

**Drexel University
School of Education**

Global and International Education

**EDGI 512-900: Globalization and Educational Change:
Surviving, Thriving, Learning, and Teaching
in a Globalized Society**

Syllabus – Spring 2013-2014 (Revised March 2014)

Contacts List:

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Course Description:

In this course we will explore issues relating to economic globalization, the politics of globalization, educational change, technology and change, and the ways individuals, communities, large organizations, businesses, and educational institutions have changed in response to opportunities and threats presented by new global challenges in the 21st Century.

Course Requirements:

Our learning in the course will take multiple forms, including stimulating reading materials, virtual lectures, discussions, simulations, and project-based learning activities both online and offline. Drexel's Blackboard site will serve as the main venue for building our own learning community where we can explore the big ideas and essential questions of the course. Weekly online discussions will present opportunities for sharing information, insights, ideas, feedback, and reactions to readings and course activities. There are three required textbooks and they are available through the Drexel E-Learning online bookstore or from your preferred vendor (online or brick-and-mortar). Additional reading materials and multi-media resources will be available on the course website.

Required textbooks: (purchase as paperback or e-book)

Suárez-Orozco, Marcelo M. (Ed.) (2007). *Learning in the Global Era: International Perspectives on Globalization and Education*. Berkeley, CA: University of California Press, 2007-10-15. ISBN 978-0-520-25436-7.

Suárez-Orozco, Marcelo M., & Qin-Hilliard, Desiree Baolian (Eds.) (2004). *Globalization: Culture education in the new millennium*. Berkeley, CA: University of California Press. ISBN: 0-520-24125-8.

Murray, Paul (2011). *The Sustainable Self: A Personal Approach to Sustainability Education*. Florence, Kentucky: Taylor & Francis Group, Inc. (USA). ISBN 9781849712408

Recommended Resources:

Publication Manual of the American Psychological Association (Most Current Edition). Washington, DC: American Psychological Association. [Available online from numerous sources]

Writing Benchmarks. The *Writing across the Curriculum* program at Brooklyn College has developed the **Writing Benchmarks** to suggest standards for clear, meaningful writing relevant to academic writing across the disciplines and subjects in the arts, humanities, and sciences. The Writing Benchmarks describe standards of writing, from foundational to accomplished, in a number of categories.

Notes on the required textbooks

The Suárez-Orozco (2007) text provides the conceptual structure for most of this course. Readings will be drawn for the most part from this text and from additional resources that will extend your understandings about course topics. The chapters in the Suárez-Orozco (2007) are based on presentations and discussions at the First International Conference on Globalization and Learning held outside Stockholm, Sweden in March 2005. Over seventy leading international scholars, researchers, educators, and policy makers gathered to clarify the educational challenges and opportunities presented by globalization and to develop questions for a long-term research agenda.

The Suárez-Orozco and Qin-Hilliard (2004) text grew out of the Harvard-Ross Seminar on Education for Globalization, held at the Harvard Graduate School of Education. Chapters in the book examine the implications of the historical, cultural, technological, and demographic changes brought about by globalization for the experiences of children and youth in and out of schools. Howard Gardner's chapter on educational change provides a particularly useful perspective and context for the main ideas examined in this course.

Paul Murray's (2011) book on personal sustainability weaves together a number of qualities that can help people live and think with a focus on sustainability in a global context. We will explore these qualities (awareness, motivation, empowerment, knowledge, skillful means, and practice) with the goal of developing a critical perspective on sustainability and its impact on our lives locally and globally.

Overarching Goals of the Course:

Major Learning Goals:

- Develop an awareness of globalization and its impact on living, teaching, and learning.
- Demonstrate a deep understanding of concepts and questions relating to globalization and education change through critical reflection and discussions about ideas, reflections, and questions raised by fellow learners in the course.
- Analyze the role technology plays in facilitating globalization and assess its impact on enhancing education.
- Explain why a critical perspective about globalization is necessary for youth and adult learners in the 21st century.
- Identify educational policies, approaches, and strategies that promote—or hinder—the development of critical perspectives about globalization and education.
- Apply knowledge gained in the course about globalization and education by implementing an action plan project in a context of personal choice, formal or informal (e.g., home, family, workplace, community organization, business, social media space, etc.).

