

## Online Course Syllabus

**Course Name and Number:** IS610AY: Finland and the US: Intersections Between Cultures

**Credit Hours** 3

**Term/Term Section/Year** Spring II 2023

### Course Introduction

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

### 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 political 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 Finnish 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

Burg, C. A. (2018). Finnish education in the 21<sup>st</sup> century: Paradoxes and visions. *Inquiry in Education*, 10(1), 1-10.

<https://files.eric.ed.gov/fulltext/EJ1180740.pdf>

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. <https://doi.org/10.1177%2F1053825918824615>

De Paola, J., Hakoköngäs, E.J. & Hakanen, J.J. #Happy: Constructing and sharing everyday understandings of happiness on Instagram. *Human Arenas*. <https://doi.org/10.1007/s42087-020-00149-z>

De Paola, J., Wagner, W., Pirttilä-Backman, AM. et al. two sides of the same coin or two different currencies? Representations of happiness and unhappiness among Finnish women. *Integrative Psychology and Behavioral Science*, 55, 329–353 (2021). <https://doi.org/10.1007/s12124-020-09579-4>

Grassetti, S. N., Solic, K., & Getz, Z. (2021). Bridging the science-to-service gap: service learning in graduate-level psychology education. *Teaching of Psychology*, 48(2), 175-181. <https://doi.org/10.1177%2F0098628320971208>

- Grénman, M., Hakala, U. & Mueller, B. (2019). Wellness branding: Insights into how American and Finnish consumers use wellness as a means of self-branding. *Journal of Product & Brand Management*, 28(4), 462-474. <https://doi.org/10.1108/JPBM-04-2018-1860>
- 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.
- Heffron, J. M., & Papa, R. (2020). Globally minded leaders. *Oxford Research*. <https://doi.org/10.1093/acrefore/9780190264093.013.620>
- Henderson, L., Stackman, R., & Lindekilde, R. (2018). Why cultural intelligence matters on global project teams. *International Journal of Project Management*, 36(7), 954-967. <https://doi.org/10.1016/j.ijproman.2018.06.001>
- Huda, M., Mat Teh, K.S., Nor Muhamad, N.H. and Mohd Nasir, B. (2018). Transmitting leadership based civic responsibility: Insights from service learning. *International Journal of Ethics and Systems*, 34(1), 20-31. <https://doi.org/10.1108/IJOES-05-2017-0079>
- Kainulainen, S. (2020). Flourishing within the working-aged Finnish population. *Applied Research Quality Life*, 15, 187–205. <https://doi.org/10.1007/s11482-018-9671-7>
- Kangas, E., & Lämsä, A. M. (2020). Leadership practices in relation to men's work-family balance in Finnish organizations. *Community, Work & Family*. <https://doi.org/10.1080/13668803.2020.1728231>
- Knaappila, N., Marttunen, M., Frojd, S., & Kaltiala, R. (2021). Changes over time in mental health symptoms among adolescents in Tampere, Finland. *Child and Adolescent Psychiatry and Psychology*, 9, 96-104. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8132727/>
- 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. <https://doi.org/10.1080/20020317.2018.1487756>
- Maestrales, S., Dezendorf, R. M., Tang, X., Salmela-Aro, K., Bartz, K., Juuti, K., Lavonen, J., Krajcik, J., & Schneider, B. (2021). U. S. and Finnish high school science engagement during the COVID-19 pandemic. *International Journal of Psychology*. <https://onlinelibrary.wiley.com/doi/full/10.1002/ijop.12784>
- Marttila-Tornio, K., Ruotsalainen, H., Miettunen, J., Männikkö, N., & Kääriäinen, M. (2020). Association between psychosocial problems and unhealthy health behavior patterns among Finnish adolescents. *Child Psychiatry & Human Development*, 51, 699-708. <https://doi.org/10.1007/s10578-020-00967-w>
- Matheus, C., & Gaugler, K. M. (2020). Fostering global mindedness in short-term community-based global learning programs: The importance of strategic design, collaboration, and reflection. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 32(3), 156-181. <https://doi.org/10.36366/frontiers.v32i3.583>
- Medora, N., Nazarinia, R., & Brown, T. L. (2020). Students' global mindedness and cultural sensitivity: Examining the implications of a semester at sea study abroad voyage. *International Journal of Teaching and Learning in Higher Education*, 32(2), 305-317.
- Ming, C., Janhonen-Abuquah, H., Darling, C. A., Chavez, F. L., & Palojoki, P. (2018). Helicopter parenting and young adults' well-being: A comparison between United States and Finland. *Cross-Cultural Research*, 53(4), 410-427. <https://doi.org/10.1177%2F1069397118802253>
- Moilanen, T., Rahkonen, N., & Kangasniemi, M. (2021). Finnish adolescents' perceptions of their health choices: A qualitative study. *Nursing & Health Sciences*. <https://doi.org/10.1111/nhs.12866>

