

Appendix D Assignment on Readings

ASSIGNMENT 3: Participate in ongoing discussion of teaching world cultures (100 pts) Due weekly

There will be discussions throughout the course on the content and pedagogy of teaching world cultures and global issues. The instructor will initiate discussion on important topics based on readings, websites or other resources. Students may raise new questions and issues (hit compose and start a new thread) or respond to a thread someone else has initiated.

This discussion begins June 24th in Discussion #3 Teaching World Cultures. This is an ongoing discussion where you respond to readings, raise content or instructional issues, suggest ideas for using resources, or ask questions about interpretation, authenticity or quality. It is also a place for us to get to know each other and build a caring community. Remember part of your grade is in the quality of your online interaction (read the Introduction again if this goal is unclear).

You are not required to read every message. Select ones to read by skimming the table of contents. Don't forget to open the **blue triangles** to see what's in a thread. You can use the **little "binoculars"** to pull up an entire thread with one click.

You are expected to participate with a minimum of two and maximum of four messages in this discussion each week. You can reply to others or raise a new issue, ask a question, or provide some insights from your online work in the class. If you want to send more than four messages in any one week, you can do so privately (click on respond privately or through WebCt's email).

Week One Discussion: What is the difference between a global educator and a teacher teaching the same subject without a global perspective?

For our first discussion in Assignment #3, I would like us to discuss what global education means in the classroom. Since 1989, I have been studying teachers considered by their school districts and peers to be exemplary global educators. Often in these studies I have compared the teachers designated as global educators with other teacher in their schools or districts who do not identify themselves as globally-oriented.

Attached in Word (and also in the Resources section of our homepage if you

have trouble pulling up the attachment) is a short article, *What a Difference a Global Education Can Make*, that will be in Educational Leadership this fall.

Please read it for the Week One discussion and then compare those ideas to your own conceptualization of global education so we can explore what a difference a global education can make.

Criteria for assessment of Assignment 3:

1. Did you follow directions and the timeline in composing and posting your messages?
2. Are your messages based upon content from the course's resources and their application in educational environments? Do you explicate the resources and their underlying assumptions, analyze ideas across resources or identify critical issues?
3. Are you an online community builder? For example, do you provide new knowledge for others? Demonstrate listening skills? Ask substantive questions to provide follow-up? Challenge others in a civil and respectful way to consider other points of view? Support others? Demonstrate care or concern about others who are being left out or put down in the discussion? Is there evidence that you try to manage or resolve conflicts within the discussion?