



Internationalizing Teacher Education

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- What is internationalization?
- What is comprehensive internationalization?
- What is an integrated approach to internationalization?
- How do faculty provide leadership?
- What role does GTEI play?

Global Teacher Education, Inc.

www.globalteachereducation.org

- GTEI is a 501(c)(3) established in 2013
- Members represent 103 academic institutions, 21 countries, 39 States and the District of Columbia, 70 associations, foundations, and nonprofit, governmental, and educational organizations.
- GTEI has provided research summaries, Webinars, Blogs, Twitter meetings, newsletters and reached out through social media.
- www.globalteachereducation.org

Vision and Mission of GTEI

Global Teacher Education, Inc. (GTEI) envisions a nation of “globally competent” citizens with the capacity and disposition to understand and act on issues of global significance. Our first priority is to support the internationalization of teacher education so that U. S. teachers are better prepared to lead students to “global competence”.

Why?

Today's students are the most diverse, connected, students in history, living in a world that is globally interdependent. We need teachers who are equipped by their teacher education programs to reflect on their own role in the world and lead an increasingly diverse student population to “global competence”.

Strategic Planning

- Where do we need to go as an organization?

100 teacher educators responded to a recent survey asking what they needed most in order to internationalize their teacher education programs and incorporate global learning into their teaching.

Most Useful Topics for Internationalizing Teacher Education

- Strategies to internationalize a teacher preparation program (67%)
- Making the case for internationalization, including research (56%)

Most useful topics for internationalizing course/s and teacher candidate experiences

- Field experience opportunities (at home, abroad, virtual) (65%)
- Global learning outcomes for K-20 Curriculum (63%)
- Examples of lesson and unit plans with global learning outcomes (by discipline) (62%)

Most useful formats for learning

- Case studies of K-20 classrooms and institutions with evidence of success (72%)
- Research articles (56%)
- Research summaries (56%)

Most useful formats for professional development

- On-line courses (53%)
- Videos of internationalized classrooms, interview with experts, etc. (51%)

Strategic Priorities

- Case studies of internationalized teacher preparation programs
- Making the case for internationalization
- Funding sources
- The Global Learning Classroom to include global learning outcomes and accompanying assessments; K-20 Video Cases; lesson and unit plans, research
- Field experiences (at home, abroad, virtual)
- Center for Internationalizing Teacher Preparation (CITE)

Case Studies of Internationalized Teacher Education Programs

Internationalization: The process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution.

Transformational change: both broad and deep, and the result of multiple interrelated strategic efforts to make the whole greater than the sum of its parts.

Typology of Change (ACE)

Shallow ← **Depth** → Deep

Narrow



Adjustments

Isolated Change

(I)

(II)

Pervasiveness



Far-Reaching

Transformational

Broad

(III)

(IV)

Comprehensive Internationalization (ACE)

- Transformational Change
 - Broad and deep
 - Result of multiple interrelated strategic efforts to make the whole greater than the sum of its parts.
- Intentional, requiring leadership & strategy
- A long-term process, involving many people from across the institution/college

Ingredients of Success (ACE)

- Internationalization as a top priority of university and college
- Visible leadership by Dean (with support of President and Provost)
- Committed leadership throughout institution and college
- Widespread faculty engagement

Ingredients of Success

- Policies and practices aligned with the priority
- A commitment to articulating and meeting students' learning needs
- A culture of openness to internationalization and change
- A belief in the importance of quality assessment

Faculty Involvement: A Critical Piece

- Driving force and essential for sustainability
- Degrees of involvement are honored and dissident voices are heard
- Supported by institutional investment
- Rewarded in the tenure and promotion process

An Integrated Approach

- Internationalization review to catalog and analyze what the college is doing
- Development of global learning outcomes and ways to assess them
- Using the above to create a strategic internationalization plan

Internationalization Review

A process for..

- Taking stock of international or global initiatives
- Collecting and analyzing information as a basis for an internationalization plan
- Identifying strength, weaknesses, gaps and possibilities
- Engaging faculty/staff/administrators from across the college to discuss internationalization

What does an internationalization review look at?

- Institutional commitment (mission, goals and vision)
- Openness of people
- Structures, policies and practices
- Curriculum and co-curriculum
- International experiences (abroad, at home, virtual) of faculty and students
- Engagement with institutions in other countries
- Faculty knowledge and interest
- Interconnection among various institutional parts and people

Learning Outcomes and Assessment

- Specify global learning outcomes for college
- Review learning opportunities: Are they addressing the outcomes? If not, making plans to to improve learning opportunities
- Developing and implementing a plan to assess for student learning outcomes

Learning Outcomes and Assessment

- What global competencies do we want our students to demonstrate by the time they complete their teacher education program?
- Where will students acquire these global competencies?
- What is our evidence that students are achieving these outcomes?

The Internationalization Plan

The integration of the results of the review and learning outcomes process into a strategic internationalization plan

Elements of the Plan (and Case Study)

- Vision for internationalization
- Strategic goals
- Performance indicators: outcomes and evidence of success (including student global learning outcomes)
- Specific action steps and timeline (including faculty development, incentives)
- Responsible people (including evidence of faculty ownership)
- Funding

Nominate Colleges for Case Studies

- Send nominations to Joanne Arhar, Ed.D.
jarhar@kent.edu
- Nominator name, college and contact info
- Name of college you are nominating
 - Name of college dean
 - Name of other college leaders
- Why you are nominating this college?