

# INITIATIVES



OFFICE OF INTERNATIONAL INITIATIVES (OII) | COLLEGE OF EDUCATION

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## From the Office

This has been a very active period for the Office of International Initiatives and for the College of Education's efforts to enhance its international work and increase the involvement of faculty and students in international activities. The College commitment has been underscored by the institutionalization of the GATE Fellows program, the continuing support for International Travel Funds, and the sponsorship of a number of visits by international visitors as well as recognition and support for international scholars and students. Most important has been the creation of this Office to provide the infrastructure and coordination necessary to sustain visible advocacy for international work, initiate collaborations, grant proposals, study abroad enhancement, and work on assessment of the impact of our efforts.

In this issue, you will see a sample of some of the work our colleagues are doing in regard to international initiatives and some of the programmatic and systemic initiatives that are both new and ongoing. We are especially proud of our GATE Fellows Program which continues now with its third cohort of faculty fellows. The program has been a central lever for internationalization efforts in our college and in enhancing the global dimensions of our curriculum. Presentations of the GATE Fellows Program at several conferences including AACTE, AEIA and ICTE, were well received and the program has gained a national reputation. Our International Travel



*Office of International Initiatives staff: (l. to r.) Cyndi Eichele, Letitia Williams, Steve Koziol, Eppie Carroll, Jim Greenberg (Missing Brent Edwards)*

Grant Awards have helped a large number of faculty and graduate students present papers at international conferences, pursue collaborative research with international colleagues, and bring back to our context valuable insights and ongoing connections.

Nelly Stromquist's feature article on internationalizing the curriculum illuminates issues which we continue to address in the College, and we have initiated a number of grant proposals to support these curriculum *(continued on page 6)*

## Our Mission

*The Office of International Initiatives was established to help support the College of Education's priorities related to international education. The Office seeks to coordinate and support a variety of initiatives in the College, including program development, internationalization of teacher education, faculty and student scholarship in international contexts, study abroad, improved integration and involvement of international scholars and students, and fostering international collaboration on various levels.*



### How Does a College Internationalize its Programs? What we are doing:

We have tried to follow the direction of both the University's strategic plan and the College's own strategic plan for international work by organizing and leading a number of activities to raise awareness, spur discussion, and promote specific efforts toward internationalization of programs and our overall context. Under the guidance of the International Advisory Committee, we have tangibly supported faculty development, curriculum development, research collaboration and international connections, student activities and study abroad specifically, and national as well as international dissemination of our work. We have invited international visitors to discuss possible collaborations/partnerships, and we have sought to make our context more reflective of international dimensions by helping to make individual and collective efforts more visible and better understood. The following descriptions of specific activities should help to personalize and illustrate these efforts. Now, through the efforts of the IAC and current GATE Fellows, we are trying to address assessment of our programs and their impact on our goals.

## Global Awareness in Teacher Education (GATE) Fellows Program

The GATE Fellows Program has been a centerpiece of the College's internationalization efforts since its inception in 2007. We recognized, as does the literature on internationalization, that faculty buy-in and involvement is key to these goals in a university environment. That concept, well understood by the Longview Foundation, defined the foundation of the GATE Fellows program as a design to achieve both faculty buy-in as well as tangible curriculum transformation products. Faculty who apply for the program explain their interest in becoming part of a faculty professional community devoted to internationalization of education and, in the first two years, especially teacher education. GATE Fellows receive a monetary stipend award as well as modest budget support for their curriculum projects; and they participate in a bi-weekly seminar devoted to sharing perspectives, providing mutual feedback on projects, and helping to advance the College internationalization agenda. The first two cohorts of GATE Fellows made wonderful connections with each other and with the teacher education curriculum, fashioning exciting projects in science education, math education, language arts and literature, special education, early childhood education, urban and minority focus programs, and other areas. Most of all, we evolved into a core of diverse, committed faculty who would continue to make individual and collective contributions to the



*2009 GATE Fellows (Back row, l. to r.): Steve Koziol, Hong Jiao, Noah Drezner, Peter Leone, Melissa Landa, Saul Sosknowski, and Jim Greenberg (Front row, l. to r.): Donna Wiseman, Judith Torney-Purta, Jo-Ann Amadeo and Letitia Williams*

College goals. Both of the two Longview-funded cohorts of GATE Fellows organized and led very successful statewide colloquia on internationalization of teacher education.

A hallmark of the program's success is the institutionalization of the program and its continuing support by the College. This year's GATE Fellows range beyond teacher education to include participants in Measurement and Statistics, Special Education, and Higher Education. *(For more information about GATE Colloquium, see p. 13)*

### El Salvador's Children: Risk, Poverty and Education

*Professor Paula Beckman, Special Education*

Professor Paula J. Beckman (Special Education) created a service-based, study abroad experience to help students develop a better understanding of the risk, poverty, and education of El Salvador's children. The course focused on three major issues: the cultural, social and political factors driving migration from Central America; the relationship between policy, poverty, education, and health; and the cultural and historical factors influencing children from El Salvador in U.S. schools and their families.

In El Salvador, University of Maryland students worked on various projects collaboratively with the village leaders. Those majoring in public health constructed and conducted a survey and a group from EDSP made home visits and assisted individuals in the community with various special needs. Dr. Beckman's group also

ran an after school program for the children and offered evening classes in adult literacy, computer, art, and English for the entire community.



