

## Syllabus

### Course Overview

This course draws upon the related fields of international education, multicultural education, global education, and cross-cultural communication to address the needs of an increasingly interrelated global community, and the needs of culturally diverse learners in post-secondary and adult education.

### Purpose

The purpose of the course is to assist you to develop international and multicultural perspectives, and to incorporate relevant perspectives into your own teaching. The course helps you emerge as a culturally competent Global Educator who is able to provide world-class education for your post-secondary and adult students.

### Course Content

You explore international and multicultural perspectives on global trends and issues, on foundational knowledge in your specialization; and on economic and social development. You also design strategies to better accommodate culturally diverse learners, and to foster cross-cultural communication. You develop media analysis and other critical thinking skills to examine competing perspectives, and identify independent news sources, Web sites, and networks of international educators and multicultural professionals, as well as academic sources, to help provide leadership in local and global communities. The major project in the course asks you to incorporate diverse perspectives into a course or workshop of your choosing, and to provide feedback to your peers.

### Course Format

As educators, most of us see growing numbers of learners from diverse cultures in our classrooms: learners from minority groups such as African Americans, Latinos, and Native Americans; first- and second-generation immigrants from countries such as Mexico, Somalia, and Vietnam; and international students from almost every country in the world. How can you learn about and accommodate so many different cultures?

The strategy used in this course is to have each of you learn something about the cultures most frequently represented in your classrooms, and then share what you learn with your classmates. You also share ideas and strategies to accommodate learners from those cultures, and help learners serve as cultural resources for one another.

To accomplish this, you are asked to post under discussion threads the instructor establishes for different culture groups while exploring diverse ethnicities, and under discussion threads established for country groups when you examine international and global issues. Although you still respond individually to some discussion questions, each group separately conducts research on their target ethnic group or country, and share information by reading posts of other groups.

We face a similar dilemma when it comes to internationalizing and multiculturalizing our curricula. How do you decide what perspectives to include from an endless variety, and on what basis? Here your strategy should be to examine your own courses for existing perspectives, and to assess the potential for incorporating more voices in ways that enhance learners' understanding of one another and of the course material. The course project is to select one course or workshop, referred to as your target course. Next, you must design or revise the course in ways that it incorporates relevant international and multicultural perspectives, and also accommodates culturally diverse learners. As you write components of your project throughout the course, you and others in your specialization, such as GED, Nursing Education, ESL, or Forestry, must provide feedback for one another in specialization groups. As in the case of the other groups, your instructor establishes the discussion threads and assigns you to groups according to the characteristics of course participants.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Develop an understanding of cultural competence in the learner's specialization.
- 2 Design culturally inclusive learning environments that foster intercultural learning.
- 3 Incorporate relevant international and multicultural perspectives into curriculum, instructional activities, and assessments.
- 4 Communicate in a manner that is consistent with the expectations of a professional educator.

## Course Prerequisites

Cannot be fulfilled by transfer.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Moule, J. (2012). *Cultural competence: A primer for educators* (2nd ed.). Belmont, CA: Wadsworth. ISBN: 9780495915294.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Reeves, A. R. (2011). *Where great teaching begins: Planning for student thinking and learning*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Ritzer, G. (2013). *Globalization: The essentials*. Hoboken, NJ: Wiley.

#### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Oxfam International. (2020). [About us](https://www.oxfam.org/en/what-we-do/about). Retrieved from <https://www.oxfam.org/en/what-we-do/about>

#### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

#### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

#### Projects

##### Project >> Cultural Competence in Teaching

##### Project Overview

For your final project you will integrate multicultural and international perspectives into the syllabus and curriculum for a course or workshop in your area of specialization. Most learners will revise an existing course or workshop, but you may design a new one if necessary. The final project will be divided into four parts, which will assist you with developing each component of the syllabus and curriculum.

Detailed instructions for each part of your project can be found in the assignments themselves. Please note that instructors may amend the directions, depending on the needs of your particular class.

The four parts of the project are as follows:

### Part 1: Deciding on Your Project (Unit 2)

Select a course or workshop that you will revise in order to integrate multicultural and international perspectives. As part of the selection process you will need to provide the following information:

- Target course/workshop.
- Setting.
- Learner characteristics.
- International and multicultural perspectives.
- Project purpose.
- Project title.

### Part 2: Curriculum Development (Unit 5)

You will begin building your syllabus and curriculum. Use your project purpose as the basis for developing international and multicultural goals and objectives; use the goals to identify topics; and use the topics and objectives to generate ideas for related instructional activities. Organize these key components into a course schedule or workshop agenda.

Include the following:

- Project description.
- International and multicultural goals and objectives.
- Course schedule or workshop agenda.
- Topics.

### Part 3: Designing a Culturally Inviting Learning Environment (Unit 8)

Design a learning environment for your target course/workshop that will accommodate the culturally diverse learners you anticipate and encourage cross-cultural discussion and learning.

As part of your design, include the following components:

- Focusing on salient cultures.
- Accommodating diverse cultures.
- Intercultural learning.

### Part 4: Instructional Activities and Tools for Assessment (Unit 10)

Develop at least one unit of learning activities and assignments in which your learners apply their knowledge of international and multicultural problems, issues, or perspectives.

