues shaping the design, delivery and impact of educational policies and practices in the United States, as well as internationally. Students will analyze how rapidly evolving networks of global communication, patterns of world migration, trade and environmental change, and movements to expand social justice and realize guarantees of universal human rights are changing both the content and processes used in diverse educational settings, including schools, workplaces and other institutions. Diverse conceptions of “global citizenship” will also be examined, along with implications for the development of educational policies and practices during the 21<sup>st</sup> century.

**Required Texts:** (Available at the Rutgers University Bookstore, College Ave. Campus)

Sant, E., Davies, I., Pashby, K., & Schultz, L. (2018). *Global Citizenship Education: A Critical Introduction to Key Concepts and Debates*. London: Bloomsbury Academic.

Steger, M. (2010). *Globalization: a very short introduction* (5th ed.). New York: Oxford University Press.

Additional course readings and related resources will be accessed through the course Canvas site.

### **Course Instructional Methodologies:**

Methods to be employed include instructor presentations, small and full-class discussions, online discussion forums, critical analysis of film, presentations (in-person and virtual) by outside experts on course topics, presentations by individual class members and student groups, and individual consultations with students as they prepare their culminating projects for presentation to the class.

**Grading policy:** Attendance at all class sessions is critical—penalties will be imposed for unexcused absences from class. The percentages assigned to specific assessments of student performance in the course are noted in bold after each assessment category.

**Because this is a hybrid course involving both face to face sessions and online participation, students are expected to log on to the course Canvas site at least twice weekly and to participate in online discussions, video exchanges and email dialogues with other students and the instructor.**

### **Assessments of Student Performance<sup>3</sup>:**

- A. Issue paper (1) (20%):** You will author an essay on a specific topic related to the impact of global trends and issues on education. The essay will consist of a concise overview of a topic chosen by the student, including a review of the key literature and the posing of critical questions for investigation. This issue paper will serve as the foundation for the culminating course project (see below).

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<sup>3</sup> Including exams, papers etc.

- B. Class participation (30%):** Active in-class and online contributions to class discussions, video conferences, online discussion forums, individual/small group projects, and critical media review presentations.
- C. Critical review(s) of media (10%):** Critiques of media dealing with critical global trends and issues and their potential to influence the content and processes of educational programs. You will prepare a detailed outline and oral presentation based upon your outline content and deliver the presentation to the class on a scheduled date.
- D. Culminating Project (40%):** Design and presentation of a summative project demonstrating how the content and processes employed in a specific educational setting (i. e., formal schooling, workplaces, or other institutions) would be transformed by 2050 based on student understanding of critical global trends and issues and conceptions of global citizenship examined in the course. The culminating project includes two parts: an oral presentation to the class and a final project paper.

## **COURSE EXPECTATIONS**

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It is a fundamental assumption in this course that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge and understanding.

**Class attendance is a requirement. Our class time, both face-to-face and online, is essential – this is where we will experience each other’s contributions and learn intensively.** Students are expected to be on time and prepared for class. If, for extraordinary reasons, you are unable to attend a face-to-face class session or participate in scheduled online activities, please contact me in advance to explain your absence. If advance notice is impossible, please contact me within 24 hours of the absence to provide your explanation. Inconsistent attendance will result in a lowered grade. Absence from a significant number of face-to-face classes and required online participatory activities will result in no credit for the course.

**This class is a discussion-oriented, active learning environment. For this class to be effective, all students must be prepared to discuss the week’s assigned readings and be ready to participate in each class session’s activities, either face-to-face or online.** Participation will include taking part in a variety of face-to-face and online activities – written, verbal, individual, and group.

