This is a preliminary syllabus and it is subject to change by the instructor before the start of the Spring 2020 semester.

**Education for Global Citizenship: Theories, Models and Practices (Fully Online Course)**

16:790:578 (01)
Spring 2020
3 Credits

<table>
<thead>
<tr>
<th>Instructor Name: Kevin T. Brady, Ph.D.</th>
<th>Email address: <a href="mailto:KTBrady@HibernianEducation.com">KTBrady@HibernianEducation.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number: 856-404-2836</td>
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<tr>
<td>Office Hours: To be established via appointment with the instructor</td>
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<tr>
<td>Prerequisites or other limitations: Admission to graduate program in Political Science/UN and Global Policy Studies or by permission of the instructor.</td>
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<td>Mode of Instruction:</td>
<td>Permission required:</td>
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<td>X Online</td>
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<td>_ Lecture</td>
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<td>X Yes (Only for non-UN and Global</td>
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Learning goals
Through participation in this course, students will be able to:

1. compare and contrast various theoretical approaches to the study of global citizenship,

2. analyze the strengths and limitations of theoretical approaches and program models currently used in the study of global citizenship,

3. examine and critique recommended practices designed to deepen commitment to global citizenship by the United Nations and selected UN member states, non-governmental organizations and intergovernmental organizations from various world regions,

4. explore and analyze relationships between global citizenship models and practices and United Nations initiatives and activities in the fields of human rights, peace and security, and global development, and

5. prepare and defend a program proposal designed to educate a specific population about global citizenship, using theoretical approaches, models and practices studied in this course.

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1 Check 1:
2 These can be TEAC claims or objectives from other sources.
Course catalog brief description: This online course analyzes core theories, models and practices in the study of global citizenship. Relationships to United Nations work regarding human rights, global development, peace and security are explored.

Course catalog long description: This online course addresses the historic and contemporary literature regarding conceptions of global citizenship, directly engaging the ongoing work of scholars, the United Nations, UNESCO, and other international and intergovernmental organizations in this field. Students will be introduced to theoretical foundations and diverse program models of global citizenship as well as educational practices across the globe designed to develop future global citizens. The strengths and limitations of global citizenship models will be analyzed, and the relationships of such models to initiatives and activities of the United Nations concerning human rights, peace and security and global development will also be explored. Course assessments include essays, online discussions, and a culminating course project where students will design a model educational program focused on advancing global citizenship for a specific audience.

Required Textbooks (Available from the Rutgers University Bookstore and from online vendors such as Amazon.com or Barnes and Noble)


Bibliography of Course Required Readings In Addition to Textbooks

*--Items noted with an asterisk are available online through online databases at the Rutgers University Libraries.


Carnoy, Martin. “Globalization, Educational Change, and the Nation-State.” Chapter Two in Nelly P. Stromquist and Karen Monkman, editors, Globalization & Education:
Integration and Contestation Across Cultures. Lanham MD: Rowman and Littlefield, 2014: 21-38. (Not available online at Rutgers)


Required Video Resources Included in the Syllabus

TED Talk. Jenny Buccos on Global Citizenship. 
https://www.youtube.com/watch?v=6jLHmyBs7o

TED Talk. Tanja Schulze. on Global Citizenship. 
https://www.youtube.com/watch?v=A4XF8GCXYtM

https://www.youtube.com/watch?v=ahE0tJbvl78

http://webtv.un.org/watch/seminar-on-global-citizenship-education-geced/4098009045001


4
Recommended Resources—Includes global citizenship curriculum guides—these are noted with an asterisk (*). Other resources listed here are referenced in course Voicethread slide presentations.


Other description of course purposes, context, methods, etc.:

**Technical Requirements:** Because this course involves online video conferencing, it is best for you to have a wired Internet connection. Additionally, you will need to have a webcam in order to create your online presentations and to participate in online video conferences. You must have Adobe Flash, Version 11.2 or higher installed on your computer.

