



Master of Arts Degree (MA) TEFL

Welcome to Grace Hardison TEFL University.

Empowering Future Educators to Inspire and Transform.

Instructions

Submitting Assignments

Individual assignment submissions or collective submission upon completion of all assignments are both acceptable. However, it is imperative to ensure that no assignment is submitted in an incomplete state.

It is important to note that grading will commence only upon receipt of all modules.

Prior to grading, our Faculty and Academic Advisors meticulously examine your submission to ascertain its completeness and adherence to requirements. Should any issues arise with your submission, our dedicated Academic Advisors will promptly reach out to you in order to rectify the matter.

- Submit assignment documents in Word format preferably.

Submit to:

email: vinny@gracehardisontefluniversity.com

OR

email: info@gracehardisontefluniversity.com

- Save a backup copy of your assignment before submitting it.

- If any technical issues arise during the submission process,

- Be specific when asking for help, providing context and explaining the issue clearly.

email: vinny@gracehardisontefluniversity.com

OR

email: info@gracehardisontefluniversity.com

OR

gracehuniv@gmail.com

Step 1: Understanding the Assignments

- Read the assignment instructions carefully to grasp what is expected of you.
- Identify the key requirements, such as the word count, format, and any specific guidelines provided.
- If you have any questions about the assignments, email us: vinny@gracehardisonetfluniversity.com

Step 2: Planning and Organizing (Self Paced – Self Study)

- Create a study schedule or a to-do list that includes your deadlines for each assignment.
- Break down larger assignments into smaller, manageable tasks.
- Allocate specific time slots for research, writing, reviewing, and editing your work.
- Use tools like calendars, planners, or online task management applications to stay organized.

Step 3: Conducting Research

- Begin by brainstorming ideas and creating an outline for your assignment.
- Utilize the resources provided for each module.
- Utilize other reliable sources such as academic journals, books, reputable websites, or scholarly databases to gather information.
- Take notes during your research process, ensuring you properly cite any sources you use.
- Analyze and evaluate the information you find to support your arguments or ideas effectively.

Step 4: Writing and Reviewing

- Start by writing a draft of your assignment, following the provided guidelines and structure.
- Aim to address each requirement and include relevant supporting evidence or examples.
- Proofread your work for grammar, spelling, and punctuation errors.
- Ensure your writing is clear, concise, and coherent, with logical transitions.

Course Assessment

Over and above your individual assignment submissions, your final Assessment is based on the submission of a capstone project/thesis that reflects the following 3 criteria.

1. Completed capstone project that evaluates a significant question in the student's field of study.
2. Reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out the project.
3. Challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through the project.

At Grace Hardison TEFL University, we have implemented an assessment-based evaluation approach to assess the learning of our students. It is conducive to learning online/correspondence and, more importantly, facilitates assessment advanced by the perennial need for a work-life balance of our students.

We assess our students with assigned coursework (assignments) to read their writing and work skills, discernment of the subject, and overall success in their course.

Living in an information-driven society, students need to construct their meaning and apply what they have learned in new situations. To do so, they need to learn to think critically about knowledge and the world.

Thus, academic success should go beyond achieving grades to developing reflective minds that can search for and evaluate information, solve problems, and learn through interacting and collaborating with others.

The Grading System of the University

Our grading system is a comprehensive evaluation of your assignments, and as such your Official Transcript will reflect both the US 4.0 GPA system as well as the UK module marks according to the Fulbright US- UK Commission. From our experience this helps your future employers ease of reference in terms of your overall academic performance.



Brief outline of the Masters (MA – TEFL) program

Activity	Description	Performance Outcomes
Activity 1: GHMA 16171	Introduction to the International Project Planning for the Final Project	Candidates understand the requirements of the capstone project (see definition below), and the requirements for developing their own research proposal.
Activity 2: GHMA 16172	Planning a Literature Review	<ul style="list-style-type: none"> • Candidates explain the structure and rationale for a literature review and the requirements for developing their own area of research.
Activity 3: GHMA 16173	Preparing an E-Portfolio	<ul style="list-style-type: none"> • Candidates create an online portfolio to showcase their knowledge, skills and experiences acquired during the Master's program.
Activity 4: GHMA 16174	Thinking From a Global Perspective	<ul style="list-style-type: none"> • Candidates analyze and compare the impact of globalization on educational policies at P-12 and higher education levels in different countries
Activity 5: GHMA 16175	Exploring Leadership around the GLOBE	<ul style="list-style-type: none"> • Candidates will review the GLOBE study, outline the main findings and consider how they are relevant to their own past, current or possible future leadership roles.

<p>Activity 6: GHMA 16176</p>	<p>Regional Differences, Global Similarities</p>	<ul style="list-style-type: none"> • Candidates investigate and hypothesize the rationale and implementation of an international or 21st century curricula in a specific region such as Africa, Middle East, Asia, North America, South America, or Europe and explain how and why different regions have accepted or implemented the international or 21st century curricula into their schools.
<p>Activity 7: GHMA 16177</p>	<p>Impact of Globalization on National Education Systems</p>	<ul style="list-style-type: none"> • Candidates analyze the impact of the implementation of an international or 21st century curricular model on a particular country or state.
<p>Activity 8: GHMA 16178</p>	<p>Research on Issues, Trends and Advocacy in Globalization and International Education</p>	<ul style="list-style-type: none"> • Candidates will complete their literature review on the research topic selected for their Research project.
<p>Activity 9: GHMA 16179</p>	<p>Cross-Cultural Models</p>	<ul style="list-style-type: none"> • Candidates demonstrate that they understand cultural differences and how to effectively involve different cultural groups in a school to support a vision of high quality education
<p>Activity 10: GHMA 161710</p>	<p>Support for Student Cultures in the School</p>	<ul style="list-style-type: none"> • Candidates create an action plan that that involves school stakeholders in specific community, school, and classroom activities that support students from different cultural backgrounds.

Activity 11: GHMA 161711	Multilingual and Linguistic Diversity in Education	<ul style="list-style-type: none"> • Candidates examine language and language policies in the country or state they are currently located in and identify power dynamics that support or do not support certain languages
Activity 12: GHMA 161712	Language Learning in an International and National Context	<ul style="list-style-type: none"> • Candidates create an action plan based on national and local language policies and to support the linguistic diversity of students in their school
Activity 13: GHMA 161713	Research Project Submission	Candidates will submit their action research project report with findings, conclusions and proposal for next steps
Activity 14 GHMA 161714	Capstone Video Presentation	<ul style="list-style-type: none"> • Candidates will create a 5 - 10 minute video summarizing their action research project.
Activity 15: GHMA 161715	Oral Defense Preparation	<ul style="list-style-type: none"> • Candidates understand the purpose of an oral defense and learn how to prepare effectively for it
Activity 16: GHMA 161716	Capstone Project Reflection	<ul style="list-style-type: none"> • Candidates will reflect on the Research Project, including feedback from the instructor.

4.5.3.1. Activity 1: GHMA 16171 : Introduction to the International Project

Planning for the Final Project

Overview

The preparation of a research-based final project is the culminating activity of the “NAME” Masters of TEFL Program and is a requirement for successful completion of the program.

Your final project should be a research project in which you identify a problem, question, or need at a particular school or academic organization in a research proposal, and implement the project, or at least a portion of it.

Based on the research topic, you will explore relevant literature, background and stakeholder information, possible answers, solutions, and courses of action.

In this activity, you will confirm your understanding of the research project requirements, evaluation criteria, timeline for completion, and review of exemplar documents.

Performance outcomes

- Candidates understand the requirements of the capstone project (see definition below), and the requirements for developing their own research proposal.

What will you do?

1. Review the exemplars of final projects provided.
2. Review the Guidelines and Rubric for the final project Provided.
3. Discuss ideas for a research topic with your instructor in the Virtual Class.
4. Capture some initial thoughts about how you would go about gathering data for the research topic you have in mind (e.g. create a survey, conduct observations, use data from a research database, etc.)
5. Write a reflection in which you:
 - a. Outline your understanding of the requirements for the final project and the timeline (300 - 500 words). This could be

done in pictures.

