

**NAFSA 2012
HOUSTON, TEXAS
COMPREHENSIVE INTERNATIONALIZATION:
VISION AND PRACTICE**

Globally Aware: The Impact of Comprehensive
Internationalization in Teacher Education



GLOBALLY AWARE

- ✘ From Wikipedia: as globalization continues more people are connecting to the Internet to conduct their own research, producing as well as consuming information from countless websites. We may well be in danger of becoming dependent on this method. So much information, almost instantaneously, without knowing the validity of the content or the risk of misinformation.
- ✘ http://en.wikipedia.org/wiki/Information_overload

WHAT DO WE KNOW/ HOW DO WE KNOW IT?

- ✘ Perceptions and views articulated in a global environment can often lead to confusion and conflict



FROM WHERE DO SUCH PERCEPTIONS COME?

- ✘ The 'old' media: newspapers, magazines, television, radio, music: increasingly the 'new' media – real time observations via internet and satellite communications, blogs, email, skype, twitter, FACEBOOK, othe social media



CONTENTIONS:

Schools help to frame the worldview from which the young will encounter the world. (Bourdieu 1973, Goffman 1961, Besag and Nelson, 1984, et. al.)



CHALLENGES

- ✘ In societies which proclaim democratic values and beliefs, schools face the conflicting demands of preparing the young to learn and practice critical thinking in examining policies and procedures in a process designed to create active and engaged citizens, while at the same time providing support for maintaining the existing procedures and institutions on which the democracy rests (Besag and Nelson 1984).

WHAT ARE YOU DOING?

- ✘ With partner(s) please share the one or two most important things you / your department or college / your institution do to make internationalization comprehensive
- ✘ Share with group what you found most compelling / transferable

TEACHER EDUCATION RESPONSES

- ✘ Traditional response: travel (Exchange programs?)
- ✘ Needed:
 - + Opportunities for all candidates to deal with building global skills, knowledge and dispositions.
 - + This suggests revising curricula and changing requirements.
 - + Asia Society, CCSSO: global competence, “... is capacity and disposition to understand and act on issues of global significance.”

THE GOAL:

To investigate practices that are effective in:

- a) Providing teacher education candidates with the knowledge, skills and dispositions to effectively teach in a “globalized” context.
- b) Meet the challenges of preparing globally competent citizens.

SO, WHAT ARE THE DEMANDS OF A GLOBAL ENVIRONMENT?

- Engaging in research beyond their own environment,
- Articulating and explaining perspectives
- Communicating beyond the barriers of geography
- Linguistics
- Ideology and culture
- Taking action (often collaboratively with others)

✘ “ Educating for Global Competence: Preparing our Youth to Engage
✘ the World”, the Asia Society Partnership for Learning and the Council
✘ of Chief State School Officers