Major Learning Goals in Regard to Sustainability:

- Demonstrate deep understanding of various definitions of sustainability and how they relate to education change in a globalized world economy.
- Self-reflect on the principles of personal sustainability in the context of global citizenship.
- Integrate the concept of personal sustainability into the design of an action plan project.

<p>Essential Understandings:</p> <ul style="list-style-type: none"> The quality of teaching and learning is inescapably connected locally and globally to political, economic, social, and cultural changes. Policies, systems, and strategies for educating global citizens are constantly converging and diverging. Technology is both part of the problem and part of the solution regarding globalization and educational change Performance indicators for global awareness and global citizenship have universal appeal but can vanish under the shadow of national standards and standardized tests. Sustainability is more about personal and professional development than about sacrifice in a world made evermore fragile by globalization. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> If local social, economic, political and cultural institutions are increasingly embedded in global networks, why are the benefits to teaching and learning so unevenly distributed? Is 21st century teaching and learning really any different from the paradigm of the 19th and 20th centuries? Is a computer or tablet in the hand of every girl and boy on the planet enough to mitigate global gaps in achievement, human rights, and development? Are sustainability and sustainable development the same and why should anyone care? Are the perspectives of global consciousness personal sustainability universal across the great divide of the Global North and Global South? What does it mean to have a positive impact on the world and how does globalization empower or constrain our capacity to make a difference?
<p>Students will know: the social, economic, political, cultural and technological factors implicated in and impacted by the phenomenon of globalization and its connection to education change.</p>	
<p>Students will be able to: plan, implement and report on a global action plan designed to apply knowledge about globalization, education, and sustainability gained in the course; integrate principles of personal sustainability into a global action plan.</p>	
<p>Assessment Evidence</p>	
<ul style="list-style-type: none"> Contribute to online discussions on topics and issues about globalization and educational change Participate in online synchronous and asynchronous learning activities Reflect critically in an integrative paper about your understanding of sustainability and globalization in a context of personal or professional significance. 	

Grading & Assignments:

Assignment Value	Assignment	Due
30%	Active participation in online learning activities	Weeks 1-10
30% (10 points each)	3 Response Papers	Weeks 4, 6 and 8
30%	Final Globalization Action Plan for Applying Knowledge Gained in the course (Formal paper--24 pts.) and presentation (6 pts.)	Weeks 9 and 10
10%	Integrative capstone paper	Week 10
100	Total Points	
Grading Scale¹	A = 100-93 A- = 92-90 B+ = 89-87 B = 86-83 B- = 82-80 C+ = 79-77 C = 76-73 C- = 72-70 F = 62 and below	

¹ Note: Students must have a cumulative 3.0 GPA to graduate from the GIE program.

- **Evaluation:** All graded activities will require students to perform against the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity.
- **Online Postings/Discussions:** All new course materials will be posted on Wednesdays at 7:00 AM Eastern time with the exception of the first class, which will be posted the first Monday of that week. Students are required to participate in weekly online discussions as part of their attendance.

Unless otherwise specified in the learning materials presented for each week of the course, each week students are **required** to post a minimum of **two postings for each discussion**. Your first posting for each week, presenting your initial original thoughts, ideas, comments, and questions about the discussion topic, must be posted no later than the last day of the week (**Tuesday by 11:00 PM Eastern Time**).

You are then expected to post *at least one* response to a classmate on a **different day** (i.e., at least 24 hours later) following your first posting to receive credit for the response. This second posting must be posted no later than the first day of the new week (**Wednesday by 11:00 PM Eastern Time**). These two discussion posts are the minimum required; students are encouraged to respond to more than one discussion post in order to promote a rich and interesting discussion. You will be graded on the quality of your engagement in the discussions.

- **General Writing Style:** All written assignments submitted should demonstrate the student's critical thinking and professionalism. The assignments should be in the form of formal papers that begin with a heading stating the title of the assignment, the student's full name, the course name and section, and the date the assignment was submitted. All submitted assignments must be double-spaced, 12 point font and in APA style. Students are expected to follow the latest edition of *Publication Manual of the American Psychological Association* to the best of their ability. Students unfamiliar with APA style can Google "APA Format" for a link to numerous APA style guides and tutorials.
- **Submitting attached files for assignments:** All assignments submitted as attached files should include (in addition to the heading information described in the previous section) as part of the filename of the attached file submitted, the student's last name, "EDGI512," a brief version of the name of the assignment, and the date submitted, e.g. SmithEDGI512ResponsePaper2-23Oct13.
- **Due Dates:** Assignments are due on the day and week listed. Assignments up to one week late may be assessed a penalty of 10% of the score for the assignment. Assignments later than a week may receive a zero grade.

