Internationalizing curricula: Teaching for a global perspective (5471S)

Thursdays, 10:30 a.m – 12:30 p.m. (Section 1) & 12:30 p.m. - 2:30 p.m. (Section 2)

Rooms 2046 (Al-Haque) (Note: Most classes will take place in Rooms 2046. The lecture hall (2038) will be used when we have scheduled guest speakers and videos.)

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Rashed Al-Haque</th>
</tr>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:malhaque@uwo.ca">malhaque@uwo.ca</a></td>
</tr>
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<td>Phone</td>
<td>N/A</td>
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<tr>
<td>Office Hours</td>
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Course Description:
An examination of varied approaches to the internationalization of curricula, in local and international contexts. Particular focus is placed on the aims and approaches of the International Baccalaureate (IB) and culturally relevant pedagogies as models for fostering international mindedness and global citizenship.

Learning Outcomes:
- Recognize the importance of globalizing/internationalizing the curricula by exploring critical scholarly articles and texts
- Bridge theory to practice by devising lesson plans that incorporate “the global” within the classroom
- Understand the role of Information and Communication Technologies (ICTs) in the globalized classroom by engaging with technology as a teaching tool
- Model teaching in an international classroom by executing a lesson that incorporates international/global perspectives
- Assess peer teaching strategies/ pedagogy by providing rich corrective feedback to fellow teacher candidates
- Reflect on own teaching practice, pedagogy, and lesson plan to enhance teacher candidate’s ability to teach in globalized, interconnected, and international learning environment
Course Content:
- Culturally-responsive education
- Global Citizenship Education
- Cosmopolitan Literacy
- Peace and Environmental Education
- ICTs in the Global Classroom
- International Baccalaureate
- Study abroad and international Service Learning

Course Materials:

Course materials include readings listed in the class outlines at the end of the syllabus. You are encouraged to use readings and materials from EDUC 5470Q - Framing International Education in a Globalizing World, to supplement your understanding of this course’s materials. All readings are accessible via Google Scholar/Western Libraries.

Assignments and Other Course Requirements:

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<td>Attendance and in class participation</td>
<td>Ongoing</td>
<td>10%</td>
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<tr>
<td>International Education Teaching Philosophy</td>
<td>Jan. 26th</td>
<td>30%</td>
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<tr>
<td>International Education Teaching Plan (Group Project)</td>
<td></td>
<td>10%</td>
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<tr>
<td>- Planning Sheet</td>
<td>Feb. 2nd</td>
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<tr>
<td>- Initial Lesson Plan</td>
<td>Week before scheduled microteaching</td>
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<td>- Micro-teaching</td>
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<td>20%</td>
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<td>- Final revised lesson and reflection</td>
<td>Summative</td>
<td>30%</td>
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Assignment Expectations:

Attendance and In-class participation 10%

Students are expected to participate respectfully and thoughtfully during class time and on-line. Participation grades will be calculated based on a number of factors. Students are expected to attend every class, come to class prepared and on time. Being prepared for class entails bringing the assigned readings and demonstrating that these readings have been completed. Students are also expected participate in large and small group discussions in class, as well as volunteer for in-class activities.

International Education Teaching Philosophy 30%
A teaching philosophy statement is a systematic and critical rationale that focuses on the important components defining effective teaching and their impact on student learning in the post-secondary setting and is sensitive to contextual factors (Schonwetter, et al. 2002).

As part of your course, you are expected to create your own Teaching Philosophy Statement, in your context as an international educator. The purpose of the statement is twofold. First, it will allow you to reflect on your role as an educator/teacher and help you explore how you view both teaching and learning in the international/inter-cultural classroom. Second, the Teaching Philosophy Statement will allow your future employer to get a better sense of who you are as an educator. Through it, you will demonstrate that your philosophy matches your future school’s ethos and your teaching discipline.

A good teaching philosophy should address the following:
- how do students typically learn in my discipline and subject area
- what are your learning outcomes for your students and how do you achieve those outcomes
- your approach to teaching and your role in facilitate student learning
- what do you do to motivate students and help them engage with the materials
- bridges your BELIEFS about teaching to your teaching PRACTICE

Writing expectations: Your teaching philosophy needs to be written in paragraph form with complete and grammatically correct sentences. A minimum of 2 citations is required; any course reading from this course or the previous one and one outside source that you have found. Use appropriate APA citation. Your philosophy will be double spaced, 12 point font, with margins between 1.27cm and 2.54 cm. and should be between 600-800 words.