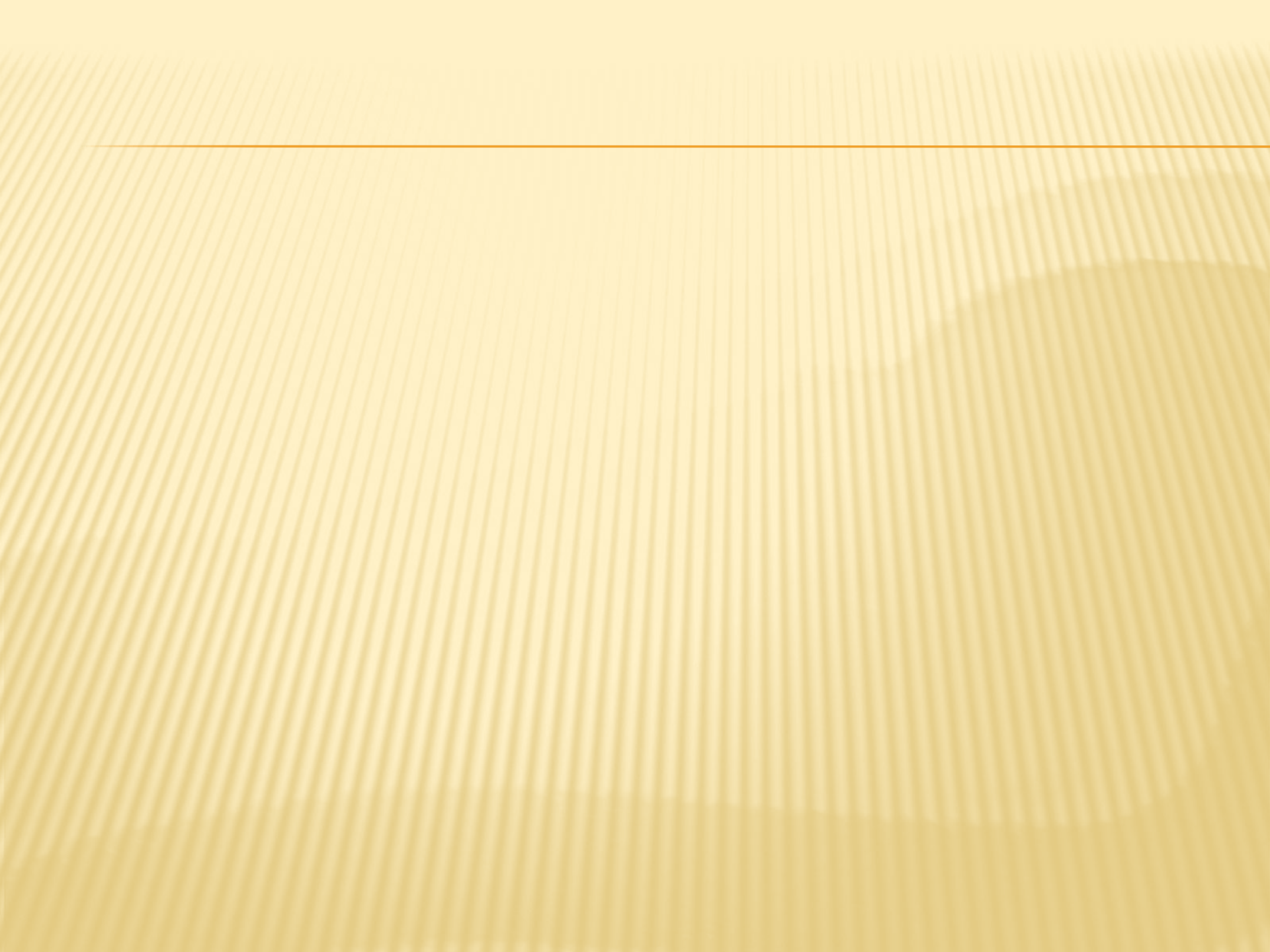
IDENTIFIED ATTRIBUTES THAT GUIDE OUR WORK

- ✘ Ability to critically examine multiple national narratives, considering historiography
- ✘ Listen accurately, then respond
- ✘ Develop the skills and dispositions associated with conflict resolution
- ✘ Detect and analyze bias
- ✘ Open to new possibilities
- ✘ Articulate informed views that take into account the above attributes

So how does a teacher preparation program address these challenges?



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MODELS OF CURRICULA THAT INFORMED OUR PROJECT...OFTEN CITED AS COMPONENTS OF BEST PRACTICE

- ❑ Structured Academic Controversy (Johnson & Johnson, 1993)
 - ❑ Careful Communication Skills
 - ❑ Active Listening
 - ❑ Critical Thinking
 - ❑ Cooperative learning strategies (Slavin, 1991, 1995, et. Al.)
- ❑ Deliberating in a Democracy (DID) Lessons

METHODOLOGY

Qualitative study of student experiences using multiple methods of data collection

- ❑ Focus groups
- ❑ Student surveys
- ❑ Faculty observations
- ❑ Student comments on discussion board

Program Steps

Seton Hall University Teacher Candidates:

