

THE IEPS INTERNATIONAL EDUCATION FORUM

FOSTERING CONNECTION, COLLABORATION, AND CREATIVE IDEAS

Panel Descriptions

FRIDAY, FEBRUARY 22: AM PANELS

State – University Partnerships to Enhance International Education in the Schools

Panel Description

A decade ago, most outreach to schools was a “bottom up” affair, in which teachers and principals sought ways to globalize their classrooms, and called upon university colleagues to assist their efforts. More recently, however, the drive to globalize our public schools has come from state governors, legislatures, and departments of education. This “top-down” influence has a significant impact on how universities develop educational K-20 partnerships. This panel will explore the needs and interests of state departments of education with regard to international education, the reasons for which states are making international education a priority, and the positive and negative impact of *No Child Left Behind* on international education. Further, the panel will provide suggestions for how to achieve greater university-state collaboration in enhancing international education.

Study Abroad: Measuring Learning Outcomes

Panel Description

International educators find intrinsic value in studying abroad, as do an increasing number of undergraduate and graduate students. There are numerous programs which promote both short- and long-term study abroad experiences. Recently, these programs have come under greater public scrutiny, and more international educators are calling for improved mechanisms for accountability. By what metric may we measure the quality of study abroad programs? What have students learned through their experience abroad? How do we know they have learned it, and to what degree? This panel will move beyond describing the need to evaluate study abroad programs, and will discuss successful evaluation models that focus on learning outcomes.

Language Capacity in All Disciplines: Models of Excellence

Panel Description

In language education, our goal is to build linguistic proficiency. We also encourage the development of foreign language skills among students in a wide range of academic and professional fields by advancing the concept of teaching “languages across the curriculum”. Yet making language education a priority in some fields, including applied and pure sciences, still proves difficult in some colleges and universities. This panel will identify several models of excellence that foster language proficiency and interdepartmental collaboration in ways that help reach shared goals of linguistic competence, professional preparation, and academic rigor.

International Expertise for U.S. Security Needs

Panel Description

This panel provides a forum for government officials and others to discuss useful models for linkages between university centers and government on national security topics. How can universities, and the Title VI/FH programs provide training and expertise to fill security needs? The discussion will move beyond a statement of need, and focus more upon building stronger ties between the Title VI community and security-related government agencies. This will be a practical discussion of effective ways to develop university-government linkages.

FRIDAY, FEBRUARY 22: PM PANELS

International Education in K-12 Schools: Effective University - School Partnerships

Panel Description

Effective outreach to schools ought to be measured in terms of its depth and impact on teaching and learning. Interestingly, more and more individual schools around the country are bringing an international focus curriculum development. This panel will explore the opportunities for university outreach programs to partner with individual schools or groups of schools to bring substantive depth, academic and cultural resources, and programmatic support to teachers, administrators, and students in these schools. Panelists will identify successful school-university partnerships, and point to opportunities for universities to expand these accomplishments.

Assessment of Foreign Language and Area Studies Programs

Panel Description

One of the most difficult aspects of program management in any field is measuring successes and failures. Program evaluation and assessment of student performance have become much more important aspects of philanthropic giving in the United States, and of course the U.S. Department of Education requires that its IEPS programs evaluate their impact. As noted in the National Academies of Science report on the Title VI/Fulbright-Hays programs, “in determining the effectiveness of a program, one should aim to assess impacts and outcomes or the accomplishment of program or social objectives that can be attributed to the program.” While we might agree upon the goal, we also know that measuring outcomes and impacts is difficult. This panel brings together evaluation experts who discuss models and best practices in evaluation and assessment of our programs.

Title VI and Government Service: Creating a National Pipeline

Panel Description

Senior government officials will discuss current or potential pathways to government service among students who receive direct or indirect benefits from the Title VI and Fulbright-Hays programs. This panel will explore possible incentives or inducements for students who benefit

from these programs to provide service to the Federal government in return for specialized training. Suggestions for altering the structure of IEPS grant programs also may be discussed.

Business Education for Globalization: Responses to National Needs

Panel Description

American businesses have excelled at putting creativity and innovation to work. With stiffer competition coming from emerging powerhouses overseas (such as China and India), remaining innovative and creative is critical to keeping the U.S. globally competitive in the coming decades. Our nation's colleges and universities play an integral role in helping maintain our competitiveness by providing an educated workforce trained in understanding the global marketplace. This panel will highlight several successful models in linking international education with the business community. One model focuses on changes in the undergraduate curriculum; another focuses on the needs of local international businesses; and, another focuses on measuring learning outcomes. The goal of the panel is explore new avenues for cooperation and collaboration between business and the academy in ways that will benefit both sides of the partnership.

SATURDAY, FEBRUARY 23: AM PANELS

Increasing Minority Access to International Education and International Careers

Panel Description

Title VI programs share the goal of increasing minority participation in international education. They also aim to ensure that those involved in international careers in the private, public, and non-profit sectors represent the full spectrum of the American people. And yet, minority participation in international education and careers is lower than it might be. What can be done? How can our programs improve access? What are the elements or best practices that are more likely to lead to institutional—and individual—success? Panelists will focus upon successes in recruiting and supporting minorities in international education and career development programs, and point to ways in which higher educational institutions can continue to improve.

Ensuring High Quality Language Teachers in K-12 Classrooms

Panel Description

“How do we ensure quality language teachers in our classrooms? Teacher preparedness and content expertise are keys to building language proficiency. And yet school districts find a shortage of high quality language teachers, particularly in the LCTLs. Our panelists, all experts in language teacher education, certification, and professional development, will highlight initiatives that are shaping how language teachers are being prepared for the classroom. These initiatives include teacher training programs at schools of education, changes in state licensing procedures to support K-12 teachers of LCTLs, support for new language teachers to encourage them to stay in the profession, and efforts to recruit qualified teachers from other countries. Panelists will highlight the ways in which language and area studies programs can collaborate

and cooperate with state and local education agencies to promote higher quality language teaching in primary and secondary schools.

Creating Seamless Articulation K-16: Models of Language Instruction and Best Practice

Panel Description

Why is it that a student may take four years of a foreign language in high school, only to start at the beginning level during their first year of college? This panel will discuss successful models of language instruction that enjoy seamless articulation between our primary, secondary, and tertiary educational systems. The problems of articulation are clear enough. They include the scope and sequencing of courses and learning objectives, awarding of credits, measuring proficiency, and the difficulty of helping students achieve the highest levels of proficiency. The goal of this panel is less to describe the problems than to point toward solutions. In presenting successful models, panelists will show how institutional and bureaucratic obstacles may be overcome, how to implement articulation programs and measure their success, and how to maintain a sharp focus on language proficiency.

Educating the Public: Partnerships Between International Journalists and Educators

Panel Description

Journalists and international educators working cooperatively can enhance the public's understanding of and knowledge about globalization. How can international educators better serve the needs of journalists and, in turn, how can journalists help inform the citizenry better about international programs such as those administered by the U.S. Department of Education's International Education Programs Service? How can international journalists and educators work together to fulfill their social role in a global society? Panel participants will provide answers to these questions and examine creative ways in which journalists and international educators, working side-by-side, can expand programmatic impact, bring a more global perspective to local reporting, and inform the American public about critical international issues.