

SUMMER 2010
Department of Curriculum, Culture, & Educational Inquiry

Florida Atlantic University

College of Education



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Blackboard Site: <http://blackboard.fau.edu>

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:	SECTION:	COURSE TITLE:	DAY/TIME:
EDG 6625	01	Global Perspectives	ONLINE COURSE Summer Term 3 & July 4-18 London

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:

London Study Abroad Web Site

AUDIO/VISUAL TECHNOLOGY:

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

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- NCATE Recommendations
- Educator Accomplished Practices
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COURSE OVERVIEW:

This course has been designed to engage the learner in a comparative investigation of educational trends and issues in the USA and the United Kingdom and other European countries, based upon the preparation and implementation of a two week international experience in London. Each student will explore British 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 London 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. NCATE:
2. Participate in collaboration with specialists and peer professionals in the culturally diverse population of London and other European communities as they investigate instructional supported instruction for educational or training purposes. NCATE
3. Increase their knowledge by the review and analysis of British and other European educational systems in relation to the foundations of teaching and learning and curriculum trends & issues from practical experiences. NCATE:
4. Better analyze and synthesize the national curriculum and assessment standards of both nations as it relates to the pedagogical innovations used in the educational and business related settings. NCATE:
5. Make informed value judgments of the implications for instructional differences and curricular conditions from a global perspective. NCATE:

TEACHING METHODOLOGY INCLUDES:

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

ASSESSMENT PROCEDURES INCLUDE:

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

ATTENDANCE POLICY:

Attendance is required at the orientation session prior to travel to the London 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 orientation **MUST** view the video taping of the orientation before receiving approval to register for the course. **The two week international field placement is required.**

COURSE REQUIREMENTS:

	Points Available
Telecommuting/Professional Communications	100
Development Collaboration	100
Reflection Paper	200
Portfolio	200
Attendance and Participation	<u>100</u>
Total Points	700

GRADING:

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

Grade	Points	Grade	Points	Grade	Points
		A	700-653	A-	652-630
B+	629-606	B	605-582	B-	581-560
C+	559-536	C	535-512	C-	511-490
D+	489-466	D	465-443	D-	442-420
F	419-0				

BIBLIOGRAPHY:

APA STYLE WEBSITES:

<http://www.apastyle.org/fifthchanges.html>

<http://www.wisc.edu/writing/Handbook/DocAPA.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:

Tentative Schedule*

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

WEEK (s)	TOPICS
1	Orientation for travel to and within London, accommodation expectations, requirements/selection for field experience placements, telecommunication expectations, and additional British/European educational/instructional briefings.
2-4	Literature and web search and review of European educational/business systems of instructional organizations. Professional communication with British/European peer/colleague to establish personal collaboration and cooperation during London placement.
5-8	Collaboration with selected British/European colleagues to develop cooperative instructional experiences to share and articulate the similarities and differences in the US and British/European systems of education.
9-10	On Site in the United Kingdom/Europe
11-12	Reflection Paper/ Capstone Review and Portfolio Development All Written Assignments/Portfolio Due

STUDENTS WITH DISABILITIES

In compliance with the American Disabilities Act (ADA) students who require special accommodations due 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.