

Online Course Syllabus

Course Name and Number: IS610: The Intersection of the Finnish and US Culture

Credit Hours 3

Term/Term Section/Year Spring 2021

Course Introduction

Instructor:	This information will be included in the first week announcement.
Office and Hours:	
Phone:	
E-mail:	
Course Website:	

Official Course Description

This interdisciplinary course will examine the intersection of diverse fields of psychology with the Finnish culture. Students will explore how psychology is integrated into learning contexts, analyze organizational processes, and study mental health and wellbeing in Finland. Course content and in-country activities will provide students the opportunity to explore and gain an understanding of the Finnish educational structure and issues of mental health. Students will have the opportunity to explore diverse educational settings and mental health foundations and engage in service learning activities in which they interact and serve local community organizations and members. The study abroad course component will also include cultural excursions to local museums, city tours, and an immersion of local communities.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

By the end of this course, students will be able to...

- CLO1: Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - MLO1: Describe how learning theories and educational technology are perceived and integrated into diverse contexts
 - MLO2: Identify cultural differences between the United States and Finland.
- CLO2: Analyze differences between host culture and own culture.
 - MLO3: Compare and contrast cultural, social, educational, and technological differences between the United States and Finland.
 - MLO4: Analyze the technological differences found in the United States and Finland.
 - MLO5: Explain how mental health and counseling services differ between the United States and Finland.
- CLO3: Examine global perspective in relation to their professional and academic goals.
 - MLO6: Analyze how ethics codes and standards are perceived in international contexts and are viewed to ensure cultural sensitivity.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
 - MLO7: Discuss how course content and the in-country experiences have broadened their global views and impacted their personal, professional, and academic experiences.

- MLO8: Describe the importance of developing cultural sensitivity and its impact in educational, mental health, and organizational settings.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

By the end of this course, students will be able to...

- CLO5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - MLO9: Compare and contrast cultural differences between native country and host country.
 - MLO10: Describe how own educational and professional experiences differ in diverse contexts.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - MLO11: Explore how geographical differences impact student learning and employee productivity.
 - MLO12: Examine global issues of mental health and how they are perceived geographically.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - MLO13: Attend all pre-orientation trainings to prepare for travel and in-country activities.
 - MLO14: Engage and actively participate throughout all online class activities to develop an understanding of the South African culture and expectations regarding behavior in-country.
 - MLO15: Actively participate in all in-country activities and events.
 - MLO16: Communicate respectfully and use culturally sensitive approaches with all individuals while in-country
- CLO8: Demonstrate ability to be self-reliant in non-classroom environment.
 - MLO17: Conduct hands-on activities that will shape their views of cultural, educational, and social differences between the United States and Finland.

Required and Optional Texts and Electronic Reserves

Required Texts

There is not a required textbook for this course.

Required Readings

- Andreotti, V., Biesta, G., & Ahenakew, C. (2015). Between the nation and the globe: Education for global mindedness in Finland. *Globalisation, Societies, and Education, 13*(2), 246-259.
- Coyer, C., Gebregiorgis, D., Patton, K., Gheleva, D., & Bikos, L. (2019). Cultivating global learning locally through community-based experimental education. *Journal of Experiential Education, 42*(2), 155-170.
- Halonen, N., Hietajarvi, L., Lonka, K., & Salmela-Aro, K. (2017). Sixth graders' use of technologies in learning, technology attitudes and school well-being. *The European Journal of Social and Behavioural Sciences, 1*(1), 2307-2324. doi:10.15405/ejsbs.205
- Henderson, L., Stackman, R., & Lindekilde, R. (2018). Why cultural intelligence matters on global project teams. *International Journal of Project Management, 36*(7), 954-967.
- Jääkelä, P., Häkkinen, P., & Rasku-Puttonen, H. (2017). Teacher beliefs regarding learning, pedagogy, and the use of technology in higher education. *Journal of Research on Technology in Education, 49*(3-4), 198-211.
- Järvinen, E., & Rasinen, A. (2015). Implementing technology education in Finnish general education schools: Studying the cross-curricular theme "human being and technology." *International Journal of Technology and Design Education, 25*(1), 67-84.

- Jenset, I., Klette, K., & Hammerness, K. (2017). Grounding teacher education in practice around the world: An examination of teacher education coursework in teacher education programs in Finland, Norway, and the United States. *Journal of Teacher Education*, 69(2), 184-197.
- Kennedy, J. (2017). Inside a Finnish school: What Finland can teach the world about education. *Siliconrepublic*. Retrieved from <https://www.siliconrepublic.com/careers/finland-education-schools-slush>
- Kosunen, S. (2018). Access to higher education in Finland: Emerging processes of hidden privatization. *Nordic Journal of Studies in Educational Policy*, 4(2), 67-77. doi:10.1080/20020317.2018.1487756.
- Lehtomäki, E., Moate, J., & Posti-Ahokas, H. (2015). Global connectedness in higher education: Student voices on the value of cross-cultural learning dialogue. *Studies in Higher Education*, 41(11), 2011-2027.
- Saari, A., & Sääntti, J. (2017). The rhetoric of the “digital leap” in Finnish educational policy documents. *European Educational Research Journal*, 17(3), 442-457.
- Salmela-Aro, K., Muotka, J., Alho, K., Hakkarainen, K., & Lonka, K. (2015). School burnout and engagement profiles among digital natives in Finland: A person oriented approach. *European Journal of Developmental Psychology*, 13, 704-718.
- Smith, W., Fraser, P., Chykina, V., Ikoma, S., Levitan, J., Liu, J., & Mahfouz, J. (2016). Global citizenship and the importance of education in a globally integrated world. *Globalisation, Societies, and Education*, 15(5), 648-665.
- Vähäniemi, A., Warwick-Smith, K., Hätönen, H., & Välimäki, M. (2017). A national evaluation of community-based mental health strategies in Finland. *International Journal for Quality in Health Care*, 30(1), 57-64.
- Viertio, S., Partanen, A., Härkänen, T., Marttunen, M., & Suvisaari, J. (2017). The use of services due to problems related to mental health and substance abuse problems in Finland from 2012 to 2015. *Duodecim*, 133(3), 292-300.

