

# Instructor Guide for Global Challenges

Welcome to Global Challenges! We are thrilled that you're interested in teaching this course in Smart Sparrow. This guide is developed and managed by the course authors with experience teaching 200+ students. It includes all the resources you need to get started:

- Course Description
- Key Learning Outcomes
- Course Design
- Resources to Get Started- Sample Syllabus from a course taught to 200+ students, a Student Scoring Guide, and more!
- Sample Messages to Send to Your Students
- Sample Student Feedback for the Signature Assignment

Want to know more and get access to an **Instructor View of the course?** Contact InSpark at [team@inspark.education](mailto:team@inspark.education) right now.

You can register right now as a student in the demo course by using this link: <https://aelp.smartsparrow.com/c/ls/r3vqwt8> where you will be prompted to create a free Smart Sparrow account to join the class as a student. Please do NOT enroll your students in this class or send this link to your students!

Please join our network of professors and others interested in international education on our Facebook page <https://www.facebook.com/GlobalChallengesEducation/>.

For the complete list of authors and contributors, scroll to the bottom of this page: <https://www.blendedcourses.org/courses/global-challenges/>.

## Course Description

Throughout the course, as students engage with each global challenge, they will be charged with developing a greater sense of global awareness. The course is designed to provide students with knowledge, skills and attitudes to be engaged, responsible and effective members of a globally interdependent society.

## Key Learning Outcomes

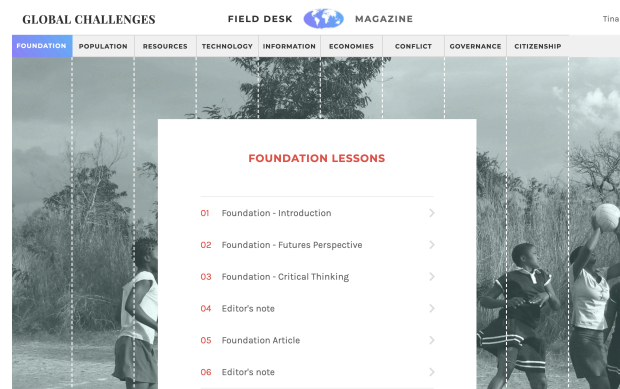
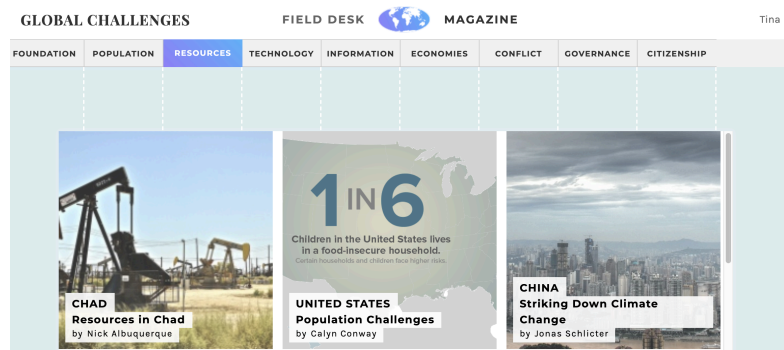
- Develop critical thinking skills to understand key global challenges, drawing from various disciplines;
- Analyze the political, economic, social, and/or environmental impacts of key global challenges in different parts of the world;
- Effectively communicate complex ideas and make sound arguments in writing for a general audience;

- Evaluate and begin to create approaches and/or solutions to key global challenges;
- Build and practice information literacy skills;
- Develop quantitative literacy skills by drawing on and comparing various public data sources;
- Develop a sense of global empathy; and
- Increase commitment to civic and political engagement.

## Course Design

This is a project-based course that is centered on a digital **Global Challenges Magazine**. This course-long project gives students the opportunity to engage with the course material in a deep and meaningful way, while also expanding their knowledge of a particular region of the world. The goal of this activity- and the mission of the

