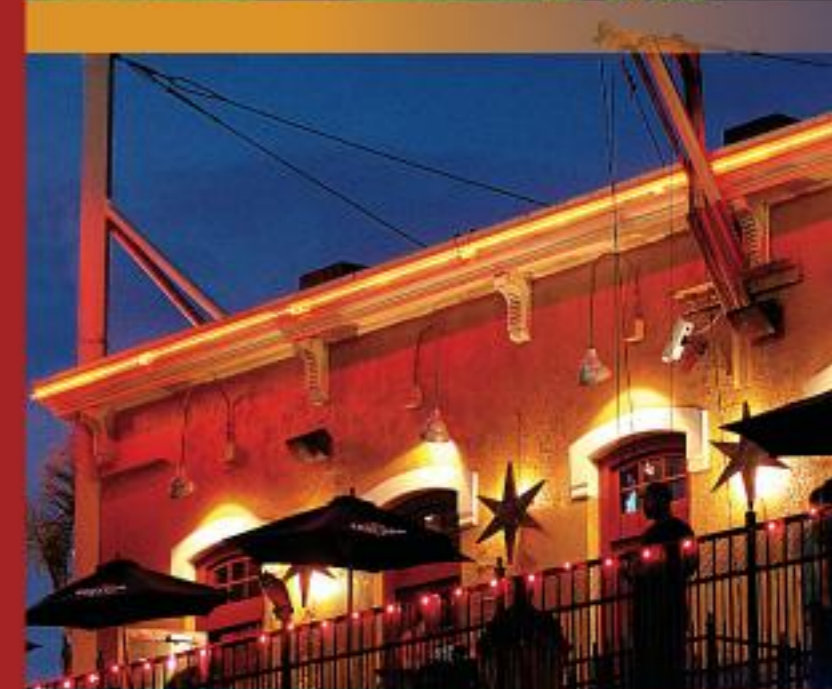


Comprehensive Internationalization: Vision and Practice

# NAFSA 2012 ANNUAL CONFERENCE & EXPO

MAY 27-JUNE 1, 2012 • HOUSTON, TEXAS, USA • GEORGE R. BROWN CONVENTION CENTER

**Internationalizing Teacher  
Education: Exploring  
Essential Elements of U.S.  
Teacher Education Abroad**



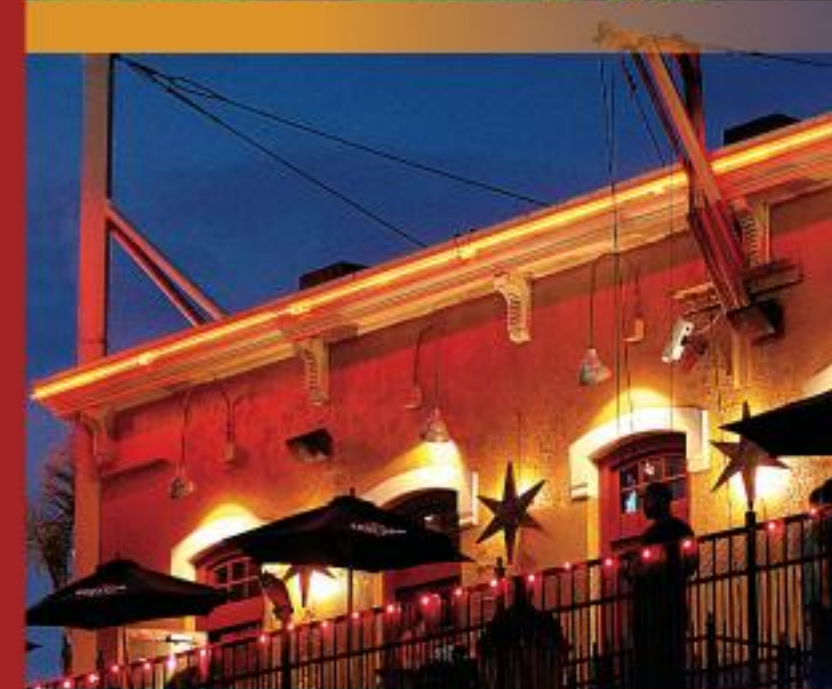
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## Working with a Consortium