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSP - International Travel Registration](#)
- Alho, O. (2002, November). A guide to Finnish customs and manners. Retrieved from <https://finland.fi/life-society/a-guide-to-finnish-customs-and-manners/>.
- Alternatives to Custody for Young Offender retrieved from https://www.oijj.org/sites/default/files/baaf_finland1.pdf.
- BBC News (2017, May 29). Finland: Why is there an education shakeup? BBC News [Video File]. Retrieved from https://www.youtube.com/watch?v=xu_5Xvy-S9s.
- Broom, D. (2019, March 21st). Finland is the world’s happiest country – again. Retrieved from <https://www.weforum.org/agenda/2019/03/finland-is-the-world-s-happiest-country-again/>.
- Central Intelligence Agency (2019, August 13th). The world factbook: Finland. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/fi.html>.
- Environmental Education in Finland: The whole village as learning environment (2018, February 3rd). Retrieved from <https://www.alofinland.com/news/environmental-education-finland-whole-village-learning-environment/>.
- Electronics and the Electrotechnical Industry. Retrieved from <https://teknologiateollisuus.fi/en/technology-finland/electronics-and-electrotechnical-industry>.

- Etherington, E. (2018). Finland is leveraging edtech to create an enviable education system. *E Learning Inside*. Retrieved from <https://news.elearninginside.com/finland-is-leveraging-edtech-to-create-an-enviable-education-system/>.
- Finland country profile (2019, March 8th). Retrieved from <https://www.bbc.com/news/world-europe-17288360>.
- Finland's education minister discusses the country's leading education system - and how it is changing. Retrieved from <https://www.verse.com/video/977-finlands-education-minister-discusses-the-countrys-leading-education-system-and-how-it-is-changing/>.
- Finnish education system (2019). Retrieved from https://www.oph.fi/english/education_system.
- Finnish Lessons: What the World Can Learn from Educational Change in Finland
<https://www.youtube.com/watch?v=WeMM-hLOKFY>.
- Finland Open Dialogue. Retrieved from <https://mindfreedom.org/kb/finland-open-dialogue/>.
- Finland is winning the war on fake news. What it's learned may be crucial to Western democracy. Retrieved from <https://edition.cnn.com/interactive/2019/05/europe/finland-fake-news-intl/>.
- Finland – Technology Superpower
<https://newswatchtv.com/2017/03/24/finpro-newswatch-review/>.
- Gao, H. (2016, October 6). Education in Finland: A model for equality. Retrieved from <https://borgenproject.org/education-in-finland/>.
- Lewis, R. D. (2015, October 16). Finns and Americans in the workplace. Retrieved from <https://www.crossculture.com/finns-and-americans-in-the-workplace/>.
- Mackler, D. (2014, April 23). Adapting Open Dialogue Project: Foundation for Excellence in Mental Health Care [Video File]. Retrieved from <https://youtu.be/aBjlvnRFja4>.
- Mental health can be strengthened. Retrieved from <https://mieli.fi/en>.
- Mental health. Retrieved from <https://www.hus.fi/en/patients/patient-organisations/mental-health/Pages/default.aspx>.
- Ministry of Education and Culture (2018, October 8). Finnish vocational education and training (VET) [Video File]. Retrieved from https://www.youtube.com/watch?time_continue=119&v=mzRklnHP5iU.
- Ministry of Education and Culture (2016, December 5). Education in Finland [Video File]. Retrieved from <https://www.youtube.com/watch?v=oZkPgsGLnP4>.
- StanfordSCOPE (2017, May 17). Learning to teach in practice: Finland's teacher training schools [Video File]. Retrieved from https://www.youtube.com/watch?list=PL47TX34MsEc8dO-Ecaj-iQynvR29_hM-M&time_continue=16&v=WQ01PXechgM.
- Sundblad et al. (2019, August 13th). Finland. Retrieved from <https://www.britannica.com/place/Finland>.
- Teacher education in Finland (2019, August 17). Retrieved from <http://www.theeducationist.info/teacher-education-in-finland/>.
- TRT World (2018, March 29). Finnish students learn a language from robots [Video File]. Retrieved from <https://www.youtube.com/watch?v=O1qTVtFUxjw>.
- VisitFinland (2019, April 8). Finland is the happiest country in the world [Video File]. Retrieved from <https://www.youtube.com/watch?v=TOvE39u2GEU>.
- Why Finland (2018). Retrieved from <https://www.educationfinland.fi/why-finland>.

