Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.

Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*

**Course Description:**

An exploration of opportunities for working in educational contexts internationally in private, public, and NGO sectors, with particular focus on the international schools sector. Student teachers examine the benefits and risks as well as the practical, personal, and ethical challenges of living and teaching in a foreign culture.

**Learning Outcomes: Students will…**

- Become knowledgeable of the range of opportunities for teaching internationally
- Develop understanding of the practical and ethical challenges of living and teaching in a new culture/society and particularly in the global South.
- Become knowledgeable of the knowledge, skills and attitudes deemed useful for international teaching.
- Become more self-aware as a person and teacher
- Develop the capacity to assess one's ‘fit’ for prospective IE assignments
- Become knowledgeable of the theories and practices of culturally-relevant pedagogy across diverse contexts
- Excavate and narrate upon one’s own place, privilege, and positionality in the world as a prospective (international) educator through self-reflection and written responses.
- Develop capacities to critically evaluate the challenges and opportunities for international education in a global age.
Course Materials:


The required text for this course (and the cohort program) is available at Books Plus on Western Road. Supplementary articles and readings may be downloaded from the internet through the university library system and will be available on the course Sakai 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 about each assignment will be provided in class and through Sakai.

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<tr>
<th>Assignment</th>
<th>Due</th>
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<td>Notebook and classroom responding</td>
<td>Ongoing</td>
<td>25%</td>
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<tr>
<td>Reading responses</td>
<td>Oct 19 – Nov 9</td>
<td>40%</td>
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<tr>
<td>Present / Discuss: Case of international education</td>
<td>Nov 2 &amp; 9</td>
<td>35%</td>
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Assignment Expectations:

1. **Notebook (and classroom) responding (25%).**

Students are expected to respond to questions and prompts or points of interest that arise in class in their notebook – typically extra class-time will be dedicated to this activity but students are expected to maintain an ongoing dialogue of reflection and response in their journal as each class unfolds. Moreover, students are expected 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. The notebook will be handed in at the end of every class and given back to students 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 real-time reflection through writing, to foster a relationship between instructor and students, and to get ongoing feedback.

2. **Reading responses (40%)**

In most weeks, there will be required readings and a reading response to be completed as homework. When there is more than one reading assigned, students are expected to read every assigned reading, but only write a response to one.

Each reading response should outline the key aspects of the author’s argument. Consider the following set of questions. What is the article attempting to do? What are some of the key concepts? What is the conclusion? What is your assessment of the article? What do you most agree and/or disagree with? How does this article connect to the key concepts discussed already in the course? How might the author’s ideas be useful to international educators and to you personally?
Across classes 2-7 of the course, students will complete five responses. Each response will be graded based on three main criteria—completion, attentiveness to the topic, and thoughtfulness. Responses should be about 2-page double space 12-point font (NO title page) and include the title of the reading, author of reading, name or responder and date of submission.

Students will bring their printed responses to the class and will typically draw on them to share with others in the larger discussion of the reading. At the end of the discussion of the reading, responses will be collected by the instructors. Instructors will do their best to return the responses back to students within one week.

3. Presenting a Case of International Education (35%)

In their reading groups, students will choose from a list of cases/sites of international education. Each group will construct an online presentation about 10 minutes in length and draw on this presentation for a subsequent in-class discussion. More details will be provided in class.

Class Schedule:

Class 1: Oct 16 – Introductions; motivations; course information and instructions.

Class 2: Oct 19 – Identity, heart and teaching; Looking inward – Self-assessing 'fit' in international assignments; Opportunities for International Teaching.


Class 3: Oct 23 – Teacher capacities for international teaching; International schools.


Class 4: Oct 26 – Teaching in global South: Crossing borders and locating the self.

Course text: *Chapter 4: Lessons from overseas teaching*

Class 5: Oct 30 – Indigenous Education.


Class 6: Nov 2 – World Englishes; English language learning / learners; Online/Flex Session.


Class 7: Nov 6 – Scenarios of English language teaching; Culturally Relevant Pedagogy

**Class 8: Nov 9** – Discussion on Cases of International Education

**Class 9: Nov 13** – Short Class (with expectations for students to attend Foreign Film event for *International Education Week* – Tuesday, November 14: 7 pm in Community Room.

**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](http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf)

**Attendance:** The B.Ed. program is an intense and demanding program 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](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, you 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 (which you must report to the Teacher Education Office) 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 very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](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 on the Preservice website:* [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf)

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**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](http://www.registrar.uwo.ca))

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

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

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

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

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

**SOCIAL & CULTURAL ISSUES:** University Students’ Council ([http://westernusc.ca/services/](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/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**B.Ed. PROGRAM ISSUES:** [zuber@uwo.ca](mailto:zuber@uwo.ca), Teacher Education Office, room 1131

**NEED HELP but not sure what to do:** [zuber@uwo.ca](mailto:zuber@uwo.ca), Teacher Education Office, room 1131

**LONDON CRISIS & DISTRESS CENTRE:** 519-667-6711 ([http://www.londondistresscentre.com/](http://www.londondistresscentre.com/))