Global Challenges Magazine—is to produce thought-provoking, inspiring, and well-researched articles that address complex global problems, and that promote global citizenship and an empathetic understanding of people throughout the world. The premise is that students are reporters/researchers for the **Global Challenges Magazine** and they have been assigned to a particular location in the world. In the articles, students are asked to address three things: 1) how the global challenge from that lesson impacts their assigned country (e.g., how does rapid urbanization impact a country with a booming population like India? in what ways Rwanda’s experience with conflict shaped its future?), 2) how their assigned country exacerbates or tries to address the challenge at the national, regional, and global level (e.g., how is China contributing to global warming and what solutions has it implemented, if any? how did South Africa decide to eliminate its stockpile of nuclear weapons?), and 3) the impact of the challenge on the person they are assigned to interview (e.g., how is climate change impacting farmers in the U.S. Midwest? how might poor water sanitation affect a families living in Zimbabwe?). All of the students’ reports are built into an online magazine, highlighting



the engagement of students in considering challenges, and solutions, around the world. The magazine is viewable by everyone in the course, thus students are creating an authentic project.

Students complete a series of preparatory lessons in the **Field Desk** before they research, write and publish their articles.

The **Field Desk** includes all the adaptive lessons that comprise the course's primary content. Individual lessons include 30-50 screens with assigned readings, videos, charts/figures, interactive databases, and original content where students engage with the materials based on a critical thinking and futures perspective framework. While the content changes for each lesson, one common reading is the National Intelligence Council's Global Trends report. Additional content is drawn from popular sources, think tanks, academic databases, international organizations, summaries or peer-reviewed work from different disciplines, and more, with an explicit focus on practicing information literacy skills as they engage with course materials.


During the Global Challenges Magazine project, students will:

- Dive deeply into a particular country and culture, seeing it from the perspective of local people;
- Utilize various sources of data to gather information about specific global trends;
- Consider how various challenges provide promise or peril for different people around the world; and
- Contribute to a class-wide Global Challenges Magazine, which highlights the experiences of students in the course;
- Develop Information literacy skills;
- Develop technical and public writing skills;
- Gain skills in quantitative literacy;
- Develop global empathy; and
- Learn more about the world.

## Resources to Get Started

- 1) [Sample Syllabus from Stockton University](#): This includes instructions for students to navigate the course, how to best contact Smart Sparrow support, and more. Feel free to use any or all of this for your own course!
- 2) [Global Village Magazine Assignment Sheet](#): **Make sure you distribute this list through your LMS or class email BEFORE your course begins, as students will need their assigned role for the 3rd screen in the course (the Foundation-Introduction lesson).** Use this to set up the Magazine Project/Assignment by populating this sheet with your students names. The list is based on a proportional distribution of world regions, with the idea is that the magazine for any given course will include countries from every region of the world. This list is also fully customizable, allowing faculty flexibility in shaping the geographical or other feature of their course's magazine. It can be sorted to achieve a perfect balance, or sorted any other way based on faculty preference. You can add or delete assigned roles as you see fit. Most of these roles have been tested over 5-7 years by various faculty, with many deleted along the way. You'll get a sense when a role is good for students and when it should be deleted

or changed for the next semester. The premise of the magazine is that students are reporters/researchers for an online magazine, called the Global Challenges Magazine, who have been assigned to a particular location in the world and someone living there to “interview” for a section of their articles. Instructors are provided a list of locations and corresponding “interview subjects” to assign to their students before they start the course. We provide students a clear set of instructions for each article, links for 3-6 data sources and other resources for students to conduct research, and a rubric that is viewable to students and instructors. Students are asked to conduct interviews with their assigned person for each article in the Global Challenges Magazine. In their first article, they are asked to create the identify of their assigned person. Students are provided detailed instructions and sources for each of these articles, the rubric for evaluating them, and recommended citation style (Washington Post Monkey Cage Series- academics writing for a public audience) in Smart Sparrow. All of this can be viewed by students in the “Article” lesson of each unit, starting with the Foundation unit.