### Reading Specialists Thinking Globally: Gaining Insight for Improving Practice by Considering International Performance, Teacher Education, Curricula, and Classroom Instruction

*Professor Mariam Jean Dreher  
Curriculum and Instruction*

Mariam Jean Dreher aimed to transform leadership in school-wide reading programs by developing a key course in our reading specialist advanced certification program. Teachers in the College's reading specialist program become school leaders who have a major influence on instruction. As a consequence, broadening their understanding of global issues is likely to have a far reaching effect. By focusing on Finland, reading specialist students were immersed in readings, resources, and projects related to international student performance, teacher education, curricula, and classroom instruction. In particular, candidates gained a sense of what students around the world can do by examining reading performance on international assessments such as PISA and the Progress in International Reading Literacy Study (PIRLS) in comparison to our National Assessment of Educational Progress (NAEP).

### Internationalizing Urban Education

*Assistant Professor Victoria-Maria MacDonald,  
Curriculum and Instruction*

To ground and enhance urban education in the U.S., economic inequality, linguistic, racial, and cultural differences, indigenous peoples, resistance and reform, and the socio-political and economic contexts shaping literacy, and formal/non formal educational opportunities need to be transformed. By critically examining the impact of globalism and comparative perspectives on urbanization and schooling, MacDonald's work enhanced the College's urban education courses with the inclusion of cross-national themes and a greater transnational consciousness of homeland origins of U.S. immigrants.

Her program specifically sought to revise an Urban Education course to include comparative historical accounts from Asia and Latin America, case studies that included a focus on transnational immigrant populations and comparison of reports from international aid agencies on *Education for All* and Human Rights Agendas with U.S. based reforms and their impact on urban populations.



### Global Research, Education, & You (G-REDY)

Assistant Professor Sherick Hughes  
*Curriculum and Instruction*

By investigating global targets of economic, political, social, and cultural marginalization, Dr. Sherick Hughes (EDCI) developed a course that incorporated marginalized voices from around the globe to co-create instructional strategies and curriculum. The course goals were for students to engage in a critique of global “knowledge” “civilization” and “us-them” dichotomies of historical and contemporary pedagogy; confront our comforting ways of being just “liberal” or “conservative” enough to hear our own pedagogical voices; and practice pedagogy that questions our complicity in marginalization, albeit inadvertent.

An integral portion of the course involved an innovative approach to questioning taken-for-granted values, beliefs, and habits of thought regarding educational oppression on a global scale.



### MATHCAP: Mathematics Teaching as a Cultural Activity Project

Assistant Professor Lawrence Clark,  
*Curriculum and Instruction*

MATHCAP sought to engage secondary mathematics teacher candidates in experiences that support their capacity to view mathematics teaching and learning as a cultural activity. Students compared mathematics teaching and learning environments in the United States, Ethiopia and other locations around the world.

Despite the common perception that mathematics is a transcendent, universal language, many mathematics education researchers have concluded that mathematics teaching and learning are far from ‘culture-free’ experiences. Clark found it critical to examine the cultural underpinnings of the mathematics teaching and learning dynamic in diverse social and cultural environments.

### Elementary Education: Mathematics Methods for Pre-Service Teachers

Dr. Beatriz Quintos  
*Curriculum and Instruction*

Dr. Beatriz Quintos titled her project *Global Awareness through Mathematics* and she redesigned the curriculum of an Elementary Education mathematics course to include global issues of local significance.

Her goal was to create a balanced curriculum that included learning in mathematics, learning about mathematics, and learning through mathematics. She focused on mathematics topics in connection to global issues such as global warming, endangered species, or wealth disparities. Dr. Quintos is committed to assisting students in becoming responsible citizens of their local communities and the world.

### Reading Methods for Pre-Service Early Childhood Teachers: A Global Perspective

Dr. Lea Ann Christenson  
*Human Development*

In order to be effective early literacy teachers, Early Childhood Education (ECE) teacher candidates need to be prepared to work effectively with children of all backgrounds. To this end, Lea Ann Christenson redesigned two courses *Reading in the Early Childhood Classroom: Instruction and Materials, Parts I and II*.

Christenson aimed for ECE teacher candidates to apply what they learned in the first part of the course in the second and in their field based placements. In both courses students covered all of the state required content using a global lens. Dr. Christenson strives to make global education a foundational part of her courses with the intent that future teachers will embrace the principles of understanding and respect for diverse cultures.

## International Travel Fund

An essential part of internationalizing the college of education is increasing faculty and student engagement with colleagues across the globe. Many faculty members have already developed sustained research relationships with international colleagues and institutions. These relationships are key because their impact is felt not only here in the U.S. but in communities around the world. International collaborations also inform the college's learning culture as faculty incorporate international perspectives into their teaching and guide students in making their own connections with the world. The increasing 'smallness' of the world has shown the shared nature of human concerns. As faculty and students collaborate internationally creative communities are formed that can work together to create solutions that are international in scope. To support this work each semester travel funds are awarded to faculty and graduate students to participate at international conferences outside of the U.S., develop study abroad programs and courses with an international focus and to foster collaborative research projects. Here are a few reports:

**FOR FULL TRAVEL  
REPORTS OR TO  
APPLY, VISIT OUR  
WEBSITE AT:**

[www.education.umd.edu/  
international/OII/  
COETravelFund.html](http://www.education.umd.edu/international/OII/COETravelFund.html)

**Dr. Natasha Cabrera** traveled to Cambridge, UK and Bochum, Germany in fall 2009. In England, she attended a meeting at Cambridge University. Here she was able to forge connections with various European scholars working on the area of children and immigration.