**All assignments are required to pass this course.** An “A” assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity. A final A grade will be assigned for an overall grade point average of **3.5 or greater (90 to 100 on a 100-point grade scale).** The course grading scale is shown here: **A=90-100, B+=87-89, B=80-86, C+=77-79, C=70-76, No credit (Failing)=0-69.**

**Students are expected to turn in all work on time and be present for scheduled online activities requiring your simultaneous participation.** If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late papers, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one half grade for each day they are late. PLEASE RETAIN ELECTRONIC COPIES OF ALL ASSIGNMENTS THAT YOU SUBMIT IN THIS COURSE. **If you are unable to engage in a scheduled online activity requiring your simultaneous participation, you need to contact the instructor as soon as possible to reschedule a time when you can make your presentation and/or discuss the missed online activity with the instructor.**

**Learning in this class will require your active participation** and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people) in all of your work. There are many ways to participate in this class; actively listening, asking questions, commenting on the thoughts of others, making planned presentations, or discussing. Tentative, speculative ideas are valued as much as stating original, completely formed thoughts. Additionally, your commitment to equitable participation in pair and small group activities within the class and outside of class time will be considered a critical component of your course participation grade.

**Care, respect and integrity in written and classroom exchanges.** All written work, including postings on Canvas, should be proofread for clarity, spelling, grammatical errors and the like. **Oral presentations and comments, both in face-to-face and online sessions, should use language that adheres to professional standards and is appropriate for an academic setting.** Outside sources should be referenced appropriately using the format outlined in the APA Publications Manual 7<sup>th</sup> edition. Please use language that is appropriate for the classroom setting and maintain a professional tone in both your Canvas postings and classroom discussions. You are expected to do your own work and cite sources following the format in the APA Publications Manual. To access the APA Format Citations manual online, go to: <http://libguides.rutgers.edu/writing> and click on APA format. In the list of APF format resources, there is a link to the Purdue Owl Writing Lab website, where you will find very helpful resources on how to utilize APA format (for in-text citations and bibliographic listings.)

**Academic Integrity: It is a basic expectation that you will comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from me or from other appropriate resources. Assignments, however, should be your own work, except in cases where a group work product is required.** The consequences for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute

can increase the temptation to plagiarize work from journals or to use the work of others, including friends or peers.

For any and all assignments and class activities, including in-class quizzes, take-home quizzes, tests, papers, field projects, Power Point or Prezi presentations, and any other class-related work, no copying of any kind is allowed, unless copied text is placed within quotations and the author/source is appropriately cited. Clear evidence of plagiarism will likely result in a grade of F for the assignment AND the course.

You can avoid problems by getting your work done early. Exams must also be your own work. Please familiarize yourself with the university policy on academic integrity which can be downloaded at this location: <https://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity>. Additional information about the academic integrity policy at Rutgers are available at: <http://nbacademicintegrity.rutgers.edu>.

A copy of the updated Academic Integrity policy in PDF form is also located in the Essential Course Resources section of the “Begin Here” module on the course Canvas site.

Course Web site: Accessible through the Rutgers Canvas portal at \_\_\_\_\_.

## Course Schedule

Module #	Module Title
1	<b>Global Education and Globalization: Definitions, Systems and Connections</b>
2	<b>Communication, Migration and Commerce—Impacts on Education</b>
3	<b>Human Rights and Global Education—Initial Project Planning</b>
4	<b>Global Citizenship and the Design and Evaluation of Global Education Programs</b>
5	<b>Culminating Project Development and Presentations</b>

**Course Outline—Other Than Week 1, all readings and viewing of videos should be completed by the class session dates noted in the outline shown below.**

Week	Course Obj.	Activity/Assignment
1 9/7-12	Objective 1  <b>MODULE 1</b>	<b>Overview of Syllabus and Discussion of core themes and issues</b> <b>CQ: What do we mean by Globalization and Global Education?</b>  <u>TOPICS</u> —Origins of Global Education; contrast with globalization

