THE COLLEGE OF EDUCATION PREPARES PROFESSIONALS WHO ARE:

- informed reflective decision-makers with a strong background in content and pedagogical knowledge
- capable reflective decision-makers who have been provided with coursework that has been integrated into real-world situations to facilitate practical application, and
- ethical reflective decision-makers who display dispositions appropriate to the profession.

COURSE NUMBER: EDG 6625
SECTION: Term 3
COURSE TITLE: Global Perspectives - Ireland
DAY/TIME: ONLINE COURSE ON SITE
May 15-Aug 9, 2016
June 3-18 Dublin

CATALOG DESCRIPTION:

Focuses on comparison, analysis, and evaluation of curricular trends, issues, pedagogy, and resources in education systems in developing and industrialized nations, and implications for national and global citizenship in the 21st century. 
3 Semester Hours.
COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK:

As reflective decision-makers, students will make informed decisions, exhibit ethical behavior, and provide evidence of being capable educators by documenting knowledge acquisition and demonstrating skills and dispositions that demonstrate effective decision making skills related to the development, implementation and evaluation of school curriculum.

REQUIRED TEXTS:

Readings will be available on Blackboard.

SUGGESTED RESOURCES:

Dublin Study Abroad Web Site

AUDIO/VISUAL TECHNOLOGY:

- Word Processing
- Power Point Presentations
- Applications Software
- WWW Technology

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CAPE Recommendations
- Educator Accomplished Practices

COURSE OVERVIEW:

This course has been designed to engage the learner in a comparative investigation of educational trends and issues in the USA and Ireland and other European countries, based upon the preparation and implementation of a two week international experience in Dublin. Each student will explore Irish and European principles of instructional pedagogy from a theoretical, philosophical, and sociological perspective. Various technological communication methods and strategies will be used to establish positive working relationships with educational personnel at schools and community settings in both countries, including electronic mail, audio connectivity, and streaming video capabilities.

As an integral part of the course, learners will participate in numerous field experience activities at European sites selected by the learner to support and enhance the cultural exchange component of this unique experience. These experiences will allow learners to acquire a professional perspective of the global issues facing institutions and organizations in the arena of curriculum trends in developing and industrialized nations for a 21st century citizen.
EXPECTED OUTCOMES:

Through online interaction utilizing the Blackboard platform, on-site Dublin practicum participation, observations, information technology integration experiences, written assignments, presentations, and seminar discussions, the graduate students will be able to:

1. Have a better understanding of the social and governmental differentiation of educational organizations & systems.
2. Participate in collaboration with specialists and peer professionals in the culturally diverse population of Dublin and other European communities as they investigate strategically supported instruction for educational or training purposes.
3. Increase their knowledge by the review and analysis of Irish and other European educational systems in relation to the foundations of teaching and learning and curriculum trends & issues from practical hands-on experiences.
4. Better analyze and synthesize the national curriculum and assessment standards of visited nations as it relates to pedagogical innovations used in the educational and business related settings.
5. Make informed value judgments based on research and current best practices for the instructional differences and similarities and curricular conditions from a global perspective.

TEACHING METHODOLOGY INCLUDES:

- Experience-based learning
- Library Assignment/Literature Reviews
- Group Collaboration
- Questioning for Knowledge & Comprehension
- Discussions
- Telecommuting

ASSESSMENT PROCEDURES INCLUDE:

- Discussion
- Presentation/Collaboration
- Writing Assignments
- Participation Online
- Meaningful On-Site Participation
- Telecommuting

ATTENDANCE POLICY:

Attendance is required at the orientation session prior to travel to the Dublin, Ireland field experience. Attendance includes active involvement in all sessions, class discussions, web conference discussions, and class activities, as well as professional conduct in and out of the classroom. Students not able to attend the final orientation MUST view the video taping of the orientation before receiving approval to register for the course. The two week international field placement is foundational for the development of the learning experience.
COURSE REQUIREMENTS:

Points Available

Proposal 100
Telecommuting/Professional Communications 100
Development Collaboration 100

Reflection Paper 200
Journal 100
Attendance and Participation 100

Total Points 700

GRADING:

Letter grades will be awarded based on a student's total point accumulation:

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BIBLIOGRAPHY:

APA STYLE WEBSITES:
http://www.apastyle.org/fifthchanges.html

JOURNALS:
- Journal of Curriculum and Supervision
- Educational Leadership
- Journal of Educational Research
- Phi Delta Kappan
- Review of Educational Research
- Journal Of Research & Development in Education
- Educational Researcher
- Journal of Educational Research and Development in Education
- Technology, Pedagogy & Education (TP&E)
CONTENT OUTLINE:

NOTE:  • *This is only an approximate schedule. It may be modified to accommodate facilities access and student learning needs.

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<th>WEEK(s)</th>
<th>TOPICS</th>
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<tr>
<td>1-3</td>
<td>Orientation for travel to and within Dublin, accommodation expectations, requirements/selection for field experience placements, telecommunication expectations, and additional Irish/European educational/instructional briefings. Literature and web search and review of European educational/business systems of instructional organizations. Professional communication with Irish/European peer/colleague to establish personal collaboration and cooperation during the Dublin placement.</td>
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<tr>
<td>4-5</td>
<td>On Site in Ireland/Europe</td>
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<td>Collaboration with selected Irish/European colleagues to develop cooperative instructional experiences to share and articulate the similarities and differences in the US and Irish/European systems of education.</td>
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<tr>
<td>6-12</td>
<td>Reflection Paper/ Capstone Review and Portfolio Development</td>
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<td>All Written Assignments/Portfolio Due Aug 1, 2017</td>
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STUDENTS WITH DISABILITIES

In compliance with the American Disabilities Act (ADA) students who require special accommodations sue to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca SU 133 (561.297.3880), Davie MOD I (954.236.1222), or Jupiter SR117 (561.799.8585) and follow all OSD procedures.