Also in England Dr. Cabrera gave a talk entitled *Early Predictors of Latino Toddler's Cognitive and Social Behaviors* at the University of East Anglia, School of Social Work and

Psychology. As a result, she already has received emails from faculty interested in collaborating. Cabrera then traveled to Bochum, Germany and was hosted by Dr. Brigit Leyendecker. She gave a talk titled *Systemic Influence of Family Risk on Mothering, Fathering, and Children's Cognitive and Social Behaviors*. One of her purposes in traveling to Bochum was to inquire about possible collaborations with Dr. Leyendecker and her colleagues who are starting a large cross-national study of social adaptation of immigrant children in Norway, Germany, and the Netherlands. Dr. Cabrera says of her visit, "[it] was a great opportunity for me to learn about their work as I am also beginning to design a study that will look at the social adaptation of immigrant children here in the U.S."

**Jennifer Bacon** traveled to Ethiopia where she was hosted by the Dean of the College of Education, Dr. Tirrussew Teferra, at Addis Ababa University. Jennifer had been communicating with colleagues in Ethiopia a year prior to her visit. Jennifer's project was designed to strengthen literacy skills and cross cultural awareness through poetry writing for adolescent girls. Her colleagues in Ethiopia received the proposal with great enthusiasm because the project tied in with their own work in Ethiopia focused on increasing socioeconomic development by increasing literacy particularly for women and girls. In Ethiopia Jennifer toured the Addis Ababa University as well as several historic sites. While there she was offered a teaching contract for the spring semester at a youth academy and college preparatory program in Ethiopia. Jennifer is currently teaching in Ethiopia.



*Jennifer teaching in Ethiopia.*

## PROGRAMS: *International Travel Fund*

**Chien-Yu Lin** attended the Independent Learning Association Conference in Hong Kong, China. The three-day conference in Hong Kong was a very unique learning experience for her. The participants were



mostly university ESL or EFL teachers or professors from Hong Kong, Taiwan, China, Australia and New Zealand. Chien-Yu Lin was able to meet and talk with different

researchers or practitioners from the East and the South part of the world “which greatly widened my knowledge scope about the reality of language teaching in diverse contexts and the ongoing theoretical practices of learners’ autonomy.” Chien-Yu Lin presented a paper titled “Developing autonomous learners in the digital realm: Exploring digital language learning strategies from macro and micro perspectives”. Her talk was well attended and she received valuable feedback on her work.

**Dierdre Williams** recently returned from Jamaica where she gave a talk entitled “*Mediating the Teaching of Citizenship Education: Teachers’ Perceptions about Citizenship in Jamaica.*” The talk was based on preliminary findings of her dissertation field research exploring the ways in which teachers think about and understand their role in preparing students as citizens. Dierdre Williams presented her work to 35 classroom teachers currently enrolled in M.Ed. program at the University



*Dierdre and lecture attendees.*

of the West Indies. A rich interactive exploration of the various views teachers hold about citizenship ensued and she was amazed by the extent to which “the meanings teachers ascribed to citizenship and being a citizen were grounded in the context of their students’ lives and societal experiences.” Williams is now working with the course lecturer, who does extensive research in schools on citizenship issues, to explore ways in which they might collaborate on research in this area.

### *From the Office*

*(continued from page 1)*

transformation efforts and to extend those efforts to partner schools in the area. Our support and recognition for visiting international scholars and students have helped make more visible this valuable resource and the marvelous people who come here to study and to share learnings with our faculty and students; and our increased study abroad programs help give our students the complementary opportunity to learn from the unique experience of travel and experiential learning in other countries.

The brown bag programs hosted visits from international delegations, collaboration with other campus units on international efforts, website presence and combined initiatives with our International Advisory Committee reflect our current progress. But without the right people, results don’t happen and I want to thank – and publicly appreciate – Letitia Williams, Brent Edwards, Cyndi Eichele, and Eppie Carroll for their constant support and work for “the cause,” and Letitia’s extra efforts as editor of this newsletter. Finally, the supportive leadership of Dean Wiseman, Associate Dean Steve Koziol and the whole Dean’s Office makes it all possible.

We appreciate any comment or suggestions readers may have.

Jim Greenberg  
*Director*



### Special Education Celebrates 18 Years – Graduate Program, Germany



The Special Education department currently offers two overseas graduate programs tailored to meet the needs of personnel in the Department of Defense School System (DoDDS). American teachers serve in the Department of Defense schools (DoDDS) in Germany. They teach students who are the

dependents of U.S. military personnel overseas. DoDDS schools are part of the United States public school system and the Special Education department's overseas programs have been able to transport expertise in the field of special education to DoDDS teachers on site in Germany. The goal of every program is to equip teachers and administrators with state of the art techniques to address the needs of students with disabilities.