**Grading policy:** Because this course is being delivered totally online, students are expected to visit the course website a minimum of once per week, respond to instructor emails regularly, and during synchronous discussion and presentation sessions, all students must make time to be present for the full length of these sessions. Participation in synchronous project presentation sessions is critical—penalties will be applied for students who do not participate in these sessions. Additionally, weekly student engagement with online course content, which involves use of the course website and responses to instructor emails, will be monitored and students who do not meet course requirements in this area will be penalized. Course assignments are to be submitted on the due dates established by the instructor, and a penalty of one full grade reduction per day will be imposed for assignments submitted late, unless an extension has been granted by the instructor ahead of the due date.

**Assessments of Student Performance:** (Correlations of Course Goals to Assessments Provided in Parentheses at the end of each assessment description).

1. **Critical media review essay of a film, podcast, or other electronic media product addressing aspects of global citizenship and posting of a Voicethead multimedia summary of the critical media review on Sakai that includes excerpts from the media itself, plus commentary (15%). (Course Goal 3)**

2. **Analytical essay critiquing two model programs designed to implement education for global citizenship in specific world societies (20%): (Course Goals 1 and 2)**

3. **Online Discussions, Individual Reflections and Email Participation (25%): (Course Goals 2, 3, 4)**

4. **Culminating course project (40%): (Course Goals 1, 3 and 5)**

**Grading Range**

- **A=** 90-100
- **B=** 80-89
- **C=** 70-79
- **D=** 60-69
- **F=** 59 and lower

**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 participation is a requirement.** Your active engagement with course materials and with other students and the instructor online is essential. Students are expected to visit the course website a minimum of once per week, respond to instructor emails regularly, and during synchronous discussion and presentation sessions, all students must make time to be present for the full length of these sessions. Participation in synchronous project presentation sessions is critical—penalties will be applied for students who do not participate in these sessions. Additionally, weekly student engagement with online course content, which involves use of the course website and responses to instructor emails, will be monitored and students who do not meet course requirements in this area will be penalized.

**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 work, whether presented as formal essays and project papers, through online discussion contributions, or through online oral/video presentations 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 **90 to 100 on a 100 point grade scale.**

**Students are expected to turn in all work on time.** 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 full grade for each day they are late. **PLEASE RETAIN ELECTRONIC COPIES OF ALL ASSIGNMENTS THAT YOU SUBMIT IN THIS COURSE.**

**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.

**Care, respect and integrity in written and classroom exchanges.** All written work, including postings on Sakai, should be proofread for clarity, spelling, grammatical errors and the like. Outside sources should be referenced appropriately using the format outlined in the University of Chicago Style Manual (15th edition). Please use language that is appropriate for the classroom setting and maintain a professional tone in both your Sakai postings and classroom discussions. You are expected to do your own work and cite sources following the format in the University of Chicago Style Manual (15th edition).

To access the University of Chicago Style manual online (Chicago and Turabian format), go to: [http://libguides.rutgers.edu/writing](http://libguides.rutgers.edu/writing).
**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 consequence 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, no copying of any kind is allowed, unless copied text is placed within quotations and the author/source is appropriately cited. Clear evidence of extensive 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. The full Rutgers University Academic Integrity Policy can be accessed at [http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf). What follows is the opening section of the policy, which defines academic integrity and clarifies what constitutes a violation of the policy.

I. Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.
Adherence to these principles is necessary in order to ensure that
• everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
• all student work is fairly evaluated and no student has an inappropriate advantage over others.
• the academic and ethical development of all students is fostered.
• the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment). In addition, students are required to take an online tutorial and pass an online examination on academic integrity in their first semester at Rutgers and to affirm periodically that they understand the Rutgers Academic Integrity Policy and will abide by it in all their academic work.

Web site: This course will utilize a Sakai site to deliver online instruction to course enrollees.