- b. Identify one or more ideas you have for an action research project that you would like to develop.
- c. Discuss the requirements that you find most challenging and those with which you feel the most comfortable.
- d. Draft an initial timeline for completion of the first five sections of your Action Research project for the next 10 weeks.

Report Requirements

- Reflection on the requirements of and ideas for the research project

RUBRIC

Writing and Academic Integrity - Weight = 20%

Does the candidate's reflection demonstrate quality writing and academic integrity?

Insufficient

Candidate has made errors in his/her writing that obscure the meaning and/or has not referenced their research.

Basic

Candidate has made some errors in his/her writing that are distracting to the reader and has not included any citations or references.

Proficient

Candidate has made a few minor writing errors, but the writing style is clear and concise and references are consistently cited.

Outstanding

Candidates has made no writing errors, and his/her writing style enhances the meaning; research is cited and identified in a reference list following the APA format.

Project Challenges - Weight = 30%

Has the candidate discussed the final project requirements with which s/he is comfortable and those that may be a challenge?

Insufficient

Candidate has not discussed either the challenges s/he may have with the final project requirements or areas with which s/he feels comfortable.

Basic

Candidate has discussed a challenge s/he may have with the final project requirements and an area with which s/he feels comfortable but seems unclear about the requirements.

Proficient

Candidate has a clear understanding of the final project as demonstrated in his/her discussion of challenges s/he may have with the final project requirements and areas with which s/he feels comfortable.

Outstanding

Candidate has discussed some challenges s/he may have with the final project requirements and areas with which s/he feels comfortable and has recommended ways that s/he plan to overcome the challenges.

Understanding of the Final Project - Weight = 50%

Does the candidate's reflection indicate an understanding of the final project that is due at the end of the Master's program?

Insufficient

Candidate does not understand the final project.

Basic

Candidate has identified the major components of the final project.

Proficient

Candidate has discussed the purpose of the final project and outlined the sections of the final project.

Outstanding

Candidate has discussed the purpose of the final project, described the sections of the final project, and reflected on how s/he can finish the project by the end of the Master's program.

What is a capstone project?

So, what is capstone? A capstone project is done by a candidate at the end of their degree. It is a summary of the main learnings from throughout the course or it can be an in-depth exploration of one or more areas from a program that was studied.

Capstone projects should demonstrate the skills learned from different topics in the course and indicate the candidate's understanding of the subject matter. The college capstone project must propose an issue and give solutions for solving the problem.

Guidelines and Rubric: Action Research Project

The preparation of a research-based final project is the culminating activity of the Masters of TEFL and is a requirement for successful completion of the program.

In general, final projects can take many forms; for example, an action research problem, grant proposal, or a project to broaden and deepen knowledge, improve teaching practice or solve practical problems. Your final project will be an action research project.

The purpose of the project is to enable candidates to increase their knowledge in an educational topic of their choosing, to use this knowledge to improve their teaching, and to develop skills they can use for future activities. More specifically, by completing the final project candidates are able to demonstrate:

- a. Deeper knowledge of a specific educational topic or strategy
- b. The ability to plan and use appropriate methods to conduct research and to analyze the results of this work
- c. The ability to clearly present and discuss their conclusions as well as the knowledge and arguments that form the basis for these findings.
- d. Ability to complete a well-written and properly organized report
- e. Knowledge and motivation to complete the project

Structure of the Final Project

An Action Research Project focuses on a specific issue in your school or classroom. The final project must meet the following criteria:

- a. It must be original work that requires critical analysis
- b. It must include an analysis of previous research done in the field
- c. It must require some application that involves the collection and/or analysis of data
- d. It must include an analysis of findings
- e. It must focus on some aspect of the Master's focus area or specialization relevant to education in general or your specific situation
- f. You will present your research to your cohort peers and instructor for feedback
- g. You will write a reflection of the research process after receiving feedback from your instructor and peers.

You should work closely with your instructor during the Master's program to develop your topic and the form that your final project will take.

The following Guidelines can be modified as appropriate based on the type of project being prepared, but modifications must be approved by the Instructor.

Sections of the Project Report:

The final project report has to be comprehensive and the various sections of the report can be written or presented in different formats like a presentation, video, infographic, or a combination of these or other tools embedded within your report.

Whatever tools you select, it should include the following sections:

1. Introduction and Statement of Problem or Question
2. Literature Review

3. Methodology
4. Analysis of Results
5. Summary and Consideration of Next Steps
6. References
7. Appendices, if Needed

Length of the Project Report:

Although there is no specified required length, the report needs to be sufficiently comprehensive to adequately address all of the above.

If you were writing it in a document format, it would generally be at least 20 to 30 pages, double-spaced.

Sections of the Report

1. Introduction and Statement of Problem or Question

This Section of the report should clearly describe the specific problem or question that is being addressed in the project. More than just a statement of the problem, this section should describe its significance and its purpose. Use the following points as a guide:

- a. Describe the current state of the problem, issue, or topic. Put the topic in context for someone who may be reading this for the first time.
- b. Discuss the importance of this issue—why is it important? Briefly describe the background or history of the issue
- c. Discuss the specific purpose of your project and what you hope to accomplish
- d. Now state the specific research question or problem you will address in your project. The question or problem should logically flow from your discussion addressing the three previous bullets.
- e. Discuss any limitations (e.g., time constraints, difficulty finding appropriate subjects or materials) over which you have no control that could impact the outcome of your project.

2. Literature Review

Present a carefully organized account of the research relevant to your project, including a section that summarizes the reasons why these studies are pertinent to your project

3. Description of your Project

This section should provide a complete road map for your project—of sufficient detail that someone could replicate the project just by reading this section. As appropriate, include the following:

- a. Setting. When and where was the project completed (do not use actual names of schools, etc.)
- b. Population: Who was involved in the project, how were they selected? Provide demographic and other information as appropriate (e.g., gender, age, race, ethnicity, etc.)
- c. How did you ensure that you had permission from all participants to be involved in this project?
- d. Clearly and comprehensively describe the steps you took to carry out the project.
- e. Clearly and comprehensively describe any tests or instruments used in the study (Provide an example in a Appendix if appropriate)
- f. Describe and provide the data that were collected using charts and tables where appropriate.

4. Analysis of Results

In this section you will evaluate your results. This discussion should be focused around the question or problem you identified in Section 1. Depending on your project, this could begin with a summary and interpretation of data. You want to answer such questions as: What are the key results of your project and why? What did you learn? What did you expect to learn but didn't? Think carefully about what you're original question and what you have now learned about it.

5. Summary and Considerations of Next Steps

This final text section gives you the opportunity to briefly summarize your findings and consider how your project fits in with what was previously understood about the issue—you may briefly review the literature again to make your point. Explain any limitations (things you couldn't control) that may have impacted your results. Describe what you might do differently if you were going to repeat this project and list any recommendations for future research or projects that might extend this work. Finally describe how you think your results and your doing this project will impact your teaching practice.

6. References

List only references cited in the document, and be sure that every source cited in the document has an entry in References. Use APA style formatting.

7. Appendices

Include important material used in the study such as data collection tools or intervention materials (if relevant).

4.5.3.2. Activity 2: GHMA 16172 : Planning a Literature Review

Project Description

Overview

Any serious academic research requires a literature review prior to starting in order to discover what is the current state of research already available, so that research questions are not repeated, and efforts wasted. A literature review is a careful analysis of what is currently available, what quality of research is provided and what areas and concepts come through the current research and what areas are not covered. Once an area (or areas) is seen to be not covered, it provides good rationale for a new research project.

Performance outcomes

- Candidates explain the structure and rationale for a literature review and the requirements for developing their own area of research.

What will you do?

1. Review the resources on the literature review in the Required Study and Reference Material sections of this activity to determine the content that should be included in a literature review.
2. Find at least 5 articles related to any one topic we have or might cover in this course. It doesn't matter if they are exactly on topic or only related, because it is the process of review which is important.
3. Create a template which has two parts –
 - Part A - lists for each of the articles: author, type of article (research report, theory analysis, policy evaluation etc.), intended audience, intended impact (improved practice, better implementation of policy, etc.), main claims/themes/concepts, and methodologies used for providing evidence to support claims, conclusions provided by the authors.
 - Part B – includes a narrative of personal (your) opinions of i) the quality of logic and strength of evidence provided to support the claims ii) does the conclusion actually make sense, support research and provide direction for further research iii) the importance of the research to the overall topic i.e. does it actually add understanding or challenge

something important or provide a new direction, etc.?