- 3) **[Student Scoring Guide](#)**: Please review and distribute this link to your students. It is also included in the sample syllabus above. The course is set up with a weighted scoring scheme with lessons comprising approximately 60% of the total grade and magazine articles and comments comprising approximately 40%. Students’ final course grade = earned raw points/ total possible points. IMPORTANT: Please don’t be tempted to make the lesson grades equal, as lessons carry different scores based on level of difficulty and length. This reflects the unique design of the course and has been carefully planned to ensure students are assessed and evaluated based on learning outcomes. Additional details for scoring in this course:
  - **Automatic scoring for all *Field Desk* lessons**: Each screen has a different maximum score that is tied to a Bloom’s Taxonomy wheel appearing on the screen. Instructors can review and edit scores for individual students in the “Reports” section, providing you the flexibility to spot check student work. Assessments varying from multiple choice, matching, ranking, calculations, short written responses, and concept maps.
  - **Manual grading for all *Magazine Articles* and *Comments***: We provide detailed rubrics and a scoring system in Smart Sparrow for you to grade and send individual student reports via email.
- 4) **Communicating grades to students**: Check out this  **[Video Tutorial to Preview Lessons, Grade Magazine Articles & Comments, and Access Grade Reports in Smart Sparrow](#)**. After you are familiar with the course, please watch and refer back to this video for the nuts and bolts of how to grade student work in the magazine, access and view student and lesson grade reports, and more. At this time, grades are not viewable by students in Smart Sparrow. Instructors can access and manually download grades for individual lessons to post to your LMS. You can download scores for individual lessons in Smart

Sparrow under “Lesson Reports” in .csv format and then post the lesson scores in your LMS. You can use this [Blackboard tutorial for downloading user information and uploading grades](#). Please note that you need to download the gradebook user information first, enter grades from Smart Sparrow lesson reports, then upload a .csv file into your gradebook and select the individual lessons you want to be added. You’ll want to upload the raw scores, then edit the gradebook column to enter the total possible points and change the type to “score” instead of text. Click here for [Canvas instructions](#) to update student grades using a manual .csv file.

- 5) **Deployment options for your LMS:** Smart Sparrow provides several options to deploy a class and they will assist you in setting up Global Challenges to suit your needs (more information about deploying and LMS compatibility is [here](#)). We can provide a Common cartridge file for your LMS that includes the basic shell you need to get started. This includes a typical shell with a section for your students to “launch” their Smart Sparrow course directly from your LMS. So while students complete all their work in Smart Sparrow, you can use your LMS (or a course website) to post your syllabus, send announcements, provide contact information for SPR Support, and more. Your campus IT will need to connect with SPR to access the correct link to embed in your LMS, in order for your students to launch SPR from that location. You can also use the self-guided option to setup your own LMS and launch the course.

- 6) [Smart Sparrow resources and support](#)

## Sample Messages to Students

### Message #1: WELCOME TO THIS COURSE (students using an LMS link to your Smart Sparrow class)

Hi and welcome to Go Global! The study of global issues, and figuring out how to be more engaged on issues you care about, is more critical than ever. This course is project based and covers a series of 7 global problems that require innovative and interdisciplinary approaches to address at the local, national, and global level. *Stockton recognizes this in its mission to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. We are proud that this course helps advance this mission and gets you started with 4 credits towards graduation here at Stockton.* Previous Go Global students have graduated slightly early or on time at a higher rate than students who did not take this free course, and we are glad that you are part of this trailblazing group. Welcome to this amazing group of students!

**IMPORTANT:** *The course starts on Wednesday June 26th. The course will be available starting Monday June 24th.* To get started, visit <https://stockton.edu/goglobal> for complete instructions on how to start the course. Basically, you need to:

1. Review the syllabus and schedule of due dates here and save it to your new Stockton Google Drive. Enter all the due dates in your new Stockton Google calendar. Hint: your



new Stockton email address is a Gmail account with a Google Drive and calendar that you can use for all your courses!

2. Access the Stockton portal and start checking your Stockton email daily
3. Register for text reminders with your cell number or personal email here:  
<https://www.remind.com/join/goglobal19>
4. Access the Stockton portal and start checking your Stockton email daily
5. Access Blackboard at Stockton
6. Enter this course in the Blackboard system
7. Use the link in your Blackboard course to access Smart Sparrow
8. Start completing assignments in Smart Sparrow using the due date calendar in the syllabus
9. The featured project for this course is a Global Challenges Magazine, where you will be researching and writing articles about global issues from a particular part of the world. You can be creative in your approach, either conducting interviews with this virtual person or writing in the first person about how these global issues impact your assigned person directly. Access [your assigned Global Challenges interview subject here](#) before you start the course and use this to complete your magazine articles. Additional instructions will be provided in Smart Sparrow.
10. Access [this Student Scoring Guide](#) for complete details on scoring in the Smart Sparrow system, where all of your assigned work will be completed. It will make sense once you start the course!