Course Instructional Methodologies

Methods to be employed include instructor audio and video presentations, online asynchronous discussions, online discussions and forums, audio and video presentations by outside experts on course topics, viewing of online media presentations, synchronous presentations by individual class members, and individual consultations with students as they prepare their culminating projects for online presentation to the class. A series of videoconferences with experts engaged in global citizenship education is under development.

Course Outline and Schedule—Other Than Week 1, all readings should be completed by the dates noted in the outline shown below.

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Definitions and Key Concepts</td>
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</table>
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Obj.</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| 1    | Objectives 1 and 2 MODULE 1 | Overview of Syllabus  
Completion of introductory survey  
TOPICS— What is Education for Global Citizenship? Exploration of theoretical foundations and sharing of student perceptions/prior understandings |
| 2    | Objectives 1 and 2 MODULE 1 | TOPICS— How does global citizenship relate to traditional conceptions of citizenship (national, regional and others)?  
-Critical media review schedule established. Students will upload their essays to the course website for peer responses from week three through week ten of the course.  
Sources/Readings—Cabrera, Introduction and Chapter 1; Appiah, Introduction and Chapters 1 and 2; Schattle, “Global Citizenship in Civil Society” (PDF); Ladson-Billings, “Differing Concepts of Citizenship: Schools and Communities as Sites of Development” (PDF); Videos: TED Talks, Jenny Buccos and Tanja Schulze on Global Citizenship (see links in Course Content on Canvas for Week 2) |

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### Week 1: Objectives 1 and 2

#### MODULE 1

- **Citizenship and Globalization: Theoretical Models**
- **Models of Global Citizenship**
- **Global Citizenship and Nationalistic Education**
- **Best Practices in Global Citizenship Education**
- **Human Rights and Global Citizenship Education**
- **Project Planning, Development and Presentation**

#### Activity/Assignment

- **Overview of Syllabus**
- **Completion of introductory survey**
- **TOPICS— What is Education for Global Citizenship? Exploration of theoretical foundations and sharing of student perceptions/prior understandings**

#### Assignments:

1. Completion of introductory student survey and submission by email to instructor
2. Completion of brief Voicethread introduction presentation and posting for instructor and student review
3. Posting of response to online reflection prompt—**What are the benefits and drawbacks to developing global citizens using a cosmopolitan orientation?**

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### Week 2: Objectives 1 and 2

#### MODULE 1

- **TOPICS— How does global citizenship relate to traditional conceptions of citizenship (national, regional and others)?**
- **Critical media review schedule established. Students will upload their essays to the course website for peer responses from week three through week ten of the course.**