By the time you finish this activity, you will have not only practiced reviewing research articles but should also have a template for future literature reviews that you will do specifically on your specific research project.

Report Requirements

- Template for Literature Review
- Analysis of 5 research articles in the literature review template

RUBRIC

Writing and Academic Integrity - Weight = 20%

Does the candidate's work reflect quality writing and academic integrity?

Insufficient

Candidate has made errors in his/her writing that obscure the meaning and/or has not referenced their research.

Basic

Candidate has made some errors in his/her writing that are distracting to the reader and has not consistently used citations and references.

Proficient

Candidate has made a few minor writing errors, but the writing style is clear and concise and references are consistently cited.

Outstanding

Candidates has made no writing errors, and his/her writing style enhances the meaning; research is cited and identified in a reference list following the APA format.

Literature Review, Part A: Structures - Weight = 30%

Has the candidate analyzed the articles and provided information on all aspects of the research as required in the template?

Insufficient

Candidate has not provided the required information on the required number of articles.

Basic

Candidate has provided incomplete information on articles, or has not analyzed at least 5 articles.

Proficient

Candidate has provided complete information on all 5 articles.

Outstanding

Candidate has clearly analyzed each of the 5 articles and explained their main idea and conclusions in a clear and concise manner.

Literature Review, Part B: Analysis - Weight = 35%

Does the candidate's Part B, show thorough analysis of the quality, conclusions and importance of each of the research articles?

Insufficient

Candidate has not adequately analyzed or provided responses to the three areas for a minimum of 4 articles.

Basic

Candidate has provided basic commentary with some depth of analysis for articles.

Proficient

Candidate has shown ability to analyze each article and provide basic answers to all three areas, for 5 articles.

Outstanding

Candidate has provided in depth analysis and logical evidence to support commentary on all three areas for all articles.

Template for Future Literature Review - Weight = 15%

Can the candidate use this template for future literature reviews that are more relevant to his/her action research project topic?

Insufficient

Candidate has not designed a template for future literature reviews

Basic

Candidate has reviewed the articles in a narrative format only and has not created a template with Part A and B as described.

Proficient

Candidate has created a template with Parts A and B clearly indicated and it can be used as a template for future literature reviews.

Outstanding

Candidate has organized the literature review in Parts A and B as well as consistently formatted the sections within each part for each article reviewed, such that this document can be easily used for future literature reviews.

Resources

APA With the Purdue Owl:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Citation Machine:

<http://www.citationmachine.net/>

Bibme:

<http://www.bibme.org/>

How to write a literature Review:

<https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

Searching for literature by themes:

<https://youtu.be/vsZmn9fzZyQ>

Organizing your literature review: Tips and Tricks:

<https://youtu.be/w7605fHt23c>

Template: https://platform-user-content.s3.amazonaws.com/activity_resources/M9U4A2template.xlsx

4.5.3.3. Activity 3: GHMA 16173 : Preparing an E-Portfolio

Project Description

Overview

Your action research project is the Research project for the Master's program and will increase your knowledge, skill and experience in teaching learners. In this activity, you will set up your e-Portfolio to showcase your work done during the Master's program, especially the final project work.

Performance outcomes

- Candidates create an online portfolio to showcase their knowledge, skills and experiences acquired during the Master's program.

What will you do?

1. Create an E-portfolio template using a visual and user-friendly tool (e.g., Google Sites, Wix) that encompasses the three facets of a portfolio and cumulative understanding and reflection on research. Your portfolio will allow you to showcase exemplary work from all the modules of the Master's program and your research project.
2. Organize your portfolio in a clear, cohesive manner that emphasizes:
 - The growth in your understanding of TEFL research through your completed activities.
 - The connection between what you learned in each module of the program to support your role as an educator and how it impacted your own teaching practice.
 - Your own professional development as a teacher: What ideas from your experiences in the program will influence the next steps in your professional development?

Report Requirements

- Creation of an E-Portfolio template

Resources:

Google Sites:

https://sites.google.com/new?usp=jotspot_si

WIX:

<https://www.wix.com/>

4.5.3.4. Activity 4: GHMA 16174 : Thinking From a Global Perspective

Project Description**Overview**

Globalization impacts all sectors of society, but especially education. In this activity, you will examine the effects of globalization on P-12 and higher education (national/state/public and private) and develop a stance on what current education is/can/should be focused on in regards to globalization, along with the economic, social, and political implications.

Performance outcomes

- Candidates analyze and compare the impact of globalization on educational policies at P-12 and higher education levels in different countries.

What will you do?

1. Read the articles provided.
2. Based on your readings, write a blog post that provides an overview of the economic, social, and political aspects of globalization and impact on both the P-12 and higher education levels. Use citations (preferably in APA format) from the resources to support your work. Below are some guiding questions.
 - According to Rizvi and Lingard, what is the link between economy, politics, and education?

- What are the effects of globalization on educational policy?
- What do Cambridge and Thompson believe is the role of international education in the process of globalization in education?
- Do global assessments such as PISA measure 21st century skills, why or why not?
- What are the challenges and benefits of internationalism and globalization in education?
- What does Huang see as the impact of internationalism on higher education?

Report requirements

- Blog post on the impact of globalization on education.

Notes

Take some time to review the Academic Writing Skills and APA formatting video playlist. You will need to follow those guidelines for all the writing assignments in your Master's specialization area modules.

Resources:

APA 7th Edition Changes

<https://youtu.be/zeSIXD6y3WQ>

4.5.3.5. Activity 5: GHMA 16175 : Exploring Leadership around the GLOBE

Project Description

Overview

A significant amount of empirical research has been conducted into leadership in different cultures, around the world and over the past 3-4 decades. The challenge is that this has been in the field of business rather than education and educational leaders and preparation courses have mostly ignored the importance of the research. What you will explore now is some of the most important and impacting research which should be taken into consideration by any leader in an international context, and consider how it might be relevant to you in your current or future leadership roles.

Performance outcomes

- Candidates will review the GLOBE study, outline the main findings and consider how they are relevant to their own past, current or possible future leadership roles.

What will you do?

1. Read the overview of the findings of the GLOBE study in the article provided in the Activity Resources Provided
 2. Prepare notes for discussion, related to the following:
 - What is the main finding about the expectations of leaders, held by their followers?
 - What are the six 'global leadership dimensions' and to what extent do any of them represent either western or eastern leadership expectations?
 - What are 'culturally contingent' leadership behaviors and what importance do they have for any leaders?
 - What is the significance of geography and culture on effective leadership behaviors and therefore what relevance does it have for you?
 - What is the problem with using this research in culturally diverse communities?
- Note: You can continue these discussions in the Discussion Forum after your virtual class discussion when you are

working on your written response.

3. Based on the reading and discussions prepare a written response to a leadership application prompt which asked 'How would you prepare yourself for working in this very different culture?' You can choose any culture (or mix of cultures) to be specific or you can answer without reference to any particular culture, simply preparing in a generic way. Explain what you think you should do and how you would do it with appropriate examples to illustrate the implementation of your plan. (approx 700 words.)

Report requirements

- Written application response, outlining how candidate would prepare for leadership in a different culture.

Resources:

Clusters of World Cultures:

https://www.tlu.ee/~sirvir/IKM/Leadership%20Dimensions/clusters_of_world_culture.html

4.5.3.6. Activity 6: GHMA 16176 : Regional Differences, Global Similarities

Project Description

Overview

Adoption of curricula with elements of globalized-international education by national systems is driven by factors ranging from simple (e.g., rounding out learning with an international perspective) to complex (e.g., political pressure for top international rankings for the sake of non-educational political opportunities). It is important to examine the reasons for changes in curricula in order to raise awareness of the varying levels of autonomy of education systems, understand the implications of changes, and recommend actionable plans to stakeholders for affecting changes. In this activity, you will explore regional trends and influence in the implementation of international programs.