Your unit must include the following:

- Instructional activities.
- Assessment activity.
- Rubric.

**Note:** Throughout the course you will receive feedback from your peers and instructor on the various components of your project. You will have the opportunity to resubmit Parts 1–3 with Part 4 in Unit 10. If you are satisfied with your initial scores for Parts 1–3, you do not need to resubmit them with the final assignment.

- **Written communication:** Written communication should be free of errors that detract from the overall message. As doctoral learners, it is assumed that you create work that is free of mechanical errors, such as grammar and spelling. Additionally, you are graded for content and focus, critical thinking, logic and flow, structure and organization. Failure to master academic writing deteriorates your evidence presentation and clear articulation of subject mastery. These items are examined and considered in your grade, in addition to the project rubric.
- **APA formatting:** Resources and citations are formatted according to current [APA Style and Format](#).

## Unit 1 >> Exploring the Concept of Cultural Competence

### Introduction

As the world grows smaller and society becomes more diverse, you as educators and as citizens interact more often with people from diverse countries and cultures. Improvements in communication and infrastructure make it possible, and often even necessary, to communicate with others around the globe via e-mail, online chat rooms, or teleconferencing. Even traveling to another country for an international conference is relatively quick and easy, if you are willing to contend with long lines at the airport.

As you start learning about other countries, you also start becoming more aware of the diversity within your own society. You start noticing more signs in multiple languages, and also start hearing and understanding a plethora of languages spoken around you. Most of us also notice growing number of learners from diverse cultures in our own classrooms. Most colleges and universities have also established departments of ethnic studies, African studies, Native American studies, and women's studies; and frequent human relations training is required and conducted for undergraduates and in-staff development programs to meet the demands of the international learners.

Education and educational research is struggling to keep up with these changes. Today, a world-class education requires learners to become global citizens who live and work in an emerging global village. Adding courses and requirements seems to be the strategy most frequently used to address these new needs. For example, courses in international business might be added to the offerings in a business school, or a speech or communications program might require a course in cross-cultural communication. Also, programs to study abroad have become more popular. However, a tougher but more encompassing approach is to incorporate more international, global, and multicultural perspectives throughout existing courses; in essence, to internationalize and multiculturalize the curriculum.

This unit helps you to reflect on your present situation, and your status as a global educator—that is, a culturally competent international and multicultural educator. The discussion questions ask you to consider the extent to which you have been able to meet the needs of your learners from diverse cultures. It also helps in assessing the adequacy of the perspectives presently represented in the courses you teach. Discussion with others should generate ideas to strengthen the international and multicultural dimensions of your teaching.

## Learning Activities

### u01s1 - Studies

## Required Readings

Use your Moule text to read the following:

- Chapter 1, "What it Means to Be Culturally Competent," pages 1–25.

Use your *Globalization: The Essentials* text by Ritzer to read the following:

- Chapter 1, "Globalization: Conceptualization, Origins, and History," pages 1–24.

## Multimedia

View the [Dimensions of Cultural Competence](#) presentation, which will help you determine the components that will inform the course or workshop you will design for your course project.

### u01s2 - Course Project Preparation

Review the Project Overview for the course project. The first component of your course project will be due in Unit 2. It is recommended that you begin on the assignment in this unit.

### u01d1 - Introductions

Introduce yourself as an international and multicultural educator. Include the following information:

- What are your areas of cultural competence?
- What areas would you especially like to develop?
- Where do you teach, and at what type of setting and institution?
- What nationalities and ethnicities are represented in your student body and community?
- What experiences have you had in teaching international or multicultural topics, or in incorporating diverse perspectives into your teaching?

Also, include any information you would like to share about your own cultural background.

## Response Guidelines

Respond to the posts of at least two learners, and relate your shared and dispersant experiences.

### u01d2 - Deciding on Your Project

Respond to the following questions:

- Which course or workshop did you select to develop or revise as your course project?
- Why did you pick this course?

**Note:** Throughout the term, you will be incorporating international and multicultural components into the curriculum (goals/objectives, topics, readings), instructional activities, assessment activities, and learning environment of your target course or workshop.

Consider each of the components of the international and multicultural dimensions that you examined in the study assignment for this week.

- How might they contribute to cultural competence in adult education, especially in your specialization?
- Which would you say are most important to you in your own professional role?

**Note:** As part of the first assignment, due at the end of next week, you will be asked to identify the international and multicultural dimensions which you plan to incorporate into your course project. The ideas you and your peers generate in this discussion question will help you prepare for the assignment.

For this discussion you will be asked to respond to two learners in your specialization group. To assist in identifying other learners in your specialization, please state your specialization in your initial specialization post.

## Response Guidelines

Respond to the posts of at least two peers in your specialization group on the selection of their target course and discuss their ideas for incorporating international and multicultural components. Can you think of any other possibilities they might consider?

Course Resources

## Unit 2 >> Dimensions of International Competence

### Introduction

Internationally competent adult educators apply their understanding of other countries and regions and their global contexts, organizations, and resources; as well as their knowledge of global problems and issues as relevant in their teaching.

In Unit 1, you prepared a first draft of your ideas for incorporating international and multicultural dimensions into your target course or workshop. You had to draw primarily upon prior knowledge to decide what to select because it was the beginning of the term.