Course Schedule, Assignments, and Grading

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 1</p> <p>In this module, students will begin establishing a learning community through their engagement in discussion activities. Students will also begin reflecting on their global perspectives and their anticipated in-country experiences.</p> <p>Unit 1 – Introduction and Travel Preparation: This unit is focused on creating a classroom community that will be vital to our travel abroad experiences. Students will also complete a Global Perspectives Inventory.</p> <p>Unit 2 – Global Competency: In Unit 2, students will make comparisons between the cultural differences found in the United States and Finland. Students will engage in class readings, videos, and interactions that will help to further develop and shape their cultural identities. Further, students will attend a mandatory pre-departure</p>	<p>Readings:</p> <p>Review the TCSPP Study Abroad Pre-Departure Handbook “What to Know Before You Go”</p> <p>Review the Helpful Link for CDC travel information. - Centers for Disease Control – Traveler’s Health</p> <p>Websites:</p> <p>https://www.bbc.com/news/world-europe-17288360</p> <p>https://www.cia.gov/library/publications/the-world-factbook/geos/fi.html</p> <p>https://www.britannica.com/place/Finland</p> <p>https://www.weforum.org/agenda/2019/03/finland-is-the-world-s-happiest-country-again/</p> <p>Video:</p> <p>VisitFinland (2019, April 8). Finland is the happiest country in the world [Video File]. Retrieved from https://www.youtube.com/watch?v=TOvE39u2GEU</p>	<p>UNIT 1 Introduction and Travel Preparation</p>	<p>CLOs Addressed: CLO5 CLO7</p> <p>MLOs Addressed: MLO9 MLO14 MLO16</p>	<p>Introduce Yourself Initial Post due Wednesday, 11:59pm, CST, of the first week of class.</p> <p>Creating a classroom community is particularly important in our study abroad program since we will be learning and collaborating together closely while in-country. Our first assignment will help us to create a community of learners in our class! To learn more about your classmates, post a video introduction that provides an overview of your background and interests related to this study abroad. Be creative as you would like using photos or different technology platforms to introduce yourself. You are encouraged to respond to your peers’ posts to further learn about their backgrounds and interests.</p> <p>For your introduction post, you will use the Padlet.</p> <ul style="list-style-type: none"> Below are directions on how to use this platform: Create a free account Click the "+ MAKE A PADLET" button Select a template Include an overview of your background Be creative and include images and videos <p>After you have finalized your Padlet, you will need to:</p> <ul style="list-style-type: none"> Click 'Share' (located in the upper right corner) Click 'Share/Export/Embed' tab and select 'Embed in your blog or website' Select and copy the code that it provides Return to the course introduction discussion Click 'Reply' Click the 'HTML Editor' link and paste the embed code into the text box Click Save <p>Complete Pre-Survey: Global Perspectives Inventory Pre-Test (Pre-GPI): Login information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p>	<p>Mandatory for attendance - CR/NC</p> <p>20 points awarded if complete by due date. No points awarded if not complete by due date.</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>orientation meeting focused on the instructors' expectations for the course and in-country experiences.</p>		<p>UNIT 2 Global Competency</p>	<p>CLOs Addressed: CLO1 CLO4 CLO5 CLO7</p> <p>MLOs Addressed: MLO2 MLO8 MLO10 MLO13 MLO14 MLO16</p>	<p>Unit 2 Discussion 1: What is your Global Perspective?</p> <ul style="list-style-type: none"> • What has been the extent of your contact with Finland? • How do you anticipate this experience will impact your personal and professional life? In what ways? • What did you learn about yourself from completing the Global Perspectives Inventory? • How do you anticipate your perspective will change after your international experience? <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>Pre-Departure Orientation: REQUIRED ATTENDANCE GoToMeeting information will be provided via a course announcement and email. This meeting will focus on the course and will include an overview of Finland and our in-country activities.</p> <p>Complete International Travel Registration</p> <p>Complete no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p> <p>20 points if you attend, 0 points if you do not</p> <p>Mandatory for Travel</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 2</p> <p>This week students will further explore cultural differences between their own background and the cultural, educational, and political contexts of Finland. Students will also critically evaluate course materials and outside resources to further enhance their levels of cross cultural awareness.</p> <p>Unit 3 – Cross-Cultural Comparisons: Students will further explore how cultural, educational, and political practices differ between the United States. Also, students will develop a visual representation of these differences to further expand their</p>	<p>Websites:</p> <p>https://www.crossculture.com/finns-and-americans-in-the-workplace/</p> <p>https://finland.fi/life-society/a-guide-to-finnish-customs-and-manners/</p>	<p>UNIT 3 Cross-Cultural Comparisons</p>	<p>CLOs Addressed: CLO1 CLO2 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO2 MLO3 MLO9 MLO11 MLO14 MLO16</p>	<p>Unit 3 Discussion 2: Reflect Pre-Departure Orientation</p> <p>Revisit the Finland websites found in Module 1 and critically review the Module 2 readings. After reviewing the resources, provide a response to the below questions.</p> <ul style="list-style-type: none"> Provide comparisons between your cultural, educational, and political background with the practices found in Finland. You will create a comparison chart of these differences and post it in our discussion board. Online chart comparison tools that you may consider using include Canva and Creately. Compare your chart to your peers. <ul style="list-style-type: none"> What similarities and differences are depicted in your charts? How will you be mindful of these similarities and differences during our time abroad? What suggestions do you have for etiquette while abroad in Finland? <p>Your responses should include a focus on ways to enhance group dynamics and best practices for travelling in our group.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

