

# Internationalizing Teacher Education at Michigan State University: Issues in Program Development and Assessment

Margo Glew

Department of Teacher Education



The source of America's prosperity has never been merely (*about*) how ably we accumulate wealth, but how well we educate our people. This has never been more true than it is today. In a 21st-century world where jobs can be shipped wherever there's an Internet connection, where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you *do*, but what you *know* -- education is no longer just a pathway to opportunity and success, it's a prerequisite for success.

President Barack Obama, addressing the United States Hispanic Chamber of Commerce. March 10, 2009





# Why Should Today's Educators be Global Educators?

- Life and work today *requires* global interaction
- Other benefits of global literacy
- Teachers have a responsibility to educate children for the world they are growing up to join.

# Global Learning Activity Participation Rates:

Activity:	Participation Rate:
Language study	8%
Required course with international content	55% of teacher preparation programs
Study abroad	4-5 % (55% of whom choose short-term programs)

# Internationalizing Teacher Preparation Goals

- Universal: Global literacy for all preservice teachers
- Comprehensive: Impact all aspects of teacher preparation
- Adaptable to different student needs and interests
- Strategic in development and implementation

# Program-Wide Global Literacy



In order to reach all pre-service teachers in our program, internationalization efforts have focused on integrating global content and learning experiences into required program components

# Program-Wide Global Literacy

- General Education Courses
- Undergraduate Majors
- Teacher Education Coursework



# Global Options



- Language study
- Study abroad
- Global Initiative Forum for Future Teachers (GIFT)
- Campus-wide learning opportunities

# Global Initiative Forum for Future Teachers



The Global Initiative Forum for Future Teachers (GIFT) is a forum established to help pre-service teachers and/or people who are interested in becoming global educators by creating a global community at Michigan State University where they can interact and share experiences through informal learning. GIFT is an opportunity for future educators to gain a global perspective in a diverse and changing world.

# Specialization in Global Education: The Global Educators Cohort Program



GECPC seeks to prepare teachers who are both global citizens and global educators, and to teach in a variety of cultural settings.

# GEC P Overview

	Fall	Spring
Freshman Year	TE250 (global): Human diversity, power, and opportunity in social institutions	TE150 (global): Introduction to Human Learning
Sophomore Year	TE352: Immigrant language and culture	TE291a: Field experience in global education
Other program requirements	<u>Required:</u> Global experience Participation in GIFT Freshman field trip to Dearborn, MI	<u>Optional</u> Extra/co-curricular global learning Language study Global specialization Sophomore international study tour

# GECP Profile



GECP students are interested in all majors and levels, including special education.

# GECPP Profile



- Most have experience abroad or have significant global experience.
- Reasons for joining the program include a desire to:
  - teach abroad
  - bring the world to their students
  - be prepared for success in diverse classrooms
  - learn more about the world, travel, study with like-minded cohort participants

# Some Options in Assessment of International Programming in Teacher Education



- Measuring and tracking student participation in international learning activities (e.g. portfolio-based approach)
- Measure each construct of global (and pedagogical) competence

# A Portfolio Approach (K-12 students): EdSteps

<http://edsteps.org>

- Large, public library of student work samples in key (global) skill areas.
- Collecting thousands of work samples in each skill area in order to develop a picture of student learning.



# EdSteps Global Competence Matrix

- Students investigate the world beyond their immediate environment.
- Students recognize their own and others' perspective.
- Students communicate their ideas effectively with diverse audiences.
- Students translate their ideas and findings into appropriate actions to improve conditions.

# The EdSteps Initiative hopes to provide:

- A picture of what readers of varied ages and backgrounds value in the area of Global Competence.
- Access to a range of examples from across the country that illustrate Global Competence.
- Reference points to determine student growth in Global Competence.
- The ability to chart improvement in students' Global Competence over the school year and over students' educational careers.

# Portfolio-based Approaches: Issues and Challenges

- Engaging in international learning activities does not entail development of Global Competence.
- When participation in international learning activities does lead to development of Global Competence, development is often neither direct, nor immediate.
- Student generated – pluses and minuses: Students decide what work is representative of the component competencies

# Directly Measure Global (and pedagogical) Competence

- Some possible subcomponents
  - World knowledge
  - Globalmindedness (global dispositions)
  - Communication skills (e.g. L2, Cross-cultural)
  - Pedagogical skills
- Challenges
  - Need an agreed-upon definition of global (educator) competence.
  - The definition needs to be operationalized with measurable constructs identified

# Competencies for Global Educators:

Longview Foundation Report. 2008. *Teacher Preparation for the Global Age: The Imperative for Change*

A globally competent student has:	A globally competent educator has:
<p data-bbox="320 461 1064 672">Knowledge of and curiosity about the world's history, geography, cultures, environmental and economic systems, and international issues</p> <p data-bbox="320 746 1064 1015">Language and cross-cultural skills to communicate effectively with people from other countries, understand multiple perspectives, and use primary sources from around the globe.</p> <p data-bbox="320 1089 1039 1135">A commitment to ethical citizenship.</p>	<p data-bbox="1108 461 1789 621">Knowledge of the international dimensions of their subject matter and a range of global issues.</p> <p data-bbox="1108 689 1846 963">Pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping.</p> <p data-bbox="1108 1032 1823 1243">A commitment to assisting students to become responsible citizens both of the world and of their own communities</p>