- Molderez, I., & Fonseca, E. (2018). The efficacy of real-world experiences and service learning for fostering competences for sustainable development in higher education. *Journal of Cleaner Production*, 172(20), 4397-4410. <https://doi.org/10.1016/j.jclepro.2017.04.062>
- Nordmyr, J., Creswell-Smith, J., Donisi, V., Lara, E., Martín-María, N., Nyholm, L., & Forsman, A. K. (2020). Mental well-being among the oldest old: Revisiting the model of health ageing in a Finnish context. *International Journal of Qualitative Studies on Health and Well-Being*, 1. <https://doi.org/10.1080/17482631.2020.1734276>
- Ollilainen, M. (2019). Academic mothers in the USA and Finland. *Equality, Diversity, and Inclusion*, 38(4), 417-429. <https://doi.org/10.1108/EDI-02-2018-0027>
- Oksanen, A., Oksa, R., Savela, N., Mantere, E. Savolainen, L., & Kaakinen, M. (2021). COVID-19 crisis and digital stressors at work: A longitudinal study on the Finnish working population. *Computers in Human Behavior*, 122. <https://www.sciencedirect.com/science/article/pii/S074756322100176X>
- Palmberg, C. (2019). Why Finland's running circles around us: Finland is leading the way in developing a circular economy and drawing valuable lessons too. *The OECD Observer*, 1-14. <https://doi.org/10.1787/15615529>
- Rautiainen, A., & Tohmo, T. (2018). Approaches to learning, wellbeing, study success and employment expectations in a Finnish business school. *Nordic Journal of Business*, 67 (3-4), 222-240. [http://njb.fi/wp-content/uploads/2019/02/NJB\\_2019\\_3-4Rautiainen\\_Tohmo.pdf](http://njb.fi/wp-content/uploads/2019/02/NJB_2019_3-4Rautiainen_Tohmo.pdf)
- Renfors, S. M. (2019). Internationalization of the curriculum in Finnish higher education: Understanding lecturer's experiences. *Journal of Studies in International Education*, 25(1), 66-82. <https://doi.org/10.1177%2F1028315319888464>
- Saarinen, R. (2019). Family and hope in Finland. *Theology Today*, 76(3), 233-241. <https://doi.org/10.1177%2F0040573619859016>
- Salam, M., Awang Iskandar, D.N., Ibrahim, D.H.A., & Farooq, M. S. (2019). Service learning in higher education: A systematic literature review. *Asia Pacific Education Review*, 20, 573-593. <https://doi.org/10.1007/s12564-019-09580-6>
- Shin, J., Kim, M. S., Hwang, H., & Lee, B. Y. (2018). Effects of intrinsic motivation and informative feedback in service-learning on the development of college students' life purpose. *Journal of Moral Education*, 47(2), 159-174. <https://doi.org/10.1080/03057240.2017.1419943>
- Skaniakos, T., Honkimäki, S., Kallio, E., Nissinen, K., & Tynjälä, P. (2018). Study guidance experiences, study progress, and perceived learning outcomes of Finnish university students. *European Journal of Higher Education*, 9(2), 203-218. <https://doi.org/10.1080/21568235.2018.1475247>
- Tredinnick-Rowe, John. Taylor, Timothy. Tuohino, Anja. (2018). Public health and well-being innovation in the natural environment sector: Lessons from the UK and Finland. *European Journal of Environment and Public Health*, 2 (2), 1-24. <https://erepo.uef.fi/bitstream/handle/123456789/7014/15386546202059431807.pdf?sequence=2&isAllowed=y>

### 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](#)
- ABC News Australia (2020, January 31). *Why Finland's schools outperform most others across the development world* [Video File]. YouTube. <https://www.youtube.com/watch?v=7xCe2m0kiSg>
- BBC News (2017, May 29). *Finland: Why is there an education shakeup?* [Video File]. YouTube. [https://www.youtube.com/watch?v=xu\\_5Xvy-S9s](https://www.youtube.com/watch?v=xu_5Xvy-S9s)

- BBC News (2019). *Finland country profile*. <https://www.bbc.com/news/world-europe-17288360>
- Britannica (2021). *Finland*. <https://www.britannica.com/place/Finland>
- Education Finland (n.d.). *Learning together with Finland*. <https://www.educationfinland.fi/why-finland>
- Eduation (n.d.). *Top innovations from Finland*. <https://www.eduation.co/blog/innovations-from-finland/>
- Etherington, E. (2018). Finland is leveraging edtech to create an enviable education system. *ELearning Inside*. <https://news.elearninginside.com/finland-is-leveraging-edtech-to-create-an-enviable-education-system/>
- Finnish National Agency for Education. (n.d.). *The Finnish education system*. [https://www.oph.fi/english/education\\_system](https://www.oph.fi/english/education_system)
- Helsinki Times (2019). *Finland, still a gaming superpower in 2018*. <https://www.helsinkitimes.fi/207-themes/player-one/16289-finland-still-a-gaming-superpower-in-2018.html>
- ICESUSE (2020, October 15). What is culture? The culture iceberg as a tool for talking and teaching. [Video File]. YouTube. <https://www.youtube.com/watch?v=7A7RPqzi65o>
- infoFinland.Fi (n.d.). *Children's and young people's problems*. <https://www.infofinland.fi/en/living-in-finland/problem-situations/children-s-and-young-people-s-problems>
- Lewis, R. D. (2015). Finns and Americans in the workplace. *Crossculture*. <https://www.crossculture.com/finns-and-americans-in-the-workplace/>
- Mackintosh, E. (n.d.). Finland is winning the war on fake news. What it's learned may be crucial to western democracy. *CNN*. <https://edition.cnn.com/interactive/2019/05/europe/finland-fake-news-intl/>
- MFI (n.d.). *Finland open dialogue*. <https://mindfreedom.org/kb/finland-open-dialogue/>
- Mieli (n.d.). *Mental health can be strengthened*. <https://mieli.fi/en>
- Ministry of Education and Culture (2016, December 5). *Education in Finland* [Video File]. YouTube <https://www.youtube.com/watch?v=oZkPgsGLnP4>
- Somauroo, J. (2019). Tech Giants and angry birds: Why Finland is the place to start a company. *Forbes*. <https://www.forbes.com/sites/jamessomauroo/2019/05/08/tech-giants-digital-health-and-angry-birds-why-finland-is-the-place-to-start-a-company/?sh=50878c0956a2>
- StandfordSCOPE (2017, May 17). Learning to teach in practice: Finland's teacher training schools [Video File]. YouTube. [https://www.youtube.com/watch?list=PL47TX34MsEc8dO-EcaJ-iQynvR29\\_hM-M&time\\_continue=16&v=WQ01PXechgM](https://www.youtube.com/watch?list=PL47TX34MsEc8dO-EcaJ-iQynvR29_hM-M&time_continue=16&v=WQ01PXechgM)
- Technology Industries of Finland (2020). *Technology Finland*. <https://teknologiateollisuus.fi/en/technology-finland/electronics-and-electrotechnical-industry>
- The Borgen Project (n.d.). *Education in Finland: A model for equality*. <https://borgenproject.org/education-in-finland/>
- The Fact File (2020). *61 interesting facts about Finland*. <https://thefactfile.org/finland-facts/>
- This is Finland (n.d.). *A guide to Finnish customs and manners*. <https://finland.fi/life-society/a-guide-to-finnish-customs-and-manners/>
- This is Finland (n.d.). *The Finnish games industry creates its own rules*. <https://finland.fi/business-innovation/the-finnish-games-industry-creates-its-own-rules/>

TRT World (2018, March 29). Finnish students learn a language from robots [Video File]. YouTube.

<https://www.youtube.com/watch?v=O1qTVtFUxjw>

UCA (2019). *Culture as an iceberg*. <https://uca.edu/training/files/2019/09/Culture-as-an-Iceberg.pdf>

Väänänen, H. (2020). Why Finland is such a great place for business. *Forbes*. (<https://www.forbes.com/sites/heikkivaananen/>)

VisitFinland (2019, April 8). Finland is the happiest country in the world [Video File]. YouTube.

<https://www.youtube.com/watch?v=TOvE39u2GEU>

World Economic Forum (2019). *Finland is the world's happiest country – again*.