<p>knowledge of these topics.</p> <p>Unit 4 – Cross-Cultural Comparisons: Students will begin developing an academic blog that they will expand upon throughout the term. This blog will consist of resources that have been critical to students transformational learning throughout the course.</p>		<p>UNIT 4 Cross-Cultural Comparisons</p>	<p>CLOs Addressed: CLO1 CLO2 CLO3 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO2 MLO3 MLO6 MLO9 MLO11 MLO14 MLO16</p>	<p>Academic Blog</p> <p><i>Making time to thoughtfully read the articles and books and watch the videos is critical to your success and transformational learning! For this reason, a meaningful portion of your grade comes from carefully demonstrating your understanding and perceptions of the course content that you gain thorough reading, viewing, and reflecting. You will also update your blog in Finland and use it during our guided discussion and meetings. Quotes and references from it will be used for your Capstone Project, too.</i></p> <p>This regularly repeated assignment includes creating a weekly academic “blog” entry. The journal should include notes or reflections for the readings and videos and any additional materials you research in the course.</p> <p>As you read each week, you will create an annotated bibliography, write bulleted notes, create graphical organizers, make mind maps, create reflection videos, add photos to readings in both units of the module as assigned. Responses can include questions or ideas about the readings, ideas for future research, personal or real-world applications, connections to your field, connections with other classes, or anything else that piques your interest and shows how well you comprehend the materials. The format is completely up to you, as long as you engage with each assigned reading and appropriately cite by author and year.</p> <p>You are encouraged to leverage technology to create a dynamic blog. There are many free blog platforms that can be viewed here: https://www.creativeblog.com/web-design/best-blogging-platforms-121413634</p> <p>Here are key areas to ponder that will help you with the final project, too:</p> <ul style="list-style-type: none"> • Make cross cultural connections between your culture and Finland. • Note ideas of how you can apply what you are learning in your professional development journey and our greater society. • Think critically about the research available. How does it fit with other disciplines and lend to cross-disciplinary perspectives? <p>Develop at least 1-page of writing or video content (at least four minutes in length) for each module’s topic, but you are welcome</p>	<p>Academic Blog Rubric, 20 pts.</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				<p>to produce more if it helps you process and learn. A combination of writing, video content, and photos is encouraged.</p> <p>Due on Sunday, 11:59pm, CST</p>	
<p>Module 3</p> <p>This week students will begin to develop an understanding of the Finnish educational system. Students will explore how Finnish education has evolved and changed over the last several years.</p> <p>Unit 5 – Finnish K-12 Education Systems: Students will gain a more thorough understanding of the Finnish K-12 educational curriculum.</p>	<p>Articles: Jenset, I., Klette, K., & Hammerness, K. (2017). Grounding teacher education in practice around the world: An examination of teacher education coursework in teacher education programs in Finland, Norway, and the United States. <i>Journal of Teacher Education, 69</i>(2), 184-197.</p> <p>Kosunen, S. (2018). Access to higher education in Finland: Emerging processes of hidden privatization. <i>Nordic Journal of Studies in Educational Policy, 4</i>(2), 67-77. doi:10.1080/20020317.2018.1487756.</p> <p>Weblinks: https://www.oph.fi/english/education_system</p>	<p>UNIT 5 Finnish K-12 Education Systems</p>	<p>CLOs Addressed: CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p>Unit 5 Discussion: Finnish Educational Approaches</p> <p>During our time abroad, we will visit different Finnish educational settings. Explore the Finnish educational system and the changes it has undertaken over the last several years. What are your perceptions of these changes? How do you think these changes will impact Finland's educational standing? Based on your perceptions of the module readings and videos, do you think Finland has one of the top educational systems in the world? You will need to provide descriptive rationales and examples in your post to justify your positions.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