Performance outcomes

- Candidates investigate and hypothesize the rationale and implementation of an international or 21st century curricula in a specific region such as Africa, Middle East, Asia, North America, South America, or Europe and explain how and why different regions have accepted or implemented the international or 21st century curricula into their schools.

What will you do?

1. Think through the following guiding questions:
 - What is the relationship between regional implementation of an international or 21st century curricula and a region's economic needs, skilled and educated labor force, and PISA scores?
 - How has globalization impacted the region's K-12, vocational, and/or higher education policies?
2. Complete a set of data that explores the range and patterns of implementations of international programs such as the IB and CIE programs. Specifically, you'll be reporting on where these programs are being implemented and why stakeholders are choosing them. In the body of your work, address at a minimum the following points:
 - Patterns in regional adoption of specific programs (e.g., patterns of implementation of programs such as IB and CIE) with specific examples.

- Trends in regional adoption of specific program with specific examples.
 - Documented reasons for these patterns and trends.
 - Inferred reasons for these patterns and trends.
 - Challenges and opportunities presented by the effects of globalization on education with an eye towards your reported data.
3. Report on regional trends and regional influence (e.g., why are schools or regions choosing IB, CIE, or a 21st century framework) in the implementation of international programs such as the IB and CIE programs.
 4. Discuss and define the most likely and convincing explanation for why international schools, in some regions, are growing at a faster pace than others and brainstorm the consequences, both challenges and opportunities.
 5. Present the information using a digital presentation tool such as Prezi, Emaze, Sway, etc.
 6. Include citations and references in APA format.

Report Requirements:

- A coherent, unified body of information about the implementation of international programs in different regions of the world presented using your choice of presentation tools.

Resources

<https://wenr.wes.org/>

<https://ibo.org/en/programmes/find-an-ib-school/>

RUBRIC

Reasons for Regional Patterns and Trends - Weight = 20%

Has the candidate inferred reasons for the regional patterns and trends in the selection of international programs?

Insufficient

Candidate has not contributed to the cohort group work to infer the reasons for different regional patterns and trends regarding the selection of international programs.

Basic

Candidate has participated minimally in discussions about the reasons for the regional patterns and trends in the selection of international program.

Proficient

Candidate has been engaged in the cohort's discussions of the reasons for the regional patterns and trends in the selection of international programs and has contributed to the writing or editing of that section of the project.

Outstanding

Candidate has been actively engaged in the cohort's discussion of the reasons for the regional patterns and trends in the selection of international programs and has taken leadership in summarizing and analyzing the discussions in that section of the group project.

Data on Implementation Patterns and Trends - Weight = 20%

Has the candidate presented a broad and in-depth body of information on the regional selection of specific programs such as IB and CIE? (e.g., Why are schools or regions choosing IB or CIE?)

Insufficient

Candidate has not contributed to the cohort group work to find data related to regional patterns and trends regarding the selection of international programs.

Basic

Candidate has collaborated with cohort peers to identify data related to regional patterns and trends but has not actively participated in the compilation of the group project.

Proficient

Candidate has collected data related to regional patterns and trends regarding the selection of international programs and contributed the data and examples to the group project.

Outstanding

Candidate has insightfully analyzed the data s/he collected about regional patterns and trends in the selection of international programs as part of the group project.

Challenges and Opportunities - Weight = 20%

Has the candidate discussed the challenges and opportunities related to the effects of globalization on education?

Insufficient

Candidate has not contributed to the cohort group work on the challenges and opportunities related to the effects of globalization on education.

Basic

Candidate has participated minimally in discussions about the challenges and opportunities related to the effects of globalization on education.

Proficient

Candidate has been engaged in the cohort's discussions about the challenges and opportunities related to the effects of globalization on education and has contributed to the writing or editing of that section of the group project.

Outstanding

Candidate has been actively engaged in the cohort's discussion of the challenges and opportunities related to the effects of globalization on education and has taken leadership in summarizing and analyzing the discussions in that section of the group project.

Presentation - Weight = 40%

Has the candidate organized its data and other information in a well-developed multimedia presentation with appropriate references?

Insufficient

The cohort's presentation is poorly organized and at points confusing. It includes few if any uses of multimedia and minimal use of citations and references.

Basic

The cohort's presentation is well organized, but lacks cohesion and includes few if any uses of multimedia. Citations and references are included.

Proficient

The cohort's presentation is very well organized, easy to navigate, and includes some use of multimedia. Citations and references are included.

Outstanding

The candidates presentation is exceptionally well organized, easy to navigate, and effectively uses multimedia elements such as graphs, graphics, tables, charts, video, and audio. Citations and references are provided in APA format.

4.5.3.7. Activity 7: GHMA 16177 : Impact of Globalization on National Education Systems

Project Description

Overview

It is important to examine and compare the impact of globalization in different countries or states and consider the impact this might have on education both at a national or state level. Instructional time is finite. Modifying content without insight could mean adopting or abandoning elements that may have significant impact on the students, teachers, administrators, families, communities, countries, etc. In this activity, you will identify challenges and opportunities presented by the effect of globalization on education.

Performance outcomes

- Candidates analyze the impact of the implementation of an international or 21st century curricular model on a particular country or state.

What will you do?

1. Select a particular country or state for which you would like to investigate patterns and trends impacting educational policies.
2. Find two journal articles and three other resources such as blogs, videos, and/or data to support your understanding of the selected country or state. Use the following search tools to help you locate appropriate resources:
 - NAFSA Research
 - ERIC
 - Sage Publications
3. Analyze the quality or depth of knowledge behind the resources.
4. Read the related resources in the Activity Resources, as well as self-selected resources, to write a synthesis of your understanding of the patterns and trends on educational policies related to international or 21st century curricula in your selected country or state.

5. Create a literature review using the template you created previously in the program. Use graphs, graphics, or other media to illustrate your points.

Report Requirements:

- Literature review of at least five resources that include two journal articles and three other resources to support your inquiry into a particular country or state, that has adopted an international or 21st Century curricula

Resources:

NAFSA Research

<https://www.nafsa.org/professional-resources/research-and-trends>

ERIC

<https://eric.ed.gov/>

SAGE Journals

<https://journals.sagepub.com/>

John Stanford International School

<https://www.edutopia.org/school/john-stanford-international-school>

RUBRIC

Writing and Academic Integrity - Weight = 20%

Do the candidate's annotations, synthesis, and presentation reflect quality writing and academic integrity?

Insufficient

Candidate has made errors in his/her writing that obscure the meaning and/or has not referenced their research.

Basic

Candidate has made some errors in his/her writing that are distracting to the reader and has not consistently used citations and

references.

Proficient

Candidate has made a few minor writing errors, but the writing style is clear and concise and references are consistently cited.

Outstanding

Candidates has made no writing errors, and his/her writing style enhances the meaning; research is cited and identified in a reference list following the APA format.

Literature Review - Weight = 40%

Has the candidate created a literature review that profiles the selected country/state and its patterns and trends related to international or 21st century approaches?

Insufficient

Candidate has not created a literature review or the literature review does not focus on the selected country/state and its patterns and trends related to international or 21st century approaches.

Basic

Candidate has created a basic literature review with general information on the selected country/state and its patterns and trends related to international or 21st century approaches.

Proficient

Candidate has created a comprehensive literature review that provides specific information on the selected country/state and its patterns and trends related to international or 21st century approaches.

Outstanding

Candidate has created an engaging literature review with a selection of research that compares and contrasts the patterns and trends in international education and 21st century approaches in education in a specific country/state.

Synthesis of Educational Policies - Weight = 40%

Has the candidate adequately synthesized the patterns and trends on educational policies related to international or 21st century curricula in the selected country/state?

Insufficient

Candidate has not synthesized the patterns and trends on educational policies found in the selected country/state.

Basic

Candidate has made general statements about the patterns and trends on educational policies in the selected country/state related to international or 21st century curricula.

Proficient

Candidate has synthesized the patterns and trends on educational policies related to international or 21st century curricula for the selected country/state with details and examples.