This week, however, you will explore international dimensions in more depth. You will learn about key components of the international dimension of cultural competence, and consider applications to your specialization and to your target course or workshop. The discussion questions ask you to brainstorm possibilities with peers. You will also explore the potential for incorporating these international components into the target course or workshop you select as your course project.

What you have learned during these first two weeks will prepare you to complete the template assignments for part 1 of the course project (Deciding on Your Workshop), due at the end of this week.

### Learning Activities

#### u02s1 - Studies

## Readings

Use your *Globalization: The Essentials* text to read the following:

- Chapter 5, "Global Political Structures and Processes," pages 106–129.

In addition, read one of the following chapters in the *Globalization: The Essentials*. Your choice of chapter will depend on which group you would like to be in for the second discussion of this unit. You will respond to two learners in your group and one in each of the other groups.

Global issues groups assigned readings:

- **Global Migration Issues Group:** Chapter 8, "Global Flows of Migrants," pages 178–200.
- **Global Environmental Group:** Chapter 9, "Global Environmental Flows," pages 204–226.
- **Other Global Issues Group:** Chapter 10, "Negative Global Flows and Processes," pages 230–256.

### u02a1 - Deciding on Your Workshop

Select a course or workshop that you will revise in order to integrate multicultural and international perspectives. Submit a document that addresses the following topics:

1. **Target course/workshop:** What workshop or course are you going to add cultural competence into, or design, as your project for this course? Include a discussion or rationale for the selection of the course or workshop. Why did you choose this one to revise or develop? Please use Template 1a: Target Course from the Resources to select a project for your course.
2. **Setting:** Identify the size, type, and general location of the higher education institution or other adult education venue, and the community in which your target course or workshop will be offered. How long will the course or workshop be? What level of course or workshop (that is, Introductory or Advanced) will it be? Will it be required, voluntary, elective, or other? Please use Template 1b: Setting Formats to choose the level, type, and other details of the course project.
3. **Learner characteristics:** Describe the student (or other participant) population in terms of class or workshop size, likely cultural representation, and any other important contextual information or characteristics. What multicultural or international population will your students be preparing to work with professionally as colleagues, students, clients, and community members? Please use Template 1c: Anticipated Learner Characteristics to understand the learner specifications.
4. **International and multicultural perspectives:** What international and multicultural components do you plan to incorporate into your target course or workshop? Provide a rationale. Please use Template 1d: International and Multicultural Dimensions to select the target course components.
5. **Project purpose:** What is the purpose of your project in terms of fostering cultural competence? Please use Template 1e: Project Purpose to provide a rationale for the international and multicultural components you would choose to incorporate into your target course or workshop.
6. **Project title:** What will be the title of your project? Please use Template 1f: Project Title for best results.

Additional examples and templates are provided for you in the Resources. The templates are meant as a guide to help you organize your thoughts and resources. You may use them in the way that works best for you.

- You may fill them out and submit the completed template (you must have instructor permission to choose this option).
- You may address the different topic areas in short paragraph form or write a cohesive paper that covers all the topic areas.

The format you choose will depend on your familiarity with curriculum design, your specific project, and the types of international and multicultural considerations that must be made for your course.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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1a: Target Course [DOCX]

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1b: Setting Formats [DOCX]

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1c: Anticipated Learner Characteristics [DOCX]

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1d: International Multicultural Perspectives [DOCX]

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1e: Project Purpose [DOCX]

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1f: Project Title [DOCX]

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[Writing Feedback Tool](#)

### u02d1 - National and Global Dimensions

Why might it be important for adult educators to understand other countries and regions and to know about global contexts, organizations, and resources? Give an example or two for each that is relevant to your specialization. What ideas do you have to include either or both of these as components of the international dimension of your target course or workshop?

## Response Guidelines

Brainstorm ideas with at least three peers: two in your specialization group, and one in another specialization.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u02d2 - Global Issues

What is your response to the global issue you selected? Why is it important for adult educators to understand the contrasting perspectives on this issue? Can you think of any applications to your course project? Brainstorm for some ideas. Next, choose one of the following global issues group and post your responses; you may also read and respond to posts of learners in the other groups.

Global issues groups assigned readings:

- **Global Migration Issues Group:** Chapter 8, "Global Flows of Migrants," pages 178–200.
- **Global Environmental Group:** Chapter 9, "Global Environmental Flows," pages 204–226.
- **Other Global Issues Group:** Chapter 10, "Negative Global Flows and Processes," pages 230–256.

## Response Guidelines

Respond to the posts of at least four peers: two in your global issues group, and one each in the other two groups. Brainstorm for ideas and help your peers in the process.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 3 >> Dimensions of Multicultural Competence

### Introduction

Multiculturally competent adult educators apply their knowledge of diverse cultures and cultural perspectives, their understanding of intercultural relations, and their cross-cultural communication skills as relevant in their professional role.

Last week you learned about international dimensions in more depth. This week you will learn more about key components of the multicultural dimension of cultural competence.

The discussion questions ask you to share ideas with peers about the importance of the multicultural dimension of cultural competence in your specialization. You will also explore the potential for incorporating multicultural components into your course project.