The program began in 1992 with a master's degree in Special Education. At this time there is a new master's degree program, with 22 students enrolled, which focuses on equipping teachers to work with students with Autism Spectrum Disorders (ASDs.) There is also a cohort of 14 students completing a doctorate of Education in Special Education, with a focus on school leadership issues. The Ed.D. cohort is in their third year of a four year program. This is the first doctoral program the department has offered overseas.

The graduate programs are primarily taught in person, in Germany, by faculty members of the University of Maryland Special Education department. This has provided for meaningful interaction between the faculty of the Special Education department and DoDDS school personnel. The program has answered a critical need for DoDDS teachers living in Germany who otherwise have no options for graduate programs in Special Education. Offered on weekends, the overseas program allows DoDDS teachers to complete a

graduate program in a manner similar to their stateside counterparts. Extensive coordination and collaboration with DoDDS leaders and staff has taken place over the years to ensure that the overseas degree programs are addressing the needs of DoDDS teachers.

Over the years several changes have been made to the program. In fact, with each new grant application Special Education must work with DoDDS administration to identify areas of training that would benefit their DoDDS personnel. The program offerings for each cohort have been expressly planned to respond to critical areas of need for training within DoDDS at the time.



*Special Education/DoDDS master's students in Germany.*

A unique challenge built into the program has been that the students are all employees of the Department of Defense School system. Many students have been directly affected by troop draw-downs and subsequent military base closures and it is not unusual for students to need to relocate. With an eye towards possible changes that are likely under different administrations, the program has needed to be resilient in responding to such.

The overseas programs continue to meet the academic needs of DoDDS personnel and since its inception over 125 Department of Defense teachers and administrators have graduated with a master's degree in Special Education.

*Dr. Phillip J. Burke is chair of the Special Education department and director of Overseas Programs. Dr. Tori Page-Voth is the Overseas Program coordinator.*

# Internationalizing the Curriculum

by PROFESSOR NELLY P. STROMQUIST, *Department of Education Leadership, Higher Education and International Education*



*Nelly Stromquist*

Most people recognize that global forces are making the world smaller than ever before, bringing with it new visions, possibilities, and concomitant challenges. While education emerges as a valuable asset in our contemporary world, if universities are to play a positive role in the construction of a desirable emerging global order, internationalizing the curriculum is a must. But what does it mean to internationalize the curriculum?

Its meaning depends on the objectives being sought. In the prevailing discourse, it is argued that we need to develop an international awareness so that we may work effectively in international settings, develop in students the capacity for effective communication across cultural and linguistic boundaries, and prepare ourselves for leadership in an increasingly diverse world. Part of the current rhetoric is that we should become ready for “global economic competitiveness.” This concern, while sensible, places an unfortunate emphasis on the economic dimension that inhibits the potential for a more truly global education. Let us consider instead a more holistic approach to a new identity. An alternative conceptualization of the international curriculum has as an end point the creation of global citizens—or individuals who have developed global consciousness and who can envisage new forms of organizing society, new forms in which values of social justice, inclusion, and fair treatment are omnipresent.

Such an approach demands acquisition of knowledge about new subjects and greater attention to existing ones. To the extent that some problems are global, they should be covered in the curriculum. Thus, such issues as human rights, the environment, peace/war, poverty, ethical principles, and immigration would become salient in teaching and learning activities. The understanding of multiple cultures—cultural pluralism—must be accompanied by a reconsideration of course content in such disciplines as history, economics, literature, and international relations. It is at this point

that internationalizing the curriculum becomes challenging, for it means unearthing contradictions in national behaviors and recognizing that often our interactions with other countries are characterized not by a concern to understand mutual differences but by a priority to extract resources.

Consequently, some global problems need to be reframed; for example, moving from a concern with poverty to the admission of internal exclusion and external domination, from the invocation of peace to the recognition of one’s self-interest in pursuing war and promoting conflict, and from the call to equality to the recognition of our role in marginalizing on the basis of social class, gender, ethnicity, and religious beliefs. This reframing complicates and questions our placid posture as benevolent social actors, challenging instead our privileged position and our active role in the maintenance of an unequal world.

The crucial importance of universal human rights, which imply the protection of others, cannot be seen as independent of economic and political relations across countries and among individuals. Likewise, human rights cannot be seen as problems that affect only developing countries. Because of the flow of people across nation-states—a growing segment of whom are undocumented—internationalizing the curriculum must also include considering immigration and the factors that compel people to resort to illegal means to reach more economically advanced countries. Few desire to abandon land and language but few desire to live in poverty and insecurity. Is immigration totally a consequence of their own doing, or do international forces foment it?

The development of a national culture is required for social cohesion since loyalties to a particular country are the foundation of citizenship. At the same time, this national identification must be tempered by the development of an ethic and practice that go beyond respect for one’s own country. The history and international relations of the U.S. have been characterized by the principle of exceptionalism: that this country is different from all others and is to play a special role in world affairs. In practice, this has implied a number of unilateral positions, ranging from “manifest destiny” in



the 19th century to “preemptive war” in the 20th and even the 21st century.

When a country is economically and politically powerful, such as the U.S., internationalizing the curriculum calls for a critical look at oneself, recognizing one’s positive contributions to the world but also those policies and practices that have been detrimental to other societies. The end point of internationalizing the curriculum should be the creation of global citizens.

