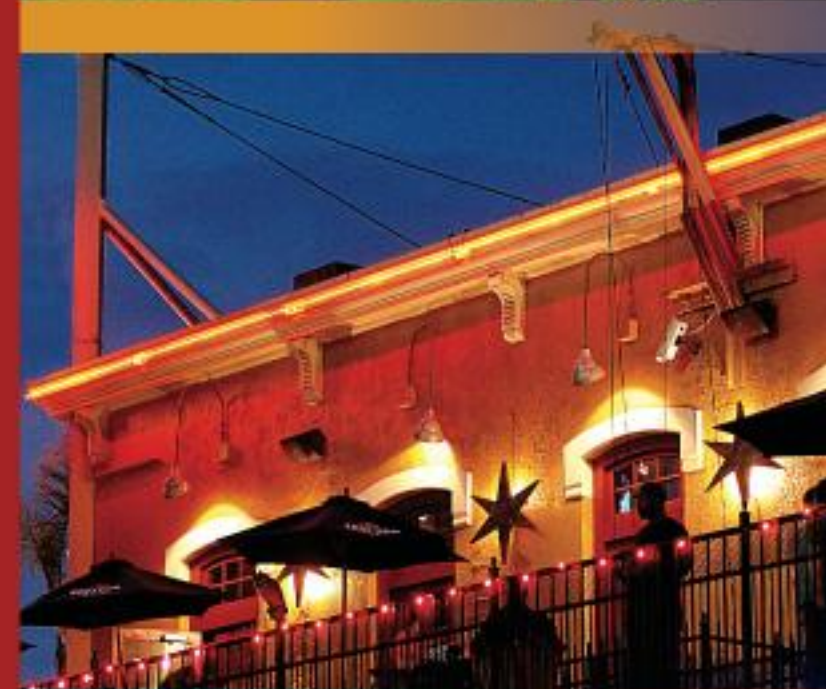


Comprehensive Internationalization: Vision and Practice

# NAFSA 2012 ANNUAL CONFERENCE & EXPO

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

## Defining “Globally Competent Pedagogy”





# Defining Globally Competent Pedagogy

1. What do we expect teachers to know and be able to do to build global competence in our K-12 students?
2. How can teacher education programs help to develop globally competent teachers?



# Defining Globally Competent Pedagogy

- 1. What do we expect teachers to know and be able to do to build global competence in our K-12 students?**
2. How can teacher education programs help to develop globally competent teachers?





# Defining Globally Competent Pedagogy

## Defining global competence in K-12 students

- Asia Society / CCSSO Competencies
  - Knowing the world
  - Investigating the world
  - Recognizing perspectives
  - Communicating ideas
  - Taking action



# Defining Globally Competent Pedagogy

## Building on NCATE Unit Standards

- Standard 1: Candidate knowledge, skills, and professional dispositions
  - Content knowledge
  - Pedagogical content knowledge
  - Professional and pedagogical knowledge and skills
  - Student learning
  - Professional dispositions



# Defining Globally Competent Pedagogy

## Responding to State Credentialing Standards

- California Teaching Performance Expectations
  - A. Making subject matter comprehensible to students
  - B. Assessing student learning
  - C. Engaging and supporting students in learning
  - D. Planning instruction and designing learning experiences for students
  - E. Creating and maintaining effective environments for student learning
  - F. Developing as a professional educator



# On your own...

What would you expect “**globally competent**” teachers to know and be able to do?

- Consider:
  - Knowledge
  - Skills
  - Dispositions



# At your table...

What would you expect “**globally competent**” teachers to know and be able to do?

- Consider:
  - Knowledge
  - Skills
  - Dispositions





# Rubric Development

	1= Beginning	2 = Developing	3 = Proficient	4 = Advanced
Knowledge				
Skills				
Dispositions				



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	1= Beginning	2 = Developing	3 = Proficient	4 = Advanced
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# Rubric Development Logistics

- Collaborative process
- Each table will work on one area of focus –
  - Knowledge
  - Skills
  - Dispositions
- Focus on expectations for a “proficient” teacher
- Work on Google doc



# Rubric Development

## Things to consider:

1. What do teachers need to know and be able to do in order to effectively plan, teach, and assess content-specific lessons that develop global competence in K-12 students?
2. What do teachers need to know and be able to do to create a globally responsive and respectful classroom culture?
3. What do teachers need to know and be able to do in order to effectively communicate and collaborate with colleagues and parents to support global competence in the classroom and larger community?