Sharon Brennan  
University of Kentucky



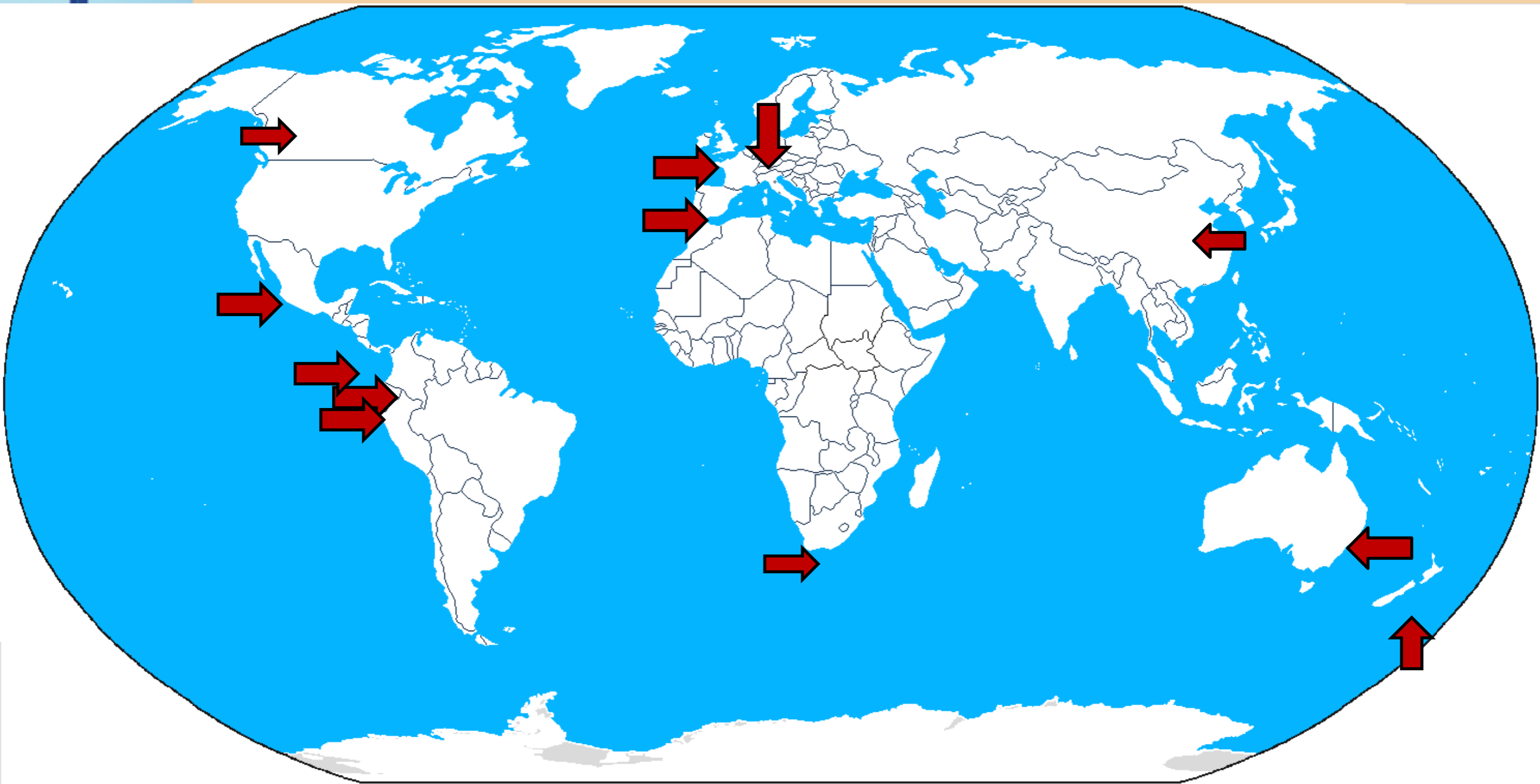


Internationalization is growing at UK  
which is not in the UK!