#### **Message #2: HOW TO STUDY & SUCCEED IN THIS COURSE**

Are you unsure of how to study for this online course? You are not alone! Before you research and write articles on Global Challenges, you are asked to complete a series of online lessons where you read articles, watch videos, and more, then complete a series of questions about the materials. How do you study for this type of online learning? It can be confusing! We strongly recommend a version of the study cycle by Dr. Sandra McGuire- you can check out this [video where a student interviews her about her study cycle here](#). Here are the study cycle strategies that we suggest you adopt to succeed in this course:

1. Before you begin each online lesson - preview the title and come up with 1-3 questions you'd like the lesson to address for you. For example, for the lesson on "why we fight wars", maybe you want to know why people go to war over religion differences? Or maybe you want to know what people can do to avoid war?
2. As you complete each lesson/module/assignment - On each screen, as you read, watch, and listen, take notes in your own words in an empty notebook or blank word document. *These notes don't have to make sense to anyone else.* Use these notes to jot down key concepts, key facts, questions you have about the material, and more. **The key thing is to rewrite in your own words, do NOT simply copy what you just read.**
3. After you complete each reading, video, or other assignment - Review your notes and materials before you answer questions or write about the material. Use your notes to cross off incorrect answers, and then go back to the assigned material if you're still stuck on 2-3 possible answers.

4. Before you start writing your magazine article - Study your notes for each lesson to review key concepts, major themes, conclusions from research, and primary questions. Hint: you would do this before an exam in a typical class.
5. After each lesson and magazine article - As you get scores and feedback for each lesson and article, ask yourself if you're using study methods that are effective. Do you understand the material enough to teach it to others? If not, try a new strategy!

### Message #3: CONTEXT FOR ARTICLES

Hello! By now, you should have completed the first set of Foundation lessons in Smart Sparrow. The first magazine article is due today. Here is some more context as you write this first article and get ready to move into the lessons for Population. Don't forget to review [this Student Scoring Guide](#) as you move into Population, as the lessons will be scored based on points per screen starting with Population.

1. Each article has a rubric, and you can click on "Rubric" in the space where you write your article to see how these are graded.
2. For the first article, you are asked to create and introduce the person you will be "interviewing" for the rest of the issues. You can write this from one of two approaches. The most popular approach is to write the article as though you were writing an interview, like the interviews you read in media. Another approach is where you write the articles from two different perspectives: you, as the researcher and writer, then your assigned global villager in the first person. Students who want to challenge themselves to be more creative, or already have skills in this area, can write in the first person. If you do that, please make sure you don't sacrifice the content for the fictional approach. Whichever writing style you choose, the rubric will be applied the same way.
3. Graphs, images, figures- please use them to add to your article! We strongly encourage you to carefully select appropriate images to make points, present data, depict cases, and more. You can use them in the very first article to show readers what life might be like for your interviewee. Please make sure you insert the image in the article space and use a hyperlink of the url to give correct attribution to the source(s).
4. Have fun! The point of this project is to research and write about these global challenges from different perspectives. The entire class depends on your writing to learn about how people in your assigned country face these major problems. Collectively, we are producing knowledge from around the world to move towards creative, interdisciplinary problem solving that transcends borders.

### Message #4: ACCESSING LINKED ARTICLES & RESOURCES

Hello! By now, you probably noticed that Global Challenges relies heavily on outside sources. If you start to get blocked from reading the NY Times, Washington Post, or other sources, you can access those assigned articles for free through your school credentials. While you can certainly subscribe as a student for a deep discount, there are two options to get them for free:

1. Here is a link to get access the NY Times, Washington Post, Foreign Affairs, and the Economist for free: <https://library.stockton.edu/politicalscience/UnitedNations>. On this page, scroll down to the bottom left box labeled CURRENT READING. After you click on the source you want, you will be sent to a database where you enter your Stockton login

(the same as your Portal login) to get off campus access to this media source. Note: you may have to enter the title of the article you want to access first.

- a. Economist is available through the [Gale Business database](#)
  - b. Foreign Affairs is available through [EBSCOhost](#)
  - c. NY Times is available through [ProQuest](#)
  - d. Washington Post is available through [EBSCOhost](#)
2. Access a Stockton computer lab desktop through our VDI service for students where you can read the NY Times for free if you access a browser through this application: <https://stockton.edu/information-technology/vdi/index.html>. This is an excellent way to access computer lab software for other courses, as well.