Learned DID process in class; analyzed and discussed

Worked through a sample lesson; analyzed and discussed

Observation of High School class doing DID; analyzed and discussed

Facilitation of DID deliberation with High School students/Survey of facilitation reflections

Faculty Observation

Faculty interview: observation of teacher candidates

PROGRAM STEPS – INTERNATIONAL COMPONENT

Partnership: Seton Hall University/Borys Grinchenko Kyiv University

- ✘ Introduction video by each school shared with partner; introductory DB postings
- ✘ In class analysis of both videos: postings for linguistic and cultural patterns
- ✘ Discussion Board: 22/Seton Hall, 8/Borys Grinchenko, 107 postings/categories:
 - + Introductions and greetings (31);
 - + Reflections on deliberations (13); descriptions of observations at high school by Seton Hall students (3);
 - + Exchanges of differing perspectives – DID freedom of expression lesson (38– with many group postings by 2 or more students);
 - + Cultural awareness (4 posted by small groups on American holiday of Thanksgiving);
 - + Farewell postings (22- with many group postings).

Data Coding...skills and dispositions that we identified as needed in global competence

Skills

- AMP – assess multiple perspectives/examine critical info
- RB – recognize bias
- CB – critically respond to bias
- CR – employ CR skills
- CRC – CR seek compromise
- CRN – CR negotiate
- CRCCon – CR look for consensus
- CRL – CR listen to views
- AI – articulate informed views
- PP – pedagogical practices to advance skill knowledge and disposition
- SB – student behavior
- FT – future teaching

Dispositions

- ODI – open to different interpretations
- RD – Respect for differences
- VC – value collaboration
- UC – strike to understand sources of misunderstanding/conflict
- PR – seek peaceful resolution when appropriate



Ability to consider multiple perspectives (including different narratives & historiographies)

Faculty met with students (4 focus groups) to discuss their reflections after observing a deliberation on Cyber bullying:

- ❑ Students observed the teaching of controversial issues
- ❑ The students participating in the program were more likely to be able to identify multiple perspectives
- ❑ Quote: “It seemed that a lot of students were engaged and it was a positive experience because a lot of students were saying ‘oh I didn’t think about that’ you know one girl said, “ is this on a state level, district level or is this the actual school’s level’ and the one kid, he was like ‘I didn’t even thought of it that way.’”

Listen accurately, then respond

Faculty met with students (4 focus groups) to discuss their reflections after observing a deliberation on cyber bullying:

- ❑ The important of building a positive classroom climate.
- ❑ Quote: “They each had their parts and they each had to listen and they had to listen to each other in order to tell what their most important argument were”
- ❑ Quote: “like walking around and listening to them and not only making sure that they are discussing it but also act like, asking more, ‘why’ questions”

Open to different interpretations

Faculty met with students (4 focus groups) to discuss their reflections after observing a deliberation

- “I saw a lot of the groups had similar arguments but they worded them differently, like freedom of speech and then they’d go back and forth on like the freedom of speech on the internet, like the boy was saying how at the end, ‘well mine’s not technically freedom of speech because it’s in the general public’ and also what he was saying about the government and district issues, that was another compelling argument that like, where the line drawn.”
- “I would hope that one of the things that would come out from there for everybody would be that that ‘wow by being forced to play the other side, I think I even changed my views on this subject’. So that would be a cool to do something with the information and move forward”

ABILITY TO CONSIDER MULTIPLE PERSPECTIVES (INCLUDING DIFFERENT NARRATIVES & HISTORICAL PERSPECTIVES)

Teacher Candidates reflections on facilitating a deliberation:

- ✘ Students learned the teaching of controversial issues
- ✘ The students participating in the program were more likely to be able to identify multiple perspectives than comparison students
- ✘ The DID project encouraged a deeper level of facilitation and this skill helps the students become more adept critical thinkers with the ability to draw conclusions from multiple concepts.
- ✘ Listening and assessment should be done during group discussions
- ✘ Guide students to think analytically
- ✘ Teachers need to be moderators v. instructor and they need to be unbiased instead of opinionated.