		<p><b>Sources/Readings (Due 9-14-21)</b>—K. Tye, “Philosophy and Definition of Global Education” (PDF); Steger, Chapter One (PDF); Robert Hanvey, “An Attainable Global Perspective” (PDF)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Completion of introductory survey and emailing of document to instructor by 10 pm on 9-10-2021</li> <li>2. Submission of preferred dates for critical media review to instructor via email by <b>10 pm on 9-10-2021.</b></li> </ol>
<p><b>2</b> 9/13-19</p>	<p>Objective 1 and 2</p> <p><b>MODULE 1</b></p>	<p><b>Discussion of readings</b>  <b>Initial discussion of Issue Paper #1 and request for potential topics</b>  <b>Review of final critical media review presentation schedule</b></p> <p><b>CQ:</b> Is the World Truly “Flat? Is the idea of a “national education” relevant for the contemporary world?”</p> <p><u>Sources/Readings</u>—Sant, et al, Chapters 4 and 5</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Submission of topic with brief rationale for Issue Paper by Friday <b>9-17 at 10 pm.</b></li> </ol>
<p><b>3</b> 9/20-26 <b>Online Session</b></p>	<p>Objective 2</p> <p><b>MODULE 1</b></p>	<p><b>Online discussion contribution and comments</b>  <b>CQ:</b>  <u>TOPICS</u>—Global systems and contemporary experience</p> <p><u>Sources/Readings</u>—Steger, Chs. 2, 4, and 5</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Response to online discussion forum prompt and comments on classmate responses; responses to the prompt should be posted due by 10 pm on <b>Friday, 9-24-21</b>, while reactions to class member responses should be posted by <b>11 pm on 9-27-2021.</b></li> </ol>
<p><b>4</b> 9/27-10/3</p>	<p>Objectives 1 and 4</p> <p><b>MODULE 1</b></p>	<p><b>CQ: What is “global citizenship” and how does it relate to globalization and various approaches to global education?</b></p> <p><b>Instructor presentation on conceptions of global education and global citizenship</b>  <b>Discussion of readings for Week Four</b></p> <p><b>Overview of culminating course project requirements</b></p> <p><u>TOPICS</u>—Diverse conceptions of global education and its relation to citizenship</p>

		<p><u>Sources/Readings</u>—E. Heilman, “Terrains of Global and Multicultural Education” (PDF) and H. Landorf, “Toward a Philosophy of Global Education” (PDF); <u>Global Citizenship Education</u>, Chapters 2-5</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Student research and writing of Issue Paper.</li> <li>2. Student preparation of critical media reviews per final schedule (to commence during <b>Week 5</b> of course)</li> <li>3. Electronic Issue Paper Submission. <b>Due Sunday 10-10-2021 by 10 pm.</b></li> </ol>
<p><b>5</b> 10/4--10</p>	<p>Objectives 2 and 3</p> <p><b>MODULE 2</b></p>	<p><b>CQ: How are networks and systems of global communication changing educational practices and facilitating activism regarding global challenges?</b></p> <p><u>TOPICS</u>—How is online communication and content creation changing changing educational practices? What are the benefits and the problems resulting from these changes?</p> <p><u>Sources/Readings:</u> Schmidt and Cohen, Ch. 2 (PDF); John A. Douglass, “All Globalization is Local” (PDF); Videos by Anand Agarwal and Daphne Koller; Sant, et al, Chapters 6-8</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Individual phone conferences with students about topics for culminating course project (To occur between 10-5-21 and 10-8-21 per schedule developed in class)</li> <li>2. Presentation of two critical media reviews on 10-19-21</li> <li>3. Prepare topic and rationale for culminating course project and submit electronically to instructor by 10-11-21 at 10 pm</li> <li>4. Completion of online reflection based upon viewing of videos listed under Week 5 Sources (Koller and Agarwal). <b>Due Thursday, 10-14-21 by 10 pm.</b></li> </ol>
<p><b>6</b> 10/11-17 <b>Online Session</b></p>	<p>Objectives 2 and 3</p> <p><b>MODULES 2 and 3</b></p>	<p><b>CQ: How is globalization impacting the knowledge and skills of the 21<sup>st</sup> century workforce, both positively and negatively?</b></p> <p>--ZOOM conferences with individual class members regarding planning for culminating course projects.</p> <p><u>Sources:</u> Steger, Chapter 3; Film, <i>Made in L.A.</i> (available on Canvas)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Submit project planning document to instructor <b>by 10/21 at 10 pm</b></li> </ol>