Course Outline:

Weekly Schedule	Topics
Week 1	Orientation; Globalization: Key Elements
Week 2	Global Consciousness
Week 3	Globalization and the Rise of Knowledge-Intensive Economies Sustainability Awareness: Introduction and Definitions
Week 4	Mind Brain Education (MBE), Globalization and Educational Change Sustainability Motivation Developing a personal definition of sustainability
Week 5	Women's schooling and Changing Economies and Societies in the 21 st Century Empowerment for Sustainability
Week 6	Globalization, work place skills and knowledge Personal sustainability: Core principles and Knowledge acquisition strategies
Week 7	Globalization and Changes in Higher Education Skillful Means: Thinking and interpersonal competencies
Week 8	Information/Communications Technologies and Education Sustainability practice: Integrating values, attitudes, beliefs, knowledge, and skills
Week 9	Changing Global Demographics and Education Integrating and applying principles of personal sustainability and globalization
Week 10	Action Plans: Presentation and Critical Analysis (PPT Overview of Action Plan) and Action Plan Final Report
Final Exam Week	Capstone Integrative Reflection Paper

Course Outline and Reading Assignments

Note: Please be mindful of the start/end dates for each week.

Class/Date	Topics/Essential Questions	Reading Assignment	Assignment
Week 1 March 31 (M) – April 08 (T)	Thinking about Globalization	Suárez-Orozco, Marcelo M. (Ed.) (2007). <i>Learning in the Global Era: International Perspectives on Globalization and Education</i> , Introduction Suárez-Orozco, Marcelo M., & Qin-Hilliard, Desiree Baolian (Eds.) (2004). <i>Globalization: Culture and education in the new millennium</i> , Chapters 1 & 2 Spring, J. (2008). Research on Globalization and Education. <i>Review of Educational Research</i> , 78(2), 330-363. Video: Did you know? Shift Happens	Online Discussion
Week 2 April 09 (W) – April 15 (T) [April 13: Last day to drop/add]	What is “global consciousness” and why does it matter for global citizenship?	Suárez-Orozco, Marcelo M. (Ed.) (2007). <i>Learning in the Global Era: International Perspectives on Globalization and Education</i> , Chapter 1 and 2 Suárez-Orozco, Marcelo M., & Qin-Hilliard, Desiree Baolian (Eds.) (2004). <i>Globalization: Culture and education in the new millennium</i> , Chapter 3 and 9 Fanghanel, J. G. (2012). 'Worldly' pedagogy: a way of conceptualising teaching towards global citizenship. <i>Teaching in Higher Education</i> , 17(1), 39-50.	Online Discussion

<p>Week 3 April 16 (W) – April 22 (T)</p>	<p>In what ways do globalization and the rise of knowledge-intensive economies challenge education?</p> <p>Are sustainability and sustainable development the same and why should anyone care?</p>	<p>Suárez-Orozco, Marcelo M. (Ed.) (2007). <i>Learning in the Global Era: International Perspectives on Globalization and Education</i>, Chapter 6</p> <p>Suárez-Orozco, Marcelo M., & Qin-Hilliard, Desiree Baolian (Eds.) (2004). <i>Globalization: Culture and education in the new millennium</i>, Chapter 10</p> <p>Murray (2011), Introduction, and chapters 1 & 2.</p> <p>View TED Talk by Alex Steffen: The route to a sustainable future: http://www.ted.com/talks/alex_steffen_sees_a_sustainable_future</p>	<p>Online Discussion</p> <p>Group Activity</p>
<p>Week 4 April 23 (W) – April 29 (T)</p>	<p>How is the emerging science of mind, brain, and education (MBE) contributing to our understanding of globalization and educational change?</p> <p>What is your personal definition of sustainability in education? Sustainability Motivation</p>	<p>Suárez-Orozco, Marcelo M. (Ed.) (2007). <i>Learning in the Global Era: International Perspectives on Globalization and Education</i>, Chapters 3 and 4</p> <p>Suárez-Orozco, Marcelo M., & Qin-Hilliard, Desiree Baolian (Eds.) (2004). <i>Globalization: Culture and education in the new millennium</i>, Chapters 4 and 5</p> <p>Murray (2011), Chs. 3-4</p>	<p>Online Discussion</p> <p>Response Paper #1 Due Tuesday at end of Week 4 by 11:00pm Eastern Time</p>
<p>Week 5 April 30 (W) – May 6 (T)</p>	<p>What is the impact of the global spread of women's schooling on the rapidly changing economies and societies of the 21st Century?</p> <p>Empowerment for Sustainability: Overriding barriers to change</p>	<p>Suárez-Orozco, Marcelo M. (Ed.) (2007). <i>Learning in the Global Era: International Perspectives on Globalization and Education</i>, Chapter 5</p> <p>Adcock, K. (2013). Globalization, Women's Empowerment and Sustainable Growth: Development Theory with a Vagina. <i>Global Societies Journal</i>, 1(1).</p> <p>Murray (2011), Chs. 5-6</p> <p>Video: The Hidden Face of Globalization (Guess the gender of the "face.")</p>	<p>Online Discussion</p>