# Rubric Synthesis

- Read responses from colleagues at other tables
- Discuss their responses at your table
- Use “comment” feature to respond to ideas in the document



# Defining Globally Competent Pedagogy

1. What do we expect teachers to know and be able to do to build global competence in our K-12 students?
- 2. How can teacher education programs help to develop globally competent teachers?**



# Applying the Rubric

- As a teacher educator, what can you and your institution do to support teacher candidates in developing the knowledge, skills, and dispositions described on the rubric?
- How is the work distributed between foundations & methods courses?
- How can fieldwork support this process?
- What is the role of assessment?
- What are the roles of faculty, field supervisors, cooperating teachers, students, and administrators in supporting this process?



# **Applying Globally Competent Pedagogy: One Institution's Experience**

**University of San Diego  
Teacher Education Programs**





# SOLES Strategic Plan – 2007-12

**Goal II: Develop highly effective, socially responsible and marketable students through international programs.**

- Objective 1:** Expand opportunities for SOLES faculty to engage in international research projects, partnerships and/or professional development activities.
- Objective 2:** Internationalize curricula across programs.
- Objective 3:** Establish a requirement for all SOLES students to engage in an international experience prior to program completion.



# 1. Internationalizing Coursework

**Goal:** Internationalize all foundations and methods courses

- 2008-09
- Supported by Longview Grant
- Incentivized

**Outcome:** Changes to course titles, readings, and assignments

- Multicultural and Philosophical Foundations of Education *in a Global Society*
- Curriculum and Methods of Teaching in *Today's Global* Secondary Classrooms
- Methods of Teaching Literacy in Secondary Schools *in a Global Society*



## 2. Internationalizing Field Experiences

**Option A:** School partnerships for practicum and student teaching sites

- International Baccalaureate (IB) Schools
- Charter Schools
- Independent Schools

**Option B:** Virtual field experiences- [Global Education Website](#)



# 3. Additional Internationalization Components

- **International Experience Requirement**
  - [Global study courses](#)
  - Local immersion experiences
  - Conferences and community events
  - [Reflection guide](#) – Description, personal connection, and professional application
- [Faculty Research Grants](#)
- **Global Competence Survey**



# International Experience Requirement





# International Experience Requirement





# International Experience Requirement





# International Experience Requirement







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# Assessing the Impact

## Successes

- Stronger awareness among faculty and students
- Significant partnerships developed with globally focused K-12 schools
- Stronger recruitment of globally inclined teacher candidates
- Increased faculty scholarship with global emphasis

## Challenges

- Uneven application
  - Some courses are “GINO”
  - Global in Name Only
  - Not all field experiences include global focus
- Some tensions with multicultural education
- Challenge to address state-mandates and emphasize global competence in assessing teachers



# Questions / Comments

1. Have you tried similar efforts at your campus? What was your experience?
2. How might the experiences at USD inform your work?
3. What suggestions / feedback to you have for us?



# Applying the Rubric

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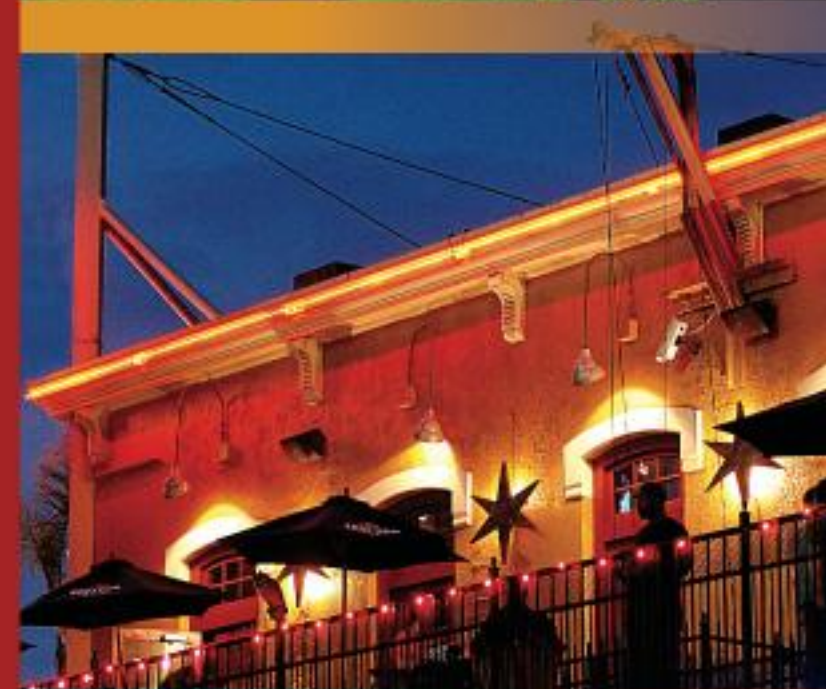