Outstanding

Candidate demonstrates his/her deep knowledge of patterns and trends on educational policies related to international or 21st century curricula in a specific country/state and how that compares to other regions of the world in his/her insightful synthesis of the resources.

4.5.3.8. Activity 8: GHMA 16178 : Research on Issues, Trends and Advocacy in Globalization and International Education

Overview

Educators are often tasked with writing narrative report cards, emails, newsletters, and blog posts. However, writing does not come easy to everyone, therefore, educators should schedule time to write formally and informally regularly. In this activity, candidates will refine their research skills and their writing skills by learning more about globalization and international education topics, finding relevant sources and creating well-structured papers to detail those research topics.

Performance outcomes

- Candidates will complete their literature review on the research topic selected for their Research project.

What will you do?

1. For your final action research project in this program, choose a research topic listed below or choose a different one pertaining to an issue or controversy in globalization and international education after discussing it with your instructor and cohort.
 - language and multilingualism
 - international mindedness
 - value, ethics, and flexibility in international education
 - shifts in learning paradigms in 21st Century classrooms
2. Read relevant articles and/or books (chapters) pertaining to that issue/controversy. (Three sources minimum). Remember the readings should include history, theory, research, and pedagogical applications.
3. Use the literature review template you created previously to begin the literature review of your selected action research topic. You are responsible for finding readings that address:
 - current research

- classic studies
 - recent history (the last ten years)
 - theoretical foundations
 - implications for practice
 - the relationship of the issue to our broader society
4. Create a well-structured paper that will include your action research topic and at least 5 items in the literature review template, preferably with a good mix of books, articles, journals, etc. that give a historical as well as current research insights into the selected topic.
 5. Describe the issue/controversy regarding the learning needs of students in globalized and international environments. Include examples from your own classroom or other classrooms which illustrate the main points of discussion, particularly the controversies involved. Explain the research and theoretical frameworks that support optimal teaching and development of learners in these environments.

Report requirements

- Research topic, literature review and discussion points describing the selected issue/controversy in Globalization and International Education

Resources:

Current issues in education

<https://www.education.com/topic/current-education-issues/>

Rubric:

Research Topic - Weight = 30%

Does the candidate's research topic investigate an issue/controversy in globalization or international education?

Insufficient

The candidate has not submitted a research topic related to globalization or international education.

Basic

The candidate has selected a topic area in globalization or international education but needs to finalize the research focus in terms of discussion of issue/controversy.

Proficient

The candidate has selected a research topic that will lead to an investigation of an issue or controversy in globalization or international education.

Outstanding

The candidate has finalized and formulated a research topic for the final action research project in globalization or international education to be presented in the program. The paper is well-organized and insightfully addresses all of the required criteria.

Literature Review: Sources - Weight = 30%

Are relevant articles and/or books (chapters) pertaining to the selected research topic added in the previously created literature review template?

Insufficient

The candidate has not submitted any literature review.

Basic

The candidate has started the literature review using the previously created literature review template but has not filled out all the sections of the template.

Proficient

The candidate has started the literature review using the previously created template and has provided complete details for at least

three sources of literature.

Outstanding

The candidate has begun research on the selected topic in full capacity and the literature review shows a thorough analysis of varied sources (e.g. books, articles, journals, etc.) of literature in the previously created literature review template.

Description of the Research Topic - Weight = 20%

Has the candidate included a clear description of the issue/controversy regarding globalization in education or impact of international education?

Insufficient

The candidate has not submitted a description of the issue/controversy is incoherent.

Basic

The candidate described the issue/controversy but relevant information is missing.

Proficient

The candidate described the issue/controversy in a concise manner.

Outstanding

The candidate described the issue/controversy in a thorough and insightful manner.

Research and Theoretical Framework - Weight = 20%

Does the candidate explain the research and theoretical frameworks that support optimal teaching in globalized and international environments?

Insufficient

The candidate did not explain the research and theoretical frameworks that support optimal teaching in globalized and international environments.

Basic

The candidate mentioned the research and theoretical frameworks that support optimal teaching in globalized and international environments.

Proficient

The candidate explained the research and theoretical frameworks that support optimal teaching in globalized and international environments.

Outstanding

The candidate thoroughly explained the research and theoretical frameworks that support optimal teaching and development of learners in a globalized and international environments with an insightful analysis.

4.5.3.9. Activity 9: GHMA 16179 : Cross-Cultural Models

Project Description

Overview

Cultures--as in national or societal cultures--differ significantly in their values towards education, leadership, and the way forward for future generations. These differences should be explored in order to allow for understanding and respect of differences and similarities between cultures in a diverse community. Knowledge about and experiences with different cultures contribute to the development of intercultural understanding and international mindedness. In this activity, you will analyze the strengths and weaknesses of models of cultural comparison, to analyze your own culture and compare it with other cultures to identify differences in cultural expectations and to apply this understanding to your own international/intercultural work experiences.

Performance outcomes

- Candidates demonstrate that they understand cultural differences and how to effectively involve different cultural groups in a school to support a vision of high quality education

What will you do?

1. Review the resources on the different models of cultural comparison
2. Create a digital presentation that includes the following:
 1. A table that compares the Hofstede and Lewis as ways to compare cultures
 2. A comparison matrix or graphic that highlights the similarities and differences of two or three different cultures of students in one school.
3. Answer the following questions:
 - To what extent does the Hofstede model reflect your own experience and study of the cultural differences between these cultures?
 - Where is the model helpful or accurate?

- What do you feel may be missing?
4. Read through the articles describing Third Culture Kids and include a slide describing these students and illustrate Pollock's transition process in a graphic.
 5. Read through DuPraw and Axner's webpage on the 6 fundamental patterns of cultural differences and give examples of how these six patterns could assist you in providing greater support for your students and families. Include examples of activities that you can plan at your respective schools throughout the year to help globally mobile students through transitions.

Report requirements

- Presentation comparing research and examples on different cultures of students in a school, including research on third culture students and an action plan to support students from different cultural backgrounds and globally mobile students.

Resources:

Lewis Cross Culture Website:

<https://www.crossculture.com/>

The Lewis model of dimensions of behavior:

<https://www.crossculture.com/the-lewis-model-dimensions-of-behaviour/>

The Hofstede Center:

<https://geerthofstede.com/landing-page/countries.html>

Working on common cross-cultural communication challenges:

<http://www.pbs.org/ampu/crosscult.html>

Third culture kids: Prototypes for understanding other cross cultural kids

<http://www.crossculturalkid.org/who-are-cross-cultural-kids/>

So where is home?

<https://vimeo.com/41264088>

Dresden International School:

<https://www.dresden-is.de/en/learn/student-support-service/counselling>

Transition from primary to middle: a student perspective:

<https://www.youtube.com/watch?v=C1feLS0l4Yw>

RUBRIC:

Hofstede and Lewis Models - Weight = 20%

Has the candidate accurately compared the Hofstede and Lewis models in a table?

Insufficient

The candidate has not compared the Hofstede and Lewis models, or the comparison table includes inaccuracies.

Basic

The candidate has not compared the Hofstede and Lewis models, or the comparison table includes inaccuracies.

Proficient

The candidate has accurately compared the Hofstede and Lewis models in a table with enough detail to clearly distinguish the two models.

Outstanding

The candidate has accurately contrasted the Hofstede and Lewis models in a table with details and examples to distinguish the two models.

Cultural Comparisons - Weight = 20%

Has the candidate highlighted in a matrix or graphic the similarities and differences of the cultures of two countries?

Insufficient

The candidate has not submitted a matrix or graphic that highlights the similarities and differences of the cultures of the two selected countries.

Basic

The candidate has created a matrix or graphic that identifies a few superficial similarities and differences of the cultures of the two selected countries.

Proficient

The candidate has created a matrix or graphic that highlights a number of similarities and differences of the cultures of the two selected countries.

Outstanding

The candidate has created a comprehensive matrix or graphic that clearly highlights, with appropriate detail and examples, the similarities and differences of the cultures of the two selected countries.

Accuracy of Hofstede Model - Weight = 20%

Has the candidate compared the Hofstede model for the two countries with their own experiences with those cultures?