<https://www.weforum.org/agenda/2019/03/finland-is-the-world-s-happiest-country-again/>

**Course Schedule, Assignments, and Grading**

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><b>Module 1</b></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</p>	<p><b>Readings:</b></p> <p><b>Review the TCSPP Study Abroad Pre-Departure Handbook</b> “What to Know Before You Go”</p> <p><b>Review the Helpful Link for CDC travel information.</b> - Centers for Disease Control – Traveler’s Health</p> <p><b>Readings:</b> Matheus, C., &amp; Gaugler, K. M. (2020). Fostering global mindedness in short-term community-based global learning programs: The importance of strategic design, collaboration, and reflection. <i>Frontiers: The Interdisciplinary Journal of Study Abroad</i>, 32(3), 156-181.</p>	<p>UNIT 1 <b>Introduction and Travel Preparation</b></p>	<p><b>CLOs Addressed:</b> CLO5 CLO7</p> <p><b>MLOs Addressed:</b> MLO9 MLO14 MLO16</p>	<p><b>Introduce Yourself</b> 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.</p> <p><b>Complete Pre-Survey: Global Perspectives Inventory Pre-Test (Pre-GPI):</b> 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>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 orientation meeting focused on the instructors’ expectations for the course and in-country experiences.</p>	<p><a href="https://doi.org/10.36366/frontiers.v32i3.583">https://doi.org/10.36366/frontiers.v32i3.583</a></p> <p>Medora, N., Nazarinia, R., &amp; Brown, T. L. (2020). Students’ global mindedness and cultural sensitivity: Examining the implications of a semester at sea study abroad voyage. <i>International Journal of Teaching and Learning in Higher Education</i>, 32(2), 305-317.</p> <p><b>Websites:</b></p> <p>BBC (2019). <i>Finland country profile</i>. <a href="https://www.bbc.com/news/world-europe-17288360">https://www.bbc.com/news/world-europe-17288360</a></p> <p>Britannica (2021). <i>Finland</i>. <a href="https://www.britannica.com/place/Finland">https://www.britannica.com/place/Finland</a></p> <p>The Fact File (2020). <i>61 interesting facts about Finland</i>. <a href="https://thefactfile.org/finland-facts/">https://thefactfile.org/finland-facts/</a></p> <p>World Economic Forum (2019). <i>Finland is the world’s happiest country – again</i>. <a href="https://www.weforum.org/agenda/2019/03/finland-is-the-world-s-happiest-country-again/">https://www.weforum.org/agenda/2019/03/finland-is-the-world-s-happiest-country-again/</a></p> <p><b>Video:</b></p> <p>VisitFinland (2019, April 8). Finland is the happiest country in the world [Video File]. YouTube. <a href="https://www.youtube.com/watch?v=TOvE39u2GEU">https://www.youtube.com/watch?v=TOvE39u2GEU</a></p>	<p>UNIT 2 Global Competency</p>	<p><b>CLOs Addressed:</b> CLO1 CLO4 CLO5 CLO7</p> <p><b>MLOs Addressed:</b> MLO2 MLO8 MLO10 MLO13 MLO14 MLO16</p>	<p><b>Unit 2 Discussion 1: What is your Global Perspective?</b></p> <p>For this discussion, you will need to complete the cross-cultural quiz located at the following link and respond to the below questions: <a href="https://myworldabroad.com/quizzes/gsa/10290">https://myworldabroad.com/quizzes/gsa/10290</a></p> <ul style="list-style-type: none"> <li>• What has been the extent of your contact with Finland?</li> <li>• How do you anticipate this experience will impact your personal and professional life? In what ways?</li> <li>• What did you learn about yourself from completing the Global Perspectives Inventory?</li> <li>• How do you anticipate your perspective will change after your international experience?</li> <li>• What are your reflections to the score you received on the cross-cultural quiz? Did you believe your quiz results are accurate? Why or why not?</li> </ul> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p><b>Pre-Departure Orientation: REQUIRED ATTENDANCE</b> 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><b>Complete <a href="#">International Travel Registration</a></b></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><b>Module 2</b></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 and Finland. Also, students will develop a visual representation of these differences to further expand their knowledge of these topics.</p>	<p><b>Readings:</b></p> <p>Ming, C., Janhonen-Abuquah, H., Darling, C. A., Chavez, F. L., &amp; Palojoki, P. (2018). Helicopter parenting and young adults' well-being: A comparison between United States and Finland. <i>Cross-Cultural Research</i>, 53(4), 410-427. <a href="https://doi.org/10.1177%2F1069397118802253">https://doi.org/10.1177%2F1069397118802253</a></p> <p>Ollilainen, M. (2019). Academic mothers in the USA and Finland. <i>Equality, Diversity, and Inclusion</i>, 38(4), 417-429. <a href="https://doi.org/10.1108/EDI-02-2018-0027">https://doi.org/10.1108/EDI-02-2018-0027</a></p> <p>Palmberg, C. (2019). Why Finland's running circles around us: Finland is leading the way in developing a circular economy and drawing valuable lessons too. <i>The OECD Observer</i>, 1-14. <a href="https://doi.org/10.1787/15615529">https://doi.org/10.1787/15615529</a></p> <p><b>Websites:</b></p> <p>Lewis, R. D. (2015). Finns and Americans in the workplace. <i>Crossculture</i>. <a href="https://www.crossculture.com/finns-and-americans-in-the-workplace/">https://www.crossculture.com/finns-and-americans-in-the-workplace/</a></p> <p>This is Finland (n.d.). <i>A guide to Finnish customs and manners</i>.</p>	<p>UNIT 3 <b>Cross-Cultural Comparisons</b></p>	<p><b>CLOs Addressed:</b></p> <p>CLO1 CLO2 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b></p> <p>MLO2 MLO3 MLO9 MLO11 MLO14 MLO16</p>	<p><b>Pre-Departure Orientation Synchronous Meeting</b></p> <p><b>Unit 3 Discussion 2:</b> 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"> <li>• 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 <a href="#">Canva</a> and <a href="#">Creately</a>. Compare your chart to your peers. <ul style="list-style-type: none"> <li>○ What similarities and differences are depicted in your charts?</li> <li>○ How will you be mindful of these similarities and differences during our time abroad?</li> <li>○ What suggestions do you have for etiquette while abroad in Finland?</li> </ul> </li> </ul> <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>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>Unit 4 – Cross-Cultural Comparisons: Students will examine how aspects of culture are considered elements of surface and deep culture.</p>	<p><a href="https://finland.fi/life-society/a-guide-to-finnish-customs-and-manners/">https://finland.fi/life-society/a-guide-to-finnish-customs-and-manners/</a></p> <p>UCA (2019). <i>Culture as an iceberg</i>. <a href="https://uca.edu/training/files/2019/09/Culture-as-an-Iceberg.pdf">https://uca.edu/training/files/2019/09/Culture-as-an-Iceberg.pdf</a></p> <p><b>Video:</b></p> <p>ICESUSE (2020, October 15). What is culture? The culture iceberg as a tool for talking and teaching. [Video File]. YouTube. <a href="https://www.youtube.com/watch?v=7A7RPqzi65o">https://www.youtube.com/watch?v=7A7RPqzi65o</a></p>	<p>UNIT 4 Cross-Cultural Comparisons</p>	<p><b>CLOs Addressed:</b> CLO1 CLO2 CLO3 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b> MLO2 MLO3 MLO6 MLO9 MLO11 MLO14 MLO16</p>	<p><b>Unit 4: The Iceberg of Culture</b></p> <p>Prior to completing this activity, you will need to review the resources provided on the iceberg model of culture. While you are carefully reviewing these resources, you should reflect on different cultural features that would be included “above” or “below” the waterline. Then, complete the following tasks for this assignment.</p> <ul style="list-style-type: none"> <li>• Think of an item that represents your culture.</li> <li>• Using this online Google Jamboard, write the name of your item on a sticky note and place it above or below the iceberg waterline. You will need to determine if your item is visible (above or below the waterline) prior to placing your sticky note on the online Jamboard.</li> <li>• On your sticky note, provide a rationale for why you placed your item above or below the water line.</li> </ul> <p>You will need to complete the Google Jamboard activity by Wednesday, 11:59 pm CST.</p> <p>You will also need to complete the <a href="#">Features of Culture</a> document. You should include if these cultural features may be similar or different in Finland. If different, write a common example for the Finnish culture. Then, complete the following tasks:</p> <ul style="list-style-type: none"> <li>• Post your Features of Culture document in the discussion forum.</li> <li>• Compare and contrast your responses with your peers.</li> <li>• Share how culture influences may determine one’s beliefs, behaviors, actions, etc. Also, explain how visible features (above the waterline in the iceberg) may influence or reinforce invisible features (below the waterline in the iceberg).</li> </ul> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 pts.</p>

