ED 4381 Special Topics in Education
Study Abroad: Education and Teaching in Australia
Course Syllabus Summer I 2018

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ED 4381
This course section includes a travel abroad experience involving a trip to Melbourne, Alice Springs, Cairns, and Sydney, Australia, with mandatory pre-class meetings during Spring 2018. Spring class sessions, CARR 128, 3:30-5:00 PM. Travel dates: June 2 – 24, 2018.
On campus session dates:
January 30
February 13
February 20
March 20
April 17

Course Description
This course includes a travel abroad experience involving a trip to Melbourne, Alice Springs, Cairns, and Sydney, Australia, with mandatory pre-class meetings during Spring 2018. An emphasis is on a comparative study of teaching and learning in multiple cultures. This program will examine education in Australia as compared to the United States. Candidates will participate in a variety of planned experiences to schools to gain a deeper understanding of the teaching and learning process in Australia.

Text
Required reading list will be posted in Blackboard.

Map Study
http://maps.google.com/
http://www.worldatlas.com/

Course Goals and Objectives
Participation in this study abroad program will allow candidates to:
- enhance their academic learning through field trips, briefings, and other cultural experiences,
- distinguish similarities and differences in the US and the Australian educational systems,
- increase knowledge of teaching and learning, and
- identify developmentally appropriate learning environments for diverse learners.
**Educational Issues**
During the trip candidates will study and gather information for comparative analysis topics. Candidates must collect and document the following from Australia in relation to education and teaching, and begin to make comparisons to the United States’ system of education. Specifically, candidates will be able to compare and contrast issues such as:

- teaching and learning,
- physical environment of the classroom,
- classroom strategies and planning,
- classroom management and discipline,
- instructional strategies, and
- teacher/studen...
A. Participation/Travel events/Observation. Candidates are expected to attend all class meetings (pre-visit sessions and during the travel abroad) and scheduled observations in the schools (during the travel abroad). During travels, candidates are to be observant of teaching strategies, classroom management, and how the needs of diverse learners in the classroom are addressed. Each unexcused absence to school, university, and other educational site visits or seminars will result in a reduction of a letter grade (10%), or 5% for each tardy, of the final grade.

B. Reflective Journaling & Course Assignments. Candidates will keep a reflective journal of visits to schools, universities, and educational sites. In the journal, candidates are to observe, reflect, analyze, and integrate the information with excursions, readings, and class discussion.

C. Analysis Paper. Candidates will analyze the information from schools, universities, or educational entities visited on the trip. Candidates will compare and contrast the teaching and learning strategies as observed in Australia to the education in the US. Candidates will tie the information learned about education and diversity in Australia before leaving the states to what was actually observed.

D. Response Papers – Candidates will complete two response papers. Additional information of how to complete the assignment is posted in Blackboard.

E. Teaching and Learning Visual & Reflection – Candidates will prepare a visual and reflection of teaching and learning strategies from Australian and US education.

F. Global Awareness Project. The Global Awareness Project will include research on the country and culture. More information will be provided in class.

The academic program will involve seminars to be held on campus prior to departure (Spring 2018). The seminars will include pre-travel topics and travel preparation information. Candidates are required to attend these sessions.

**Blackboard component.** Candidates will be notified once the Blackboard link is available.

**Assignments:** Attendance at the spring sessions is required. Assignments will be provided during these sessions.
Course Evaluation and Grading:

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<tr>
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<th>Worth</th>
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<tbody>
<tr>
<td>Response Papers</td>
<td>20 %</td>
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<tr>
<td>Teaching and Learning Visual &amp; Reflection</td>
<td>20 %</td>
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<tr>
<td>Reflective Journaling &amp; Course Assignments</td>
<td>30 %</td>
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<tr>
<td>Analysis Paper</td>
<td>20 %</td>
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<tr>
<td>Global Awareness Project</td>
<td>10 %</td>
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<tr>
<td>Total</td>
<td>100 %</td>
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</table>

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 0 - 50%

Attendance Policy
Candidates are to adhere to ASU policy OP 10.04 and Unit policy. [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

Candidates are expected to attend each scheduled class activity on time (Spring classes and during the study abroad). Candidates should notify the professors in advance if they miss scheduled class activities.

**Note:** Each unexcused absence to school, university, and other educational site visits or seminars will result in a reduction of a letter grade (10%), or 5% for each tardy, of the final grade.

Persons Seeking Accommodations: Persons with disabilities which may warrant academic accommodations must contact Student Disability Services in order to request such accommodations prior to any accommodations being implemented. Candidates are to make this request before the start of the semester so that appropriate arrangements can be made. [http://www.angelo.edu/services/disability-services/](http://www.angelo.edu/services/disability-services/)

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Candidates are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)

Plagiarism or the use of Internet Web for prepared papers is strictly forbidden. Faculty members utilize Internet search links that assist in identifying plagiarized materials.

College of Education Cell Phone/Electric Paging Device Policy: Cell phones, pagers, and other electronic devices are to be turned off during class time and scheduled class activities.

Class Schedule ED 4381 Special Topics in Education

On campus session dates, 3:30-5:00 PM:

January 30: Education systems in the US and Australia
February 13: Education systems – school organization and classroom structures
February 20: Curriculum aspects – instructional strategies
March 20: Curriculum aspects – school organization
April 17: Curriculum aspects – school organization and instructional strategies
Candidates will be required to attend a mandatory spring orientation meeting that will be held by the CIS -- TBA.

Summer I study abroad dates: June 2 - 24, 2018

Topics:
- instructional strategies in Australia and the US,
- classroom interactions,
- social-cultural factors in education,
- educational system in Australia and the United States, and
- classroom structures.

See Blackboard for details of class schedule information.

Summer II Sessions (traveling)
See Trip Itinerary.

OUTCOMES
The following chart lists the learning outcomes for this course

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Global Awareness Project</th>
<th>Discussion Boards</th>
<th>Teaching &amp; Learning Visual &amp; Reflection</th>
<th>Analysis Paper</th>
<th>Reflective Journaling</th>
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<tbody>
<tr>
<td>ASU Undergraduate Learning Goals</td>
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<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
<td>X</td>
<td>X</td>
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<td>2. Core skills</td>
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<td>X</td>
<td>X</td>
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<td>3. Specialized knowledge</td>
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<td>X</td>
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<td>4. Social responsibility</td>
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<td>5. Cultural Identity</td>
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TExES

| Competency 1                      |                          |                   |                                        |                |                      |
|-----------------------------------|--------------------------|-------------------|----------------------------------------|                |                      |
| Understands human development processes; Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12 |                           |                   |                                        |                | X                    |
| Competency 2 | Understands student diversity; accepts and respects students with diverse backgrounds and needs | X | X | X | X | X |
| Competency 3 | Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs | X | X | X | X | X |
| Competency 4 | Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students’ learning. | X | X | X | X | X |

Angelo State University Undergraduate Learning Goals:

TExES Standards /Competencies:
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Additional Web Sites:
http://blackboard.angelo.edu/ Blackboard access at Angelo State University
http://tea.texas.gov/ Texas Education Agency
http://texes.ets.org/ TExES preparation manuals and lists of competencies for state testing