#### **Message #5: REPORTING TECHNICAL ISSUES**

Hello! Have an issue with a Smart Sparrow screen? This is reminder for how to report issues with screens in this course. The syllabus provides these instructions for how to report issues:

Please include in your message to [support@smartsparrow.com](mailto:support@smartsparrow.com) or your entry at <https://www.smartsparrow.com/support/> the following information:

1. A complete description of your technical issue with as many details as possible
2. Screenshot(s) that show your issue
3. Lesson name (e.g., Conflict Why We Fight)
4. Screen # and name (e.g., 30. Values)

Thank you!

#### **Sample Feedback to Students in the Signature Assignment**

##### **Article Comment feedback**

Excellent comment! You use facts in the other article alongside what you know about your country to make meaningful comparisons and ask probing questions about their perspectives (where appropriate). Keep up the great work!

Nice comment! Work on adding more explanation to your comments on future articles- you can use facts in their article, alongside what you know about your country, to make meaningful comparisons and ask probing questions about their perspectives (where appropriate).

##### **Foundation Article**

Great introduction of your assigned interviewee for the Global Challenges Magazine! As a reminder, for the Population Article you will be asked to discuss the impact of Population issues on your country as a whole, the impact of your country on trends in Population (e.g., does your country make this global challenge worse? Or better?), and your interview or first person narrative about the experience with aging, urbanization, migration, and population growth (like how it impacts where they live, work, buy food, go to school, etc). You can do this by focusing more narrowly on specific Population issues using the sources provided in the instructions for the next article. Once you do the research, you should weave facts about Population trends into your article. Also, you are asked to comment on another article starting with Population. Good luck!



### **Population Article**

What a great start in writing about the first substantial global challenge, population! The most difficult task here is to write a coherent story, backed by research, about how your country is impacted by growth, aging, migration, and urbanization, how your country makes these trends and issues worse or better, and finding a personal story about your global villager's personal experiences with respect to these issues. Keep up the good work, I can't wait to see your next article about Resources! One important tip: don't lose sight of the research and critical thinking required to write a comprehensive article of this nature. I challenge you to push yourself to write something that could be assigned to read in another undergraduate class, or could be posted on social media with tags for news outlets around the world.

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### **Resources Article**

Excellent job identifying important trends in Resources for your country! Make sure you continue to weave more specific information about these trends from your research to provide a full explanation of their impact on your villager. Your writing in this magazine is clear, precise, and reflect your depth of understanding about issues in Resources and your assigned country. I suggest you check out the older issues of the magazine to see what other students are writing and compare your own articles. Your work would definitely be featured on the front page! Keep up the great work, I can't wait to read more.

Great job identifying important trends in Resources for your country! Make sure you continue to weave more specific information about these trends from your research to provide a full explanation of their impact on your villager. Your writing in this magazine is clear, precise, and reflect your depth of understanding about issues in Resources and your assigned country. I suggest you check out the older issues of the magazine to see what other students are writing and compare your own articles. Your work would likely be featured on the front page! Keep up the great work, I can't wait to read more.

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country. I suggest you check out the older issues of the magazine to see what other students are writing and compare your own articles. Would your work be featured on the front page? If not, what can you do in future articles to improve? Keep up the great work, I can't wait to read more!

### **Information Article**

I like your research into issues related to Information for your assigned country! I hope you can see how information has increasingly become an important global challenge, especially as technology has changed how we create and consume information around the world. Don't forget to add specific details and more in-depth explanations of trends, adding context to the numbers and descriptions of issues in your articles. Also make sure you check out other articles to see how people are using their research to fully explain how their country is impacted by these trends, whether it exacerbates or helps solve issues in Information, and how your assigned villager experiences these trends in their country.

### **Economies Article**

Terrific use of research on economics in your assigned country to explore key players, crises, and poverty and inequality! The second half of this course is really where you can start applying what you learned in earlier lessons and make connections. For example, how does economics impact population, resources, technology, and information? What about conflict and war? What role does governance have in helping us solve global challenges? What about your role as an individual and member of different groups? These are all things to think about as you complete the rest of this course and write the next several magazine articles. Continue to challenge yourself to be specific and fully explain with details 1) the impact of the trends associated with this challenge on your country, 2) the impact of your country on this global challenge (does it contribute to the problem, help solve a problem, or a mix of both?) and 3) the impact of these trends on your villager.