		2. View film <i>Made in L. A.</i> and complete online discussion forum responses (10-21-21 and 10-24-21)
7 10/18- 24	Objectives 2 and 3  <b>MODULE 2</b>	<p><b>CQ: How are global migration patterns presenting challenges to the design and delivery of education?</b>  <b>Complete and submit culminating course project planning document</b>  <b>View film <i>Made in L. A.</i> and complete contribution and comments for online forum discussion</b>  Presentation by Dr. Mary Curran on Migration and Education  --2 Critical Media Presentations  <b>TOPICS</b>— The impact of patterns of world migration on the cultural landscape and and the design and delivery of education?</p> <p><b>Sources/Readings</b>—Koser, “Migration and Globalization” and “Migrants in Society” (PDF); Nganga and Han, “Immigration and Global Economies” (PDF); Sant, et al, Chapters 10, 11 and 16</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Submit project planning document to instructor by 10/21 at 10 pm</li> <li>2. View and complete online discussion responses to prompt regarding film entitled <i>Made in L. A.</i>—your response to the film prompt is due <b>10-21-21 by 10 pm</b> and reactions to classmate responses are due <b>10-24-21 by 10 pm</b></li> <li>3. 2 Critical Media Reviews to be Presented on <b>10-26-21</b></li> </ol>
8 10/25- 31	Objectives 2, 4 and 5  <b>MODULE 3</b>	<p><b>CQ: To what degree are efforts to educate about human rights integrated within educational systems, and how do those efforts influence conceptions of global citizenship?</b></p> <p><b>Instructor presentation on Human Rights Education-Models and Practices</b>  --Presentation of 2 critical media reviews  --Individual meetings about project planning</p> <p><b>Sources/Readings</b>—Steger, Chs. 6-8; Sant, et al, Chapters 17-19; Videos from UN Global Multimedia (see the Online Discussion Post “Global Education and Global Conflicts—Making Connections” to access the videos)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Complete assigned readings and watch one of the four available videos in preparation for completing an online Forum posting that is due on <b>Monday, 11-1-21 by 10 pm.</b></li> </ol>



<p><b>9</b> 11/1-7 <b>Online Session</b></p>	<p>Objectives 2, 4 and 5  <b>MODULE 3</b></p>	<p><b>CQ:</b> To what degree are efforts to educate about human rights integrated within educational systems, and how do those efforts influence conceptions of global citizenship? <u>Sources/Readings</u>—A. Osler and H. Starkey, “Extending the Theory and Practice of Education for Cosmopolitan Citizenship” (PDF); M. Merryfield, “Moving the Center of Global Education” (PDF); F. Tibbitts and S. Totten, “Human Rights Education” (PDF); Sant, et al, Chapter 20; Film on human rights education, <i>A Path to Dignity</i>, available on Canvas.</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. First draft of culminating course project written component due Friday, <b>11-12-21 by 10 pm</b></li> <li>2. Post response to video analysis prompt by <b>10 pm on Monday, 11-1-21.</b></li> <li>3. 2 Critical Media Review Presentations on <b>11-9-2021.</b></li> </ol>
<p><b>10</b> 11/8-14</p>	<p>Objectives 2, 3 and 4  <b>MODULE 4</b></p>	<p><b>CQ:</b> To what degree are efforts to educate about human rights integrated within educational systems, and how do those efforts influence conceptions of global citizenship?</p> <p><b>Instructor presentation on formative and summative evaluation</b> <b>Guest presentation by designers of global education programs</b> --2 Critical Media Review Presentations --Presentation by Noel Baxter and Dan Valentine of the Scotch-Plains-Fanwood Public Schools on Global Education in Practice --Discussion of core question based on course readings for Weeks 8 and 9</p> <p><u>Sources/Readings:</u> Cogan and Grossman, “Characteristics of Globally Minded Teachers” (PDF); Fernekes,” Global Citizenship Education and Human Rights Education: Are They Compatible with U. S. Civic Education?” (PDF)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. First draft of culminating course project written component due <b>Friday, 11-12-21 at 10 pm.</b></li> </ol>
<p><b>11</b> 11/15-21 <b>Online Session</b></p>	<p>Objectives 4 and 5  <b>MODULE 4</b></p>	<p><b>CQ:</b> How can the design and outcomes of global education programs be evaluated?</p> <p><b>Individual conferences with students regarding final project presentations and papers</b></p> <p><u>Sources/Readings</u>—Kirkwood-Tucker, “From the Trenches...” (PDF); Council of Europe, Global Education Guidelines (PDF); Graham Pike, “Global Education in Times of Discomfort” (PDF); Sant, et al, Chapter 21</p> <p><b>Assignments:</b></p> <p>2 Critical Media Presentations (if needed) on <b>11-30-2021</b></p>
<p><b>12</b></p>	<p>Objective 4 and 5</p>	<p><b>CQ:</b> Global Education and Global Citizenship: Are they Compatible with Nationalistic Education?</p>