<p>Week 6 May 7 (W) – May 13 (T) [May 16: Last day to withdraw]</p>	<p>Is a computer or tablet in the hand of every girl and boy on the planet enough to mitigate global gaps in achievement, human rights, and development?</p> <p>Are 21st century learning skills preparing students today for the 21st Century workplace?</p> <p>How can local “Personal Sustainability” make a difference in global sustainable development?</p>	<p>Suárez-Orozco, Marcelo M. (Ed.) (2007). <i>Learning in the Global Era: International Perspectives on Globalization and Education</i>, Chapters 7 and 8</p> <p>Suárez-Orozco, Marcelo M., & Qin-Hilliard, Desiree Baolian (Eds.) (2004). <i>Globalization: Culture and education in the new millennium</i>, Ch. 7 and 8</p> <p>Murray (2011), Chs. 7-8</p>	<p>Online Discussion</p> <p>Response Paper #2 Due Tuesday at end of Week 6 by 11:00pm Eastern Time</p>
<p>Week 7 May 14 (W) – May 20 (T) [May 16: Last day to withdraw]</p>	<p>In what ways should/must higher education change to respond to changes in society, cultures, and the economy brought about by globalization?</p> <p>Skillful Means: How do we apply our knowledge and skills to promote positive outcomes?</p>	<p>Assorted Readings</p> <p>Murray (2011), Ch. 9</p>	<p>Online Discussion</p> <p>Group Activity</p>
<p>Week 8 May 21 (W) – May 27(T)</p>	<p>How can you apply your understanding of principles of personal sustainability to your globalization action plan?</p> <p>How does the rise of pervasive information/communications technologies change the form, content, and purpose of education?</p> <p>Sustainability practice: How do we integrate values, attitudes, beliefs, knowledge, and skills to achieve desired and sustainable change?</p>	<p>Assorted Readings</p> <p>Murray (2011), Ch. 10</p>	<p>Online Discussion</p> <p>Response Paper #3 Due Tuesday at end of Week 8 by 11:00pm Eastern Time</p>
<p>Week 9 May 28 (W) – June 03 (T)</p>	<p>What challenges and opportunities do changing global demographics (particularly trends in immigration) present for education?</p> <p>Integration and Synthesis: How do we apply our knowledge, skills, attitudes, and beliefs to living in a sustainable globalized world?</p>	<p>Suárez-Orozco, Marcelo M. (Ed.) (2007). <i>Learning in the Global Era: International Perspectives on Globalization and Education</i>,</p> <p>Chs 9-13 (selected parts)</p> <p>Suárez-Orozco, Marcelo M., & Qin-Hilliard, Desiree Baolian (Eds.) (2004). <i>Globalization: Culture and education in the new millennium</i>, Ch. 6, 7, 8 & 9</p>	<p>Online Discussion</p> <p>Independent work: Work on Action Plan PPT Overview and work on Action Plan Final Report</p> <p>Global Action Plan PPT Presentation Due Last day of Week 9) by 10:00pm Eastern Time.</p>

Week 10 June 4 (W) – June 10 (Sa) (Classes end June 9)	Presentation and Critical Analysis of Action Plans – Review and Respond to Action Plan PPT Overviews of Other Students Complete and submit final formal report of Global Education Action Plans Submit Capstone Reflection Paper	Global Action Plan Final Paper Due Last day of Week 10) 11:00pm Eastern Time Submit Capstone Reflection Paper
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Assignments:

I. Response Papers (3-4 pages).

You are required to submit 3 response papers that reflect upon the themes of the weekly readings and course content. For each paper, you are to compose an essay that critically examines the main ideas, questions and contributions of the readings and how they help you reflect on, and connect with, the problem of globalization and education change. Each response paper must include at least three references from course readings in proper APA format. Outside source materials are also encouraged.