# Began in 1972 with COST – Consortium for Overseas Student Teaching



**COST: Think collaboration,  
not \$\$ or ££**



**Gradually, partnerships have formed  
around the globe.**

# Goal: Broaden global perspectives and pedagogy through sustained immersion experiences





Before:  
Survey,  
Coursework

During:  
Interactive  
reflections

After:  
Debriefing,  
Follow-up

**Experiences are carefully structured to guide and monitor progress.**

# Challenges include garnering support from local policy makers and school administrators







# Outcome: Student's teaching is transformed and global relationships are built

“The experience helped me develop a new awareness of global dynamics. I am better prepared to educate [students] for our changing world.”

“My life – from my old Kentucky home to my English seaside town and everything in between – has prepared me to bring the world to the children I teach.”



**For more information, contact:**

**Sharon Brennan, Ed.D.**

**104 Taylor Education Building**

**University of Kentucky**

**[sharon.brennan@uky.edu](mailto:sharon.brennan@uky.edu)**

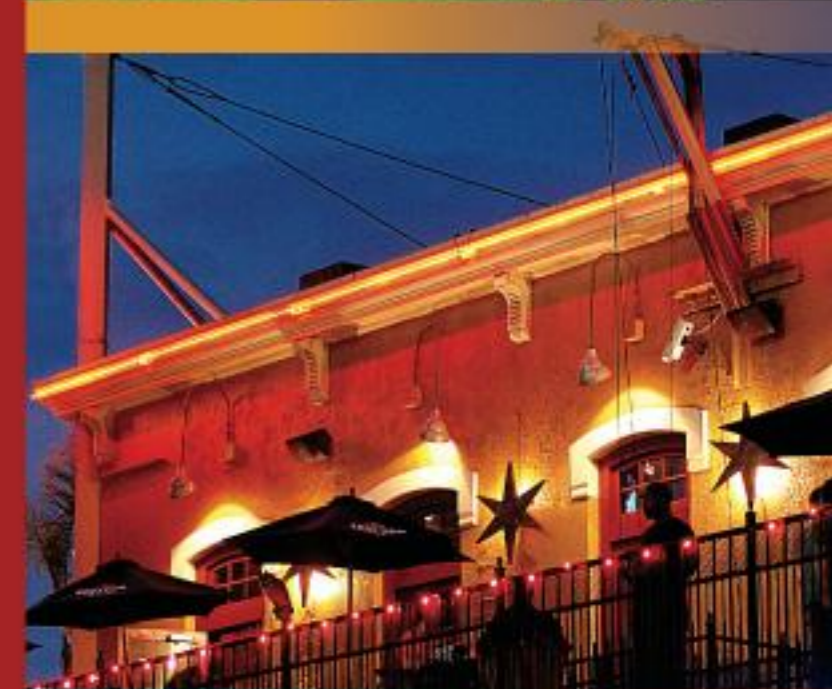
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## London Study Abroad Program

David M. Moss  
University of Connecticut





# Key Program Components

- Competitive admissions
- Required pre-departure course work
- Substantial research component
- Internship in London schools (15 weeks)
- London course work
- Cultural Guide(s) across the program
- Required re-entry course work



# London Internships

- Primary & Secondary schools across greater London
- Key personnel at each school
- Three days per week
- Placed in classrooms, departments and/or curriculum support
- Leadership *beyond* student teaching
- Focus on cultural learning (cultural guide)



# Research Requirement

- Inquiry Project requirement for Masters
- Role of “evidence” in learning & teaching
- Initiated in pre-departure course work & completed in re-entry seminar
- Cross cultural focus - working in teams
- Case studies by school site:

*“Education for Global Citizenship”*



# Re-entry Course Work

- Final semester of teacher education program
- Significant opportunity for cultural learning
- Weekly seminar in conjunction with course work and a local internship
- Focus on theory practice
- Reflection to support experiential learning
- Purposeful bridge to professional practice