Civic education should be part of this curriculum, with global citizenship being defined as the notion of how we —persons from different states and nations —have common rights to a good life as well as individual and collective responsibilities toward all countries in the world.

At the university level, the most common form of internationalizing the curriculum involves study abroad. By visiting other countries, it is assumed that students become knowledgeable of other cultures, engage in public diplomacy, and function as exemplary models of their own country. These assumptions are not unfounded but study abroad programs need serious rethinking of design and follow-up to match

**“The end point of internationalizing the curriculum should be the creation of global citizens.”**

expectations. Most study abroad programs are extremely short (about one month) and most students select advanced European nations with long histories and mostly reflective of Western culture. This is one version of internationalization; another would be instead to select poor countries in the Middle East, Asia, Africa, and Latin America, and to experience the variety of life and conditions. Internationalizing the curriculum should also imply learning a foreign language beyond a basic introductory class. In many universities, study abroad has not been integrated into the regular curriculum; rather, it appears as a distraction from conventional programs of study.

Internationalizing the curriculum cannot be done from a Pollyanna dream in which diversity is welcome in the abstract and the realities of inequality and social exclusion are avoided. The task for educators—policy makers, administrators, and teachers—is complex and oftentimes difficult. But it needs to be fully addressed. Otherwise, we will continue to recite appealing slogans but produce generations of future adults with little basis upon which to face the emerging world.

## PROGRAMS (CONT.)

### *Students from Prince George’s County Receive Study Abroad Scholarships*



*Ambassadors (l to r): Myriam Fuentes (Greece), Emily Kay (Brazil), P. Bai Akridge (GDLI Director), Ibironke Olayimika (France), and Prachi Bagadia (Denmark).*

The Prince George’s County International Ambassador Program (PGCIA) awarded scholarships to support study abroad to its fourth cohort of students. PGCIA is a need-based scholarship program that supports UM students who attended Prince George’s County public high schools.

The PGCIA program is administered by the Global Diversity Leadership Institute (GDLI) within the International Center for Transcultural Education

at Maryland’s College of Education. This year the Office of the County Executive (OCE) of Prince George’s County renewed its financial commitment and was joined by UM’s Office of the Provost in supporting up to 11 ambassadors with scholarships valued at \$1,000 to \$1,500.

Bai Akridge, director of GDLI says the program is testimony to “the community’s recognition of the importance of global literacy in preparing our young people for career opportunities in the 21st Century.” The PGCIA program focuses on students of color and those with financial needs. By providing financial assistance, the PGCIA program enables under-represented students to study abroad. While most of the PGCIA scholarship recipients are African American, all are members of underrepresented groups in study abroad. “I think we can all agree that U.S. students studying abroad should reflect the rich diversity of the U.S. at home”.

Current scholarship winners will be traveling to Greece, Brazil, France and Denmark this summer. **FOR MORE INFORMATION, CONTACT:** P. Bai Akridge at [pbai@umd.edu](mailto:pbai@umd.edu).

## *The Distinguished International Service Award*



*International Service Awards Ceremony (l to r): Saul Sosnowski (Associate Provost, International Programs), Jim Greenberg (Award recipient), Nariman Farvardin (Provost) and John Townshend (Award recipient)*

Dr. James D. Greenberg was the recipient of the University of Maryland's Distinguished International Service Award. These awards are given for exceptional long-term achievements in support of international life at the university. Currently the director of the College of Education Office of International Initiatives, James

Greenberg was also the founding director of the University of Maryland Center for Teaching Excellence. He recently served as a Fulbright Senior Scholar in South Africa, Senior Fellow at the National Center for Urban Partnerships (NCUP) in New York and as invited keynote speaker and workshop leader at a number of U.S. and international conferences.

James Greenberg has worked extensively in Ecuador, Chile, Peru, South Africa, Botswana, the Netherlands and Israel. The first Diplomado in University Teaching in Ecuador, designed and taught by Dr. Greenberg, Dr. Roberta Lavine and colleagues, was recently completed. He will serve as a panelist for an upcoming U.S. Department of Education Title VI-funded symposium on evaluation and assessment of international education programming in June, 2010. Dr. Greenberg will also speak at the NAFSA: Association of International Educators—NAFSA 2010 Annual Conference and Expo on the topic "Preparing World-Minded Teachers."

## *Alberto Cabrera Receives Fulbright*

In 2009, the University of Maryland was among the top 22 producers of Fulbright Awards for U.S. scholars. One of the university's four awards went to Dr. Alberto F. Cabrera, professor in the Higher Education program.

The purpose of Dr. Cabrera's award was to assist members of the network Fulbright-Fapergs do Rio Grande do Sul in Brazil in developing performance indicators to assess the quality of their undergraduate degree in pedagogy. This network is comprised of two top ranking Brazilian universities: The Pontificia, Universidad Católica do Rio Grande do Sul (PUCRS) and the Universidad Federal do Santa Maria (UFSEM). The project has two components: research and teaching. Dr. Cabrera began conducting research during the 2009 winter break. He will return to Brazil in May 2010 to teach and continue research.

