

Whatcom Community College

Course Syllabus: Global Perspectives in Education: Taking a Closer Look

Interdisciplinary Studies: IDS 270: Spring Quarter 2021

Section: **(need item number)**

5 Credit Hours

Instructor: Doreen Richmond

Days: Tuesdays: 1:30-3:50

Format: Hybrid: * access to internet required

Classroom: **(as assigned)**

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Office Phone:

Office: Cascade 102

Office Hours: Mondays: 4-5:00 or by appointment

Course Description & Outcomes:

Global learning is an essential component in teaching about education today. As a multi-cultural nation, it is important to critically think and analyze using multiple perspectives the strengths, needs, and challenges of education in developing countries. This quarter you will have an opportunity to research an Asian country of your choice and examine its educational systems and the different factors that influence it. As a class, we will look at the United Nations Sustainable Development goals to examine global issues surrounding education. Using case studies, speakers, and multi-media presentations you will have a chance to look at developing countries in Asia and look specifically at Nepal, India, and Tibet's specific educational strengths, challenges, and/or needs to help guide you as you look at your own choice of country's educational systems and examine its strengths, challenges and/or needs. In addition, as a class we will read the book, "I Am Malala" and discuss different aspects via our Discussion Board. Developing a multi-media presentation to educate others about your choice country's educational systems will be one important outcome from this course. Another outcome will be the advocacy project that you will develop as you undergo a process to develop, implement, and reflect on your choice country's educational system's needs/challenges. After you develop an advocacy project that incorporates their interests and understandings, you will have the opportunity to "test" or "try out" your project ideas via collaboration and partnership with local neighboring schools or through leadership activities connected with the college, (International Center, student clubs, speaking events, drives to raise awareness and support for their particular issues, etc.). This course is designed to be an active learning environment that incorporates both research and advocacy project work.

Learning Outcomes & Objectives	Assessments
Characterize the educational systems of developing countries in Asia including: Nepal, India, and Tibet and compare and contrast with history of American Education.	Readings, Discussions, Learning Reflection Logs
Examine the United Nations Sustainable Development goals to examine global issues surrounding education.	Readings, Discussions, Learning Reflection Logs
Use multiple perspectives to think critically to examine educational strengths, needs, and challenges of different countries in Asia.	Readings, Discussions, Learning Reflection Logs
Use a Service Learning process model to articulate and develop a plan of action to address a need or challenge in the Asian country of your choice.	Project Proposal and Plan of Action, Learning Reflection Logs
Foster community partnership and engagement through guest speakers, multi-media presentations, skyping and video conferencing. Develop school/community connections with project development and implementation.	Discussions, Learning Reflection Logs, Project Development and Community Engagement Plan
Guide students through the process of critical thinking, problem solving, and reflection in the development of culturally responsive materials, resources, and assessment tools to address an issue, topic, area of choice.	Student Project Work, Learning Reflection Logs
Help students gain more insights into problem solving around the world and a greater appreciation for the diversity of cultures and beliefs	Readings, Discussions, Learning Reflection Logs, Student Project Work

Readings/Texts

Through- out the quarter we will be reading different articles and using different reading materials to explore different educational systems through-out Asia. As a way to guide our learning, we will look specifically at educational systems in developing countries in Asia through guest speakers, multi-media presentations, and readings. In addition, we will use the book, “I Am Malala” for discussion and comparison of educational systems and challenges.

** As we develop our countries of interest for a more in-depth examination, other readings and multi-media examples will be added to supplement your learnings, both individually and as a group. These will be provided in electronic form via Canvas. Be sure to look at each weekly module for the assigned reading and/or website exploration.

Learning Reflection Logs

Much of our learning will be through readings, films, guest speakers, and reflection in writing. Your learning reflection logs will be a way for you to think about and process what you are learning. Self- reflection is a critical component for growth, both personally and professionally. You will be responsible for turning in six learning reflection logs during the quarter. We will go over the specifics of what I'm looking for and the rubrics for grading during the first week of class. These will also be posted on Canvas. If you have any questions after we go over it, please ask. These learning reflection logs are for your own development and growth and therefore, it is important that they are meaningful for you.