Insufficient

The candidate has not compared the Hofstede model and their own experiences for the cultures of the two countries or not presented the comparison in the digital presentation.

Basic

The candidate has described their application of the Hofstede model to the two countries but has not compared it to their own experiences with the two cultures in the digital presentation.

Proficient

The candidate has compared the Hofstede model for the two countries with their own experiences with those cultures.

Outstanding

The candidate has analyzed the similarities and differences of the application of the Hofstede model for the two countries with their own experiences with those cultures.

Third Culture Kids - Weight = 20%

Has the candidate demonstrated their understanding of third culture kids and illustrated Pollock's transition process in a graphic?

Insufficient

Candidate has not included third culture kids in the presentation.

Basic

Candidate has included an explanation of third culture kids but did not create a graphic to illustrate Pollock's transition process

Proficient

Candidate has explained third culture kids and illustrated Pollock's transition process in a graphic

Outstanding

Candidate has explained third culture kids and compared similarities and differences between them and the other two culture groups compared earlier in the presentation.

Patterns of Cultural Differences - Weight = 20%

Has the candidate created a school wide plan to provide greater support for students and families from different cultural backgrounds, including globally mobile students or third culture kids?

Insufficient

The candidate has not created a plan to support students and families from different cultural backgrounds.

Basic

The candidate has generally described the fundamental patterns of DuPraw and Axner's cultural differences but has not discussed how they could be used to support students and families from different cultural backgrounds.

Proficient

The candidate has referenced the fundamental patterns of DuPraw and Axner's cultural differences and provided examples of activities that they could use to support students and families from different cultural backgrounds.

Outstanding

The candidate has accurately referenced the fundamental patterns of DuPraw and Axner's cultural differences and applied them to their own work in schools with examples of how they could use these patterns to support students and families from different cultural backgrounds, including globally mobile students.

4.5.3.10. Activity 10: GHMA 161710 : Support for Student Cultures in the School

Project Description

Overview

In this activity, you will evaluate your own planning, teaching, learning, and assessment within clinical and how it supports culturally diverse learners, identify and evaluate different cross-cultural training models and create a plan based on these models that would be best for use in your own school.

Performance outcomes

- Candidates create an action plan that involves school stakeholders in specific community, school, and classroom activities that support students from different cultural backgrounds.

What will you do?

1. Read pg. 29 – 32 of Foundations of Multicultural Education.
2. Find two additional journal articles and two online resources that provide greater insight on how to support the specific student populations of your school. Use the literature review template created earlier in the program to describe your findings.
3. Use recommendations from these articles and review examples of international schools that support school-wide cross-cultural frameworks and trainings to create a year-long action plan that involves school stakeholders in specific community, school, and classroom activities that support the cultural backgrounds of your students.

Report requirements

- Literature review of 4 resources on supporting student cultures
- Year-long plan on supporting students' cultures at your school

RUBRIC:

Writing and Academic Integrity - Weight = 10%

Does the candidate's work reflect quality writing and academic integrity?

Insufficient

Candidate has made errors in his/her writing that obscure the meaning and/or has not referenced their research.

Basic

Candidate has made some errors in his/her writing that are distracting to the reader and has not consistently used the APA format for references.

Proficient

Candidate has made a few minor writing errors, but the writing style is clear and concise and references are consistently cited in the APA format.

Outstanding

Candidates has made no writing errors, and his/her writing style enhances the meaning; research is cited and identified in a reference list following the APA format.

Action Plan - Weight = 30%

Has the candidate created an action plan for involving school stakeholders in specific community, school, and classroom activities that support the cultural backgrounds of your students?

Insufficient

Candidate has not submitted an action plan.

Basic

Candidate's action plan provides few details about involving stakeholders in activities to support the cultural background of students.

Proficient

Candidate has developed a year-long action plan that includes specific suggestions for involving stakeholders in activities that support the cultural backgrounds of students.

Outstanding

Candidate has created a year-long action plan with specific, realistic, and creative suggestions for involving stakeholders in activities that support the cultural backgrounds of students.

Cultural Competence - Weight = 30%

Do the candidate's notes demonstrate that s/he has an understanding of cultural competence and its importance to teachers?

Insufficient

Candidate's notes do not address cultural competence.

Basic

Candidate's notes define cultural competence, but do not address its importance to teachers or vice versa.

Proficient

Candidate's notes clearly define cultural competence and describe its importance to teachers.

Outstanding

Candidate's notes clearly define cultural competence with specific examples and analyze how teachers' cultural competence can contribute to the improvement of academic performance.

Supporting Students from Diverse Cultural Backgrounds - Weight = 30%

Has the candidate reflected in his/her blog on what they have learned from his/her clinical experiences, Module 13, and his/her own experiences about supporting students from diverse cultural backgrounds?

Insufficient

Candidate has not submitted a blog or has not reflected on what s/he has learned about supporting students from diverse cultural backgrounds.

Basic

Candidate has discussed in his/her blog some ideas about supporting students from diverse cultural backgrounds.

Proficient

Candidate has reflected in his/her blog on what s/he has learned from his/her clinical experiences, this module, and his/her own experiences about supporting students from diverse cultural backgrounds.

Outstanding

Candidate has analyzed in his/her blog what s/he has learned from his/her clinical experiences, this module, and his/her own experiences that will help him/her support students from diverse cultural backgrounds and his/her plan for increasing his/her knowledge about other groups and improving his/her skills for supporting students from diverse groups.

4.5.3.11. Activity 11: GHMA 161711 : Multilingual and Linguistic Diversity in Education

Project Description

Overview

The upswing in immigration, as well as in international students worldwide has resulted in large number of students entering schools whose home language is different from the language of instruction. Educational environments are often reflective of the trends in mainstream society that expect citizens and those living for long periods of time within a country to learn the language of that country. As educators our understanding of the role of power and language provide a lens in which to better support students and their language backgrounds as they navigate the linguistic expectations of the country or state. In this activity, you will analyze language relationships in current and academic texts and examine if languages are valued in this context.

Performance outcome

- Candidates examine language and language policies in the country or state they are currently located in and identify power dynamics that support or do not support certain languages

What will you do?

1. Read through the Activity Resources and write a synthesis of the articles which discusses how certain languages are being supported or being lost and provide a rationale why. Include in your response examples that either agree or disagree with Darder's (2016) comment: "The politics of language signals formidable struggles around the world, where the inextricable relationship of language, ideology and power is clearly unmistakable."
2. Find one full text journal article and one current event article from a reputable media source that highlights the current language context and/or policies in the county or state in which you currently live and work in. In the video presentation for #3 below, identify the power dynamic(s) occurring in the articles that you selected.
3. Create a Vimeo or other video presentation tool in which you share your synthesis created in step 2 and then add your discussion of your journal article, current event article, and own experiences and how they either align or differ from the power dynamics discussed in Language, Ideology and Power (2009).

Report requirements

- Vimeo or other video presentation about the relationship of language, ideology, and power and synthesis of the readings

Resources:

Bilingual education returns to California:

<https://www.npr.org/sections/ed/2016/11/25/502904113/bilingual-education-returns-to-california-now-what>

RUBRIC:

Power Dynamics of Language - Weight = 40%

Has the candidate created a video presentation that shares his/her understanding of the power dynamics of language, ideology, and power?

Insufficient

Candidate has not created a video presentation on the power dynamics of language, ideology, and power.

Basic

Candidate has created a video presentation that reflects a general understanding of the power dynamics of language, ideology, and power.

Proficient

Candidate has created a video presentation that includes a summary of his/her synthesis of how languages are supported or lost, the power dynamics related to language policy in the country in which s/he works, and his/her own experiences related to these issues.

Outstanding

Candidate has created a video presentation that analyzes his/her findings on the power dynamics of language, ideology, and power and demonstrates an in-depth understanding of those issues.

Language Context and Policies - Weight = 30%

Has the candidate selected a journal article and current event article that address the language context and policies in the country or state in which s/he lives?

Insufficient

Candidate has provided no evidence of selecting a journal article and current event article on the language context and policies in his/her country.