## Learning Activities

### u03s1 - Studies

## Readings

Use the Moule text to read the following:

- Chapter 5, "Understanding Culture and Cultural Differences," pages 89–111.

Use *Globalization: The Essentials* to read the following:

- Chapter 7, "Global Culture and Cultural Flows," pages 153–175.

## Multimedia

View [Cultural Differences](#), an interactive piece that provides examples of cultural differences that can affect classroom communication.

### u03d1 - Multicultural Understanding

Why is it important for adult educators to understand diverse cultures and their relationship with one another? Consider cultures both outside of and within the United States. Give an example or two that is relevant to your specialization.

## Response Guidelines

Share ideas with at least three peers: two in your specialization group, and one in another specialization.

Course Resources

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### u03d2 - Incorporating Multicultural Components

What ideas do you have to incorporate multicultural components into your course project (target course or workshop)? Consider including general or culture-specific ideas, curricula relating to cultural perspectives, intercultural relations, and cross-cultural communication content.

## Response Guidelines

Share ideas with at least three peers: two in your specialization group, and one in another specialization.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 4 >> Developing Curriculum for Your Project

### Introduction

Culturally competent adult educators develop curricula (for example, purpose, goals, and objectives as well as topics and readings) that incorporate international and multicultural dimensions appropriate for their diverse learners and for the courses and workshops they teach.

This week you will start to develop the curriculum for your project, which will be due in Unit 5.

You will find the resources for developing the curriculum in u05a1. The Project Description template in Part 2 of the Course Description will help you describe the purpose and curricular components. The Purpose, Objectives, and Goals (POGs) template will provide guidance in writing goals and objectives to achieve the project purpose; and the course schedule template will help you construct a timeline which includes topics and course materials.

Getting a start on these templates will help you to prepare responses to the discussion questions in this unit, and it will make clear where you need help. The feedback you solicit and receive from peers will enable you to complete the templates and improve your responses for the Part 2 assignment.

### Learning Activities

#### u04s1 - Studies

### Readings

Use the Moule text to read the following:

- Chapter 8, "Bias in the Curriculum and in the Classroom," pages 178–202.

Use the Reeves text to read the following:

- Chapter 2, "[Objectives as the Foundation for Learning-Focused Instruction](#)," pages 15–32.
- Chapter 5, "[Checking the Validity of Objectives](#)," pages 70–85.

### Multimedia

View [Expectations Regarding Classroom Culture](#), a comparison between expectations of students from the United States and those of students in countries with different educational systems. Some European countries have adopted the U.S. system, while some non-European countries such as Japan have inherited educational systems from their colonizing countries, thus have European education systems.

#### u04s2 - Critical Thinking Resource

Throughout this course you have been challenged to acknowledge and confront your own biases in terms of multicultural and international perspectives. As an educator, it is important to acquire the ability to acknowledge and manage your biases, as well as to help your students recognize and manage their biases.

Use the [Critical Thinking](#) resource on Campus to learn more about what encompasses the skill of interpreting and evaluating observations, communications, information, and argumentation.

#### u04d1 - Project Plan

Identify the purpose of your project. (You may use what you wrote in Unit 2, or you may revise it if you wish.)

How will learners achieve that purpose? Provide a broad, general plan which explains how the project goals, objectives, topics, and instructional activities will work together to enable your learners to achieve the cultural competencies embedded in the course project purpose.

## Response Guidelines

Read the posts of several learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least three learners: two learners in your specialization group, and at least one learner in another group. Consider the following:

- Are their plans clear and likely to work?
- Do you have suggestions?

Course Resources

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Graduate Discussion Participation Scoring Guide

### u04d2 - Topics and Project Materials

List the topics you will include in your course schedule or workshop agenda and explain how they relate to the purpose and goals of your course project. This is your chance to solicit ideas from peers! Also, consider what ideas you have for textbooks and other readings or materials? Where do you have gaps?

## Response Guidelines

Read the posts of several learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least three learners: two learners in your specialization group, and at least one learner in another group. Consider other readings or references that the learners might consider and also opt to respond to learners you have not previously responded to.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 5 >> Understanding Global South Perspectives

### Introduction

Internationally competent adult educators integrate knowledge of competing perspectives to analyze global problems and issues in a fair-minded way. They enable their learners to acquire the knowledge and skills to do the same, as relevant in their professional role.

It is useful for educators in the Global North to understand the perspectives of those in the Global South. But due to colonial heritage and the power relations that developed during the time, the perspectives of those in Global North and Global South countries differ on a wide range of issues such as globalization, international trade, social and economic development, international conflicts, and climate change. Similarly, not everyone in a given country or culture holds the same view regarding any topic or issue.

Also, there is great diversity within societies. Perspectives within countries tend to differ according to factors such as class, urban versus rural locations, ethnic groups, and power relationships. These perspectives derived from different experiences and assumptions can affect cross-cultural communication and relations.

### Learning Activities

#### u05s1 - Studies

## Readings

Use your *Globalization: The Essentials* text to read the following:

- Chapter 2, "Theorizing Globalization," pages 28–51 (pay particular attention to the sections on colonialism, neocolonialism, and imperialism).
- Chapter 12, "Dealing with, Resisting, and the Future of, Globalization," pages 291–298 (pay particular attention to the sections on protectionism and fair trade).