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<p>Further, in this unit, students will critique Finland's approach to education and provide their beliefs on the country's ranking as one of the world's top educational systems.</p> <p>Unit 6 – Finnish Higher Education: For Unit 6, students will examine higher education in Finland. Particular emphasis in this unit will be placed on teacher training and preparation and how it differs to teacher education curricula in the United States.</p>	<p>https://www.educationfinland.fi/why-finland</p> <p>https://www.verse.com/video/977-finlands-education-minister-discusses-the-countrys-leading-education-system-and-how-it-is-changing/</p> <p>https://borgenproject.org/education-in-finland/</p> <p>http://www.theeducationist.info/teacher-education-in-finland/</p> <p>Videos: BBC News (2017, May 29). Finland: Why is there an education shakeup? BBC News [Video File]. Retrieved from https://www.youtube.com/watch?v=xu_5Xvy-S9s</p> <p>Ministry of Education and Culture (2016, December 5). Education in Finland [Video File]. Retrieved from https://www.youtube.com/watch?v=oZkPgsGLnP4</p> <p>StandfordSCOPE (2017, May 17). Learning to teach in practice: Finland's teacher training schools [Video File]. Retrieved from https://www.youtube.com/watch?list=PL47TX34MsEc8dO-EcaJ-iQynvR29_hM-M&time_continue=16&v=WQ01PXechgM</p> <p>Why Education in Finland Works https://www.youtube.com/watch?v=ntdYxqRce_s&t=191s</p>	<p>UNIT 6 Finnish Higher Education</p>	<p>CLOs Addressed: CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p>Complete Academic Blog Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas.</p> <ul style="list-style-type: none"> • How are these topics similar and different to your own community? • How can you connect this to your professional development and career? <p>Post your updated blog on the discussion board and discuss your entry with your peers.</p> <p>Due on Sunday, 11:59pm, CST</p>	<p>Academic Blog Rubric, 20 points</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 4</p> <p>In this module, different Finish educational models will be explored. Specifically, students will examine how vocational and environmental education are approached and perceived in Finland.</p> <p>Unit 7 –Vocational Education: In Unit 7, students will analyze vocational education and training. They will compare and contrast if vocational education and training is similar or diverse in the United States and Finland.</p> <p>Unit 8 – Outdoor/Environmental Education: In Unit 8, students will explore the importance and impact that outdoor/ environmental education has had on the country. Also, students will learn why Finland has repeatedly been named the greenest country in the world.</p>	<p>Module 4 Readings</p> <p>Articles: Salmela-Aro, K., Muotka, J., Alho, K., Hakkarainen, K., & Lonka, K. (2015). School burnout and engagement profiles among digital natives in Finland: A person oriented approach. <i>European Journal of Developmental Psychology</i>, 13, 704-718.</p> <p>Websites: https://edition.cnn.com/interactive/2019/05/europe/finland-fake-news-intl/ https://www.alofinland.com/news/environmental-education-finland-whole-village-learning-environment/ https://sykli.fi/</p> <p>Videos: Ministry of Education and Culture (2018, October 8). Finnish vocational education and training (VET) [Video File]. Retrieved from https://www.youtube.com/watch?time_continue=119&v=mzRklNHP5iU TRT World (2018, March 29). Finnish students learn a language from robots [Video File]. Retrieved from https://www.youtube.com/watch?v=O1qTVtFUxjw Finnish Lessons: What the World Can Learn from Educational Change in Finland https://www.youtube.com/watch?v=WeMM-hLOKFY</p>	<p>UNIT 7 Vocational Education</p>	<p>CLOs Addressed: CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p>Unit 7 Discussion: Vocational Education Review the resources focused on vocational education and training in Finland. How is this type of education perceived in Finland? Do you think it is perceived similarly or differently in the United States?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>
		<p>UNIT 8 Outdoor/Environmental Education</p>	<p>CLOs Addressed: CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p>Complete Academic Blog Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas.</p> <ul style="list-style-type: none"> • Make connections between the topics and your experiences. • How is this topic similar and different to your own community? <p>Post your updated blog on the discussion board and talk it over with your peers.</p> <p>Due on Sunday, 11:59pm, CST</p>	<p>Academic Blog Rubric, 20 points</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 5</p> <p>In Module 5, students will have the opportunity to further prepare for their in-country travels by discussing the role that technology has had on education. Students will also further analyze their transformational learning processes as they begin to prepare for their upcoming travel.</p> <p>Unit 9 – Technology Part I: In Unit 9,</p>	<p>Website https://teknologiateollisuus.fi/en/technology-finland/electronics-and-electrotechnical-industry</p> <p>Etherington, E. (2018). Finland is leveraging edtech to create an enviable education system. <i>ELearning Inside</i>. Retrieved from https://news.elearninginside.com/finland-is-leveraging-edtech-to-create-an-enviable-education-system/</p> <p>Halonen, N., Hietajarvi, L., Lonka, K., & Salmela-Aro, K. (2017). Sixth graders' use of technologies in learning, technology attitudes and school well-being. The</p>	<p>UNIT9</p> <p>Technology Part I</p>	<p>CLOs Addressed CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p>Pre-Departure Orientation 2 – REQUIRED ATTENDANCE GoToMeeting information will be provided via a course announcement and email. This meeting will include an overview of health and safety information.</p> <p>Unit 9 Discussion: Technology's Impact</p> <p>Finland has been described as being advanced in its implementation of educational technology. Locate one example of how technology is incorporated into Finnish schools. What are the benefits of incorporating this type of technology into schools? Are there any disadvantages to using this type of educational technology?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>20 points if you attend, 0 if you do not</p> <p>Discussion Rubric, 20 points</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>students will research how educational technology is utilized in Finland. They will also gain an understanding of why Finland is perceived as being advanced and innovative in its inclusion of educational technology. Students will also attend a mandatory meeting that will further prepare them for their travels.</p> <p>Unit 10 – Technology Part II: In Unit 10, students will further explore educational technology use in Finland and if it is implemented similarly or differently in their own learning and professional contexts. Students will also consider how educational technology is perceived as similar or diverse to their own communities.</p>	<p>European Journal of Social and Behavioural Sciences, 1(1), 2307-2324. doi:10.15405/ejsbs.205</p> <p>Jääkelä, P., Häkkinen, P., & Rasku-Puttonen, H. (2017). Teacher beliefs regarding learning, pedagogy, and the use of technology in higher education. <i>Journal of Research on Technology in Education</i>, 49(3-4), 198-211.</p> <p>Järvinen, E., & Rasinen, A. (2015). Implementing technology education in Finnish general education schools: Studying the cross-curricular theme “human being and technology.” <i>International Journal of Technology and Design Education</i>, 25(1), 67-84.</p> <p>Kennedy, J. (2017). Inside a Finnish school: What Finland can teach the world about education. <i>Siliconrepublic</i>. Retrieved from https://www.siliconrepublic.com/careers/finland-education-schools-slush</p> <p>Saari, A., & Sääntti, J. (2017). The rhetoric of the “digital leap” in Finnish educational policy documents. <i>European Educational Research Journal</i>, 17(3), 442-457.</p> <p>Videos: Finland – Technology Superpower https://newswatchtv.com/2017/03/24/fin-pro-newswatch-review/</p>	<p>UNIT 10</p> <p>Technology Part II</p>	<p>CLOs Addressed CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p>Complete Academic Blog Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas.</p> <ul style="list-style-type: none"> • Make connections between the topics and your experiences. • How is this topic similar and different to your own community? <p>Post your updated blog on the discussion board and talk it over with your peers.</p> <p>Due on Sunday, 11:59pm, CST</p>	<p>Academic Blog Rubric, 20 points</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Module 6</p> <p>This week students will study Finland's approach to mental health and well-being. Students will also have the opportunity to gain insight into the associations and organizations that they will visit while abroad.</p> <p>Unit 11 – Mental Health Services: Students will examine “traditional” and “alternative” approaches to mental health. Additionally, students will analyze how the United States and Finland could learn from their diverse approaches to mental health and well-being.</p>	<p>Articles: Vähäniemi, A., Warwick-Smith, K., Hätönen, H., & Välimäki, M. (2017). A national evaluation of community-based mental health strategies in Finland. <i>International Journal for Quality in Health Care</i>, 30(1), 57-64.</p> <p>Viertiö, S, Partanen, A., Härkänen T, Marttunen, M., & Suvisaari, J. (2017). The use of services due to problems related to mental health and substance abuse problems in Finland from 2012 to 2015. <i>Duodecim</i>, 133(3), 292-300.</p> <p>Websites: https://mieli.fi/en https://www.hus.fi/en/patients/patient-organisations/mental-health/Pages/default.aspx https://mindfreedom.org/kb/finland-open-dialogue/</p>	<p>UNIT 11</p> <p>Mental Health Services</p>	<p>CLOs Addressed: CLO1 CLO2 CLO3 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO2 MLO3 MLO5 MLO6 MLO8 MLO9 MLO12 MLO14 MLO16</p>	<p>Unit 11 Discussion: Finnish Approaches to Mental Health</p> <p>What are your reactions to the Finnish alternative Open Dialogue to using “traditional” mental health approaches? How do Finnish approaches such as Open Dialogue impact your perceptions of mental health services and well-being in Finland? Do you think the United States would benefit from using similar approaches to mental-health and well being? How might our two countries benefit from each other's approaches to mental health and well-being?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>
<p>Unit 12 – Youth Stations: Students will continue to explore Finnish mental health services. Particular emphasis in this unit of study is placed on services provided to adolescents and young adults.</p>	<p>Videos: Mackler, D. (2014, April 23). Adapting Open Dialogue Project: Foundation for Excellence in Mental Health Care [Video File]. Retrieved from https://youtu.be/aBilvnRFja4</p> <p>Alternatives to Custody for Young Offender https://www.ojj.org/sites/default/files/baaf_finland1.pdf</p>	<p>UNIT 12</p> <p>Youth Stations</p>	<p>CLOs Addressed: CLO1 CLO2 CLO3 CLO4 CLO5 CLO6 CLO7</p> <p>MLOs Addressed: MLO2 MLO3 MLO5 MLO6 MLO8 MLO9 MLO12 MLO14 MLO16</p>	<p>Complete Academic Blog</p> <p>Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas.</p> <ul style="list-style-type: none"> • Make connections between the topics and your experiences. • How is this topic similar and different to your own community? <p>Post your updated blog on the discussion board and talk it over with your peers.</p> <p>Due on Sunday, 11:59pm, CST</p>	<p>Academic Blog Rubric, 20 points</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><u>Module 7</u></p> <p>Our final unit of study will take place during our in-country travel. Students are expected to be active participants in all in-country activities, act professionally, and engage in culturally appropriate behaviors.</p> <p>Unit 13 – Travel Aboard Schedule and Expectations: The focus</p>	<p>Module 7 Readings</p> <p>Articles: Andreotti, V., Biesta, G., & Ahenakew, C. (2015). Between the nation and the globe: Education for global mindedness in Finland. <i>Globalisation, Societies, and Education</i>, 13(2), 246-259.</p> <p>Coyer, C., Gebregiorgis, D., Patton, K., Gheleva, D., & Bikos, L. (2019). Cultivating global learning locally through community-based experimental education. <i>Journal of Experiential Education</i>, 42(2), 155-170.</p>	<p>UNIT 13 Travel Abroad Schedule and Expectations</p>	<p>All Learning Outcomes</p>	<p>Unit 13 Discussion: Cultural Competence This discussion will take place during in-country debriefing sessions.</p> <p>How have you become a more globally minded throughout the course and in-country activities? Why is it important for practitioners to develop cultural competence and how might this goal be accomplished? How might you interact in situations in which there is cultural dissonance? How will you use your newfound knowledge in your future academic and professional goals? What experiences have been most valuable during your time abroad?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

