

Course Syllabus **Global Education Directed Individual Study Course**

Version 5.0 worldview themes based

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To Teachers / Home Schoolers: Feel free to adapt / customize this syllabus to meet your own particular needs.

Student Prerequisites for the Course You should be

- 1) high school age or older--ideally old enough to have learned some things of importance from intellectual exploration, but not so old as to have closed any doors to more such exploration,
- 2) intellectually curious, eager to learn and explore, concerned about building your understanding of reality / "the big picture," looking forward to gaining insight into life's "big questions," and
- 3) willing to agree to a) respect holders of beliefs and opinions different from your own, and b) promise to not attempt to "convert" other classmates to religious or other faith-based beliefs you hold.

Overview of the Course's Purpose:

1) This is not a course about teaching you what to believe. To quote from the "Neutrality Pledge" on the **project Worldview** website: "Your worldview should be uniquely yours...We won't force our beliefs on you! We will help you find your way in taking a free inquiry path to a worldview." Realize that this pledge is constrained by a commitment to call out lies and misinformation. The course is designed to provide both a structure and numerous jumping off places for educational exploration. It is our hope that students can use it in their quest to make sense out of "the confusion of existence," find meaning in life, and make choices that bring happiness and promotes planetary well-being.

2) This is a global education course--where global education is to be thought of as wholistic (or holistic!) education that focuses on whole systems and emphasizes the interconnections and interdependencies that more traditional education can easily overlook. It extends boundaries of concern, and strives to involve the whole person--seen as a thinking, feeling, and doing creature. The global perspective it provides is to be connected with broadening one's worldview.

3) This course focuses on important choices. It does this using the version 5.0 worldview theme structure with 104 worldview themes paired to define fifty-two choices. This focus helps one appreciate that life is full of choices—some "black and white" straight forward, others difficult and depicted in shades of gray—and full of tradeoffs. And facilitates belief that a key path to meaningful change is for people to make different choices.

4) As students ponder these choices, explore new intellectual terrain and begin preliminary conceptual mapping of it, as they shop for things to believe in and value, as they raise questions—they are urged to avoid locking onto answers too soon. (Note: on **project Worldview** theme pages this **Caution:** "As you shop in 'The Reality Marketplace' avoid spending your 'reality cash' too early, before you have seen everything!")

General Learning Objectives:

As a result of completing this course, you should

- 1) better appreciate what a worldview is, how it develops and why it is important,
- 2) better understand words / beliefs / background behind the important choices we make
- 3) better appreciate the human heritage--physical, biological, and intellectual--human society and human nature, and better appreciate all of this as it relates to you personally,
- 4) better appreciate the complexities behind the search for answers to life's big questions, the various forms that some of those answers can take, and conflicts that arise out of these different answers,
- 5) be better prepared to live in a polarized society where finding common ground is increasingly important
- 6) after systematically considering all fifty-two choices the course is built around, use your preferences to complete a rigorous analysis of your own worldview, and pondered the meaning of this analysis
- 7) better understand yourself (and perhaps better understand a key person or two in your life?), and
- 8) have matured as a thinking/feeling/joining/doing human being, and furthered your own global education
- 9) have had a character education learning experience that points you toward a more mature worldview

Course Schedule / Organizational Schemes:

The course can be formally completed with a leisurely one year (full 52 week) schedule, or in a more intensive one semester / four month format, or in some other way of your choosing. In the 52 week offering, one choice would be covered each week. Initial and final weeks would involve additional work. Week #1 would include completing initial diagnostics, getting an introduction to worldviews along with tackling choice #1 material; Week #52 would include completing a detailed worldview analysis and final exam, after previously covering choice #52. Offered in more four-month intensive fashion, we suggest the following: month #1 cover intro and choices #1 to #13; month #2 cover choices #14 to #26; month #3 cover choices #27 to #39; month #4 cover choices #40 to #52 and final analysis.

Instructional Plan:

After a suggested initial grounding in worldview literacy, you'll turn to systematic consideration of paired choices found online (and represented in the *Choices We Make playing* cards or booklet.***) Each week, after reading the theme descriptions for each choice, you will read the "Related Words, Beliefs, Background" encyclopedia entries for the choice, take a first self test, review any wrong answers and encyclopedia entries as needed, use the "More to Explore" links to surf the web to glean additional understanding in a real world context. As this proceeds, for the choice you're considering you'll want to address each of these six questions--perhaps formally in a journal we recommend you keep:

1) Describe the choice here as you see it in your own words.

2) Describe the people most likely to prefer each of the themes paired together in this choice

3) Which theme do you prefer and why? How strong is your preference?

4) If you have no preference, do you generally like, dislike both themes?

Or find that neither theme is applicable to you?

5) Is there a particular narrow aspect of one of the themes that you like, despite disliking the rest of the theme?

6) What, if anything, are you still confused by or not understanding, with respect to this choice?

You'll wind up study of each choice by taking a second self test, and finally again review any wrong answers, encyclopedia entries, and clear up confusion as needed. Some may have the opportunity to benefit from discussion with teacher, facilitator, or students during this process. Each 13 choice unit --based on the "thinking, feeling, joining, doing" with related card suit "diamonds, hearts, clubs, spades" categorization scheme--will end with a unit exam. The course will end with your recording selections you make on a scorecard you'll find online. These data will provide input and enable your completing the ["Choices We Make Worldview Analysis for One Person"](#) computer program. This will give a % correlation between your worldview and various "generic" worldviews and point out internal contradictions in your worldview based on your choices.

textbook: the *Project Worldview* website functions like a textbook. The *Choices We Make* booklet—subtitled *A Framework for Global Education* provides a handy off-line resource.

supplemental texts: (typically needed excerpts from these can be found online, purchase not necessary)
Coming of Age in the Global Village, by Stephen P. Cook with Donella Meadows, Parthenon Books, 1990
The Worldview Literacy Book, by Stephen P. Cook, Parthenon Books, 2009
The Worldview Theme Song Book by Stephen P. Cook, Parthenon Books, 2015

Additional Materials or Equipment Needed:

Access to a computer and the internet: Abode Reader to read the .ndf files (available free from Abode Acrobat).

Assignments, Quizzes and Exams:

Other than assigned reading a teacher or facilitator selects and assigns and web surfing as part of “More to Explore” for each of the 104 worldview themes, students will be required to:

- a) take 108 self tests. These are version 5.0 based, ten questions long, computer graded for students to learn from. Four of these accompany the initial Introduction to Worldviews material; the other 104 accompany the fifty-two choices (with typically two self-tests for each choice.)
- b) take four unit exams (each consisting of 80 multiple choice questions--teacher, parent or facilitator graded) these will be provided by *Project Worldview* on request
- c) final exam: students write a three page (double-spaced) paper entitled "What I've Learned About Myself" which interprets the results of a rigorous analysis of his or her worldview that student has conducted using online analysis programs

Student Evaluation / Grades: (this part of the course syllabus can be customized as needed!)

The details here will vary with student / teacher, parent or facilitator arrangements. If the student is essentially working independently, the entire grade could be based on the unit exam results in b) above, provided work in c) was acceptable (pass / fail). Where teachers are available to evaluate the final exam written paper, another grading scheme can be worked out. At bare minimum, someone other than the student will need to request unit exams, answer sheet, and solutions .pdf files to preserve the integrity of this examination experience.

Course Policies:

Students need to meet course pre-requisites--both in actuality and in spirit! Unless specifically authorized by a teacher in charge during special activities, narrowness, close-mindedness, lack of respect, intolerance, evangelizing, forcing beliefs on others, etc. are grounds for dismissal!