Canvas Discussion Board

We will use the Discussion Board on Canvas as a way to comment on and discuss articles, project ideas, and other learning activities as we move through the different topics this quarter. Your thoughts, ideas and contributions are an integral part of this class. Engaging with your classmates helps build community and is an attitude that will be fostered and encouraged.

Individual Projects

This quarter we will use a global learning service learning model to help students develop an advocacy project of their own that can tie in and address a need and/or challenge in the Asian country of your choice). We will go over specific guidelines for the development, implementation, and presentation of your projects during week three. This information will also be posted on Canvas. A project time line and work log recording sheet will also be given out during that third week to help with the organization and development of your advocacy project.

Individual Presentations

One of the important components of a learning environment is the learning that we can gain from each other. Since you have an opportunity to explore an Asian country of your choice's educational system, you will also have the opportunity to educate the rest of us about it. Presentations may be power-point and/or other multi-media presentations. A hand-out with specific requirements for completion and evaluation of your presentation will be given out during the second week of the quarter.

Core Learning Abilities

WCC's core learning abilities (CLAs) quantitative literacy, informational literacy, communication, critical thinking, and global consciousness are skills taught and reinforced throughout our curriculum. These skills are integral to students' professional and personal lives. This course will give you the opportunity to practice and develop communication, critical thinking, global consciousness, and information literacy

Course Requirements

This course will be set up as a hybrid Canvas course. We will meet face to face each week for readings, discussions, films, and guest speakers. You will be required to turn in your weekly learning reflection logs via Canvas. Canvas will also be used to keep you up to date with any course announcements and assignments.

1. Participation: (40% of total grade)

This will be an active class involving many different types of learning activities. Your attendance and participation are paramount for not only your learning success but for others as well. We all learn from each other. Using guided discussion, observations, and explorations we will look at education through multiple lenses. Some of these insights may challenge our own belief systems and values. Expressing our opinions and experiences in a respectful manner will be not only be encouraged, but required. Taking a deeper look at education issues in developing countries will prepare you to better understand different cultures and develop a toolbox of skills for looking at issues using a global perspective. These skills will help give you a greater awareness of the world around us as well as preparation for engaging with others with empathy, thoughtfulness, and with better understandings.

2. Learning Reflection Logs: (30% of total grade)

As stated above, learning reflection logs are important for your growth and development as students this quarter. Learning Reflection Logs will be organized into two parts and developed from the book, *They Say, I Say* by Gerald Graff and Cathy Birkenstein.

(Cite correctly-APA- We will review this together)

Below is a general overview of what I will be looking for in each part.

- **Part One: They Say:** Looking at specific information from articles, readings, films, and guest speakers, you will be asked to record some main take-aways from our readings and/or other activities. This is a more factual section and should be cited to give credit to the person or persons stating it. We will go over this in more detail, and a more detailed outline of expectations along with a rubric for grading will be posted on Canvas.

- **Part Two: I Say:** This is the part where you will make connections to what you have read, heard, and/or seen. This is the section where you will take a deeper look and share your observations and insights, give your opinions, ask your questions, or explore your interests through your own experiences and connections.

3. Individual Projects and Presentations: (30% of total grade)

Using and applying what you’ve learned this quarter to develop your own advocacy project is the culminating goal of this course. You will use a global education service learning model to develop a project that is meaningful to not only you, but to the issue in education that you are trying to address. As a class we will take a look at a variety of projects in developing countries in Asia and specifically in Nepal, India, and Tibet that currently exist and address issues surrounding education. We will go over expectations and outlines along with rubrics and work templates for project development, implementation, and presentation during the third week of the quarter. Multi-media presentations will be given during the last week of the quarter. Being able to inform others about another country’s educational system and being able to articulate your advocacy ideas to a group of peers and/or community members is an excellent way to build leadership skills as well as to educate others about issues concerning education in developing countries. Your role as an advocate for helping others practice critical thinking and analytical skills through multiple perspectives is essential in helping all of us become better global citizens.

*I will give you examples, and we will go over in more detail with a handout the specific expectations and requirements for both your project and multi-media presentation during the second and third week of the quarter.