<p>of Unit 13 is on students becoming culturally competent practitioners. While in Finland, students will engage in debriefing sessions in which they will be active participants in discussions focused on the importance of cultural competence and how they are able to engage in culturally appropriate practices. Students will also develop strategies on how to interact when cultural dissonance occurs.</p> <p>Unit 14 - Travel Abroad Schedule and Expected Activities: Unit 14 is focused on students' reflections of their in-country activities. In this unit of study, students will develop a capstone project. Specifically, students will create an annotated photo journal that will include an overview of their transformational learning experiences and development of global mindfulness. This journal will be due two weeks post travel.</p>	<p>Henderson, L., Stackman, R., & Lindekilde, R. (2018). Why cultural intelligence matters on global project teams. <i>International Journal of Project Management</i>, 36(7), 954-967.</p> <p>Lehtomäki, E., Moate, J., & Posti-Ahokas, H. (2015). Global connectedness in higher education: Student voices on the value of cross-cultural learning dialogue. <i>Studies in Higher Education</i>, 41(11), 2011-2027.</p> <p>Smith, W., Fraser, P., Chykina, V., Ikoma, S., Levitan, J., Liu, J., & Mahfouz, J. (2016). Global citizenship and the importance of education in a globally integrated world. <i>Globalisation, Societies, and Education</i>, 15(5), 648-665.</p>	<p>UNIT 14 Travel Abroad Schedule and Expectations</p>	<p>All Learning Outcomes, expect CLO7, MLO13.</p>	<p>Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Due one-week post travel</p> <p>In-Country Attendance & Engagement</p> <p>Professional Comportment</p> <p>Capstone Assignment Project (160 points).</p> <p>For your capstone assignment, you will create an annotated photo journal that highlights your experiences abroad. Your photo journal will need to include a snapshot of your transformational learning experiences and your development of global mindfulness. Your photo journal will need to be dynamic and contain appropriate photos and videos from your time in Finland. Consider the following questions when writing your annotations to include in your photo journal.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the world-view of the local culture within the context of psychology. • Analyze the differences between the Finnish culture and your own culture. • Explain the importance of developing cultural competency and how it impacts your professional practices. • Discuss how western influences have impacted academic and professional goals. • Describe how personal, professional, and academic perceptions have changed throughout the course and in-country experiences. • Describe how your perceptions and bias impacts understanding of cross-cultural differences. • Discuss changes that have occurred in your perspectives as a result of the study abroad experience. • Explain the importance of becoming a global citizen and developing cultural competency. • Identify areas of differences between own country and host country in regards to areas of comfort and discomfort. 	<p>20 points if completed on time, 0 points if late.</p> <p>Rubric, 200 points</p> <p>Rubric, 80 points</p> <p>Capstone Rubric, 160 points</p>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
				<p>Your photo journal will need to include 15 photos or videos and annotations (3-5 sentences in length). You will also need to include a two paragraph reflection illustrating how your time abroad impacted your levels of cross-cultural understanding and further development of global mindedness. You will need to create your photo journal in Adobe Spark or Sway.</p> <p>Due 2 weeks post travel.</p>	