<p style="text-align: center;"><b>Module 3</b></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. 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><b>Readings:</b> Burg, C. A. (2018). Finnish education in the 21<sup>st</sup> century: Paradoxes and visions. <i>Inquiry in Education</i>, 10(1), 1-10. <a href="https://files.eric.ed.gov/fulltext/EJ1180740.pdf">https://files.eric.ed.gov/fulltext/EJ1180740.pdf</a></p> <p>Maestrales, S., Dezendorf, R. M., Tang, X., Salmela-Aro, K., Bartz, K., Juuti, K., Lavonen, J., Krajcik, J., &amp; Schneider, B. (2021). U. S. and Finnish high school science engagement during the COVID-19 pandemic. <i>International Journal of Psychology</i>. <a href="https://onlinelibrary.wiley.com/doi/full/10.1002/ijop.12784">https://onlinelibrary.wiley.com/doi/full/10.1002/ijop.12784</a></p> <p><b>Weblinks:</b> Education Finland (n.d.). <i>Learning together with Finland</i>. <a href="https://www.educationfinland.fi/why-finland">https://www.educationfinland.fi/why-finland</a></p> <p>Finnish National Agency for Education. (n.d.). <i>The Finnish education system</i>. <a href="https://www.oph.fi/english/education_system">https://www.oph.fi/english/education_system</a></p> <p>The Borgen Project (n.d.). <i>Education in Finland: A model for equality</i>. <a href="https://borgenproject.org/education-in-finland/">https://borgenproject.org/education-in-finland/</a></p> <p>Verse. (n.d.). <i>Education week</i>. <a href="https://www.verse.com/video/977-finlands-education-minister-discusses-the-countrys-leading-education-system-and-how-it-is-changing/">https://www.verse.com/video/977-finlands-education-minister-discusses-the-countrys-leading-education-system-and-how-it-is-changing/</a></p> <p><b>Videos:</b> ABC News Australia (2020, January 31). <i>Why Finland’s schools outperform most others across the development world</i> [Video File]. YouTube. <a href="https://www.youtube.com/watch?v=7xCe2m0kiSg">https://www.youtube.com/watch?v=7xCe2m0kiSg</a></p> <p>BBC News (2017, May 29). <i>Finland: Why is there an education shakeup?</i> [Video File].</p>	<p style="text-align: center;">UNIT 5 <b>Finnish K-12 Education Systems</b></p>	<p><b>CLOs Addressed:</b> CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b> MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p><b>Unit 5 Discussion: Finnish Educational Approaches</b></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. You will also need to create a Venn Diagram to compare and contrast the Finnish educational structure with your own academic experiences. You may consider using one of the below online Venn Diagram platforms for this activity. You will need to include your Venn Diagram in your discussion post.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.canva.com/graphs/venn-diagrams/">https://www.canva.com/graphs/venn-diagrams/</a></li> <li>• <a href="https://creatly.com/lp/venn-diagram-maker/">https://creatly.com/lp/venn-diagram-maker/</a></li> <li>• <a href="https://www.visme.co/venn-diagram-maker/">https://www.visme.co/venn-diagram-maker/</a></li> </ul> <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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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>YouTube. <a href="https://www.youtube.com/watch?v=xu_5Xvy-S9s">https://www.youtube.com/watch?v=xu_5Xvy-S9s</a></p> <p>Ministry of Education and Culture (2016, December 5). <i>Education in Finland</i> [Video File]. YouTube <a href="https://www.youtube.com/watch?v=oZkPgsGLnP4">https://www.youtube.com/watch?v=oZkPgsGLnP4</a></p> <p>TRT World (2018, March 29). <i>Finnish students learn a language from robots</i> [Video File]. YouTube. <a href="https://www.youtube.com/watch?v=O1qTVtFUxjw">https://www.youtube.com/watch?v=O1qTVtFUxjw</a></p>				