Student Evaluation

Attendance & Participation	40%
Learning Reflection Logs	30%
Service Learning/Community Engagement Advocacy Project & Multi-media presentation	30%

Proposed Overview of Class Schedule & Topics Covered

Week One	Overview of Course, Syllabus, History of Education
Week Two	Exploring Different Countries, Global Partnership for Education 2020 Goals, Overview of Advocacy Project and Brainstorming Session
Week Three	Gender and Education
Week Four	Caste System, Human Trafficking and Education
Week Five	Education/Climate Changes & Environmental Migration
Week Six	Best Practices in Global Education
Week Seven	Culturally Responsive Curricula & Quality Educational Programming
Week Eight	Other Things to Consider
Week Nine	Advocacy Project Work
Week Ten	Presentations, Celebrations, Evaluations
Week Eleven	Presentations, Celebrations, Evaluations

Grading for this course follows WCC's grading scale:

95 and up	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 and below	F

*Note on "Incomplete" Courses:

An "incomplete" for this course is discouraged. However, if there is a verifiable personal emergency and/or situation that comes up and prevents you from successfully completing this course, we can discuss the various options available for you. Communication with me is the key. I will work with you to help you be successful this quarter.

Policies

Behavioral Expectations:

- ◇ Respect the ideas of others and their right to express themselves.
- ◇ Actively contribute to class discussions and participate in class activities.
- ◇ Please turn off or silence cell phones before entering class.
- ◇ Please arrive on time and ready to begin class. If you are late, enter quietly and take your seat quickly to minimize disrupting others.
- ◇ Please do not leave class early unless this has been previously discussed with your instructor beforehand.
- ◇ If you are absent, please make sure that you contact a classmate to review what was missed.
- ◇ Use Canvas as a tool for previewing, reviewing, and turning in assignments.

According to the WCC Student Rights and Responsibilities (WAC 132U-120-010), enrollment in Whatcom Community College carries with it the obligation to be a responsible citizen of the college community and to treat others with respect and dignity. Students shall be subject to disciplinary action for interfering with the personal rights or privileges of others or the educational process of the college. Students are prohibited from engaging in any unlawful conduct. Grounds for disciplinary action include, but are not limited to, the following:

1. Disorderly, abusive, or bothersome conduct. Disorderly or abusive behavior that interferes with the rights of others or obstructs or disrupts teaching, research, or administrative functions.
2. Failure to follow instructions. Inattentiveness, inability, or failure of students to follow the instructions of a college official, thereby infringing upon the rights and privileges of others.
3. Sexual harassment. Engaging in unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where such behavior offends the recipient, causes discomfort or humiliation, or interferes with job or school performance.
4. Plagiarism. Plagiarism includes submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work product for the purpose of fulfilling or partially fulfilling any assignment or task required by the faculty member as part of the student's program of instruction.

Disability Accommodations: Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the Disability Support Services office in the Entry and Advising Center (LDC116, 360-383-3080 or 360-255-7182 [VP]).

*Please log into CANVAS (<https://wcc.instructure.com/>) and check for links to information on various support services and resources available to you through WCC, including information on the library, tutoring, computer labs, advising, and the student help desk.

Late/Make-up work: Please communicate with me regarding late work. I will accept late work due to extenuating circumstances only. Please try to adhere to the project work guidelines so that you can successfully complete and present your project on time. If you are late with your project completion and presentation, 10% of the grade will be deducted per day late. Please communicate with me early on if you are having difficulty meeting the work schedule for completion of your project. I will work with you to help you be successful completing your projects.

Email: As of school year 2018-2019, we are required to use your student email account to communicate with you. This is a legal requirement, and is for your protection, so that nobody but you and me can access the private information about your grades and such. You may forward your student mail to your personal account, but I can only respond to questions that come from your school email account or the inbox on Canvas.

Affirmation of Inclusion: WCC is committed to maintaining an environment in which every member of the college community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Non-discrimination policy, Title IX, and sexual misconduct: WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information or age in its programs and activities. WCC's discrimination and harassment policy (policy 615) and the student rights and responsibilities policy (WAC 132U-125) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in entry and advising (Laidlaw 116) at 360-383-3080 to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360-3400.