- Upload the final copy of your teaching philosophy statement Week 3 (Jan. 26th)
- A weighted rubric to be used for grading this assignment will be posted on Sakai.

International Education Teaching Plan Assignment 60%

Planning the Unit (Planning Sheet) (10%)
With your partner, map out a unit plan that aligns with the goals of Ontario’s Strategy for K-12 International Education. The unit plan will include one lesson that you will develop in full and teach in class. Before you begin planning your specific lesson, you need to have a sense of the ‘big picture’ of the unit that the lesson fits into. A template will be distributed through OWL for you to use. It will include the following:
- your chosen grade, subject, and theme/topic
- big idea, framing question + guiding questions (related to international/intercultural learning)
- overall expectations for the unit
- a brief – point by point – outline of the teaching strategies in the unit
- accommodations (how the teaching strategies will meet the needs of diverse learners)
some examples of diagnostic, formative and summative assessment in the unit

You MUST fit all of the above information on the 1 page template, using a font no smaller than 10.

Planning the Lesson

Formative Assessment

With a partner, you will be writing a lesson plan to use in an Ontario school classroom with an international/intercultural focus. Before you begin, you need to plan out where this lesson would fit into a larger unit in your course. Here are the steps to following:

i. Choose a grade and subject related to your division, and consult the appropriate Ontario curriculum guidelines. Choose a particular topic/theme you wish to address based on the curriculum expectations.

ii. Using your curriculum guidelines, choose 1 framing question to guide your teaching and about 3 connected guiding questions that relate in some way to international and/or intercultural education. (For ideas look at Ontario’s Strategy for K-12 Int’l Education.)

iii. With your partner, choose one lesson to develop for this assignment. Choose 1 overall expectation and not more than 3 related specific expectations from the different subheadings (e.g. Knowledge and Understanding; Application) that your lesson will address. Figure out where this lesson will be situated within the unit (e.g. at the beginning, middle or end as a culminating activity).

iv. Write a one-page lesson plan for a 35-45 minute class. Sample lesson plan template(s) will be distributed in class containing the key elements to include in your own lesson plan. Your lesson must incorporate some aspect of multi-literacies and/or an ICT as a learning tool. Clearly demonstrate how your lesson incorporates an international and/or intercultural education focus. Submit the lesson plan 1 week before your scheduled mock lesson for grading and instructor feedback. Take instructor feedback into consideration when teaching your lesson.

Teaching the lesson (20%)

Teach a mini lesson (25 minutes + 5 minutes for feedback) – You and your partner will teach a part of, or a condensed version of, your lesson to the class. This is to be done in role as if you are a teacher and your peers are the students in your class. Therefore it is not a formal presentation of your lesson, but a mini or mock lesson. It is possible to condense a 45 minute lesson into a 25 minute lesson, but will involve careful planning. You may use 1 minute at the beginning to provide the class with an overview of the grade, subject and any background information before you begin teaching your lesson and a short amount of time at the end to explain what follows in the lesson and/or lesson closure if applicable. Make arrangements to either record or have a peer record the comments from the class about your lesson.

Final Report (30%)
Based on the feedback you received from the class and instructor about your taught lesson, revise it accordingly. The final assignment must include the original lesson plan, the revised lesson plan and your responses to the questions/prompts below. The responses MUST NOT EXCEED 3 PAGES, DOUBLE-SPACED. The reflections need to demonstrate your group’s critical thinking about the process of lesson planning, teaching and revising your work, as well as your reflections on how your lesson supports international/inter-cultural learning. Indicate clearly how and why you have made revisions and what you learned from this process. You must make reference to at least 2 readings from this course and/or the first course in our cohort program, Framing International Education, as well as Ontario’s Strategy for K-12 International Education in your final report. All together this should include:

1) **Initial Lesson Plan + Revised Lesson Plan**
2) **Reflections on the process of writing, teaching and revising your lesson plan. Reflect on:**
   a. What were some of the challenges of devising a lesson plan with an international focus that incorporates technology and multiliteracies?
   b. What did you do that helped you plan your lesson? What resources did you draw on and how did they inform your planning?
   c. What are three key pieces of feedback you received after implementing the lesson and how did you use the feedback to revise your lesson plan.
   d. How does your lesson help to develop different forms of literacy in students (e.g. critical literacy, media literacy, geographical literacy)?