<p>11/22-28 No class— Thanks-giving break</p>	<p><b>MODULE 4</b></p>	<p>Sources/Readings: Gaudelli, “Heuristics of Global Citizenship Discourses Towards Curriculum Enhancement” (PDF)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Response to Forum prompt for online discussion due by 10 pm on <b>Sunday, 11-28-2021</b></li> <li>2. Prepare and practice culminating course project oral presentation</li> <li>3. Revise first draft of culminating course project written component based on instructor feedback</li> </ol>
<p><b>13</b> 11/29-12/5</p>	<p>Objectives 1, 3 and 5  <b>MODULE 5</b></p>	<p><b>CQ: How can global education contribute to improving the quality of life on the planet by 2050?</b> <u>TOPICS</u>— Preparation of Culminating Projects by Students with Peer and Faculty Critique</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Prepare culminating course projects for oral presentation to the class, followed by discussion and feedback on <b>12-7-21 and 12-14-21</b></li> </ol>
<p><b>14</b> 12/6-12</p>	<p>Objectives 1, 3 and 5  <b>MODULE 5</b></p>	<p><b>Student Oral Presentations Organized by Schedule Prepared by Instructor</b></p> <p><u>TOPICS</u>— Presentation of Culminating Projects by Students with Peer and Faculty Critique</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Prepare and present culminating course projects orally to the class, followed by discussion and feedback</li> <li>2. Revise culminating course project written components based on oral presentation feedback</li> </ol>
<p><b>15</b> 12/13-19  <b>Online session</b></p>	<p>Objectives 1, 3 and 5  <b>MODULE 5</b></p>	<p><b>Student Oral Presentations Organized by Schedule Prepared by Instructor (If necessary)</b></p> <p><u>TOPICS</u>— Presentation of Culminating Projects by Students with Peer and Faculty Critique</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Revise culminating course project written components based on oral presentation feedback</li> <li><b>2. Submission of final project (written component) to instructor in electronic form by 12-18-21 at 10 pm</b></li> <li><b>3. Completion of course evaluation form by 12-20-2021 at 10 pm</b></li> </ol>

**Specifications for Course Assessments of Student Performance**

## (Not Online Discussions)

**A. Issue paper (20%):** An essay on a specific topic related to global issues and education (examples include global citizenship, the impact of information technology on education worldwide, international migration and education, access to education across the globe, and others.)

Specifications—This is an essay on a specific topic related to the impact of global trends and issues on education. The essay consists of a concise overview of a topic chosen by the student, including a review of the key literature and the posing of critical questions for investigation. This issue paper can serve as the foundation for the course culminating project, but can also be completed independent of that assessment. The essay should:

1. state a rationale for study of the selected issue;
2. identify and summarize the key arguments made in the scholarly literature about the issue, noting their relationship to global trends; and
3. pose no more than 3 investigative questions about the issue which can serve as the focus for the culminating project investigation.