#### Sources/Readings—

- Cabrera, Introduction and Chapter 1; Appiah, Introduction and Chapters 1 and 2; Schattle, “Global Citizenship in Civil Society” (PDF); Ladson-Billings, “Differing Concepts of Citizenship: Schools and Communities as Sites of Development” (PDF); Videos: TED Talks, Jenny Buccos and Tanja Schulze on Global Citizenship (see links in Course Content on Canvas for Week 2)
<table>
<thead>
<tr>
<th>Objective</th>
<th>Module</th>
<th>Assignments:</th>
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<tbody>
<tr>
<td>3</td>
<td>2/1-7</td>
<td><strong>TOPICS</strong>—In what ways does the concept of “global citizenship” address emergent issues and challenges resulting from globalization? Sources/Readings—Dower, Chapters 2 and 3; Cabrera, Chapters 2 and 3; Appiah, Chapters 3, 4 and 5; Martin Carnoy, “Globalization, Educational Change and the Nation State” (PDF)</td>
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<tr>
<td>2/8-14</td>
<td><strong>TOPICS</strong>—How does the concept of “global citizenship” support or clash with the goals and activities of the United Nations? Sources/Readings—Dower, Chapters 5, 6, and 7; Appiah, Chapters 6-8; Schattle, “Governing Institutions and Global Citizenship” (PDF)</td>
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<tr>
<td>2/15-21</td>
<td><strong>TOPICS</strong>—What Are the Prominent Program Models for Implementation of Education for Global Citizenship? (Examples drawn from NGOs, Intergovernmental Organizations and Selected UN Member States) Sources/Readings: Dower, Chapter 9; Council of Europe, “Democracy and Human Rights Start With Us” (PDF); Thomas-</td>
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<td>6</td>
<td>2/22-28</td>
<td>Objective 3 Modules 3 and 7</td>
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<tr>
<td><strong>TOPICS</strong>—What Are the Prominent Program Models for Implementation of Education for Global Citizenship? (Examples drawn from NGOs, Intergovernmental Organizations and Selected UN Member States)</td>
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<tr>
<td><strong>Sources/Readings</strong>—UNESCO, Global Citizenship Education Guidelines (PDF); North-South Centre of the Council of Europe, Global Education Guidelines (PDF); Asia Society, Educating for Global Competence: Preparing Our Youth to Engage the World (PDF)</td>
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<tr>
<td><strong>Assignments:</strong></td>
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<td>1. View the Voicethread presentation “Developing Your Culminating Project: Process and Timeline”</td>
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<td>2. Completion of analysis worksheet on selected global citizenship education program models (helps you prepare for the analytical essay due during Week 7)</td>
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<td>3. Submission of topic proposal and rationale for culminating course project</td>
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<td>4. Critical media review: Posting of comments and suggestions regarding critical media review Voicethread presentation by class members</td>
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<tr>
<td>5. <strong>Analytical essay critiquing two model global citizenship education programs due on March 6 during Week Seven</strong></td>
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<thead>
<tr>
<th>7</th>
<th>2/29-3/6</th>
<th>Objectives 1, 3 and 5 Module 7</th>
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<tbody>
<tr>
<td><strong>TOPICS</strong>—Individual Online Conferences with Students Regarding Planning for Culminating Course Projects (Topic and Rationale) Analytical Essay Critiquing Two Model Programs Due</td>
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<tr>
<td><strong>Sources/Readings</strong>—None for this week.</td>
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<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td>1. Completion of online audio or video conference with instructor to discuss culminating course project topic/rationale</td>
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### Culminating Course Project Planning Document Due 3/9

#### Sources/Readings:
- Cabrera, Chapters 4 and 5; Dower, Chapter 8; Olssen, “Neoliberalism, Globalization, Democracy: Challenges for Education” (PDF)

#### Assignments:
1. View the Voicethread presentation “Global Citizenship Education and Nationalistic Education”
2. Online discussion, Nationalism vs. Cosmopolitanism in Global Citizenship Education
3. Critical media review: Posting of comments and suggestions regarding critical media review Voicethread presentation by students

### TOPICS — Can global citizenship education and nationalistic education coexist effectively in the contemporary world?

### TOPICS — Culminating Course Project Planning Conference — individual conferences with students via email/videoconferencing

#### Sources/Readings:
- Appiah, Chapters 9-10

#### Assignments:
1. Online video/audio conference with instructor regarding culminating course project planning
2. Completion of response to online reflection prompt:
   
   How convincing is Appiah’s argument in favor of cosmopolitanism as a moral philosophy for the 21st century, and to what degree does your own worldview blend or clash with his cosmopolitan orientation?

### TOPICS — What are “Best Practices” in Education for Global Citizenship? Examining of examples drawn from various UN member states, and online exchanges (audio and/or video conferences) with scholars in the field.

