



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: EDUC

Course Title: Global Issues in Teaching & Learning

Year: 2025

Course and Section #: 601

Credits: 3

Course Description

This course introduces exemplary global curriculum and pedagogy that have helped students enhance a broad range of higher order thinking skills, socio-emotional competences, and global competences. Analyzes globalization processes and their influences on teaching and learning in a global context. Discusses similarities and differences of pedagogical and classroom practices between/within/across cultures to help integrate global curriculum and pedagogy in K-12 classrooms and any other educational settings.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Mia Kang

Student Learning Outcomes

1. Recognize the complexity of practicing global curriculum and pedagogy in a global context.
2. Compare the similarities and differences of pedagogical and classroom practices within and across different cultures and social contexts.
3. Analyze high-performing curriculum and pedagogy that shape teaching quality around the world and enhance competency-based learning.
4. Develop curricular materials and pedagogical tools that infuse global learning and global competency development in the schools and classrooms at all levels.

Course Materials and Texts

Required Textbook: Reimers, F. M. (2020). *Empowering teachers to build a better world: How six nations support teachers for 21st century education*. New York: Springer.

All other readings are posted on Canvas

Course Requirements

Course Assignments, Assessments, and Grading Policy

1. Punctuality, Preparedness, and Participation (3Ps)

Your ongoing preparation, presence on/full time, and active participation are crucial to maximize your own and your classmates' learning. You will receive credit for many in-class activities only if you are present and participate actively.

2. 5.4.3.2.1 Weekly Reading Reflections

You will submit 12 Weekly Reading Reflections on Canvas. Each reflection must have five components what we call 5.4.3.2.1: 5-sentence summary of the text; 4 sentence-reaction to the text; 3 quotes that were meaningful to you from the text; 2 authentic questions based on the text to spark class discussion; and 1 word/phrase you are taking away from the text.

3. Presentation & Discussion on Focus Countries

As a pair or a solo, you will lead class discussions on your focus country's excellence in teaching and learning. You will need to prepare any resources and instructional materials that help engage your classmates to critically reflect on each topic.

4. Classroom Assignments

You will need to submit four classroom assignments during class. Details will be provided later. Caution: No make-up assignments are available for classroom assignments.

5. Global Issues Final Project

Review research on teaching strategies/activities/classroom routines and structures in your area of interests. Find at least five research articles about an issue or a problem appearing in other countries as well as in UT. Plan a lesson plan, an action plan or a PD that mediates/resolves the issue/problem. Your lesson/PD may focus on ideas and understanding of K-12 students both in local and global contexts.

94-100 %	A	83-86.9 %	B	73-76.9 %	C	63-66.9 %	D
90-93.9 %	A-	80-82.9 %	B-	70-72.9 %	C-	60-62.9 %	D-
87-89.9 %	B+	77-79.9 %	C+	67-69.9 %	D+	below 60%	E
Assignments				Points			
1. 3Ps(Punctuality, Preparedness, Participation), 15x10				150			
2. 5.4.3.2.1. Weekly Reading Reflections (10x20)				200			
3. Presentation & Discussion on Focus Countries				50			
4. Final Project (Presentation 50; Written Project 100)				150			
5. Class Assignments (4x25)				100			
Total				650			

Required or Recommended Reading Assignments

See #2. 5.4.3.2.1 Weekly Reading Reflections above.

General Description of the Subject Matter of Each Lecture or Discussion

Based on 5.4.3.2.1, students will discuss how to interpret international assessment data (e.g., PISA, TIMSS, TALIS), explore key educational issues in selected countries, examine how these countries have achieved high educational outcomes despite unique challenges, and consider the implications for teaching and learning in Utah.

Chapter 1: Building Teacher Capacity to Educate the Whole Child: Lessons from Comparative Experience

Chapter 2: Supporting Mathematics Teaching for Mastery in England

Chapter 3: Supporting Teacher Professional development: Program Sustainability in Colombia

Chapter 4: Policies for Teacher Professionalization in Mexico's Education

Chapter 5: Building Teacher Capacity at the Telangana Social Welfare Residential Educational Institution Society

Chapter 6: Cambodia's New Generation Schools Reform

Chapter 7: Twenty-First Century Learning in Burlington Public Schools

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for brainstorming and refining your ideas; fine tuning your research questions; finding information on your topic; drafting an outline to organize your thoughts; and checking grammar and style.

The use of generative AI tools is NOT permitted in this course for impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat; completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool, writing a draft of a writing assignment, and writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.