Teacher Candidates Surveys:

- ✘ Over 80% of the students strongly agreed that the deliberations increased their understanding of the issues, and that they learned how to assess multiple perspectives and examine critical information from the process.

LISTEN ACCURATELY, THEN RESPOND

Teacher candidates reflections on facilitating a deliberation:

- ✘ The importance of building a positive classroom climate

Teacher Candidates Surveys:

- ✘ Over 55 percent of teacher candidates developed a better understanding of how to seek compromise, look for consensus, negotiate and listen to views in the classroom.

STUDENT REFLECTION ON FACILITATING DELIBERATION

“The most important role for a teacher is to just be a moderator...listen to students, ask questions to get them thinking and to move the discussion along.” (PP, AMP)

“I found it very beneficial because I learned how to interact in a student/teacher relationship. I find this to be very helpful preamble to my career as a teacher.” (SB, FT, PP)

FACULTY OBSERVATIONS

In every session the interns demonstrated practices and dispositions consistent with global competencies.

✘ Attributes observed:

- + Openness to different interpretations
- + Respect for differences
- + Value collaboration



FACULTY OBSERVATIONS

In every session the interns demonstrated pedagogical practices to foster the students' development of global competencies

- ✘ Attributes fostered through interns actions:
 - + Ability to consider multiple perspectives and examine critical information
 - + To employ conflict resolution skills such as listening to different views and seeking consensus
 - + To articulate informed views

DISCUSSION BOARD OBSERVATIONS

- ✘ There were 38 postings from both partner institutions following the freedom of expression lesson completed by all of the students. Many of the postings were made by small groups of two or more partners that periodically formed to discuss and prepare responses. The postings were prepared over a roughly seven week period. A number of postings simply reported that the respondent agreed with a prior view. Only postings that presented a reaction or offered a point of view or explained a perspective were coded. The two to five word postings (I agree; I don't agree with _____) were not coded (4 postings).

DISCUSSION BOARD OBSERVATIONS

- ✘ Students explored a range of topics related to the concept of freedom of expression: once a topic was introduced, there followed a series of linked postings and additional responses. Topics included discussions the nature of freedom, differences between constitutions of the two countries; educational histories- soviet and post soviet.

KNOWLEDGE AND SKILLS

- ✘ While the prior data focused largely on skills, the discussion board demonstrated student dispositions.
- ✘ Virtually all postings provided evidence of articulating informed views, and assessing multiple perspectives /examine critical information as well as one or more components of conflict resolution skills

DISPOSITIONS SURFACE

- ✘ Not evidenced in the prior data, dispositions were demonstrated in responses, with almost all showing: open to different interpretations; respect for differences; and seeking to understand sources of misunderstanding or conflict.



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- ✘ As students read and responded to one another, there were distinct themes addressed. Ivan began with a statement about the nature of freedom, the will, philosophy and national traditions. This was followed by several Seton US responses posing questions, asking for more information and stating contentions.

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- ✘ This pattern remained – a posting, with multiple responses: questions raised, disagreements stated, and the request for clarifications. New topics flowed from responses. Several students made multiple postings that led to follow-up discussion.

SELECTED EXAMPLES:IVAN BEGINS:

- ✘ “Good afternoon. You know, before we discuss this topic, it is necessary to study the history of our country, to analyze what is "freedom" and that there "will". The fact that our native languages - Russian and Ukrainian - it is a deep philosophy of language, this language does not transfer information and transfer of feelings! The concept of "freedom" in different sectors of life are deeply described in the philosophy of our people, and this philosophy is not expressed in the knowledge of the political life of your country, and our Russian and Ukrainian national traditions, such as in fairy tales, ballads or epics...”

RESPONSE

- ✘ Dear Ivan,
Four of us were reading your comment. We appreciate the time you took to respond to us. There have been many criticisms against the American Education system in the last couple of years from an outside perspective. What do you specifically think is the issue? Are you trying to say that the American History doesn't have a sense or definition of freedom? Could you please clarify...?