#### Sources/Readings:
- Schattle, “Global Education and Global Citizenship” (PDF); Mundy and Murphy, “Transnational Advocacy,
<table>
<thead>
<tr>
<th>Date</th>
<th>Objectives</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>11/4-10</td>
<td>2 and 3</td>
<td>TOPICS: How Effective Is Education for Global Citizenship? Examination of evaluation projects and assessments of global understanding.</td>
<td>1. Preparation of five questions for online discussion with experts in global citizenship education, drawing upon readings for this week's topic 2. Critical media review: Posting of comments and suggestions regarding critical media review Voicethread presentation by students 3. Preparation of first draft of written component of culminating course project</td>
</tr>
<tr>
<td>12/4/17</td>
<td>4 and 5</td>
<td>TOPICS: What is the relationship between human rights and education for global citizenship?</td>
<td>1. Completion of worksheet based upon course readings 2. Preparation of first draft of written component of culminating course project</td>
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</table>

**Assignments:**

1. View the Voicethread presentation “Models of Human Rights Education”
2. Completion and submission of first draft of culminating course project written component
3. Completion of online reflection:
   *To what degree is education about human rights an essential or peripheral component of any global citizenship program?*

**First Draft of Culminating Course Project Paper Due on April 16**—Instructor provides feedback to inform final draft due during exam week, as well as forthcoming oral presentations (Weeks 14 and 15)

<table>
<thead>
<tr>
<th>13</th>
<th>4/18-24</th>
<th>Objective 4</th>
<th>Should education for global citizenship be considered a fundamental human right?</th>
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<tbody>
<tr>
<td></td>
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<td>MODULE 6</td>
<td>Sources/Readings: Osler, “Human Rights Education, Post-colonial Scholarship and Action for Social Justice” (PDF); Cabrera, Chapters 7, 8 and 9; Dower, Chapter 4; Tibbitts and Fernikes, “Human Rights Education” (PDF); Video: UN Web TV, March 9, 2015, Gender Stereotypes and Sexism: Root Causes of Discrimination and Sexism” (Link provided in Week 13 Course Content on Sakai)</td>
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**Assignments:**

1. Online Discussion—Education for Global Citizenship and Universal Human Rights
2. Preparation of online culminating course project oral presentation using Adobe Connect and Voicethread software
3. Successful completion of practice session for project presentation video conferencing with instructor

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<thead>
<tr>
<th>14</th>
<th>4/25-5/1</th>
<th>Objectives 1, 2 and 5</th>
<th>TOPICS—How can education for global citizenship be effectively implemented in the contemporary world?</th>
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<td>MODULE 7</td>
<td><strong>Culminating Course Project Oral Presentations</strong> by students with faculty and peer critiques (presented via video conference)—see schedule established by instructor on course Sakai site</td>
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</table>

**Assignments:**

1. Completion of feedback form for project presentations by classmates (emailing of comments and posting of Voicethread comments)
2. Presentation of culminating course projects by students using Adobe Connect and Voicethread software
3. Each student presenter will email the outline of their online presentation to the instructor one day prior to their presentation—the instructor will then disseminate it to the class
<table>
<thead>
<tr>
<th>15 5/2-10</th>
<th>Objectives 1, 2 and 5 MODULE 7</th>
<th>TOPICS—Culminating Course Project Oral Presentations by Students with faculty and peer critiques (presented via video conference)</th>
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<td>Assignments:</td>
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<tr>
<td></td>
<td>1. Completion of feedback form for project presentations by classmates (emailing of comments and posting of Voicethread comments)</td>
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<td>3. Each student presenter will email the outline of their online presentation to the instructor one day prior to their presentation--the instructor will then disseminate it to the class</td>
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<td>4. Submission of final project (written component) to instructor in electronic form by 5-10-2016 at 10 pm</td>
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<td>5. Completion of Course Evaluation Instrument and Submission to Instructor</td>
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Specifications for Course Assessments of Student Performance

A. Analytical Essay critiquing two model programs designed to implement education for global citizenship in specific world societies (20%): The instructor will provide the students with a list of the model programs for analysis and critique, along with a template for evaluation of the essay. (Course Goals 1 and 2)

Specifications—

A. Documentation of claims from credible, scholarly sources using in-text citations and a reference list (following MLA style); and
B. Minimum page length requirements: 8 double-spaced pages not including the title page, reference list page and appendices (if needed).

