

**Global Studies for Educators
LAS4935/EDG4930/AFS4935**

Education/African Studies/European Studies/Latin American Studies

Summer 2021
May 10-June 18

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Office Hours: By appointment

This course will be primarily asynchronous, but not self-paced. There are weekly assignments and deadlines that will be listed in the course overview and in Canvas. There are four synchronous sessions when students and instructor meet, which will feature virtual guest experts. E-mail is the fastest way to reach me at mriskner@latam.ufl.edu or within the Canvas messaging system about any concerns or to make an appointment to meet in Zoom.

COURSE DESCRIPTION

As the world becomes increasingly interconnected, global education is crucial to prepare students with knowledge and critical thinking skills to navigate our complex world. Global education aims to infuse regional content across disciplines to enable students to analyze information from diverse perspectives as we seek solutions to resolve issues that affect humanity at the local and global levels.

In this course, students will gain an understanding of ways to teach global studies, foster global competence, and integrate global education concepts into the curriculum. Two themes – People on the Move and Sustainability and Development – are used in this course to:

- a) model pedagogy that fosters global competence,
- b) promote critical thinking about global issues across world regions, and
- c) discuss the integration of emerging technologies in global studies.

By the end of the course, students will have contemplated the importance of developing global citizens to take action and promote change in society and will have been introduced to educational resources and pedagogical approaches for globalizing future courses.

COURSE OBJECTIVES

1. Students will gain an understanding of what global education is and ways to integrate it across disciplines
2. Students will explore techniques for integrating global education using technology
3. Students will examine how regional knowledge, global competence and 21st century skills are fused to address two global themes that can be applied in a teaching context.
 - *People on the Move*: Students will have an understanding of how people have come to be where they are, and the factors that influence human migration across continents.
 - *Sustainability and Development*: Students will examine the reasons and challenges of progress, abuse of resources, sustainability, human capital and the process of development.

REQUIRED TEXTS

This course does not use a textbook, but readings and web materials from various sources that are listed under each week along with assignments. **Students are expected to have a headset or microphone and speakers during synchronous (online) sessions with the virtual guests.**

Hardware and Software requirements:

- A computer with a headset (microphone and headphones) connected to the Internet
- A web browser (a recent version of Firefox, Chrome, Internet Explorer etc.)

Students' knowledge and operation of their own computer is their personal responsibility when taking an online course.

Course access and technical support

You can log in to the course at <http://education.ufl.edu/coe-online/log-in/>, and also access resources at <https://education.ufl.edu/coe-online/>. Please view <https://www.youtube.com/watch?v=9wMnd9aeNvc> if this is your first time taking an online course at the COE. You can contact onlinesupport@coe.ufl.edu if you have technical problems or questions about how to use the Canvas system.

COURSE GRADING/ASSIGNMENTS:

The assignments in this course focus on the teaching of global issues using two themes across the world regions of Africa, Europe, and Latin America. Assignments will prompt students to critically synthesize global issues across world regions through online resources, media analysis, interviews, and creation of learning artifacts.

1. Discussion Posts (2 x 5 points = 10 points):

Students will reflect on the value of area studies and global competence in education, explore global issues across different regional contexts, and learn by sharing perspectives on global issues with students from different disciplines.

2. Participation in Synchronous Sessions with Virtual Guest Experts (4 x 5 points = 20 points):

There will be three synchronous sessions with virtual guests included in the course, to which attendance is required. The dates will be provided at the onset of the course so all students can arrange to be present for those events. Students will be required to prepare questions for guests in advance and have completed associated readings.

Guest Session Dates: Tuesday evenings from 7:00-8:00 p.m. EST. May 18, June 1, June 8, June 15.

3. World Region Assignments (Total 40 points):

- a) Global Migration: Europe. Media Analysis Project (10 points).
Students will search for news reports (articles, broadcasts) that address the ongoing refugee crisis in Europe and surrounding areas, analyze the discourse and imagery used in media coverage, and discuss what perspectives are portrayed or possibly omitted that may influence public perceptions.
- b) Global Migration: Latin America. Interview Report (15 points).
Students will interview a classmate, friend, or family member about their migration experiences. Questions may include their life in their country of origin before they migrated, the migration process itself, and how they have adjusted to life in a new country. Students will work in groups to develop appropriate and ethical questions for interviews.
- c) Sustainability & Development: Africa. Infographic Project (15 points)
African entrepreneurs and university students are using technology to address some of Africa's problems and challenges. For this assignment, students will create an infographic (technical guidance will be provided) to raise awareness about or propose a solution to a problem. Be creative!

4. Learning Artifact/Lesson Plan (20 points):

Students will use any of the tools below (or other they choose), to create a learning artifact that teaches about Global Migration or Sustainability & Development across at least two regions. Students will also include a lesson plan based on the provided template to explain how that

artifact would be used to teach about that topic. They can choose to teach the topic in a K-12, higher education or non-profit context.

- Presentation tools (<http://www.educatorstechnology.com/2012/05/list-of-20-free-tools-for-teachers-to.html>) and <http://edtechteacher.org/tools/multimedia/>
- Timeline tools (<http://www.educatorstechnology.com/2012/05/list-of-20-free-tools-for-teachers-to.html>)
- Digital Storytelling(<http://www.educatorstechnology.com/2012/05/list-of-20-free-tools-for-teachers-to.html>)

5. **Reflection essay (10 points)**

Students will write a reflection on how what they have learned from the course can be applied in area studies, their discipline, and context, with a focus on the teaching of global competence.

COURSE POLICIES

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading

The following grading scale will be used:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Total points will be converted to grades according to

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignments should be presented in a neat and concise manner. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://gatorevals.aa.ufl.edu/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-

support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.