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<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><b>Readings:</b> Kosunen, S. (2018). Access to higher education in Finland: Emerging processes of hidden privatization. <i>Nordic Journal of Studies in Educational Policy</i>, 4(2), 67-77. <a href="https://doi.org/10.1080/20020317.2018.1487756">https://doi.org/10.1080/20020317.2018.1487756</a></p> <p>Renfors, S. M. (2019). Internationalization of the curriculum in Finnish higher education: Understanding lecturer's experiences. <i>Journal of Studies in International Education</i>, 25(1), 66-82. <a href="https://doi.org/10.1177%2F1028315319888464">https://doi.org/10.1177%2F1028315319888464</a></p> <p>Skaniakos, T., Honkimäki, S., Kallio, E., Nissinen, K., &amp; Tynjälä, P. (2018). Study guidance experiences, study progress, and perceived learning outcomes of Finnish university students. <i>European Journal of Higher Education</i>, 9(2), 203-218. <a href="https://doi.org/10.1080/21568235.2018.1475247">https://doi.org/10.1080/21568235.2018.1475247</a></p> <p><b>Video:</b> StandfordSCOPE (2017, May 17). Learning to teach in practice: Finland's teacher training schools [Video File]. YouTube. <a href="https://www.youtube.com/watch?list=PL47TX34MsEc8dO-EcaJ-iQynvR29_hM-M&amp;time_continue=16&amp;v=WQ01PXechgM">https://www.youtube.com/watch?list=PL47TX34MsEc8dO-EcaJ-iQynvR29_hM-M&amp;time_continue=16&amp;v=WQ01PXechgM</a></p>	<p>UNIT 6 <b>Finnish Higher Education</b></p>	<p><b>CLOs Addressed:</b> CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b> MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p><b>Unit 5: Finnish Higher Education</b></p> <p>After reading the assignment materials, you will need to conduct further online research in order to gain additional insight into Finnish higher education settings. Then, you will use an online tool or platform (e.g., Sway, infographic, mind map, blog, etc.) that compares and contrasts your own program of study with how it is taught in Finland. Areas to consider for your assignment include instructional approaches, curriculum differences, program requirements, years of study, and licensure and certification qualifications. Be creative in your assignment and have fun creating an engaging overview of your findings!</p> <p>Due no later than Sunday, 11:59pm, CST. However, you are encouraged to submit early and compare and contrast your experiences with your peers.</p>	<p>Written Assignment Rubric, 20 points</p>

<p style="text-align: center;"><b>Module 4</b></p> <p>In this module, current events in Finland will be explored. A focus will also be provided on Finish life business practices and their impact on wellbeing.</p> <p>Unit 7 –Finnish Life: In Unit 7, students will analyze current events in Finland and their impact on the country. They will also compare and contrast if these current events are similar or diverse in the United States and Finland.</p>	<p><b>Readings:</b></p> <p>De Paola, J., Hakoköngäs, E.J. &amp; Hakanen, J.J. #Happy: Constructing and sharing everyday understandings of happiness on Instagram. <i>Human Arenas</i>. <a href="https://doi.org/10.1007/s42087-020-00149-z">https://doi.org/10.1007/s42087-020-00149-z</a></p> <p>De Paola, J., Wagner, W., Pirttilä-Backman, AM. et al. two sides of the same coin or two different currencies? Representations of happiness and unhappiness among Finnish women. <i>Integrative Psychology and Behavioral Science</i>, 55, 329–353 (2021). <a href="https://doi.org/10.1007/s12124-020-09579-4">https://doi.org/10.1007/s12124-020-09579-4</a></p> <p>Saarinen, R. (2019). Family and hope in Finland. <i>Theology Today</i>, 76(3), 233-241. <a href="https://doi.org/10.1177%2F0040573619859016">https://doi.org/10.1177%2F0040573619859016</a></p> <p>Tredinnick-Rowe, John. Taylor, Timothy. Tuohino, Anja. (2018). Public health and well-being innovation in the natural environment sector: Lessons from the UK and Finland. <i>European Journal of Environment and Public Health</i>, 2 (2), 1-24. <a href="https://erepo.uef.fi/bitstream/handle/123456789/7014/15386546202059431807.pdf?sequence=2&amp;isAllowed=y">https://erepo.uef.fi/bitstream/handle/123456789/7014/15386546202059431807.pdf?sequence=2&amp;isAllowed=y</a></p> <p><b>Weblinks:</b></p> <p>Chrisinte, T. (2021). What it’s like to live in Finland, the happiest country in the world. <i>Insider</i>. <a href="https://www.insider.com/life-in-finland-happiest-country-2019-6">https://www.insider.com/life-in-finland-happiest-country-2019-6</a></p> <p>Mackintosh, E. (n.d.). Finland is winning the war on fake news. What it’s learned may be crucial to western democracy. <i>CNN</i>. <a href="https://edition.cnn.com/interactive/2019/05/europe/finland-fake-news-intl/">https://edition.cnn.com/interactive/2019/05/europe/finland-fake-news-intl/</a></p>	<p style="text-align: center;">UNIT 7 <b>Life in Finland</b></p>	<p><b>CLOs Addressed:</b></p> <p>CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b></p> <p>MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p><b>Unit 7 Discussion: Finnish Life</b></p> <p>Review current events in Finland and share a link to the article or media source. This could include, but is not limited to political events, environmental changes, health and well-being, or the impact of COVID-19. In your post, discuss the event and compare and contrast the event to how the United States has handled it/been impacted by it. Also consider how we may experience or be impacted by the topic when we are in Finland.</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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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Unit 8 – Many Finnish companies have flourished and have long-standing global partnerships. Finnish businesses encompass a wide range of sectors that reflect start-up companies to well established organizations.</p>	<p><b>Readings:</b> Kangas, E., &amp; Lämsä, A. M. (2020). Leadership practices in relation to men’s work-family balance in Finnish organizations. <i>Community, Work &amp; Family</i>. <a href="https://doi.org/10.1080/13668803.2020.1728231">https://doi.org/10.1080/13668803.2020.1728231</a></p> <p>Oksanen, A., Oksa, R., Savela, N., Mantere, E. Savolainen, L., &amp; Kaakinen, M. (2021). COVID-19 crisis and digital stressors at work: A longitudinal study on the Finnish working population. <i>Computers in Human Behavior</i>, 122. <a href="https://www.sciencedirect.com/science/article/pii/S074756322100176X">https://www.sciencedirect.com/science/article/pii/S074756322100176X</a></p> <p>Rautiainen, A., &amp; Tohmo, T. (2018). Approaches to learning, wellbeing, study success and employment expectations in a Finnish business school. <i>Nordic Journal of Business</i>, 67 (3-4), 222-240. <a href="http://njb.fi/wp-content/uploads/2019/02/NJB_2019_3-4Rautiainen_Tohmo.pdf">http://njb.fi/wp-content/uploads/2019/02/NJB_2019_3-4Rautiainen_Tohmo.pdf</a></p> <p><b>Weblinks:</b> Helsinki Times (2019). <i>Finland, still a gaming superpower in 2018</i>. <a href="https://www.helsinkitimes.fi/207-themes/player-one/16289-finland-still-a-gaming-superpower-in-2018.html">https://www.helsinkitimes.fi/207-themes/player-one/16289-finland-still-a-gaming-superpower-in-2018.html</a></p> <p>This is Finland (n.d.). <i>The Finnish games industry creates its own rules</i>. <a href="https://finland.fi/business-innovation/the-finnish-games-industry-creates-its-own-rules/">https://finland.fi/business-innovation/the-finnish-games-industry-creates-its-own-rules/</a></p> <p>Väänänen, H. (2020). Why Finland is such a great place for business. <i>Forbes</i>. <a href="https://www.forbes.com/sites/heikkivananen/">https://www.forbes.com/sites/heikkivananen/</a></p>	<p>UNIT 8 Business in Finland</p>	<p><b>CLOs Addressed:</b> CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b> MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p><b>Unit 8: Finnish Businesses</b> Finland is home to a wealth of businesses in the field of technology, health, and gaming. From start-up companies to conglomerates, organizations in Finland have similarities and differences when compared to companies in the United States. For this assignment, research two companies in Finland that are of interest to you. Consider the following:</p> <ul style="list-style-type: none"> <li>• Health and Well-being for employees</li> <li>• Employee Assistance Programs (EAP)</li> <li>• Finnish business culture</li> <li>• Intersection of the Finnish government and businesses</li> <li>• What concepts or strategies from these businesses would you want to implement in your organization?</li> </ul> <p>For this assignment, you will submit a Flipgrid video post providing an overview of your research. Your initial video post will need to be at least three minutes in length.</p> <p>Initial video post Due Wednesday, 11:59pm, CST Final video posts due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