Appendix A – Tentative Itinerary

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#). Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Date	Activity / Exertion Level	Location
Day 1 Students Must Arrive no later than: April 21, 2021 (exact time still to be determined)	<ul style="list-style-type: none"> • Arrive at Helsinki Vantaa Airport (HEL) • Transfer to hotel • In-country Orientation • Guided Tour of Helsinki • Welcome Dinner <p>Exertion Level 1: After their flight, students will commute to the hotel. Students will participate in a guided tour of Helsinki and attend a welcome dinner. Flight duration is dependent on students' departure location. Transfer from airport to hotel is approximately 30 minutes. Students will spend several hours attending the guided tour and welcome dinner.</p>	Hotel Arthur Vuorikatu 19 00100 Helsinki
Day 2 April 22, 2021	<ul style="list-style-type: none"> • Kulosaari Secondary School • Finnish Association for Mental Health <p>Exertion Level 1: Students will commute to the school and association. Students will experience various intervals of walking. There may be slight hills and unpaved paths in some areas. Students will spend the majority of the day</p>	Helsinki

	participating in program activities and will have leisure time in the evening for further exploration and dinner.	
Day 3 April 23, 2021	<ul style="list-style-type: none"> • Viikki Teacher Training School of the University of Helsinki • Helsinki's Design Museum <p>Exertion Level 1: Students will commute to the school and museum. Students will experience various intervals of walking. There may be stairs, slight hills, and unpaved paths in some areas. Students will spend the majority of the day participating in program activities and will have leisure time in the evening for further exploration and dinner.</p>	Helsinki
Day 4 April 24, 2021	<ul style="list-style-type: none"> • National Museum of Finland • Leisure time in the afternoon to explore Helsinki <p>Exertion Level 1: Students will commute to the museum. Students will experience various intervals of walking. There may be stairs, slight hills, and unpaved paths in some areas. Students will spend the majority of the morning participating in program activities and will have leisure time in the afternoon and evening for further exploration and dinner.</p>	Helsinki
Day 5 April 25, 2021	<ul style="list-style-type: none"> • Ferry from Helsinki to Tallinn • Guided walking tour of Tallinn • Leisure time in the afternoon to explore Tallinn • Ferry from Tallinn to Helsinki <p>Exertion Level 2: Students will take a roundtrip ferry to Tallinn, which is approximately two hours. Students will experience various intervals of walking. There may be stairs, slight hills, and unpaved paths in some areas. Students will spend the majority of the morning participating in program activities and will have leisure time in the afternoon and evening for further exploration and dinner.</p>	Tallinn and Helsinki
Day 6 April 26, 2021	<ul style="list-style-type: none"> • Niemikoti Foundation • Service-learning activity (will occur at a local soup kitchen or educational institution outreach program) <p>Exertion Level 2: Students will commute to the foundation and service learning activity. Students will experience various intervals of walking. There may be stairs, slight hills, and unpaved paths in some areas. Students will spend the majority of the day participating in program activities and will have leisure time in the evening for further exploration and dinner.</p>	Helsinki
Day 7 April 27, 2021	<ul style="list-style-type: none"> • Transfer to Suomenlinna Island • Suomenlinna Museum • Leisure time in the afternoon to explore Suomenlinna Island 	Suomenlinna Island and Helsinki

	<p>Exertion Level 1: Students will commute to Suomenlinna Island, which is approximately 20 minutes. Students will experience various intervals of walking. There may be stairs, slight hills, and unpaved paths in some areas. Students will spend the majority of the morning participating in program activities and will have leisure time in the afternoon and evening for further exploration and dinner.</p>	
<p>Day 8 April 28, 2021</p>	<ul style="list-style-type: none"> • Helsinki’s Youth Stations • Farewell Dinner <p>Exertion Level 1: Students will commute to the youth station. Students will experience various intervals of walking. There may be stairs, slight hills, and unpaved paths in some areas. Students will spend the majority of the day and evening participating in program activities.</p>	Helsinki
<p>Day 9 Students Have Officially Completed the Program: April 29, 2021 (exact time still to be determined)</p>	<ul style="list-style-type: none"> • Transportation to Helsinki Vantaa Airport (HEL) <p>Exertion Level 2: Students will commute to the airport for their departure flights. Transfer from hotel to airport is approximately 30 minutes. Flight duration is dependent on students’ arrival location.</p>	Helsinki

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	<p>Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program.</p> <p>0-60 points</p>	<p>Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders.</p> <p>60-79 points</p>	<p>Punctual and completely attends all required in-country activities without few prompts or reminders.</p> <p>80-99 points</p>	<p>Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance.</p> <p>100 points</p>
Participation & Engagement	<p>Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners.</p> <p>0-60 points</p>	<p>Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates.</p> <p>60-79 points</p>	<p>Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners.</p> <p>80-99 points</p>	<p>Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners.</p> <p>100 points</p>

Total	200 total points
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Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total points

Appendix D - Assignment Rubric- Discussion Forum

Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
Initial Post: Demonstration of quality content and integration of course material	<p>The initial discussion post exhibits a statement that is partially or fully incorrect, or doesn't answer the main discussion question(s). The post is not backed by the assigned readings or another source, and does not stimulate further discussion as evidenced by responses from colleagues.</p> <p>0-2 points</p>	<p>The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> two of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>3-4 points</p>	<p>The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> one of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>5 points</p>	<p>The initial discussion post exhibits a strong statement which answers the main discussion question(s), and demonstrates all of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>6 points</p>	6 points maximum
Participation: Feedback to class colleagues throughout the week	<p>The student did not give feedback to a minimum of two class colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact.</p> <p>0-2 points</p>	<p>The student's feedback to two or three class colleagues initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic.</p> <p>3-4 points</p>	<p>The student provides feedback to three class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic.</p> <p>5 points</p>	<p>The student provides detailed feedback to three or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic.</p> <p>6 points</p>	6 points maximum
Participation: In one's own initial post in the discussion thread	<p>Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week.</p> <p>0-2 points</p>	<p>Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday).</p> <p>3-4 points</p>	<p>Student responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post.</p> <p>Responses are proficient but not as robust or substantive.</p> <p>5 points</p>	<p>Student participates in their initial post discussion thread at least (3) separate days of the week.</p> <p>Student writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post.</p> <p>6 points</p>	6 points maximum