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## Mapping Globally Competent Pedagogy: Challenges and Opportunities







# Rubric Development

	1= Beginning	2 = Developing	3 = Proficient	4 = Advanced
Knowledge				
Skills				
Dispositions				



# How Do We Help Students Progress Along the Continuum?

**The critical role of faculty**



# A Cautionary Tale

**Developing a policy for an international experience requirement in a graduate teacher education program**

Buczynski, Lattimer, Inoue, & Alexandrowicz (2009)

*Teaching Education*



# Competing Theoretical Frames

## Research in International Education

Dolby, N., & Rahman, A. (2008).

*Review of Educational Research, 78, 676-726.*

1. Internationalization of higher education
2. Comparative education
3. Internationalization of K-12 education
4. International schools
5. Research on international teaching and teacher education
6. Globalization education



# Competing Theoretical Frames

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# Internationalization of Higher Education – Study Abroad

## History:

- Peace promotion in aftermath of World Wars
- During Cold War, expand America's sphere of influence

## Policy Priorities:

- Cultural awareness
- Cultural exchange
- Individual personal growth





# Internationalization of Higher Education – Study Abroad

## Teacher Education Expectations:

- “Transformative” experience for candidates –
  - Experience as “the other”
  - Growth in awareness of issues of privilege
  - Cultural understanding
- Prepare candidates to support students from immigrant and refugee backgrounds in the California schools.

## Limitations:

- Approaches international experience from a deficit view.
- Difficult to require and measure “transformation” within the scope of a teacher education program.



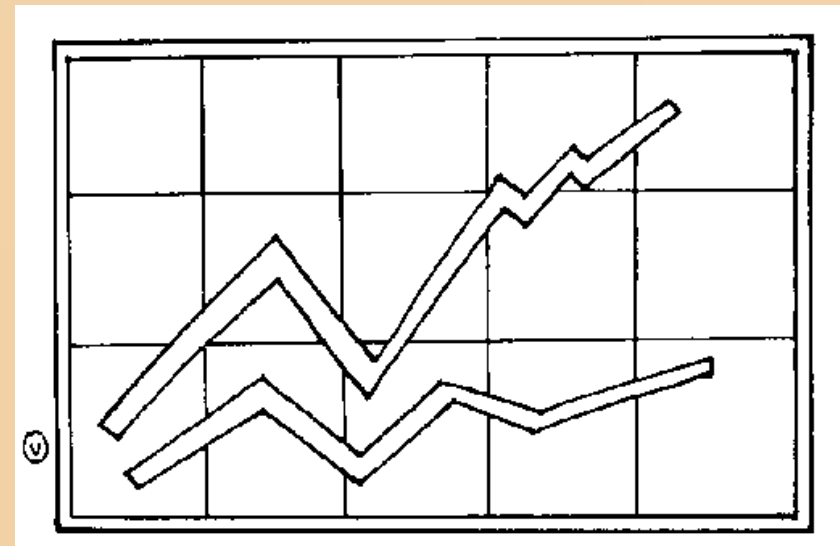
# Comparative Education

## History:

- International economic development through systematic educational improvement
- UNESCO, UNDP, OECD, and World Bank

## Research Priorities:

- Understanding national education systems
- Elucidate international differences
- Use comparative analysis to promote systemic improvement and reform.





# Comparative Education

## Teacher Education Expectations:

- Access, read, analyze, and respond to comparative educational research.
- Use comparative educational research to improve own practice.

## Limitations:

- Comparative education research lends itself to systemic reform; teachers and teacher candidates may be limited in ability to respond to and implement such reforms within their school sites.
- Superficial analysis may result if time and opportunity are not provided to understand the situational complexity of international comparisons.