**Note:** Few important aspects that help in understanding Global South perspectives are listed below:

- Unequal power relations with the Global North due to colonialism, and later, due to neocolonialism and imperialism.
- The boundaries of most Global South countries were drawn by their colonizers.
- International trade agreements are attempts by Global North powers to maintain economic control over the Global South.
- The conflicts between the Global North and the Global South arise when Global South countries try to achieve economic independence.

## Multimedia

- View [Free Trade Versus Fair Trade: The Rules of the Game](#), a presentation on contrasting perspectives of the often misunderstood terms.
- View the video by Reel Lives, [The Luckiest Nut in the World](#), an eight-minute excerpt about global trade produced by Oxfam. You will use this video to respond to the discussion questions. Oxfam International is "an alliance of 14 like-minded organizations collaborating with worldwide partners to bring about lasting change." The organization believes that poverty and injustice can be eradicated to improve lives and livelihoods. Use by permission of the copyright holder. Distribution or copying is strictly forbidden.

Reference

Oxfam International. (2020). [About us](https://www.oxfam.org/en/what-we-do/about). Retrieved from <https://www.oxfam.org/en/what-we-do/about>

### u05a1 - Curriculum Development

You will begin your project by building your syllabus and curriculum.

- Use your project purpose as the basis for developing international and multicultural goals and objectives.
- Use the goals to identify topics.
- Use the topics and objectives to generate ideas for related instructional activities.

Organize these key components into a course schedule or workshop agenda.

As with Part 1 of the project, templates and examples have been provided as a guide. Use them according to your needs. Submit an outline of your syllabus that includes the following:

1. **Project Description:** Write a paragraph that describes the course or workshop you are designing or revising as your project for this course. If the main focus of the course or workshop is international or multicultural, your project description may be very similar to—or even exactly the same as—your project purpose statement from Part 1e. However, if the cultural competence dimension will be incorporated into a course that does not have that as its main focus (for example, "Foundations of Nursing," "Introduction to Political Science," or "Sociological Theory"), your project description will incorporate the overall purpose of the course as well as the international and multicultural dimensions. Please use Template 2a: Project Description from the Resources.
2. **International or Multicultural Goals and Objectives:** Develop 2–5 goals that will enable learners to achieve the purpose of your course project. Then, for each goal, list at least three objectives which, if achieved, will enable learners to achieve the goal. If you are revising a course, review existing goals and objectives and adapt the instructions as appropriate to your situation. Make sure that international perspectives, multicultural perspectives, or both, are reflected in at least one goal, or in some objectives relating to course goals. Please use Template 2b: International Multicultural Goals and Objectives for listing course project goals and objectives.
3. **Topics and Course Schedule or Workshop Agenda:** Construct a schedule or agenda for your course project which will identify key components (topics, objectives, instructional activities, and readings). Note that components relate to one another around project objectives. List the topic for each class session if your target course is new; or revise the topics in an existing course as needed. Give a timeline: What topic will be addressed on week 1 (or tentative date), week 2, and so on? Identify international and multicultural dimensions of your topics if they are not clear from their names. Next, show how they fit into non-project topics, if relevant. Finally, identify related project objective(s) next to each topic. Please use Template 2c: Topics and Course Schedule.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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2a: Project Description [DOCX]

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2b: International Multicultural Goals and Objectives [DOCX]

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2c: Topics and Course Schedule [DOCX]

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[Writing Feedback Tool](#)

### **u05d1 - Thoughts About the Groundnut**

What is your reaction to *The Luckiest Nut in the World* video? Were you already aware of what the perspective of the groundnut in Senegal would be, or did it challenge your assumptions? How does this story reflect Global North versus Global South perspectives and relationships?

### **Response Guidelines**

Respond to the posts of at least two learners, and compare and contrast their insights from the video to your own. If you have different views, consider whether your cultural background will influence your perspective.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[The Luckiest Nut in the World | Transcript](#)

### **u05d2 - Relevance of Global South Perspectives**

Describe competing Global North versus Global South perspectives on social, political, or economic issues that may be relevant to your discipline. How might educators in your field foster constructive dialogue among those who hold different worldviews? How might you incorporate attention to Global South views in your professional role? The readings from your *Globalization: The Essentials* text by Ritzer may help you to respond to this discussion question.

### **Response Guidelines**

Read the posts of several learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least three learners: two learners in your specialization group, and at least one learner in another group.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Globalization: The Essentials](#)

## Unit 6 >> Designing Instructional and Assessment Activities

### Introduction

Culturally competent adult educators design instructional activities (IA) that accommodate and enable their culturally diverse learners to achieve identified international and multicultural objectives. They also design related assessment activities (AA) and rubrics or other assessment criteria that enable learners to demonstrate their proficiency in achieving those objectives.

This week you will learn how to design the major instructional activities for your project. You will also design an assessment activity and related rubric for an instructional activity of your choice.

The instructional activities, assessment activities, and rubric templates in Part 4 of the course project should help you to prepare responses to the two discussion questions in this unit. In turn, the feedback you receive from peers will help you complete the templates and improve your responses for that assignment. Do not hesitate to ask peers for help!