Basic

Candidate has selected a journal article and current event article that address the language context and policies in the country or state in which s/he lives.

Proficient

Candidate has identified the power dynamic(s) that influence the language context and policies in the country or state in which s/he lives as described or inferred in the selected journal article and current event article.

Outstanding

Candidate has analyzed the power dynamic(s) that influence the language context and policies in the country or state in which s/he lives as described or inferred in the selected journal article and current event article.

Support for Language Diversity - Weight = 30%

Has the candidate discussed in his/her synthesis how native languages are being supported or loss and the related politics?

Insufficient

Candidate has not written a synthesis of readings on how languages are supported or lost and the role of politics.

Basic

Candidate's synthesis of readings addresses how languages are supported or lost, but does not address the role of politics in that process.

Proficient

Candidate has synthesized how languages are supported or lost and the role of politics in that process based on readings in the Activity Resources and/or other resources.

Outstanding

Candidate's synthesis of how languages are supported or lost and the role of politics in that process demonstrates an in-depth understanding of these issues.

4.5.3.12. Activity 12: GHMA 161712 : Language Learning in an International and National Context

Project Description

Overview

Although there is a great deal of research on the benefits of multilingual education, and organizations such as UNESCO have compiled research that promotes the benefits of bilingual education, multilingual education, and mother tongue instruction, language learning for many students is dependent on the language policies of the nation, state, school district or school that they are attending. In this activity, you will examine your own teaching context, including nation or state and school's language policies and your students' linguistic diversity. Through examining the resources, you will decide how to use this information to create a plan to enhance support for linguistically diverse student populations.

Performance outcome

- Candidates create an action plan based on national and local language policies and to support the linguistic diversity of students in their school

What will you do?

1. Think about the country or state you are living in:
 - What are the predominant language spoken?
 - What are the language policies?
 - Is bilingualism or multilingualism supported?
 - Now think about the school you are working in, what are the language policies?
 - Have you ever worked in another country or context? If so, how are the language approaches similar or different?
2. Create a multimedia presentation that shows a year-long action plan for implementing activities or a framework for your

school that will support the language backgrounds of your students. Be sure to include answers to the questions listed above, detailed information on your school language policies and/or procedures, and any other available data that relates to linguistically diverse learners at your school. Include a rationale for how the school could more effectively support its linguistically diverse students.

Report requirements

- Multimedia presentation of an action plan and responses to questions posed including a rationale on how to effectively support students home and/or second language(s)

Resources:

Identifying language proficiency for program placement

<https://www.colorincolorado.org/article/identifying-language-proficiency-program-placement>

RUBRIC:

Supporting Linguistically Diverse Students - Weight = 25%

Has the candidate developed a rationale for a school's implementation of activities to effectively support its linguistically diverse students?

Insufficient

Candidate has not developed a rationale for a school's implementation of activities to support its linguistically diverse students.

Basic

Candidate has written a general rationale for a school's implementation of activities to support its linguistically diverse students.

Proficient

Candidate has written a well-developed rationale for a school's implementation of activities to support its linguistically diverse students.

Outstanding

Candidate's rationale includes well- developed arguments for the importance of a school implementing activities to support its linguistically diverse students.

Action Plan - Weight = 25%

Has the candidate created a multimedia presentation on a year-long action plan for implementing activities at a school to support the language backgrounds of students?

Insufficient

Candidate has not included an action plan in his/her multimedia presentation, or the action plan does not include activities to support the language backgrounds of students?

Basic

Candidate has included an action plan in his/her multimedia presentation, but the plan is vague about the activities a school could implement to support the language backgrounds of students.

Proficient

Candidate has created a multimedia presentation with a year-long action plan that identifies specific activities that a school could implement to support the language backgrounds of students.

Outstanding

Candidate has created a multimedia presentation that clearly describes a year-long action plan with specific activities that involve both students and parents throughout the year to support the language backgrounds of students.

Language Policies - Weight = 25%

Has the candidate presented the language policies in the country or state in which they are living in his/her multimedia presentation?

Insufficient

Candidate has not submitted a multimedia presentation that addresses language policies.

Basic

Candidate has addressed some of the questions on language policy in his/her multimedia presentation.

Proficient

Candidate has created a multimedia presentation that addresses the five questions about language policies in the country or state in which they live.

Outstanding

Candidate has created a multimedia presentation that analyzes the language policies of the country or state in which they live and addresses with details the five questions about those policies.

Language Learning - Weight = 25%

Does the candidate notes address multilingualism and language learning in schools?

Insufficient

Candidate's notes do not address multilingualism or language learning in schools.

Basic

Candidate's notes include limited references to multilingualism and language learning in schools.

Proficient

Candidate's notes identify how articles in Activity Resources or other readings have addressed multilingualism and language learning in schools.

Outstanding

Candidate's notes show the similarities and differences in how authors of articles in Activity Resources or other readings view multilingualism and language learning in schools.

4.5.3.13. Activity 13: GHMA 161713 : Research Project Submission

Project Description

Overview

By this time in the program, you should be working towards completing your final research project. Your instructor will share a schedule for when you will be presenting your project findings, challenges, and conclusions to your cohort during a virtual class. Think of it as mimicking an oral defense of a research thesis. In this activity, you will submit your final action research project report that includes your research topic, completed literature review, methodology, findings or conclusions and proposal for next steps.

Performance outcomes

- Candidates will submit their action research project report with findings, conclusions and proposal for next steps.

What will you do?

1. Submit your action research project report with the following completed sections:
 - Introduction and Statement of Problem or Question
 - Literature Review
 - Methodology
 - Analysis of Results
 - Summary and Consideration of Next Steps
 - References
 - Appendices, if Needed
2. Refer to the Guidelines and Rubric for Final Project in TEFL Master's Program document in the Resources for guidance on

completing the above sections. Consult with your instructor and on challenges you face with completing your report in a timely manner.

Report requirements

- Action Research Project Report

Notes

Although there is no specified required length, the report needs to be sufficiently comprehensive to adequately address all of the above. If you were writing it in a document format, it would generally be at least 20 to 30 pages, double-spaced.

RUBRIC:

Statement of Question or Problem - Weight = 10%

Did the candidate identify a specific research topic or question that gives direction to the project and paper?

Insufficient

Question identified is too broad or vague to be the focus a coherent project

Basic

Topic is appropriate but lacks clarity.

Proficient

The topic is focused narrowly enough for the scope of this assignment. It provides direction for the paper and uses prior knowledge to identify a question to be studied.

Outstanding

Problem/question selected is very creative or original and is sufficiently narrow to be evaluated in the time frame. Clearly uses prior

knowledge to identify a question to be studied.

Literature Review - Weight = 20%

Did the candidate present a comprehensive literature review of research done on the topic and make connections between the information gathered and the research topic/question of the project?

Insufficient

There is no relationship between the references and the topic being studied. Review of relevant knowledge is seriously incomplete. Major issues are ignored and there are many inconsistencies.

Basic

Several of the references are not current and/or have no relationship to the topic being studied. Uses some appropriate sources to discover what is already known about the problem but discussion omits important aspects of the problem.

Proficient

References are current and pertinent to the candidates' project area. Uses appropriate sources to discover what is already known about the problem but does not make clear connections between this information and the question to be investigated. Most information is factually correct.

Outstanding

References are current, pertinent to the candidates' project and provide a thorough overview of the topic. There is an excellent variety of sources. There are clear linkages between the reported information and to the question being investigated. All information is factually correct.

Methodology - Weight = 20%

Did the candidate present the methods used to collect data and make connections between the methods and the research topic/question of the project?

Insufficient

Methodology provided is not appropriate to answer the question. Procedures are not well designed. Serious safety/ethical issues are ignored.

Basic

Methodology is appropriate for the question and safety/ethical issues are minimally addressed. Procedures contain some obvious but remediable flaws.

Proficient

Project is carefully planned and appropriate for the question and uses appropriate safety/ethical measures. Any flaws are relatively minor due to practical constraints.

Outstanding

Project is well designed and an effective procedure for the question. All safety/ethical concerns are addressed. There are no apparent flaws.