In the first phase of the project, Professor Cabrera worked with the dean of the school of education of PUCRS as well as with program coordinators in singling out those competencies the graduates of the undergraduate program in pedagogy must have to successfully work in different school settings, ranging from urban areas to native-based communities. They identified five competencies: 1) research,



*Cabrera with colleagues in Brazil*

2) administration of educational services, 3) pedagogy, 4) subject mastery, and 5) social responsibility and civic engagement.

Currently, Dr. Cabrera is assisting PUCRS and UFSEM in developing a questionnaire to be applied to senior undergraduate students, graduates of the program and school principals. In the project's second phase professor Cabrera and his Brazilian colleagues will focus on identifying the campus-based and classroom-based practices that have an impact on competency-based outcomes. Eventually, this knowledge would be used by PUCRS and UFSEM in their efforts of aligning curriculum design and fostering the use of effective teaching practices among their faculty.

## Leone and Drezner Receive Study Abroad Development Grants

*The campus Office of International Programs held a competition to award two Study Abroad Development Grants. This year both were awarded to College of Education faculty and current GATE fellows Peter Leone and Noah Drezner.*



Peter Leone

**Professor Peter Leone's** new study abroad course will examine treatment and incarceration in the U.S. and Western Europe with a particular focus on adolescents and young adults with mental health problems and disabling conditions. Among industrialized nations of the world, the U.S. has the highest rate of incarceration. Examining this phenomena is a central theme of this course. Students will visit treatment centers and correctional facilities, participate in seminars, and meet administrators and treatment specialists.



Noah Drezner

**Assistant Professor Noah Drezner** was awarded a grant for the creation of a course intended to provide students with a rich understanding of South African higher education; to allow for the exploration of the South African higher education system and allow students to compare and contrast it with post-Brown higher education in the United States. Student will spend three weeks in South Africa. Both courses will be offered in Summer 2011.

## Visiting Scholars

*Each year our community is enriched by the arrival of visiting scholars from around the world. Meet our newest scholars.*



**Chunxia Huang** is a visiting scholar in Measurement, Statistics and Evaluation (EDMS). She comes from the Chinese Proficiency Test Center of Beijing Language and Culture University of China. Huang arrived in Maryland on November 2009 and will return to China in November 2010. Her research focuses on Differential Item Functioning and data analysis.



**Chunmei Yan** is currently a visiting scholar in the Department of Curriculum and Instruction (EDCI). Yan is an Associate Professor at Qufu Normal University in China. She is currently working with Dr. Jennifer Turner and her research interests include children's literature and comparing American and Chinese children's reading education.



## Working the Corners: Broadening Our Internationalization Focus by LETITIA WILLIAMS



Letitia Williams

Recently, I heard someone talk about ‘working the corners’. Corners here was a metaphor for hard to reach places, places that are inconvenient, without status and relatively easy to overlook. When I heard this I immediately thought about some of the countries around the world dealing with the most challenging

issues and wondered whether internationalizing efforts, the new mandate for many tertiary institutions in the U.S. and around the world, could include these ‘corner’ countries.

Internationalization is the process of bringing a global focus to a university’s curriculum, programs and scholarship. While there may be work in hard to reach places this is often done through individual consultancies rather than an institutional focus. Places targeted by institutions in their internationalization efforts, as seen by the favorite study abroad destinations, are often already center stage, in some way, in global and economic affairs.

The relative absence of ‘corner’ countries might be due in part to the perception of these nations as

**The question for me is can our internationalization efforts include relationships with the ‘corner countries’ of the world?**

requiring aid only in the form of loans and grants, which are not the purpose

of higher education institutions. It may also be that the present internationalization discourse has not yet evolved beyond an inward focus on tangible benefits that accrue to the institutions involved to include an outward looking posture to determine how these institutions can effectively contribute. This brings me to Liberia.

Between December 2009 and January of 2010 the University hosted two top ranking Liberian nationals,

Liberia’s ambassador to the United States, the Honorable Nathaniel Barnes and the president of the University of Liberia, Dr. Emmet Dennis. Their visits highlighted for me a crucial question that seems to be lacking from the internationalization discourse—will we work the corners? Universities in the United States have developed relationships with institutions in other parts of the world. These relationships have often been founded on mutual benefit, developmental similarity and ease of access. Liberia’s advances toward this university and others around the country in a sense raise serious questions about the purposes of internationalizing. Liberia is recovering from years of civil war, and is still referred to in official circles as a post-conflict society.



Back to school in Liberia

According to Ambassador Barnes, the country has turned a corner and things have begun to change but there is still a long way to go. Liberian leaders know all too well the devastation that was wreaked on the country’s human resource capability by the years of civil unrest. While research and financial benefits will likely accrue to universities developing relationships with the country such payoffs might not be realized in the near future and not without the infusion of significant effort and resources by these institutions.

Thus far, our internationalization discourse has focused inward. How will our students benefit? How will this strengthen our university’s brand? There is no doubt that these pursuits have value. The question for me is can our internationalization efforts include relationships with the ‘corner countries’ of the world?

## GATE Fellows Statewide Colloquium 2009: *Internationalizing Teacher Education*



Dean Wiseman (far right) with colloquium participants.