### Learning Activities

#### u06s1 - Studies

### Required Readings

Use the Reeves text to read the following:

- Chapter 7, "[Developing Assessments](#)," pages 103–136.

#### u06d1 - Designing Instructional Activities

What instructional activities (IA) could help diverse learners achieve the project (that is, international or multicultural) objectives related to the topics in your syllabus? Select several key IAs and explain how each will accommodate diverse learners, reflect best practices in adult education, and enable your learners to achieve identified objectives.

### Response Guidelines

Read the posts of several learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least three learners: two learners in your specialization group, and at least one learner in another group. Consider responding to different learners, especially the ones you have not responded to previously.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u06d2 - Designing an Assessment Activity and Rubric

How will you and your learners know whether they have achieved project objectives? Select a key IA and design an assessment activity (AA) that will enable your diverse learners to demonstrate their achievement of related objective(s). Identify criteria that reflect the objective(s), as well as standards or different levels of proficiency. If relevant, let peers know where you need help to complete these tasks.

## Response Guidelines

Read the posts of several learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least three learners: two learners in your specialization group, and at least one learner in another group. You may want to choose the same learners as in u06d1, so that you can see how the AA relates to the selected IA.

Course Resources

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Graduate Discussion Participation Scoring Guide

### Unit 7 >> Acquiring Culture-Specific Competence

#### Introduction

Multiculturally competent adult educators have the culture or country-specific knowledge to accommodate their culturally diverse learners. They incorporate relevant multicultural content into their teaching and help learners become multiculturally competent professionals.

Although most people agree that culture-specific knowledge and understanding is desirable, a common problem is that nobody can be knowledgeable about all the cultures in the world. So how can we decide which cultures to learn about?

A sensible approach is to focus your attention on the salient culture in your professional role—that is, the culture most likely to be represented among your learners and colleagues and in your community. Another approach is to learn about clusters of related cultures. Moule uses this strategy in her chapters about students from six culture groups: Latino, American Indian, African American, Asian Pacific, Arab, and Muslim, and European American. Although there are big cultural differences within each group, they have enough in common that this approach can work as a starting point.

We will further simplify the strategy by using a jigsaw method. Please select the culture group from Moule's strategy that you would like to focus on this week. Do not pick a group that represents your own culture. For example, if you are a Japanese American, do not choose the Asian Pacific group. The idea is to pick a group you do not know much about.

You will read the chapter about the group you select, and you can also post your responses to the discussion questions of the group. You have the opportunity to learn about additional cultures from the posts of learners who chose different cultural groups from yours. You are encouraged to read all posts that interest you, of course; do not feel limited to just the two required of this particular discussion.

#### Learning Activities

##### u07s1 - Studies

## Required Readings

Use the Moule text to read the following:

- Part III, "Introduction," pages 225–231.

For the second part of your reading this week, please select a culture group that you would like to focus on. Do not pick a group that represents your own culture.

- **African American and African international learners:** Chapter 12, "Working with African American Students," pages 272–278.
- **Arab and Muslim American and international learners:** Chapter 14, "Working with Arab and Muslim Americans," pages 313–318.
- **Asian and Pacific American and international learners:** Chapter 13: "Working with Asian Pacific American Students," pages 297–302.
- **Latino learners and international learners from Latin America and the Caribbean:** Chapter 10, "Working with Latino/a Students," pages 241–246.
- **Native American learners:** Chapter 11, "Working with American Indian/Alaska Native Students," pages 257–264.

##### u07d1 - Culture-Specific Learning

What did you learn about the culture group you selected? What cultural characteristics or perspectives seem more important for educators to know about, and why?

## Response Guidelines

Read the posts of learners in several other culture groups as well as peers in your own group to broaden your knowledge and gain insight into their perspectives. Provide feedback for at least four other learners—two in your group and one each in two other groups—on their ideas to accommodate the diverse learners in their project.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u07d2 - Implications for Multicultural Competence

How will the culture-specific knowledge you gained enable you to effectively serve learners from a specific culture cluster? What ideas can you think of to facilitate their learning?

## Response Guidelines

Read the posts of learners in several other culture groups as well as peers in your own group to broaden your knowledge and gain insight into their perspectives. Provide feedback for at least four other learners—two in your group and one each in two other groups—on their ideas to accommodate diverse learners in their project.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 8 >> Creating a Culturally Inviting Learning Environment

### Introduction

Multiculturally competent educators design learning environments that accommodate their culturally diverse learners and encourage them to learn from one another. Last week you learned about some characteristics of five broad culture groups and discussed the relevance of those cultural differences to learning. This week you will apply that learning to design a culturally inviting classroom or workshop environment for learners from the cultures you anticipate will be represented in your project. This will include international students as well as students with ethnic group identities.

To accommodate learners with diverse expectations regarding classroom culture, you will need to apply culture-specific knowledge. For example, you need to know what particular perspectives about education your Native American learners are likely to know before you can design strategies to accommodate their specific expectations.

