

# Symposium on Evaluation of International Education Programming: Internationalizing a College of Education-- The U. of Maryland Case

Jim Greenberg  
Washington, D.C.  
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# WHY?



We start from this assumption:

**We need teachers today who are WORLD MINDED!**



# What

- Successful internationalization requires support on several dimensions, including:
  - Leadership
    - Strategic plan context + leaders
  - Infrastructure
    - Office of International Initiatives\*
  - Faculty development... and buy-in
    - GATE Fellows Program/Travel grants
  - Curriculum and climate change
  - Resources
    - Dedicated budget
    - See newsletter



# How

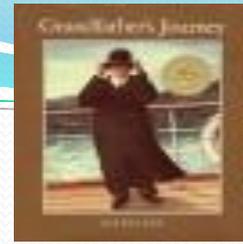
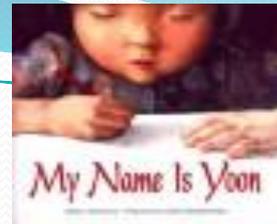
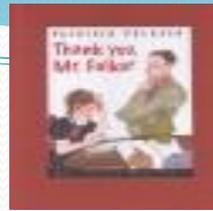
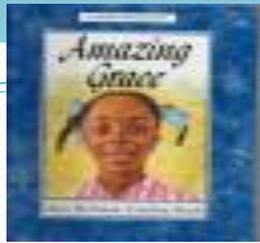
- THE GATE FELLOWS
  - Professional Community
  - Advocacy Core
  - Learning -- from each other and outside
  - Curriculum Transformation
  - State Leadership



# Evaluation – levels & questions

- HAS THIS DONE ANY GOOD; AND HOW DO WE KNOW?
  - Level I: individual project evaluation based on specified (or unintended) learning outcomes
  - Level II: institutional impact – knowledge, skills, attitudes





*Learning about Global Diversity through  
Multicultural Literature in a Graduate Reading Course*

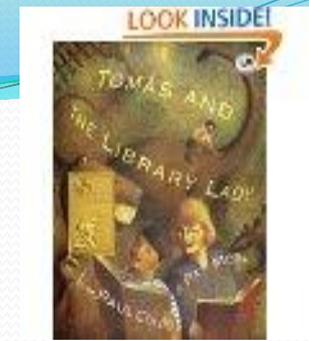
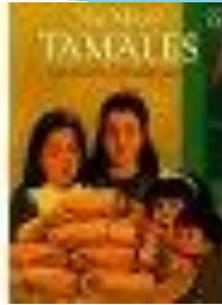
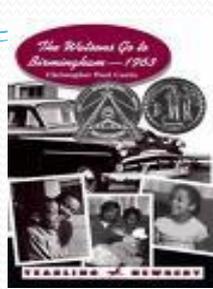
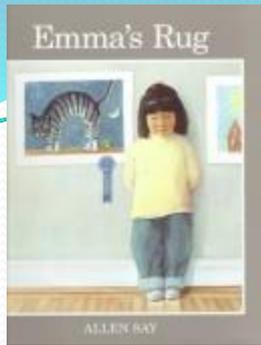
Jennifer Turner, EDCI, Reading Education

**GATE Project**

- Create and teach a course on multicultural materials and methods
- Graduate course (n=15)
- Culturally-diverse literature defined locally and globally
- Action research design

**Research Questions**

1. What kinds of curricular content and pedagogical activities foster students' global awareness?
2. How do students define their own criteria for selecting and evaluating multicultural and global literature for K-12 classrooms?
3. What do students, and the instructor, learn about global diversity & literature from the course?



## Preliminary Findings

- Students successfully created criteria for selecting and evaluating globally-conscious literature
- Students identified and addressed challenges to using global literature in K-12 schools
- While only 15% of students had previously taught with global literature, 100% reported that they planned to use it in their classrooms
- At least 4 students implemented books over the course of the semester

## Value Added

- Adopted by the reading specialist program as a core course
- Served as the basis of my summer reading list (featured on UMCP homepage)
- Led to an invitation to University of Illinois, Urbana-Champaign to attend a conference on globalizing teacher education

**Addressing global  
climate change in  
teacher education:  
An elementary science  
methods teaching  
module**



**Dr. J. Randy McGinnis**

Professor, Curriculum and Instruction, University of Maryland

**Ms. Emily Hestness**

Graduate student, Curriculum and Instruction, University of Maryland

# Module Components

## *Day 1: Earth as a bounded system*

- Earth images from space
- Teacher interns' discussion of elementary students' views of global warming and climate change
- Global climate change classroom activities (four)
- Videos of global warming causes and effects



## *Day 2: Local to global perspectives*

- Current events: Maryland and the world
- Mathematics, reading, and social studies curricula connections
- Linkages to local standards-based curriculum and global competencies for teachers
- Technology connections: YouTube, Skype, National Geographic Society, United Nations
- Formal and alternative assessments