<p style="text-align: center;"><b>Module 5</b></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, 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><b>Readings:</b> Grassetti, S. N., Solic, K., &amp; Getz, Z. (2021). Bridging the science-to-service gap: service learning in graduate-level psychology education. <i>Teaching of Psychology, 48</i>(2), 175-181. <a href="https://doi.org/10.1177%2F0098628320971208">https://doi.org/10.1177%2F0098628320971208</a></p> <p>Halonen, N., Hietajarvi, L., Lonka, K., &amp; Salmela-Aro, K. (2017). Sixth graders' use of technologies in learning, technology attitudes and school well-being. <i>The European Journal of Social and Behavioural Sciences, 1</i>(1), 2307-2324.</p> <p><b>Websites:</b> Edunation (n.d.). <i>Top innovations from Finland</i>. <a href="https://www.edunation.co/blog/innovations-from-finland/">https://www.edunation.co/blog/innovations-from-finland/</a></p> <p>Etherington, E. (2018). Finland is leveraging edtech to create an enviable education system. <i>ELearning Inside</i>. <a href="https://news.elearninginside.com/finland-is-leveraging-edtech-to-create-an-enviable-education-system/">https://news.elearninginside.com/finland-is-leveraging-edtech-to-create-an-enviable-education-system/</a></p> <p>Somauroo, J. (2019). Tech Giants and angry birds: Why Finland is the place to start a company. <i>Forbes</i>. <a href="https://www.forbes.com/sites/jamesomauroo/2019/05/08/tech-giants-digital-health-and-angry-birds-why-finland-is-the-place-to-start-a-company/?sh=50878c0956a2">https://www.forbes.com/sites/jamesomauroo/2019/05/08/tech-giants-digital-health-and-angry-birds-why-finland-is-the-place-to-start-a-company/?sh=50878c0956a2</a></p> <p>Technology Industries of Finland (2020). <i>Technology Finland</i>. <a href="https://teknologiateollisuus.fi/en/technology-finland/electronics-and-electrotechnical-industry">https://teknologiateollisuus.fi/en/technology-finland/electronics-and-electrotechnical-industry</a></p>	<p style="text-align: center;">UNIT 9 <b>Technology</b></p>	<p><b>CLOs Addressed</b> CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed</b> MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p><b>Pre-Departure Orientation 2 – REQUIRED ATTENDANCE</b> GoToMeeting information will be provided via a course announcement and email. This meeting will include an overview of health and safety information.</p> <p><b>Unit 9 Discussion: Technology's Impact</b></p> <p>Finland has been described as being advanced in its implementation of educational technology. Further, the technology industry has been described as the most important Finnish export industry. For this assignment, you will need to conduct a brief search on the Finnish technology industry and its impact on Finland, across the globe, or within your profession. In your post, share one article, video, or other resource. In your post, provide a brief description of why you selected the resource and its current and potential impact.</p> <p>Initial Post Due Wednesday, 11:59pm, CST Peer comments 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>
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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p>Unit 10 –Service Learning: In this unit, students will examine the purpose of service-learning requirements in university courses. They will develop an understanding of the impact of service-learning on how these experiences help to connect content knowledge to professional practices.</p>	<p><b>Readings:</b> Huda, M., Mat Teh, K.S., Nor Muhamad, N.H. and Mohd Nasir, B. (2018). Transmitting leadership based civic responsibility: Insights from service learning. <i>International Journal of Ethics and Systems</i>, 34(1), 20-31. <a href="https://doi.org/10.1108/IJOES-05-2017-0079">https://doi.org/10.1108/IJOES-05-2017-0079</a></p> <p>Molderez, I., &amp; Fonseca, E. (2018). The efficacy of real-world experiences and service learning for fostering competences for sustainable development in higher education. <i>Journal of Cleaner Production</i>, 172(20), 4397-4410. <a href="https://doi.org/10.1016/j.jclepro.2017.04.062">https://doi.org/10.1016/j.jclepro.2017.04.062</a></p> <p>Salam, M., Awang Iskandar, D.N., Ibrahim, D.H.A., &amp; Farooq, M. S. (2019). Service learning in higher education: A systematic literature review. <i>Asia Pacific Education Review</i>, 20, 573–593. <a href="https://doi.org/10.1007/s12564-019-09580-6">https://doi.org/10.1007/s12564-019-09580-6</a></p> <p>Shin, J., Kim, M. S., Hwang, H., &amp; Lee, B. Y. (2018). Effects of intrinsic motivation and informative feedback in service-learning on the development of college students' life purpose. <i>Journal of Moral Education</i>, 47(2), 159-174. <a href="https://doi.org/10.1080/03057240.2017.1419943">https://doi.org/10.1080/03057240.2017.1419943</a></p>	<p>UNIT 10 <b>Service Learning</b></p>	<p><b>CLOs Addressed</b> CLO1 CLO2 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed</b> MLO1 MLO2 MLO3 MLO4 MLO8 MLO9 MLO10 MLO11 MLO14 MLO16</p>	<p><b>Unit 10 Wiki: Service Learning</b></p> <p>Service-learning is an important component of study abroad experiences. Through these activities, students receive enhanced opportunities for academic, professional, and professional development. Students have the opportunity to engage in experiential education that results in deep learning in which they can connect their course content to community settings.</p> <p>For this assignment, you will collaborate with your peers in the development of a Wiki. Your Wiki should be a tool for others to learn more about service learning. Areas to explore, include:</p> <ul style="list-style-type: none"> <li>• Describe service learning and the impact service learning can have on a participant.</li> <li>• Best practices for service-learning experiences</li> <li>• How participants can prepare for a service-learning experience.</li> <li>• Strategies for reflection and integration of service-learning experience.</li> </ul>	<p>Written Assignment Rubric, 20 points</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><b>Module 6</b></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><b>Readings:</b> Grénman, M., Hakala, U. &amp; Mueller, B. (2019). Wellness branding: Insights into how American and Finnish consumers use wellness as a means of self-branding. <i>Journal of Product &amp; Brand Management</i>, 28(4), 462-474. <a href="https://doi.org/10.1108/JPBM-04-2018-1860">https://doi.org/10.1108/JPBM-04-2018-1860</a></p> <p>Kainulainen, S. (2020). Flourishing within the working-aged Finnish population. <i>Applied Research Quality Life</i>, 15, 187–205. <a href="https://doi.org/10.1007/s11482-018-9671-7">https://doi.org/10.1007/s11482-018-9671-7</a></p> <p>Nordmyr, J., Creswell-Smith, J., Donisi, V., Lara, E., Martín-María, N., Nyholm, L., &amp; Forsman, A. K. (2020). Mental well-being among the oldest old: Revisiting the model of health ageing in a Finnish context. <i>International Journal of Qualitative Studies on Health and Well-Being</i>, 1. <a href="https://doi.org/10.1080/17482631.2020.1734276">https://doi.org/10.1080/17482631.2020.1734276</a></p> <p><b>Websites:</b> MFI (n.d.). <i>Finland open dialogue</i>. <a href="https://mindfreedom.org/kb/finland-open-dialogue/">https://mindfreedom.org/kb/finland-open-dialogue/</a></p> <p>Mieli (n.d.). <i>Mental health can be strengthened</i>. <a href="https://mieli.fi/en">https://mieli.fi/en</a></p>	<p>UNIT 11</p> <p><b>Mental Health Services</b></p>	<p><b>CLOs Addressed:</b> CLO1 CLO2 CLO3 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b> MLO2 MLO3 MLO5 MLO6 MLO8 MLO9 MLO12 MLO14 MLO16</p>	<p><b>Unit 11 Discussion: Finnish Approaches to Mental Health</b></p> <p>What are your reactions to the Finish alternative Open Dialogue to using “traditional” mental health approaches? How do Finish 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 wellbeing? 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>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<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><b>Readings:</b> Knaappila, N., Marttunen, M., Frojd, S., &amp; Kaltiala, R. (2021). Changes over time in mental health symptoms among adolescents in Tampere, Finland. <i>Child and Adolescent Psychiatry and Psychology</i>, 9, 96-104. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8132727/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8132727/</a></p> <p>Marttila-Tornio, K., Ruotsalainen, H., Miettunen, J., Männikkö, N., &amp; Kääriäinen, M. (2020). Association between psychosocial problems and unhealthy health behavior patterns among Finnish adolescents. <i>Child Psychiatry &amp; Human Development</i>, 51, 699-708. <a href="https://doi.org/10.1007/s10578-020-00967-w">https://doi.org/10.1007/s10578-020-00967-w</a></p> <p>Moilanen, T., Rahkonen, N., &amp; Kangasniemi, M. (2021). Finnish adolescents’ perceptions of their health choices: A qualitative study. <i>Nursing &amp; Health Sciences</i>. <a href="https://doi.org/10.1111/nhs.12866">https://doi.org/10.1111/nhs.12866</a></p> <p><b>Weblinks:</b> infoFinland.Fi (n.d.). <i>Children’s and young people’s problems</i>. <a href="https://www.infofinland.fi/en/living-in-finland/problem-situations/children-s-and-young-people-s-problems">https://www.infofinland.fi/en/living-in-finland/problem-situations/children-s-and-young-people-s-problems</a></p>	<p>UNIT 12</p> <p><b>Youth Stations</b></p>	<p><b>CLOs Addressed:</b> CLO1 CLO2 CLO3 CLO4 CLO5 CLO6 CLO7</p> <p><b>MLOs Addressed:</b> MLO2 MLO3 MLO5 MLO6 MLO8 MLO9 MLO12 MLO14 MLO16</p>	<p><b>Unit 12 Written Assignment: Mental Health and Wellbeing</b></p> <p>Critically review the readings assigned for this week and conducting your own research about Finnish mental health adolescent approaches. You will need to create a visual highlighting how the US and Finland utilize similar and diverse mental health and wellbeing approaches. For this assignment, you can create a Venn Diagram or Infographic that provides a visual representation of your findings. Below are platforms that you may consider using for this assignment.</p> <ul style="list-style-type: none"> <li>• Canva: <a href="https://www.canva.com/">https://www.canva.com/</a></li> <li>• Visme: <a href="https://www.visme.co/venn-diagram-maker/">https://www.visme.co/venn-diagram-maker/</a></li> <li>• Venngage: <a href="https://venngage.com/">https://venngage.com/</a></li> </ul>	<p>Written Assignment Rubric, 20 points</p>