In addition, cross-cultural communication skills and an understanding of intergroup relations among the culture groups represented in your class will help you to create an environment in which diverse learners feel safe to discuss ideas with others. Ideally, multicultural knowledge will enable you to create an environment that is stimulating as well as safe—that is, a classroom in which culturally diverse learners view one another as resources for intercultural learning.

### Learning Activities

#### u08s1 - Studies

## Readings

Use the Moule text to read the following:

- Chapter 9, "Classroom Management and Interactional Style," pages 203–208 (this includes the introduction and first section of the chapter).

The reading assignment and the ideas you gain from peers, as well as what you learned in earlier units, will prepare you to complete the "Learning Environment Short Answer" assignment for this unit.

## Multimedia

Review the following.

- View [Cultural Differences](#), an interactive piece that provides examples of the cultural differences that can affect communication in the classroom.
- View [Expectations Regarding Classroom Culture](#), which compares expectations of students from the United States and students in countries with different educational systems. Some European countries have adopted the U.S. system while some non-European countries such as Japan have inherited educational systems from their colonizing countries, thus have European education systems.

### u08a1 - Designing a Culturally Inviting Learning Environment

Design a learning environment for your target course or workshop that will accommodate the culturally diverse learners you anticipate and that will encourage cross-cultural discussion and learning. The following three sections will all be a part of Template 3: Learning Environment, found in the Resources. As with Parts 1 and 2, you may use this template in the way that works best for your project.

1. **Focusing on Salient Cultures:** Identify the culture groups:
  - Most likely to be represented in your course or workshop.
  - The cultures of those your learners are likely to work with personally and professionally (for example, students, patients, clients, colleagues, community members).
2. **Accommodating Diverse Cultures:** Discuss strategies for addressing the needs of students from the cultures most likely to be represented in your course.
3. **Intercultural Learning:** Explain how the learning environment in your target course or workshop will encourage cross-cultural learning and discussion.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Writing Feedback Tool](#)

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3: Learning Environment [DOCX]

### u08d1 - Instructional Activities for Your Target Course

What diverse expectations might your anticipated learners have about your target class or workshop—that is, the classroom culture? Consider the examples of cultural differences highlighted in the "Expectations regarding Classroom Culture" media piece from Unit 4, and additional information from Chapter 9, Moule text. What ideas do you have to accommodate and manage these and other cultural differences?

## Response Guidelines

Read the posts of several learners in other culture groups as well as peers in your own group to broaden your knowledge and gain insight into their perspectives. Provide feedback for at least three other learners—two in your group and one in another group—on their ideas to accommodate the diverse learners in their project.

### u08d2 - Assignments and Assessments

Describe one or more assignments in which your learners are asked to apply their knowledge of international and multicultural problems, issues, or perspectives. In what ways do the assignments accommodate culturally diverse learners? What key concepts, resources, and strategies do your learners need to do a good job on the assignment? What criteria and standards do you use to assess student proficiency?

## Response Guidelines

Read the posts of all learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least two learners: one learner in your specialization group, and at least one learner in another group. Choose to respond to new set of learners.

## Unit 9 >> Media Analysis of Cross-Cultural Perspectives

### Introduction

In addition to being knowledgeable about multicultural and international components, culturally competent educators need to have sophisticated media analysis and critical thinking skills in order to locate valid sources of information and to examine diverse perspectives. These skills are necessary to achieve a high level of proficiency on the other goals relating to both international and multicultural dimensions.

Since all instructors and learners are likely to hold views and assumptions that have been shaped by the mainstream media in our societies, it is important to become aware of the limitations of different sources and to develop skills in media analysis. Especially when it comes to inter-group conflicts, you should seek the perspectives of the other before coming to any conclusion. We tend to assume that "the news is the news"—that is, it is same everywhere. However, if we seek out other types of news sources, we might be surprised at how different the news can be!

In this unit, you will work with your global issues group. Those in your group will compare reports from the U.S. corporate mainstream media, independent media from the U.S. or elsewhere, and mainstream media from another country that is at odds with the U.S. on the conflict or issue selected for analysis.

You will analyze competing perspectives conveyed in the three articles. Consider the hypothesis that mainstream media in both the U.S. and the competing country reflect the foreign policies of their country.

### Learning Activities

#### u09s1 - Studies

## Readings

Use your *Globalization: The Essentials* text to read the following:

- Chapter 6, "High-Tech Global Flows and Structures," pages 139–145 (Media section only).

Use the Internet to conduct a search for three news articles on the same international conflict or global issue, ideally published on the same day. Find one of each of the following:

1. A mainstream U.S. news source report.

2. An international news source published or broadcast in another country.
3. An independent source that does not receive either corporate or government funding. Use the results of your search in the Unit 9 discussions.

## Definitions of different types of media

U.S. mainstream publications and broadcasts, also known as corporate or commercial, are owned by U.S.-based corporate conglomerates that receive much of their funding from advertisers. Best known newspapers such as the *New York Times*, news magazines such as *Time*, and broadcast news stations such as ABC and cable networks like CNN, are examples of U.S. mainstream media.

Independent publications and broadcasts are not owned by large corporations, and do not depend on commercial ads, but rather rely on subscriptions, memberships, or foundations. Examples of this type of media are magazines such as *The Nation*, *Mother Jones*, or the *National Review*; Internet-only sources such as Salon.com; and community broadcast stations and news shows such as Democracy Now!