II. Global Education Action Plan Overview (Power Point Presentation) and Final Report (Formal Paper)

The major assignment for this course is the design and development of a global action plan. Your action plan describes how you will apply the knowledge, skills, and attitudes you developed through this course to promote learning and/or understanding of globalization and its impact in various ways on some group of people.

You will submit **two documents** for the action plan assignment:

- 1) a formal word-processed paper (six to eight pages) describing your plan (submitted directly to the instructor);
- 2) a PowerPoint overview (six to eight slides) of your action plan (posted as an attachment to a course discussion board, to be reviewed and evaluated by other students in the course).

Evaluation Rubric for the Global Education Action Plan and Presentation

Superior quality responses	All or most responses indicate high-level thinking. Responses demonstrate considerable breadth and depth of understanding of theory and practice related to globalization and educational change. Responses indicate student understood and followed all directions.
Acceptable (but not superior) quality responses	Some responses indicate high-level thinking. Responses demonstrate some breadth and depth of understanding of theory and practice related to globalization and educational change. Responses indicate student understood and followed most directions.
Unacceptable (Low quality) responses	Few responses indicate high-level thinking. Responses demonstrate limited understanding of theory and practice related to globalization and educational change. Responses indicate student misunderstood and/or ignored most directions

III. Capstone Integrative Reflection Paper (3-4 pages)

Student Support:

Library

Drexel University's Hagerty Library <<http://www.library.drexel.edu/services/distancelearners>> has special services for online students, such as mailing books and e-copies of journal articles from the library, with details at: <http://www.library.drexel.edu/services/distancelearners>
<<http://www.library.drexel.edu/services/distancelearners>>

Librarian Help

See the Education research guides <http://www.library.drexel.edu/resources/guides/educationguides/>
<<http://www.library.drexel.edu/resources/guides/educationguides/>>

See the "IM Chat" option for live assistance on the right side of the homepage <http://library.drexel.edu>
<<http://library.drexel.edu>>

Call toll free to the Ref Desk 1-888-278-8825 until 10PM EST on school nights, or contact the Education Librarian, Tim Siftar, directly at siftar@drexel.edu <<mailto:siftar@drexel.edu>> or via the toll free number 9-5 EST. Also available from 9-10pm EST by appointment via phone or Adobe Connect. Complete Library help overview is available here: <http://www.library.drexel.edu/gethelp>
<<http://www.library.drexel.edu/gethelp>>

Information Resources & Technology

<http://www.drexel.edu/irt/coursetools/courseManagement/>

Should you need more help, call (215) 895-1958 or e-mail accounts@drexel.edu.

If you are having any technical difficulties, go to the [Technical Support Website](#), click on the appropriate college or school link, and fill out the technical support request form. Technical support will contact you in a timely manner.

If content is missing from a module in the course, please contact the instructor and inform him/her about the issue.

Contact the [Student Resource Center](#) for questions about billing, registration, and other general student service issues.

- **Disability:** Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (ODS). For additional information, go to the ODS website at <http://drexel.edu/disability/>. Following is the ODS contact information:

Physical Address	3201 Arch Street, Suite 210, Philadelphia, PA 19104
Mailing Address	3141 Chestnut Street, 81-210, Philadelphia, PA 19104
Phone	215-895-1401
TTY	215-895-2299
Fax	215-895-1402

- **Academic Honesty Policy:** All students are expected to abide by Drexel University's policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:
 - ◆ Reduction of a course grade
 - ◆ An "F" for the assignment or exam
 - ◆ Failure for the entire course with the inability to withdraw, or
 - ◆ Other action deemed appropriate by the faculty member. Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be

reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University.

Drexel University Student Handbook

<http://www.drexel.edu/studentlife/studenthandbook/Handbook.html>

Drexel University Academic Integrity Policy

The Academic Integrity policy for Drexel University can be found on the following link:

http://drexel.edu/studentaffairs/community_standards/studentHandbook/general_information/code_of_conduct/