3) **Reflections about internationalizing the curriculum. Reflect on:**
   a. What is your definition of internationalizing the curriculum? What are some ways that you can you internationalize the curriculum in your subject area?
   b. What methods/tools/resources can you draw on to internationalize the curricula in your grade or subject area?
   c. What are some of the opportunities/benefits of having curricula/syllabi with an international/intercultural focus? What are some of the challenges? How do you mitigate these challenges?
   d. How does internationalizing the curricula link to your own teaching philosophy as an international educator?

A marking scheme for the lesson plan assignment is available on OWL.

**Policy Statements:**

**In-class use of technology:**
Laptops and cellular phones are permitted in class. However, the expectation is that these devices will help you take notes and engage with the class material. Using laptop and phones for socializing purposes is strongly discouraged. Seeing that classroom participation and active engagement with the course material and your peers is integral to this course, it is best done without the mediation of a screen between us. If you expect to use technology for personal use, please do so discretely as not to disrupt others in the class. Phones MUST be kept on silent (or vibrate) during the class. If you need to take a phone call in the case of an emergency, please step
outside of the classroom to do so. Lap tops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor please engage in personal networking and non-course communication only outside class time—before or after class, or at the break.

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: [http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf)

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an *unexcused* absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, all teacher candidates must demonstrate the ability to write clearly and correctly. Work which shows a lack of proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to the teacher candidate for revision to a literate level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor’s statement may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than THREE days (including weekends) after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken particularly seriously in this professional Faculty. Teacher Candidates should read about what constitutes a Scholastic Offence at the

Plagiarism: Plagiarism means presenting someone else’s words or ideas as one’s own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, teacher candidates may consult their instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found on the Preservice website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf
SUPPORT SERVICES

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166

LONDON CRISIS & DISTRESS CENTRE: 519-667-6711 (http://www.londondistresscentre.com/)
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<th>TOPIC</th>
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<th>Readings/Guest Speakers/Content Details</th>
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| **Week 1 (Jan. 12th) What is Global Education?** | • Teaching with a global mind/perspective  
• Why internationalize curricula?  
• Introduction to Teaching Philosophy  
• Make groups for final project |
| REVIEW: | • The course syllabus – ask questions, if you have any, via email or on Week 2  
READINGS:  
• Leask, B. (2014). Internationalizing the curriculum and all students’ learning. *International Higher Education*, (78), 5-6 |
| **Week 2 (Jan 19th) International Baccalaureate** | • What is the IB?  
• Ontario’s K-12 International Education Strategy  
• ICTs  
• Introduction to Planning Sheets |
| WATCH THIS: | • SMAR Model of Technology Integration in the Classroom - Video:  
[https://www.commonsensemedia.org/videos/introduction-to-the-samr-model](https://www.commonsensemedia.org/videos/introduction-to-the-samr-model) |
| **Week 3 (Jan. 26th) Putting IB Teaching Into Practice** | • Questions about IB and Teaching Internationally |
| GUEST SPEAKER – Ms. Uzay Ashton // Mr. David Boyd |
| **INTERNATIONAL TEACHING PHILOSOPHY STATEMENT DUE** | |
| **Week 4 (Feb. 2nd)** | • Culturally Relevant Teaching  
• FNMI Students  
• Connecting Classrooms |
| GUEST SPEAKER – Dr. Marianne Larsen |
| **PLANNING SHEETS DUE** | |
| **Week 5 (Feb. 9th)** | • Preparation Class  
• Reflection day |
| • This class will be used to help you prepare for the upcoming microteaching classes. You are expected to come to class and work with your group members. At the end of class, you will be given an in-class reflection that will gauge your understanding of the course material and will help you reflect on the planning and teaching process. This reflection will count towards your attendance/participation mark. |
| **Week 6 (Feb. 16th)** | \*MICRO-TEACHING \* |
| **Week 7 (Feb. 23rd)** | \*MICRO-TEACHING \* |
| **Week 8 (March 2nd)** | \*MICRO-TEACHING \* |
| **Week 9 (March 9th)** | • Guest Marker – Mr. Jim Budrow (Rashed away at conference)  
• Course evaluations |
| **FINAL ASSIGNMENT DUE ON OWL** | |

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