International news stories originate from non-U.S. sources such as the BBC and *The Guardian* from the United Kingdom, and Al Jazeera English from Qatar. You can find media from around the world by going to World News and clicking on your region or country of interest.

### u09d1 - Perspectives Conveyed Through Different Types of Media

Briefly describe the perspectives conveyed by each of the three news stories about a selected international or ethnic conflict or a global issue. One of each of the following must be represented:

- U.S. commercial or corporate news article or broadcast
- An independent news article or broadcast
- An international news article or broadcast

The articles should be about the same specific hot topic, ideally published on the same day. Provide full references for the articles so that others can locate them. Identify the type of source (mainstream, independent, or international) next to each of the three types of sources in your response.

## Response Guidelines

Read the posts of several learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least two learners: one learner in your global issues group, and at least one learner from another group.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u09d2 - Educators as Catalysts for Change

Compare and contrast the claims made or implied in the articles you found in your Web search. Examine the evidence and quality of sources used to support competing claims. What tentative conclusions can you come to about the issue based on the best reasons and evidence from the articles?

Does the U.S. mainstream article reflect on the U.S. foreign policy? Does the international article reflect the foreign policy of its country?

## Response Guidelines

Read the posts of several learners to broaden your knowledge and gain insight into their perspectives. Respond to the posts of at least two learners: one learner from your global issues group, and at least one learner from another group.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 10 >> Assessing Growth as a Culturally Competent Educator

### Introduction

Throughout this course, you have developed the skills and understandings needed to be a culturally competent international and multicultural adult educator.

- You developed an understanding of cultural competence in adult education, and have gained foundational knowledge related to numerous components of the international and multicultural dimensions of cultural competence.
- You learned how to incorporate appropriate international and multicultural dimensions into the curriculum, instructional activities, and assessment activities of your teaching.
- You acquired the skills to create culturally inviting learning environments, and explored strategies to better accommodate culturally diverse learners and foster intercultural learning.

Your concluding task is to reflect on your learning in these areas. The discussion questions in this unit describe the ways in which, and the extent to which, you have grown as a culturally competent international and multicultural adult educator.

You may discuss your responses with other learners.

### Learning Activities

#### u10s1 - Studies

### Multimedia

Review [Dimensions of Cultural Competence](#), the multimedia presentation from Unit 1. Review the multicultural and international components that you need to become a culturally competent adult educator and consider how you have grown in those areas.

#### u10a1 - Instructional Activities and Tools for Assessment

Develop at least one unit of learning activities and assignments in which your learners apply their knowledge of international and multicultural problems, issues, or perspectives.

Each section includes a template. As with the other parts of your project, you may choose to use the templates in the way that works best for your project.

The assignment should include the following:

1. **Instructional Activities (IA):** Select key instructional activities that will help learners to achieve one or more of the multicultural and international objectives in your course or workshop. Describe each IA in enough detail to explain how it will enable learners to achieve related project objectives. Please use Template 4a: Instructional Activities to select activities.
2. **Assessment Activity (AA):** Choose one of the instructional activities you developed and design an assessment activity that will enable learners to demonstrate their achievement of the international and multicultural objective(s). Please use Template 4b: Assessment Activities for developing AA.
3. **Rubric:** Construct a rubric for the assessment activity which will enable you to measure the extent to which students achieve the related international and multicultural objective(s). As you design the rubric, identify the objective-related criteria and standards you will use to grade the quality of student performance on the assessment activity. Please use Template 4c: Rubric.

**Note:** If you would like to submit any revised versions of previous assignments, you may submit them with this assignment. Be sure to label them clearly so the instructor understands that they are updated versions. If you are satisfied with your scores on previous portions of the project you do not need to resubmit them for review.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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4a Instructional Activities [DOCX]

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4b Assessment Activities [DOCX]

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4c Rubric [DOCX]

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[Writing Feedback Tool](#)

### **u10d1 - International and Multicultural Perspectives**

In what ways have you grown during the course in your understanding of cultural competence? Consider how you have grown:

- In your knowledge of the international dimensions of cultural competence (diverse countries and regions; global contexts, organizations, and resources; and diverse—especially Global South—perspectives on global issues).
- In your understanding of the multicultural dimensions of cultural competence (commonly encountered cultural differences, culture-specific knowledge of five culture groups, cultural expectations and perspectives that may affect learning).

### **Response Guidelines**

Discuss responses with other learners as you wish.

Course Resources

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Graduate Discussion Participation Scoring Guide

### **u10d2 - Incorporating Perspectives in Teaching**

In what ways have you grown in your ability to incorporate international and multicultural perspectives into the courses you teach (curriculum, instruction, and assessment)?

### **Response Guidelines**

Discuss responses with other learners as you wish.

Course Resources

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Graduate Discussion Participation Scoring Guide

### **u10d3 - Accommodating Diverse Student Needs**

How have you grown during the course:

- In your ability to accommodate the needs of learners from diverse countries and ethnic groups?
- In your ability to foster cross-cultural communication and learning?

## Response Guidelines

Respond to the posts of at least two learners and compare and contrast their insights to your own.

Course Resources

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