

## **ADVANCED COURSE: GLOBAL ENGLISH FOR LEADERSHIP IN LOCAL EDUCATION**

### **UNIVERSITY OF OREGON, LINGUISTICS DEPARTMENT, AMERICAN ENGLISH INSTITUTE**

#### **Course Overview**

Participants will explore models and systems of leadership in today's "Global English" environment as a basis for creating a vision and setting themselves on a course of action for positive change in their local educational contexts. From a language pedagogy and practices perspective, participants will review the fundamental principles of project-based learning (PBL) and content-based instruction (CBI). Through readings, online discussions, and projects, participants will improve their ability to: develop instructional units and accompanying materials that meet course objectives, target their learners' needs and interests, and position themselves to strategically lead one or more related innovations in their local educational settings. Participants will finish the course with an action plan plus a digital portfolio of lessons and materials related to our three themes of: entrepreneurship, civic engagement, and women's empowerment.

#### **Learning Objectives**

By the end of this course, participants will be able to:

- Explain the rationale for PBL and CBI approaches to language learning and apply them appropriately in local contexts (design lessons and sequences of lessons that incorporate PBL or CBI elements).
- Using course themes as a foundation for content, identify and evaluate sources of PBL and CBI input for their learners and modify them as needed to meet the needs of their learners.
- Create performance-based objectives that match the curricular goals of their courses.
- Identify or create appropriate and effective measures for assessing students' work.
- Draw on their individual portfolios of theme-based resources, mini-projects, and create an action plan to lead one or more related innovations in their local educational settings.
- Identify or create appropriate and effective measures for assessing their own work with their projects and action plans.

#### **Course Scope and Sequence**

Week 1: Orientation to course; introductions and getting to know others in the class; definitions and key characteristics (models) of effective leadership; definitions and real-world examples of "global English" in the context of setting a personal vision and identifying stakeholders to help guide learning outcomes for this course and beyond.

Week 2: Vision, leadership qualities, and strategies, continued; overview of PBL and CBI.

Weeks 3-4: Mini-project for theme #1: Entrepreneurship.

Weeks 5-6: Mini-project for theme #2: Civic Engagement.

Weeks 7-8: Mini-project for theme #3: Women's Empowerment.

Week 9: Pedagogy and practice for using portfolios in the context of creating a final project with a Digital Portfolio and Action Plan for this course.

Week 10: Peer review and strategic dissemination of final project Portfolio and Action Plans for post-course implementation.

## Course Requirements for Certificate of Completion

This class is Pass/No Pass. Participants receive a final score (maximum = 100%) at the end of the course. Participants with a final score of 70% or higher will pass the course.

*Weekly readings and online discussion tasks* (30% of total score). Each week there are readings and analysis tasks corresponding to the topic and theme of the week. Participants are required to make at least 2 postings (more are better) to the Discussion Board for each discussion thread.

*Preliminary Mini-projects* (30% of the total score). Participants create three different instructional sequences (lesson plans and/or units) and accompanying materials related to our themes of entrepreneurship, civic engagement, and women's empowerment. Detailed instructions about and models from previous participants for these projects are provided.

*Final Digital Portfolio Project with Action Plan* (40%). Using feedback from preliminary projects and expanding on personal interests and local needs, participants create a portfolio of polished instructional sequences and materials. The purpose of the portfolio project is to provide participants with a place to reflect on learning in this course and display/disseminate work so that it can be a resource for others in the future. Participants are expected to build into their action plans clear steps for implementing projects in their local educational settings post-course in a manner that reflects their personal vision and incorporates strategies for effective leadership. The action plan should also include measurable objectives and a clear plan for evaluating the efficacy of their project work.

## Sample Materials and Resources

- Buck Institute for Education. (2013). *Project based learning*. Retrieved from <http://www.bie.org>
- CARE. (2013). Retrieved from <http://www.care.org>
- Larmer, J. (2010). Essentials for project-based learning. *Educational Leadership*, 68(1), 52-55.
- Stoller, F. L. (1997). Project work: A means to promote language content. *English Teaching Forum*, 35(4), 2-21.
- U.S. Department of State, Bureau of International Information Programs. (2012). Enterprising women, Thriving societies. *eJournal USA*, 16(8), 1-36.
- U.S. Department of State, Bureau of International Information Programs. (2012). The spirit of volunteerism. *eJournal USA*, 16(5), 1-36.
- U.S. Department of State, Bureau of International Information Programs. (2012). Cultivating civil society 2.0. *eJournal USA*, 16(3), 1-44.
- U.S. Department of State, Bureau of International Information Programs. (2012). Entrepreneurs: The next generation. *eJournal USA*, 16(1), 1-37.
- U.S. Department of State, Bureau of International Information Programs. (2011). Educating women and girls. *eJournal USA*, 15(12), 1-29.
- U.S. Department of State, IIP Digital. (2012). *The NGO handbook*. Retrieved <http://iipdigital.usembassy.gov/st/english/publication/2012/09/20120907135600.html#axzz2UAQRvs6m>
- U.S. Department of State, IIP Digital. (2012). *Women in the world today*. Retrieved from <http://iipdigital.usembassy.gov/st/english/publication/2012/09/20120905135625ae10.4823986.html#axzz2UAQRvs6m>
- United Nations Development Program. (2013). *International human development indicators, 2013 report*. Retrieved from <http://hdr.undp.org/en/statistics/>