Please adhere to these documentation and page length requirements.

- A. Documentation of claims from credible, scholarly sources using in-text citations and a reference list (following APA format, APA Publications Guide, 6<sup>th</sup> ed.); and
- B. Minimum page length requirements: 8 double-spaced pages, not including the title page, reference list page and appendices (if needed).

Sample Topic List – This is not exhaustive, just a starting point for your research.

- a. The impact of international migration on national educational systems
- b. Access to education for women
- c. National vs. global conceptions of citizenship
- d. Cultural relativism and universalism in the development of global perspectives
- e. Information technology and its impact on the global workplace
- f. Global educational policies and practices in NJ public schools

**B. Class participation (30%):** Active in-class oral and online contributions to class discussions, presentation panels, online discussion forums, online reflection assignments and individual/small group projects

Specifications—Students are expected to be well prepared to discuss readings and other media employed as the basis for face-to-face class discussions and activities. Online discussions require the posting of responses to prompts and the presentation of comments and questions in response to the contributions of the

instructor, class members and guest experts/participants. Oral presentations (individual and small group) during face to face class sessions require that students have all relevant materials and media ready for use on the presentation date, as well as demonstrating a commitment to equitable sharing of work responsibilities (small group presentations) during both the planning and presentation stages. Individual audiovisual presentations done online require that students test all relevant materials and media to make sure it works properly prior to posting their presentation on the course Canvas site. Online reflection assignments require that individuals develop a deep understanding of course readings and related content and provide concise responses to the online reflection prompts, available in the Course Content section and in the Assignments Section of Canvas.

**C. Critical review(s) of media (10%):** Critiques (see template) of media dealing with a topic concerning global education and its potential impact on an adult and/or youth audience

Specifications—Each student will select one example of media whose topical focus deals with global education and author a critical review of that media production. The media chosen by the student for their critical review should not replicate films scheduled to be shown by the instructor during the course. If films are chosen, they must be at least 30 minutes in length

Categories of media include: feature films, documentary films, temporary exhibitions of photography, temporary exhibitions of artwork (one genre or multiple genres), a permanent museum exhibition with an historic or contemporary theme, graphic novels, animated films/multimedia productions, live or taped musical concerts, or audio recordings (single or multi-disc sets).

The critical review content will be prepared in outline format but should include relevant examples of the media being reviewed as evidence. This detailed outline will be submitted to the instructor one day prior to the scheduled presentation, and the presenter should make copies for all class members (to be distributed on the day of the scheduled presentation). These can be incorporated within a Word document (for example, photographs or links to multimedia in digital format), or made available through links to a website or other digital repository. Each class member will present their findings from the critical media review orally to the class based on a schedule to be prepared by the instructor early in the course, during face to face class sessions. If the presenter is unable to deliver their critical media review in person due to an emergency, the presenter will be required to prepare and post an audio-visual presentation online on the course Canvas site using Voicethread or a comparable multimedia presentation program which the instructors and class members can view and respond to asynchronously.

TEMPLATE

Required Elements: Each critical media review outline and oral presentation should include the following sections.

- a. Introductory content: the student presenter's name, date of the review, title of the media being reviewed, the name of the media's creator, the date of its creation, and relevant publication information (or for exhibits, where the exhibit is being presented and/or can be viewed/heard.)
- b. Description of the content of the media being reviewed.
- c. Analysis of the relationship between the media's content and presentation format and core definitions, concepts and themes dealing with course content, with specific emphasis on how this media does or does not contribute to education about the development of a global perspective (note strengths and areas for improvement).
- d. Discussion of the appropriateness of this media for various audiences (younger children, adolescents, and adults)
- e. Suggestions on how an educator might use this media to enhance study of global trends and issues (note specific topics that might be informed by use of the media being reviewed).
- f. Citations should be prepared using APA format to reference sources where appropriate.

Maximum page length for presentation outline: 3 double-spaced pages, not including the reference list page and related digital files (if needed). Please make sure that all links to digital media repositories function effectively before submitting the final product for evaluation.