# Internationalization of K-12 Education – Global Studies

## History:

- Response to global economy & concerns about global competitiveness-- 1960's and 70's



## Policy Priorities:

- Student knowledge of global history and geography.
- Promote world languages.
- Develop positive disposition toward cultural difference





# Internationalization of K-12 Education – Global Studies

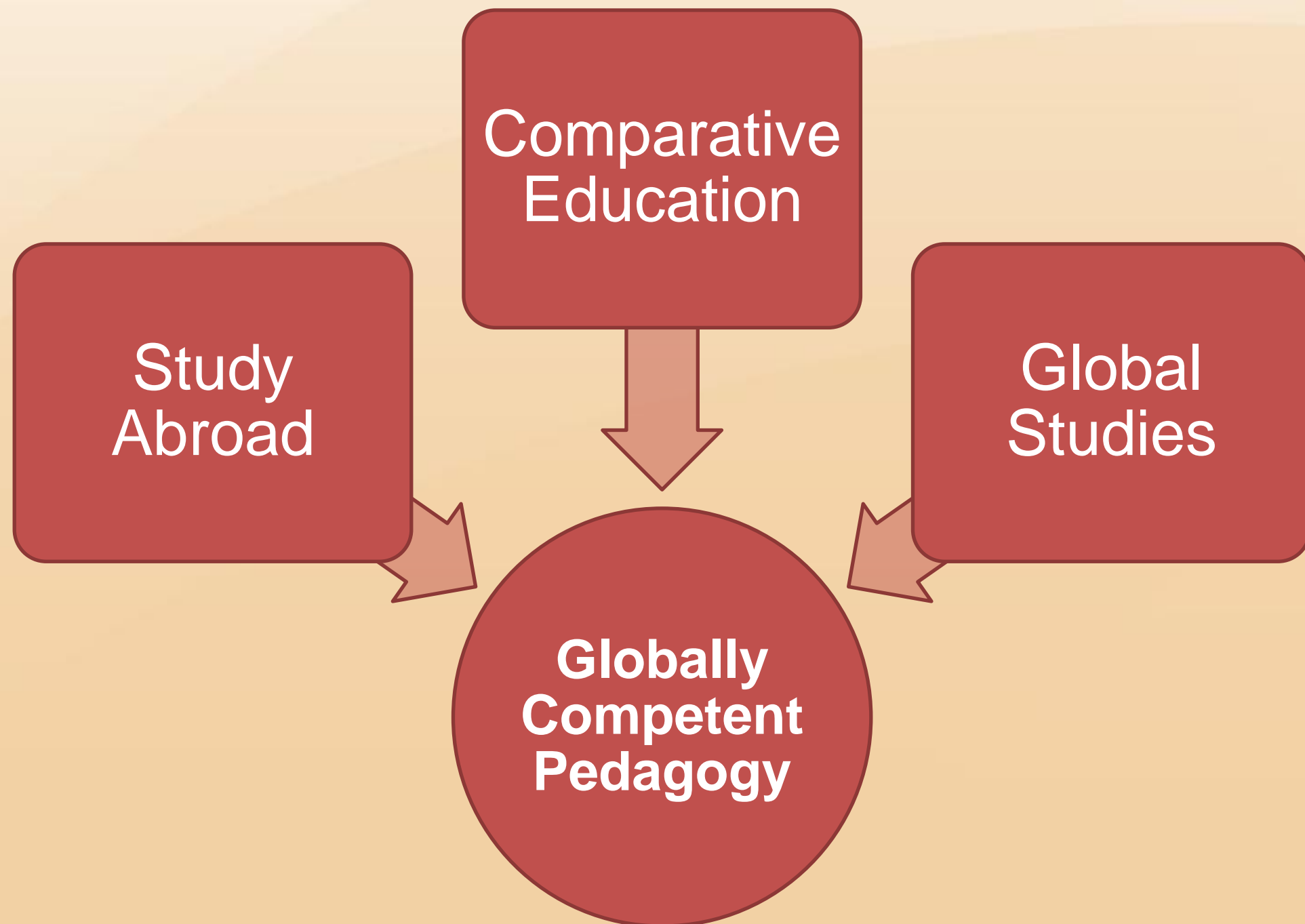
## Teacher Education Expectations:

- Increase teacher knowledge & ability to teach global dimensions of their content areas.
- Increase knowledge of and ability to teach world languages.

## Limitations:

- Most teacher education programs emphasize teaching of pedagogy rather than content. It is assumed that teacher candidates will bring with them sufficient content knowledge from their undergraduate education.
- Teachers are constrained in developing K-12 curriculum by state standards which do not consistently prioritize global studies concerns across content areas.

# Synthesizing & Appreciating Theoretical Frames





# Discussion

1. What perspectives, beliefs, and practices do the faculty at your institution bring to the discussion?
2. What are the strengths and limitations of these perspectives, beliefs, and practices?
3. How can you work with faculty to facilitate the development of teacher education programs that prioritize globally competent pedagogy at your institution?





# Thank You!

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