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<p><b>Module 7</b></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 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><b>Readings:</b></p> <p>Coyer, C., Gebregiorgis, D., Patton, K., Gheleva, D., &amp; Bikos, L. (2019). Cultivating global learning locally through community-based experiential education. <i>Journal of Experiential Education</i>, 42(2), 155-170. <a href="https://doi.org/10.1177%2F1053825918824615">https://doi.org/10.1177%2F1053825918824615</a></p> <p>Heffron, J. M., &amp; Papa, R. (2020). Globally minded leaders. <i>Oxford Research</i>. <a href="https://doi.org/10.1093/acrefore/9780190264093.013.620">https://doi.org/10.1093/acrefore/9780190264093.013.620</a></p> <p>Henderson, L., Stackman, R., &amp; Lindekilde, R. (2018). Why cultural intelligence matters on global project teams. <i>International Journal of Project Management</i>, 36(7), 954-967. <a href="https://doi.org/10.1016/j.ijproman.2018.06.001">https://doi.org/10.1016/j.ijproman.2018.06.001</a></p>	<p>UNIT 13 <b>Travel Abroad Schedule and Expectations</b></p>	<p><b>All Learning Outcomes</b></p>	<p><b>Unit 13 Discussion: Cultural Competence</b> <b>This discussion will take place during in-country debriefing sessions.</b></p> <p>How have you become 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>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>UNIT 14 <b>Travel Abroad Schedule and Expectations</b></p>	<p><b>All Learning Outcomes</b>, expect CLO7, MLO13.</p>	<p><b>Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email.</b> Due one-week post travel</p> <p><b>In-Country Attendance &amp; Engagement</b></p> <p><b>Professional Comportment</b></p> <p><b>Capstone Assignment Project (160 points).</b></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"> <li>• Demonstrate knowledge of the world-view of the local culture within the context of psychology.</li> <li>• Analyze the differences between the Finnish culture and your own culture.</li> <li>• Explain the importance of developing cultural competency and how it impacts your professional practices.</li> <li>• Discuss how western influences have impacted academic and professional goals.</li> <li>• Describe how personal, professional, and academic perceptions have changed throughout the course and in-country experiences.</li> <li>• Describe how your perceptions and bias impacts understanding of cross-cultural differences.</li> <li>• Discuss changes that have occurred in your perspectives as a result of the study abroad experience.</li> <li>• Explain the importance of becoming a global citizen and developing cultural competency.</li> <li>• Identify areas of differences between own country and host country regarding areas of comfort and discomfort.</li> </ul>	<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. Be creative with your photo journal! Please use Adobe Spark, Sway, or different tool in order to create an engaging photo journal.</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](mailto:accommodations@thechicagoschool.edu)