**D. Culminating Project (40%):** Completion of a comprehensive project applying both theory and practice(s) in global education to a specific educational setting. This project should address a persistent problem or challenge where the gap between realization of a global perspective and current policies/practices is clear and compelling, develop a plan to remedy the problem and present a detailed analysis of the project's potential impact on learners. A written work product plus oral presentation to the class are required. Each member of the class is also expected to provide constructive feedback and critiques of projects presented by their peers.

Specifications—This project constitutes your culminating demonstration of student performance in the course. **It has two components:** a written work product that will be reviewed by the instructor in draft form ahead of the oral presentation, and an oral presentation to the class. The written component should include in-text citations of sources and a reference list adhering to APA format.

#### Written Work Product

- a. Description of the problem being addressed

- b. Presentation of argument and evidence about the problem, including how and why the development of a global perspective is not being realized.
- c. Summary of proposal to remedy the problem using relevant resources about global education theory and practice
- d. Timeline and step by step process for implementation of proposed remedy
- e. Analysis of desired impact on learners of the solution, along with discussion of possible consequences (both pro and con) of implementation.
- f. Reference List
- g. Minimum length: 10 double-spaced pages

### Oral Presentation

- a. Time limits: Minimum of 12 minutes, maximum of 20 minutes (For individual presentations, the times are 8 minutes minimum, 12 minutes maximum)
- b. Use of multimedia: PowerPoint, Prezi and/or other multimedia presentation tools should be utilized to present key points about your project (drawn from the content of your written work product). Avoid using text-heavy slides—present key points only, and creatively employ visuals, audio and other media to enrich your presentation.
- c. A one-page typed outline of your proposed solution and implementation plan should be made available to the audience on the date of your presentation.
- d. All sources you have utilized in the multimedia component should be documented, either in the presentation (at the end) or on a separate reference list distributed to the audience.
- e. There will be a 15-minute question and answer period following the presentation where each presenter will respond to audience questions and engage the class in discussion about the merits and areas for improvement of the proposal.
- f. Audience members will complete a feedback form during the presentation to inform the post-presentation discussion session and to offer constructive criticism of the proposal.

### **Accessing Course Films through the Rutgers Libraries Portal**

Selected films used in this class are embedded within course assignments on Canvas or links are provided within the Resources section of Canvas. Films are also accessible through the Rutgers Libraries website at: [https://www.libraries.rutgers.edu/find\\_audio-video](https://www.libraries.rutgers.edu/find_audio-video). Once you have accessed the link above, then you type the title of the film within the “Search Library Resources” box. Locate the film, and view the film using the “View Online” option.

**Master List of Course Assessments (Not Online Discussions) with Due Dates**

Rationale for Issue Paper Topic	9-17-21 by 10 pm
Submission of Issue Paper	10-10-21 by 10 pm
Topic Statement and Rationale for Culminating Course Project	10-11-21 by 10 pm
Planning Worksheet for Culminating Course Project	10-21-21 by 10 pm
First Draft of Culminating Course Project Paper	11-12-21 by 10 pm
Culminating Project Oral Presentation	Weeks 13 or 14 during face-to-face class sessions -Outlines and media submitted to instructor by 6 pm on the day prior to your oral presentation.
Final Draft of Culminating Course Project Paper	12-18-21 by 10 pm

**Online Discussion Assignments with Due Dates**

Course Week	Discussion Topic	Due Dates
Week 3	Globalization and Global Education: Are They Compatible	9-24 (response to prompt) 9-27 (comments/responses to other student contributions)
Week 5	Digital Communication and Global Education	10-14
Week 7	<i>Made in L. A.</i> Film Analysis: Globalization, International Migration and the Quality of Life for Workers	10-21 (response to prompt) 10-24 (comments, responses to other student contributions)
Week 9	Global Education and Global Conflicts: Making Connections	11-1
Week 12	Global Education and Global Conflicts: A Critical Perspective	11-28