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

Thursdays, 12:30p.m. – 2:30p.m. Room 2049 (Section 1)
Thursdays, 2:30p.m. – 4:30p.m. Room 2049 (Section 2)

(Note: The lecture hall (2038) might be used when we have scheduled guest speakers.)

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Eva Jaberi</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:ejaberi@uwo.ca">ejaberi@uwo.ca</a></td>
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<tr>
<td>Phone</td>
<td>N/A</td>
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<tr>
<td>Office Hours</td>
<td>By appointment</td>
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International Education Cohort Coordinator: Paul Tarc, Associate Prof., ptarc2@uwo.ca

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
- Bridge theory to practice by devising lesson plans that incorporate “the global” within the classroom
- Model teaching in an international classroom by executing a lesson that incorporates international/global perspectives
- Assess peer teaching strategies/pedagogy
- 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:**

- Internationalizing Curricula
- Global Citizenship Education
- Cosmopolitan Literacy
- Peace and Environmental Education
- International Baccalaureate

**Course Materials:**

Course readings or links to pdfs will be available on the course OWL webpage.

**Assignments and Other Course Requirements:**

Students are expected to participate respectfully and thoughtfully during class times and in completing assignments; full attendance in classes is mandatory. The following list breaks down the assignments and their grade weightings. Assignments will help to structure class and be sometimes integrated within class time. More information and weighted rubrics about each assignment will be provided in class and through Sakai.

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<th>Assignments</th>
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<td>Notebook (and classroom) responding</td>
<td>Ongoing</td>
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<td>International Education (IE) resources (in pairs)</td>
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<tr>
<td>International Education Teaching Plan (in groups)</td>
<td>By schedule</td>
<td>60%</td>
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**Assignment Expectations:**

**Notebook (and classroom) responding (20%).**

Students are expected to respond to questions and prompts in their notebook as well as to participate respectfully in all class activities. Notebook (and classroom) responses will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness. Instructors will make brief comments on students’ responses and use a check mark to show competent and timely completion of a response (80%-85% range). Where a response is exceptional a “+” mark will be given (above 85% range). If a response is found below competent, the instructor will use a “-” symbol (about 75%) and offer specific recommendations. These rough indicators will be averaged across the many responses that will be written in the notebook. Further, the overall grade will be supplemented based on the participation and responses of students during class activities. The notebook will be handed in at the end of every class and given back at the beginning of each class. Students can also include specific questions for the instructor as need be. The main purposes of the notebook are to facilitate reflection through writing, to help build a relationship between instructor and student, and to offer a vehicle for ongoing feedback.
International Education resources (pairs) (20%)
By the end of this assignment it will be possible to compile a list of reviewed resources for the cohort. For this assignment you and your partner are expected to find a source that provides ideas on how to incorporate global perspectives in the classroom based on your chosen grade and subject. It can be an online resource, a book or a curriculum model. Locate and describe the resource (page 1); go into detail in one of its sample components—lessons, activities or ideas (page 2); provide a critical assessment on strengths and weakness of resource and how you think the resource could best be used in your classroom (page 3). Submit as a word document 12 point font, double spaced, after reading week (hard copy and email).

International Education Teaching Plan Assignment (60%)
- Planning Sheet 10%
- Initial Lesson plan (due before your micro-teaching) 20%
- Micro-teaching 20%
- Final revised lesson and reflection 30%

International Education Teaching Plan Assignment 60%

Planning the Unit (Planning Sheet) (10%)
With your partners, 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
Write 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 before the micro-teaching.

**Teaching the lesson (20%)**

Teach a mini lesson (25 minutes + 5 minutes for feedback) – You and your partners 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?

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. Laptops 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/teacher-education/docs/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/teacher-education/docs/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 following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf.

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 online at: https://www.edu.uwo.ca/teacher-education/docs/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 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131

LONDON CRISIS & DISTRESS CENTRE: 519-667-6711 (http://www.londondistresscentre.com/)
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<th>Content</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;(Jan. 11th)&lt;br&gt;Global Education in the classroom</td>
<td>• Why internationalize curricula?&lt;br&gt;• Ontario’s K-12 International Education Strategy&lt;br&gt;• Global perspectives - Social Studies</td>
<td>REVIEW:&lt;br&gt;• The course syllabus – ask questions, if you have any, readings, assignments&lt;br&gt;• Ontario Ministry of Education Curriculum documents <a href="http://www.edu.gov.on.ca/eng/teachers/curriculum.html">http://www.edu.gov.on.ca/eng/teachers/curriculum.html</a>&lt;br&gt;GUEST SPEAKER – Dr. Marianne Larsen</td>
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<td><strong>Week 3</strong>&lt;br&gt;(Jan. 25th)&lt;br&gt;Language learning &amp; international students</td>
<td>• International students&lt;br&gt;• Second language learning</td>
<td>READING:&lt;br&gt;• Popadiuk, N. (2010). Asian International Student Transition to High School in Canada. <em>The Qualitative Report</em>, 15(6), 1523-1548.&lt;br&gt;GUEST SPEAKER – WELC students</td>
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<td><strong>Week 5</strong>&lt;br&gt;(Feb. 8th)</td>
<td>MICRO-TEACHING&lt;br&gt;4 group presentations</td>
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<td><strong>Week 6</strong>&lt;br&gt;(Feb. 15th)</td>
<td>MICRO-TEACHING&lt;br&gt;4 group presentations</td>
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<td>Feb. 22</td>
<td>Reading week</td>
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<td><strong>Week 7</strong>&lt;br&gt;(March 1st)</td>
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<td><strong>Week 8</strong>&lt;br&gt;(March 8th)</td>
<td>• Teaching global issues&lt;br&gt;<strong>FINAL ASSIGNMENT DUE FOR LAST GROUP ON OWL - MAR. 15th</strong></td>
<td>MICRO-TEACHING&lt;br&gt;1 group presentation&lt;br&gt;READING: TBA</td>
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