# Global Teacher Preparation Competencies Included in the Module

- Skilled and knowledgeable practitioners
- Literate for the 21<sup>st</sup> century
- Proficient thinkers and problem solvers
- Collaborative team members
- Culturally aware
- Aware of world events and global dynamics
- Effective users of technology and media
- Responsible and ethical citizens



## Mathematics Teaching as a Cultural Activity Project

Lawrence M. Clark

Assistant Professor, Mathematics Education

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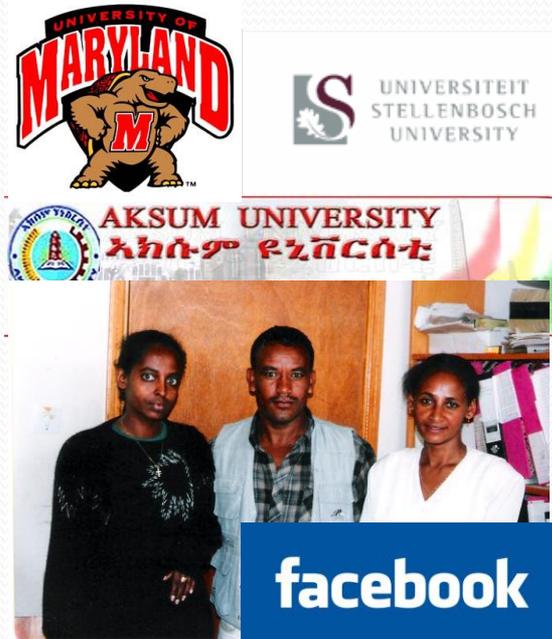
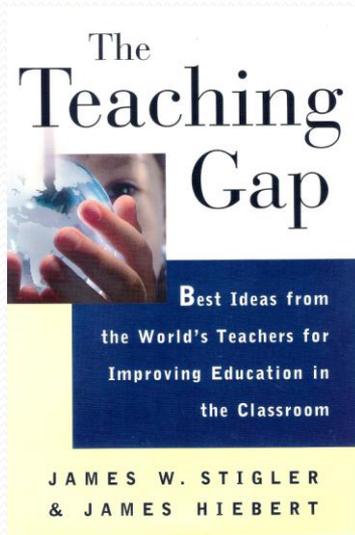
The overarching purpose of MATHCAP is to engage UMCP secondary mathematics teacher candidates in experiences that support their capacity to view mathematics teaching and learning as a cultural activity through comparing and contrasting mathematics teaching and learning environments in different geographical locations.

# MATHCAP

## Mathematics Teaching as a Cultural Activity Project

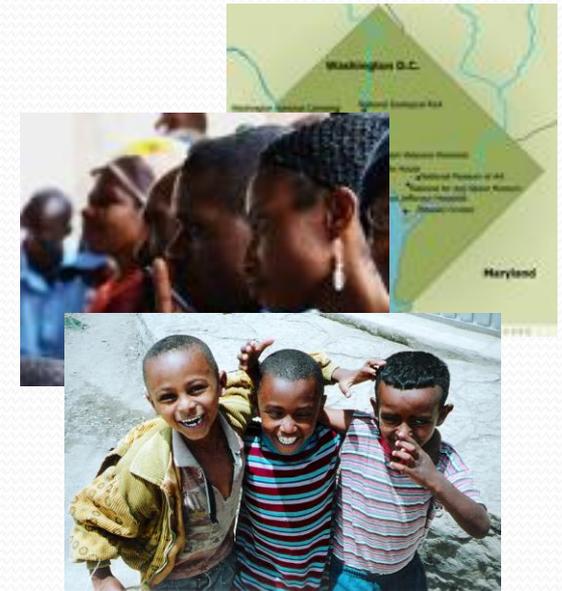
### Components

UMCP  
Math Methods Course



MATHCAP Facebook Group

Local Community Meeting



# Principals' Academy – extending internationalization to school partners

- Professional Development input
- Examples to draw from
- .....
- Design individual school projects
- Include evaluation scheme
- .....
- How to evaluate overall impact?
  1. Project completion
  2. Self-assessment
  3. Peer judgment – as formative evaluation

# USIFL Project:

## Curriculum Transformation

- Program plan: 4 stages aimed at creating international track(s) for elementary teacher education candidates and ultimate internationalization of the whole program. Builds on GATE Fellows' program by going from exemplars to systemic change:
  1. Language Arts and Social Studies concentration areas (most popular)
  2. Language requirement
  3. New Latin American Studies emphasis
  4. Methods courses internationalized
  5. International field experiences & study abroad

# Program Evaluation

- Panel of 3 independent evaluators
- Outcome-based course student assessments
- Instructor formative evaluation
- Standardized language proficiency evaluations
- Student self-report intercultural competency survey
- Focus groups with instructors/students
- Performance assessment modifications