The Longview Foundation generously supported our GATE Fellows Program for two years, and a special feature of the design was the culminating statewide invitational colloquium on internationalizing teacher education. At the colloquium, the GATE Fellows publicly presented a summary of their year's work on individual curriculum transformation projects along with keynote presentations and small and large group discussions aimed at sharing ideas on the theme. In our last issue, we profiled the events and substance of the first statewide colloquium and the exceptional enthusiasm it generated for the ongoing work and for wider possibilities in the future.

In November of 2009, the second invitational colloquium was held, and it attempted to build on the success and momentum of its predecessor while adding a dimension of broader active involvement by partner teacher education institutions around the State as well as the Maryland State Department of Education. There were many highlights of this event, and the pervasive interest and excitement were reflective of the growing support for internationalization in Maryland and the increasing specific opportunities available for students throughout the State.

We were extremely fortunate to have State Superintendent of Schools Nancy Grasmick as our keynote speaker. She gave a powerful presentation of reasons why the international dimension of education is essential for students in Maryland; and she gave numerous examples of MSDE and school system initiatives that reflect current and planned efforts to enhance those international dimensions. An additional keynote was given by Betsy Devlin-Folz, Executive Director of the Longview Foundation, who updated us on the various

projects in internationalization of teacher education around the country as well as some of the comprehensive efforts to define standards and rubrics for quality.

The centerpiece of the colloquium was the presentation of the GATE Fellows projects. As in the prior year, the variety and intriguing nature of the projects captured the imagination of the participants and displayed the fruits of the individual Fellows' efforts. **Paula Beckman's** work in El Salvador and the marvelous insights afforded our students who participated in her course showed off the value of study abroad enhanced with a service learning component. **Lea Ann Christenson** presented her project on injecting global dimensions into her reading methods course for early childhood pre-service students. **Jean Dreher** explained her work in infusing global perspectives into her work with graduate students in the key course for advanced reading specialists. **Victoria Maria MacDonald** spoke about her work in integrating cross-national themes and content into her urban education course. **Sherick Hughes** described the development of his G-Redy curriculum and the bold new undergraduate course created for it. **Lawrence Clark** explained his



Maryland Superintendent of Schools Nancy Grasmick

MATHCAP project—*Mathematics Teaching as a Cultural Activity*—and the collaborative work he undertook with math educators in Ethiopia. **Beatriz Quintos** showed how she had modified her mathematics methods course for pre-service elementary teachers with a creative global awareness component.

A major goal for this year's colloquium was fuller involvement of our sister teacher education institutions in Maryland and active presentation of their work in internationalizing teacher education. There was an extensive poster session devoted to this purpose, and there were wonderful projects presented by a large number of institutions, including MSDE.

We hope to continue the colloquium as an annual event and will plan for November, 2010. Ideas are welcome. (*For more on GATE Fellows' Projects, see p. 3*)

## Our International Visitors

With internationalization efforts being incorporated in the strategic plans of many universities around the world there is increased impetus to seek out opportunities to exchange knowledge and share expertise globally. Looking ahead to expanding its own global reach the College of Education hosted several international visitors. The ambassador of Liberia, the



*The Liberian's ambassador's visit*

Honorable Nathaniel Barnes and the president of the University of Liberia, Dr. Emmet Dennis, were both guests of the college. In the talks held we learned about the challenges Liberia is currently facing as well as potential areas for partnership with the country. A delegation from the University of the West Indies Trinidad and Tobago campus also came with the express purpose of learning more about our internationalization efforts and management of higher education in the U.S. and exploring the possibilities for developing research

collaborations and exchanges. A Russian delegation came to meet with the EDMS faculty specifically to discuss challenges they are facing with their new national assessment system. The delegation included the Director of the Federal Institute for Educational Measurement, as well as the head of the Department of Control and Educational Quality Assessment and the head of the Department for Projects Coordination of the Federal Service for Supervision in the Sphere of Education and Science.

We expect that, as a college, we will continue to develop mutually beneficial relationships with organizations in a variety of nations creating faculty and student opportunities to conduct research, increasing study abroad programs and providing training internationally.



*The president of the University of Liberia visits the College of Education.*

## Teaching the Holocaust in Gaza

The Office of International Initiatives, the Center for International Development and the Department of Education Policy Studies Conflict Management and the Democracy and Community Life Diversity series hosted the director of the United Nations Relief and Works Agency John Ging. His talk, titled "Teaching the Holocaust in Gaza", focused on the agency's human rights curriculum which was designed around the Universal Declaration of Human Rights adopted by the United Nations in 1948.

The UNDP Human Rights curriculum focuses on why the Universal Declaration of Human Rights was adopted, paying particular attention to how the Holocaust served as a catalyst for its adoption and what has happened in the world since 1948. While the students discuss some of the world's human rights

successes they also grapple with significant human rights violations. The intent is to help them learn that they are part of a global family, the law often prevails but everyone needs to contribute to upholding the law, and they are responsible and must deal with their personal behavior. The curriculum also advocates fighting for justice with justice.

The curriculum is geared towards school age children and this is significant since fifty percent of Gaza's population is under 18. Ging emphasized that the inclusion of teaching on the holocaust in Gaza is not to punish but serves to humanize "the other". The hope is that teaching the human rights curriculum to the children of this region will provide a compelling argument to counter the calls for violence.