RESPONSE

- ✘ Once again, I respect your country and your history. Recently I had the opportunity to study the history of your country in the late 18 th century. The original version of the Declaration of Jefferson proposed to abolish slavery, regarding it as evil and immoral phenomenon. However, I can state that the representatives of the slave-owning south clearly given to understand that gave up the fight against the English, if this article stays in the document. Therefore, it was removed from the final version of the Declaration...

RESPONSE

- ✘ We agree with you in saying that freedom is rooted in philosophy and that it is a concept that promotes feelings not necessarily information. I think you'd agree with us in saying that as children speech needs to be monitored to educate them on how to properly use words and express emotion. However there is a sense in which freedom is not "do what you want when you want" but rather it is having the ability to do what is right. If our parents and teachers are able to educate children/students to use their speech to properly express emotion than as adults the restrictions would not be necessary.
- ✘ Does that make sense?

✘ Dear Anthony. I want to say that your and our country, different understandings of the concept of "freedom" and "freedom of anything." Consequently, our presentation to you about the school and raising children will be different. But I'm not pointing to the difference between our views and the fact that in a palette of ideas we will find common interests, and thus unite their efforts for building the future of their countries.

✘

- ✘ Thank you for your detailed response. From what I see, it seems that you are saying that America believes in the freedom to do whatever we want but our view is more complex than that assumption. There are different views in America and one of those views is that exercise our freedom with responsibility. We are accountable for our words and actions. For example, if one makes false accusations about a person or event, he/she can be prosecuted for it



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- ✘ We both agree that there should be limits to certain expressions of freedom, because freedom is not absolute. (By the way, I (Julie) misread something in your post which I replied to in my first response. Sorry about that.) Balance is necessary to preserve life and order, and when people are completely "freedom," chaos is the natural result. Nothing in this world is "free" if we define freedom as the ability to do everything we want. Limits exist naturally, and certain limits should exist legally. The difficulty is how do we define "hate speech" in order to determine the limits.
 - ✘ Thanks for your comment,

✘ Hi Yaroslav,

You are right that limits sound contradictory to freedom. However, I believe that some limits are necessary to preserve life in order to preserve the freedom of all. If “freedom” is doing whatever you want, then should those who want to kill another person have no limits upon or consequences for their “freedom” when they kill that person? In order to preserve freedom, the absolute ability to do whatever one wants must be limited – or else society will become chaos.

Could you clarify what you mean when you say that you’re angry that the US Constitution has amendments, but still limits? Do you mean that you’re angry that the Constitution includes limits, or that there are limits despite the freedoms of expression guaranteed by the Constitution?

TOPICS ADDRESSED IN CHRONOLOGICAL ORDER

- ✘ What is freedom of expression
- ✘ Cultural, historic and educational differences
- ✘ Clarifications requested and provided
- ✘ Nature of hate speech and multiple perspectives about it
- ✘ The role of government, use of power
- ✘ Challenges facing countries

TOPICS ADDRESSED IN CHRONOLOGICAL ORDER

- ✘ Report on observation of US high school students conducting deliberation, questions about education in partner country
- ✘ Punishment of 'hate'
- ✘ Illustrations of US problems and 'hate' incidents from partner perspective
- ✘ Clarifications asked and additional information offered

TOPICS ADDRESSED IN CHRONOLOGICAL ORDER

- ✘ Democracy and communism, socialism and capitalism
- ✘ US Civil war, Churchill
- ✘ The nature of a republic
- ✘ Forbidden films and follow-up questions
- ✘ Contradictions between beliefs and practice

TOPICS ADDRESSED IN CHRONOLOGICAL ORDER

- ✘ Students actively engaged in following up on one another's posts. Students repeatedly asked for additional information, asked if they had the understanding correct, asked if their points were correct

WHERE DO WE GO FROM HERE?

- ✘ Are there actions you'd like to suggest?
- ✘ Are there partnerships you'd like to join / form
- ✘ Is there a research opportunity you / your students would be interested in pursuing?

Questions??????

Thank you