**For more information, contact**  
**David M. Moss, PhD**  
**Department of Curriculum and**  
**Instruction**  
**Neag School of Education**  
**University of Connecticut**  
**[David.moss@uconn.edu](mailto:David.moss@uconn.edu)**



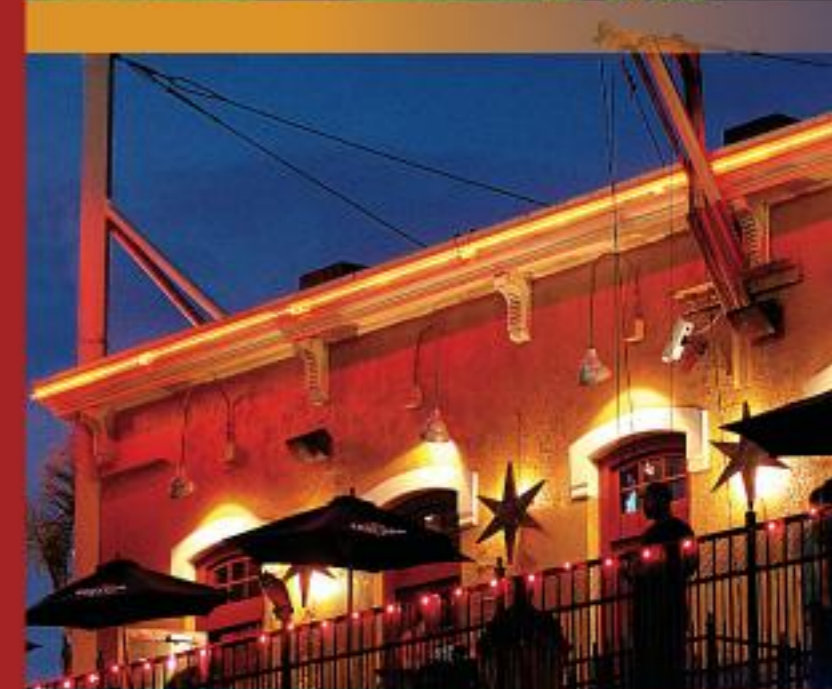
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## More Opportunities for Teaching Abroad