Date	Activity / Exertion Level	Location
<p>Day 1  <b>Students Must Arrive no later than:</b>                      April 19, 2023                      (exact time still to be determined)</p>	<ul style="list-style-type: none"> <li>• Arrive at Helsinki Vantaa Airport (HEL)</li> <li>• Transfer to hotel</li> <li>• In-country Orientation</li> <li>• Guided Tour of Helsinki</li> <li>• Welcome Dinner</li> </ul> <p><b>Exertion Level 1:</b> 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>	Helsinki
<p>Day 2                      April 20, 2023</p>	<ul style="list-style-type: none"> <li>• Kulosaari Secondary School</li> <li>• Lapinlahti</li> </ul> <p><b>Exertion Level 1:</b> Students will commute to the school and association. Students will experience various intervals of walking. There may be slight hills</p>	Helsinki

	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.	
Day 3 April 21, 2023	<ul style="list-style-type: none"> <li>• Viikki Teacher Training School of the University of Helsinki</li> <li>• STEM Technology Company</li> </ul> <p><b>Exertion Level 1:</b> Students will commute to the school and technology company. 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 22, 2023	<ul style="list-style-type: none"> <li>• Kiasma</li> <li>• Leisure time in the afternoon to explore Helsinki</li> </ul> <p><b>Exertion Level 1:</b> 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 23, 2023	<ul style="list-style-type: none"> <li>• Ferry from Helsinki to Tallinn</li> <li>• Guided walking tour of Tallinn</li> <li>• Leisure time in the afternoon to explore Tallinn</li> <li>• Ferry from Tallinn to Helsinki</li> </ul> <p><b>Exertion Level 2:</b> 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 24, 2023	<ul style="list-style-type: none"> <li>• Niemikoti Foundation</li> <li>• Service-learning activity (will occur at a local soup kitchen or educational institution outreach program)</li> </ul> <p><b>Exertion Level 2:</b> 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 25, 2023	<ul style="list-style-type: none"> <li>• Helsinki's Business Hub</li> <li>• Fazer Experience Visitor Centre</li> <li>• Farewell Dinner</li> </ul>	Suomenlinna Island and Helsinki

	<p><b>Exertion Level 1:</b> Students will commute to the business hub and visitor centre. 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>	
<p>Day 8 April 26, 2021</p>	<ul style="list-style-type: none"> <li>Helsinki’s Youth Stations</li> <li>Farewell Dinner</li> </ul> <p><b>Exertion Level 1:</b> 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 April 27, 2023 <b>Students Have Officially Completed the Program:</b> (exact time still to be determined)</p>	<ul style="list-style-type: none"> <li>Transportation to Helsinki Vantaa Airport (HEL)</li> </ul> <p><b>Exertion Level 2:</b> 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>
<b>Total</b>				<b>200 total points</b>

## 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
<b>Total</b>				<b>80 total points</b>

## Appendix D - Assignment Rubric- Discussion Forum

Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
<b>Initial Post:</b>  <b>Demonstration of quality content and integration of course material</b>	<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"> <li>• A substantive statement including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul> <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"> <li>• A substantive statement including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul> <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"> <li>• A substantive statement including citations from the assigned readings</li> <li>• At least 1 additional scholarly source</li> <li>• Stimulates further discussion as evidenced by responses from colleagues</li> </ul> <p>6 points</p>	6 points maximum
<b>Participation:</b>  <b>Feedback to class colleagues throughout the week</b>	<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
<b>Participation:</b>  <b>In one's own initial post in the discussion thread</b>	<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><b>Academic Writing:</b></p> <p><b>Adherence to APA style, spelling and grammar, and consistent with standards of discipline</b></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 point</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>
<b>Total</b>					<b>20 points maximum</b>

## Appendix E – Academic Blog Rubric

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
<b>Length</b>	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
<b>Content</b>	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
<b>Sharing and Participation</b>	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
<b>Total</b>					<b>20 points</b>

## Appendix D - Assignment Rubric- Cultural Awareness & Competency

<b>Grading Area</b>	<b>Demonstration Level 1 (unacceptable)</b>	<b>Demonstration Level 2 (minimal)</b>	<b>Demonstration Level 3 (expected)</b>	<b>Demonstration Level 4 (advanced)</b>
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
<b>Total</b>				<b>50 total points</b>

## Appendix F - Assignment Rubric- Capstone Project

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
<b>Length</b>	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
<b>Content</b>	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
<b>Feedback</b>	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
<b>Project Design</b>	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

<p><b>Personal Reflection</b></p>	<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>	<p>30 points maximum</p>
<p><b>Personal Application</b></p>	<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>	<p>30 points maximum</p>
<p><b>Multicultural Awareness and Cultural Competency</b></p>	<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>	<p>30 points maximum</p>
<b>Total</b>					<b>160 points</b>

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](http://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](mailto:helpdesk@tcsedsystem.edu)

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

### Hours

	Pacific time	Central time	Eastern time
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm

<b>Weekend</b>	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm
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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](mailto:writing@thechicagoschool.edu) for assistance.

#### **B. BA students:**

Please submit your paper for feedback to [writing@thechicagoschool.edu](mailto: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](mailto: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](#)
- [TCSPP'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](#)