## Studying Student Affairs in Qatar



*Students from the University of Maryland and University of San Diego at Al Jazeera.*

Dr. Susan Komives and Ph.D. student, Beth Niehaus, led a study abroad graduate student group to Qatar. The course (*American Universities in the Middle East*) focused on Education City in Doha, Qatar. Graduate students from Maryland worked throughout the fall in inquiry teams with graduate students from the University of San Diego and professional staff at Qatar University, the College of the North Atlantic-Qatar, the

six American universities at Education City, and the Qatar Foundation exploring topics about student affairs and the Arab student experience.

The cultural immersion part of the program included visits to the Islamic Culture Center, Al Jazeera, and a desert safari. Students also spent a half day at each of the eight campus sites comprising Education City. The focus of the course was the Young Professional Institute (YPI). As part of YPI, the inquiry teams comprised of U.S. students from both universities and Qatari students, met to explore their topics further and prepare recommendations. These reports were then presented in a symposium with approximately 80 staff and faculty at Education City.

Dr. Komives will be keynoting a national student affairs conference in Taiwan on enhancing college student learning outcomes in May, 2010. She will also give the keynote speech at the Canadian Association of College and University Student Services (CACUSS) in Edmonton, Alberta in June, 2010.

## Visiting Scholars and International Students Reception and Panel Discussion



*International Student Panel (l to r): Lenisa Joseph, Julian Chen, Simon Thurania Taaliu, Natasa Duricic, and Paulina Perez.*

The College of Education has a diverse student body, just how diverse may not be apparent unless you attended the Office of International Initiatives Annual Reception for Visiting Scholars and International Students. The reception is really an effort to build community across cultures within the College. Again this year the warmth of our COE community was apparent; there was lot of meeting and greeting,

exchanges of hugs, and kissing on both cheeks as faculty and students mingled. After introductions and lunch we heard from the visiting scholars in our midst and each scholar received a gift

This year there was also a panel discussion on issues faced by international students. Again testimony to the college's diversity, the panelists came from countries all across the globe: Lenisa Joseph from Trinidad and Tobago, Simon Thurania Taaliu from Kenya, Julian Chen from Taiwan, Natasa Duricic from Serbia and Paulina Perez from Chile. Panelists discussed aspects of their experience and provided suggestions about conducting research, on and off campus resources, adjusting to different teaching and learning styles and getting accustomed to a new culture. Be sure to look out for our next reception when we begin a dialogue about how we as a college can deepen our international focus on education issues by engaging the international resources in our students and scholars.

# A Student's Perspective: The Netherlands, Belgium and Germany



Perspectives in Education by observing multiple school settings in the Netherlands, Belgium and Germany and exploring how children adjust to school environments in these countries.

In the winter of 2010, Cynthia Eichele (EDHI) participated in a study abroad course in the Netherlands, Belgium, and Germany. The program focused on studying International and Multicultural

Participants were given time to have a variety of cultural experiences. Cynthia says, "The cold didn't stop us! We traveled into the country side of Belgium, where French was the spoken language. We visited several museums and we tried to eat in off-the-beaten-path restaurants, which resulted in some of the most delicious food I've ever eaten."

Eichele's recent study abroad experiences exposed her to the education systems of these countries (K-16). "Many of our trips and visits were to K-12 schools and children, but that experience strengthened my understanding and awareness that political influence in lower grades leads to more significant influence in higher education."

## OUR VISION

### The College of Education in a 21st Century Global Community

Education is the key to building a peaceful global community where mutual understanding and tolerance are the hallmark of relationships. Due to the United States' strategic position in the world, it is essential that American students and those who teach them are at least as well-informed, if not better informed, than their counterparts in other parts of the world. The College of Education (COE) has a responsibility to ensure that all faculty and students who participate in and graduate from its programs—regardless of their professional focus—develop a global perspective and an intentional sensitivity to other cultures. This could be developed in part from coursework as well as from interactions with other students and faculty, both at the University of Maryland and via study/research/visiting lecturer experiences in other cultural and political environments within the United States and abroad.

The University of Maryland is located less than 13 miles from Washington, D.C., which some might call the "capitol of the world". Numerous international agencies and non-governmental organizations are located a few Metro stops away and offer numerous opportunities for international research, internships and employment for students in education and other disciplines. The campus is also located in a state that has many linkages to the global community. These include, but are not limited to, a large number of foreign-born residents (roughly 10% of its population),

31 Sister City programs, and nearly 13,000 foreign students (the 13th highest number in the nation) studying at its tertiary institutions. In addition, Maryland is home to one of the top container ports in America, which contributes to its extensive trade with more than 175 countries around the world, exporting over \$5 billion annually. The

University's unique location underscores the importance of the College's plan to thoroughly integrate an international dimension into all aspects of its mission, structure and organization including hiring and promotion, curricula and teaching, research and publications.

The COE is charged with preparing the next generation of teachers, school administrators, counselors, curriculum specialists and higher education personnel for the State of Maryland and elsewhere.

Our graduates must in turn be prepared to introduce students to the global community and help prepare Maryland's future work force to be leaders in the international marketplace.

The College also has a responsibility to train the next generation of academics and researchers, for whom an international perspective is vital if they are to make a meaningful contribution to the global knowledge community.

To submit story ideas and photos, please contact the editor, Letitia Williams, at [lwillia7@umd.edu](mailto:lwillia7@umd.edu) or 301-405-7501.