Dr. Craig Kissonock  
Educators Abroad, Ltd





# Three Questions

**For determining whether and how to offer international &/or domestic cross-cultural student teaching placements**



# Three Questions

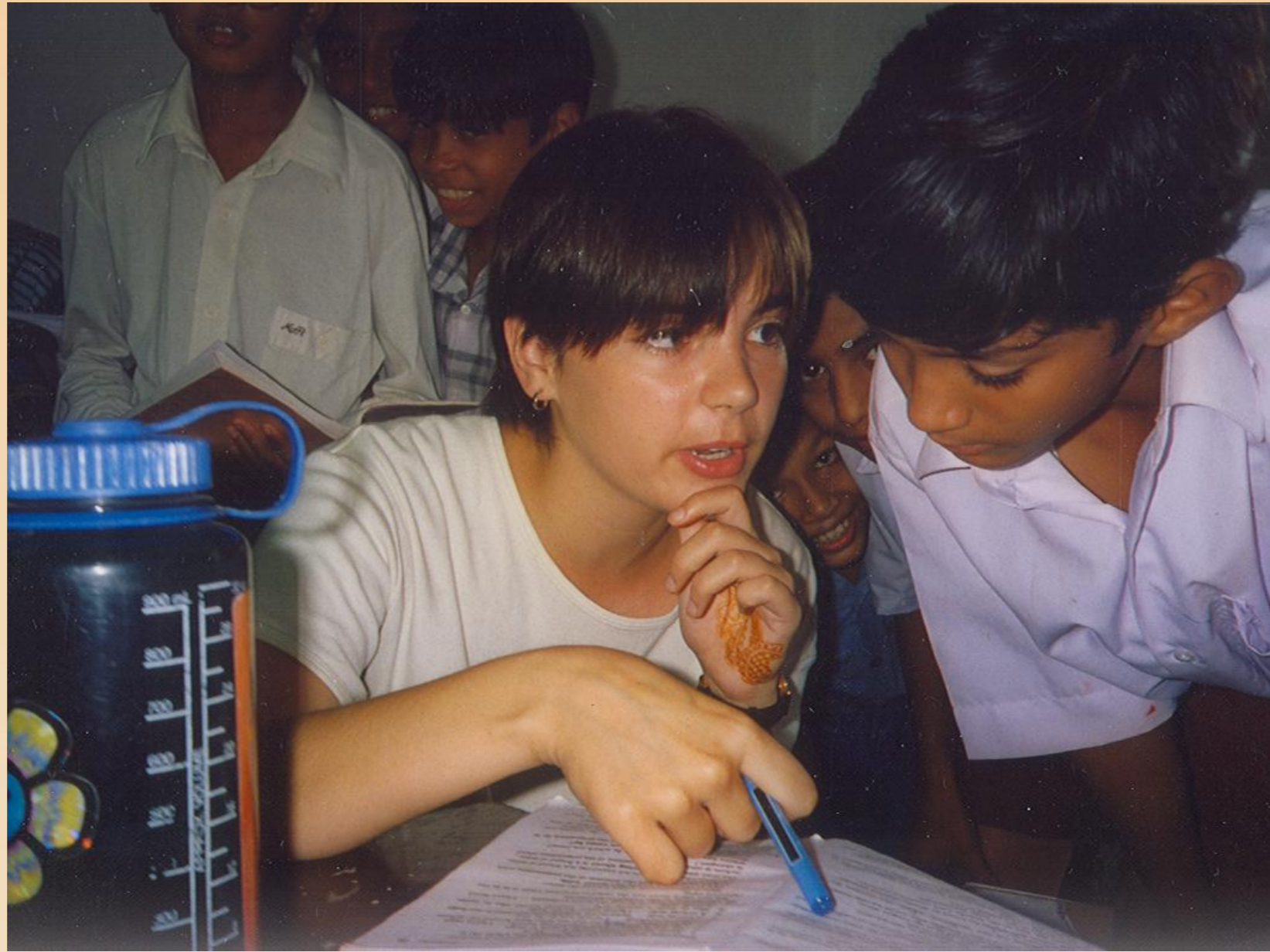
- 1) **Rationale:** Should student teachers complete their assignments in other national or cultural settings?
- 2) **Legitimate Provider:** Entrust ourselves or an external provider to manage the process?
- 3) **Comprehensive Procedures:** Precisely how will all responsibilities associated with all aspects of each placement be cared for ?

*application, admission, placement, supervision, reporting, and emergency and personal support*

# What will the world be like in 30 and 100 years?

Are we preparing teachers for this future?





**Educators must be prepared to teach any child from, or living, anywhere in the world**



**Where Are These Schools and Students?**

**Does it matter, as we prepare teachers for their future?**



**Globally, teacher educators operate within a 60 mile/100 km mindset**

**But the world is changing**

**For example:**

\* UK schools can employ qualified teachers from the European Union, USA, Canada, Australia, New Zealand, South Africa, Jamaica, and Singapore, etc.,

**automatically,**

**without further training and assessment.**



- **How many languages are spoken as the first language by students in schools in your area?**
- **We are members of a global – not local profession.**





# POLICY

**You must  
complete your  
student teaching  
in a community  
*different*  
from that  
which you know.**



# Consider Partnering with a Provider: EducatorsAbroad

- Managed student teaching placements in 61 countries for 2500+ students
- Served 132 universities in 6 countries
- UK QTS licensure, short term practicum, in-service educator options available





# Make Your Own Arrangements

- Create/expand options you offer students  
--tours, practicum, student teaching
- Partner with other institutions
- Exchange students with other colleges
- Use resources on our Web site to create your own program

[www.educatorsabroad.org](http://www.educatorsabroad.org)

NAFSA

Association of  
International Educators



**Educators** *Abroad* Ltd.