Analysis of Results - Weight = 20%

Did the candidate present the data in an organized format and analyze the results of the findings to support a conclusion?

Insufficient

The discussion of results is vague. Interpretation of results is inappropriate and/or uses incorrect methodology

Basic

The discussion of study's results were not supported by the literature review and only partially related to the research question(s). Data presented in tables was not clear. Findings are summarized, but not interpreted (candidate simply repeats the findings in the results section).

Proficient

The study's results section referenced the review of literature. The results were directly related to the research question(s). The

reporting of results followed a logical sequence. Data tables were clearly labeled and accurately represented the findings.

Outstanding

The study's results were thoroughly, clearly and logically explained and directly related to the problem or question being investigated.

Summary and Conclusions - Weight = 20%

Did the candidate summarize the conclusions based on the literature review and findings from the data analysis for the project?

Insufficient

There was little discussion of project findings/outcomes; the information provided displayed poor grasp of material; the conclusion/summary was not supported by the findings/outcomes.

Basic

There was considerable relevant discussion missing; the conclusions/summary were not entirely supported by findings/outcomes. The discussion fails to place the findings in context or include implications for future studies

Proficient

The discussion was sufficient with few errors; the conclusions/summary were based on outcomes and included some appropriate recommendations. The discussion is supported by related literature and findings are compared and contrasted to other studies included in the review section. Results are placed in context and implications for future research are identified.

Outstanding

The discussion was superior, accurate, and engaging; the conclusions/summaries and recommendations were appropriate and clearly based on outcomes the discussion is supported by related literature, findings are compared and contrasted, and implications and future directions are identified.

References - Weight = 10%

Did the candidate provide appropriate references in APA format?

Insufficient

There are virtually no sources that are from professionally reliable sources.

Basic

Most of the references are from sources that are not peer-reviewed and have uncertain reliability.

Proficient

Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, etc.). References are in APA format.

Outstanding

References are peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, etc.) and are presented using APA format.

Guidelines and Rubric: Action Research Project

The preparation of a research-based final project is the culminating activity of the Master's of TEFL Program and is a requirement for successful completion of the program. In general, final projects can take many forms; for example, an action research problem, grant proposal, or a project to broaden and deepen knowledge, improve teaching practice or solve practical problems. Your final project will be an action research project. The purpose of the project is to enable candidates to increase their knowledge in an educational environment.

4.5.3.14. Activity 14: GHMA 161714 : Capstone Video Presentation

Project Description

Overview

An important part of the research process is the presentation of your research results. Preparing for a presentation helps you to clarify your thinking. Sharing your research, and receiving feedback, helps you to improve your research, and may help you see new angles.

Performance outcomes

- Candidates will create a 5 - 10 minute video summarizing their action research project.

What will you do?

1. Your action research presentation will take the form of a short (5 - 10 minute maximum) video which covers the following:
 1. What was your research question -- why did you choose this question?
 2. What did you learn from your literature review about what is already known about your topic?
 3. How did you go about investigating the question?
 - Methods
 - Location
 - Population
 - Challenges in carrying out the research
 4. What were your results?
 5. Summarize the analysis of your results

6. Next steps (if you were continuing this research or if another researcher were to take it up)

Note: Please feel free to be creative, as long as you are covering all of the points, above.

2. Submit your video presentation prior to your scheduled presentation for your instructor to review. Your instructor will assign you a time to answer questions / receive feedback from your instructor and (similar to a thesis defense).

Report requirements

- A 5 - 10 minute video summarizing your capstone research project

RUBRIC:

Research Question - Weight = 15%

Does the candidate's video clearly articulate the research question?

Insufficient

The candidate did not mention the research question in his/her video.

Basic

The candidate's video articulated a research question but it was confusing or not well organized.

Proficient

The candidate's video clearly articulates a research question.

Outstanding

The candidate's video thoroughly articulates a research question and addresses why this question was chosen.

Literature Review - Weight = 30%

Does the candidate's video summarize how the literature review informed the research?

Insufficient

The candidate did not provide any information about the literature review in the video.

Basic

The candidate's video addresses the literature review, but is incomplete or confusing.

Proficient

The candidate's video summarizes how the literature review informed the research.

Outstanding

The candidate thoroughly but succinctly summarizes how the literature review informed the research.

Research Methods - Weight = 30%

Does the candidate's video explain the methods used to gather data for the research?

Insufficient

The candidate did not mention the research methods used to gather data for the research project in the video.

Basic

The candidate's video addresses the research methods used, but is incomplete or confusing.

Proficient

The candidate's video explains the methods used to gather data for the research.

Outstanding

The candidate thoroughly but succinctly explains the methods used to gather data for the research.

Challenges - Weight = 25%

Does the candidate's video articulate any challenges faced in conducting their research?

Insufficient

The candidate did not discuss any challenges faced while conducting the research in his/her video.

Basic

The candidate's video addresses challenges encountered, but in a superficial or confusing way.

Proficient

The candidate's video clearly identifies challenges encountered with doing the research.

Outstanding

The candidate's video insightfully and succinctly identifies challenges in conducting the research.

4.5.3.15. Activity 15: GHMA 161715 : Oral Defense Preparation

Project Description

Overview

The final step in the process of conducting research is to defend it to your instructor or potential funders. Candidates in doctoral programs defend their proposals, theses, and/or dissertations to a committee or panel of faculty members. It is one way to present yourself and your work to professional colleagues. It is your opportunity to develop your credentials as a scholar and share your research findings. The oral defense is not limited to your presentation. The peers, faculty members, or funders involved in the oral defense also ask you questions about the research, generally in a conversational manner. Your Thesis Defense will consist of the video you created in the previous unit along with an opportunity to answer questions from your Instructor

Performance outcomes

- Candidates understand the purpose of an oral defense and learn how to prepare effectively for it

What will you do?

1. Prepare for presenting a summary of your project and answering questions from your instructor for your oral defense:
 - Assume that your instructor has viewed your video -- prepare a two minute summary just to remind the instructor of your major points
 - You can develop a short (max 5 slides) PowerPoint (or other) presentation to help organize your thoughts and focus the panel, but it is not required
 - The panel will then have ten to twelve minutes to ask questions and engage in dialogue about your project.
2. Practice your presentation, time it -- make sure you are not going over 2 minutes.
3. Anticipate some of the questions you might expect and how you may answer them.

Report requirements

- Two-minute summary of your Capstone Research project for presentation.

RUBRIC:

Short Summary of Research - Weight = 50%

Has the candidate prepared a succinct summary of their research for their Oral Defense?

Insufficient

Candidate did not prepare a short summary of their research for their Oral Defense.

Basic

The candidate's Capstone Summary was confusing, incomplete, or too long.

Proficient

The candidate prepared and delivered a short summary of their Capstone Project to begin their Oral Defense.

Outstanding

The candidate's Capstone Project was succinct, well-organized, and focused on important aspects of the project.

Capstone Discussion with the instructor - Weight = 50%

Did the candidate engage in a conversation about their research with the instructor?

Insufficient

The candidate did not engage in a discussion with the instructor about his/her research.

Basic

The candidate participated in a discussion about his/her research, but it was not well organized or informative.

Proficient

The candidate led an interesting discussion about his/her research with the instructor.

Outstanding

The candidate led a well-organized, engaging discussion about his/her research with the instructor.

4.5.3.16. Activity 16: GHMA 161716 : Capstone Project Reflection

Overview

Now that you have completed your research and presented it, it is time to reflect on the feedback you received. Go through your instructor's comments and suggestions carefully and reflect on what you learned from this experience.

Performance Outcomes

- Candidates will reflect on the Research Project, including feedback from the instructor.

What will you do?

1. Review carefully the comments and suggestions made by your instructor who served in your oral defense panel.
2. Write a 2 - 3 page reflection about what you learned from conducting the research and receiving the feedback from your instructor. Address the following questions:
 - What would you do differently if you were to do the research again?
 - What was the most important thing you learned from conducting this research?
 - What advice would you give to a future researcher interested in the same topic?
 - How might you use what you learned from conducting this research in your career as an educator?

Report Requirements

- 2-3 page reflective essay

References

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End of Program