B. Class participation (25%): This section involves both regular (weekly emails to the instructor and engagement with website content, completion of online reflections, and participation in three asynchronous online discussions addressing core questions in the course syllabus. Requirements for participation are outlined below and feedback will be provided by the instructor to student participants on the quality of their contributions to these synchronous discussions. See the evaluation template outlining expectations for participation in online discussions located on the course Sakai website. (Course Goals 2, 3 and 4)

Specifications—Students are expected to be well-prepared to discuss readings and other media employed as the basis for online 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

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members and guest experts/participants. For asynchronous and synchronous online presentations, student presenters should make sure they have provided required content for viewing or listening by the other class members and the instructor, and audience members should participate through posting of comments using Voicethread, through email, and by posing questions to presenters during synchronous presentations.

C. Critical review(s) of media (15%): The media being reviewed must have been created since 1990 and be available for viewing online by the instructor and members of the class. The essay will be posted on the course website for comment and critique by peers. The instructor will provide students with a template for evaluation of this essay.

Specifications—Each student will select one example of media whose topical focus deals with global citizenship 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.

Categories of media include: feature films, documentary films, podcasts, audio recordings, and other electronic media (example—slide shows).

The critical review will be prepared in text format, but should include relevant examples of the media being reviewed as evidence. 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 also present their findings from the critical media review online to the rest of the class and the instructor using Voicethread software available on Canvas, based on a schedule to be prepared by the instructor early in the course. Class members and the instructor will provide feedback and critique of the presentation to the student presenter using the Comments feature in Voicethread.

Required Elements:

Written Critical Media Essay: Your written critical media review should include the following sections.

a. Title page with the student’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 for global citizenship (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 citizenship education (note specific topics that might be informed by use of the media being reviewed).

Minimum page length: 5 double-spaced pages, not including the title page, 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.

Online Critical Media Presentation: Your online critical media presentation should include the following sections.

a. An oral presentation that addresses items b through e above (under Written Critical Media Essay), and which lasts a minimum of five minutes and a maximum of ten minutes
   b. Using Voicethread, integrate excerpts from the media you reviewed within your oral presentation to provide evidence/examples supporting your analysis
   c. Responses to instructor and student questions posed to you as Voicethread comments about your presentation. The responses should be communicated within the time frame established by the instructor.

D. Culminating course project (40%): Creation of a program proposal to educate a specific population of the student’s choice about global citizenship, informed by the theoretical approaches, program models and practices examined in the course. This project will include both a written paper completed according to a template established by the instructor, and an online video conference presentation to be viewed synchronously by the instructor and other class members. Templates for evaluation of the written paper and the online synchronous presentations are included on the course Sakai website. (Course Goals 1, 3 and 5)

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

Written Work Product

a. Description of the problem being addressed
b. Presentation of argument and evidence about the problem, including how and why you are advocating the development of education for global citizenship to address this challenge.

c. Summary of proposal to address the problem using relevant resources about global citizenship education theory and practice

d. Timeline and step by step process for implementation of the proposed program from the proposal stage through the evaluation stage

e. Analysis of the desired impact on learners of the solution, along with discussion of possible consequences (both pro and con) of implementation.

f. Works Cited List

g. Appendices (if included)

h. Minimum length: 10 double-spaced pages

Online Oral Presentation

a. Time limits: Minimum of 10 minutes, maximum of 15 minutes

b. Use of multimedia: Voicethread, 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 in your presentation.

c. A one page typed outline of your proposed solution and implementation plan should be emailed to the instructor one day prior to your scheduled presentation. The instructor will then disseminate that outline to the class.

d. All sources which 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. Audience members will email the presenter their comments and suggestions following the discussion segment of each presentation. Audience members will also have the opportunity to post responses about the presentation using the Comments feature in Voicethread.