<p>Academic Writing:</p> <p>Adherence to APA style, spelling and grammar, and consistent with standards of discipline</p>	<p>Poor or no attention to structure and form of APA style for in-text citations and references in the initial post.</p> <p>Repetitive errors in grammar, and/or the writing style was disorganized or casual.</p> <p>0 points</p>	<p>Basic structure of APA followed with multiple errors and/or missing in-text citations and references.</p> <p>3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach.</p> <p>0.5 point</p>	<p>Basic structure of APA followed with no more than one error in in-text citations and references.</p> <p>2 or more errors in grammar; writing style is generally adequate.</p> <p>1 points</p>	<p>Basic structure of APA followed with no more than 1 error in in-text citations and references. No errors in grammar, and the writing style is highly professional, respectful and reflective of departmental standards in writing style.</p> <p>2 points</p>	<p>2 points maximum</p>
					<p>Total</p> <p>20 points maximum</p>

Appendix E – Academic Blog Rubric

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
Length	1 page or more; 4 minutes of video or more; combination of writing/video to meet criteria above. 5 points	.75 page or more; 3 minutes of video; combination of writing/video to meet criteria above. 4 points	.5 page or more; 2 minutes of video; combination of writing/video to meet criteria above. 2-3 points	.25 page or more; 1 minute of video; combination of writing/video to meet criteria above.	5 points maximum
Content	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every reading and video in the module. 10 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every reading and video in the module. 7-9 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of readings and videos in the module. 4-6 points	Journal entry has notes (any format) that show less than 50% reading, viewing, and reflection of readings and videos in the module. 0-3 points	10 points maximum
Sharing and Participation	The student provides detailed feedback to two or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 5 points	The student provides feedback to two class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 4 points	The student's feedback to one or two class colleagues initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 2-3 points	The student did not give feedback to a minimum of one class colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact. 0-1 points	5 points maximum
Total					20 points

Appendix D - Assignment Rubric- Cultural Awareness & Competency

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Cultural Awareness and Competency	Does not adequately identify the significant beliefs, values, views, and practices of the cultures examined and experiences difficulties in explaining cultural differences and similarities between home and host countries. 0-29 points	Begins to identify the significant beliefs, values, views, and practices of the cultures examined and is somewhat able to explain the cultural differences and similarities between home and host countries. 30-39 points	Identifies the significant beliefs, values, views, and practices of the cultures examined using adequate evidence and examples and explains obvious cultural differences and similarities between home and host countries. 40-49 points	Identifies the significant beliefs, values, views, and practices of the cultures examined using substantial evidence and examples and explains complex cultural differences and similarities between home and host countries. 50 points
Total				50 total points

Appendix F - Assignment Rubric- Capstone Project

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
Length	4 pages or more; 16 minutes of video; combination of writing/video to meet criteria above. 9 – 10 points	3 pages or more; 12 minutes of video; combination of writing/video to meet criteria above. 7 - 8 points	2 pages or more: 8 minutes of video; combination of writing/video to meet criteria above. 6 - 5 points	1 page or more: 4 minutes of video; combination of writing/video to meet criteria above. 0 - 4 points	10 points maximum
Content	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every criterion stated in the capstone project. 15 - 20 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every criterion stated in the capstone project. 10 - 14 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of the criterion stated in the capstone project. 5 - 9 points	Journal entry has notes (any format) that show less than 50% criterion stated in the capstone project. 0 - 4 points	20 points maximum
Feedback	The student provides detailed feedback to two or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 15 - 20 points	The student provides feedback to two class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 10 – 14 points	The student's feedback to one or two class colleagues initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 5 – 9 points	The student did not give feedback to a minimum of one class colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact. 0 - 4 points	20 points maximum
Project Design	Blog is engaging in design. A combination of writing, videos, still photos, and any additional media are leveraged in a meaningful way that add value and insight into the student's capstone project. 15 – 20 points	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging and partially adds value and insight into the student's capstone project. 10 – 14 points	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging. 5 – 9 points	Only one form of media is used. Project design is not engaging and does not add value to the student's capstone project. 0 – 4 points	20 points maximum

Personal Reflection	<p>Explain one's own thinking and learning processes and implications for future learning with descriptive details and examples.</p> <p>24 - 30 points</p>	<p>Explain one's own thinking and learning processes and implications for future learning using details and examples.</p> <p>17- 23 points</p>	<p>Begins to explain one's own thinking and learning processes and implications for future learning.</p> <p>10 – 11 points</p>	<p>Does not adequately explain one's own thinking and learning processes and implications for future learning.</p> <p>0 – 9 points</p>	30 points maximum
Personal Application	<p>Provides detailed examples of how the course content and in-country experiences can be applied into one's personal life and professional settings.</p> <p>24 – 30 points</p>	<p>Provides appropriate examples of how the course content and in-country experiences can be applied into one's personal life and professional settings.</p> <p>17 – 23 points</p>	<p>Provides a limited number of examples of how the course content and in-country experiences can be applied into one's personal life and professional settings.</p> <p>10 – 11 points</p>	<p>Does not provide appropriate examples of how the course content and in-country experiences can be applied into one's personal life and professional settings.</p> <p>0 – 9 points</p>	30 points maximum
Multicultural Awareness and Cultural Competency	<p>Identifies the significant beliefs, values, views, and practices of the cultures examined using substantial evidence and examples and explains complex cultural differences and similarities between home and host countries.</p> <p>24 – 30 points</p>	<p>Identifies the significant beliefs, values, views, and practices of the cultures examined using adequate evidence and examples and explains obvious cultural differences and similarities between home and host countries.</p> <p>17 – 23 points</p>	<p>Begins to identify the significant beliefs, values, views, and practices of the cultures examined and is somewhat able to explain the cultural differences and similarities between home and host countries.</p> <p>10 – 11 points</p>	<p>Does not adequately identify the significant beliefs, values, views, and practices of the cultures examined and experiences difficulties in explaining cultural differences and similarities between home and host countries.</p> <p>0 – 9 points</p>	30 points maximum
Total					160 points

Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

WRITING CENTER

A. MA and Doctoral students:

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. BA students:

Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. APA Style Hotline:

Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)