**Teaching Abroad: Opportunities & Challenges- 5472Q**

**Dates:** October 15th – November 19th, 2018  
**Day / Time:** Mondays, 9:30 – 12:30 (section 001) / 1:30 – 4:30 (section 002)  
**Room(s):** section 001 – Rm 2049; section 002 – Rm 2036  
**Instructor:** James (Jim) Budrow  
**Email:** jbudrow@uwo.ca  
**Office Hours:** by appointment (Rm 1074)

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Education is the point at which we decide whether we love the world enough to assume responsibility for it...  

Hannah Arendt, *The crisis in education.*

**Course Description:**

An exploration of opportunities for working in educational contexts internationally in private, public, and NGO sectors, with focus on the international school 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:**

- 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 an individual 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:** Materials for this course are articles and readings that may be downloaded from the internet through the university library system and/or will be available on the course’s 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Notebook (and classroom) responding</td>
<td>Ongoing</td>
<td>25%</td>
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<tr>
<td>Reading responses</td>
<td>Oct 22 – Nov 19</td>
<td>40%</td>
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<tr>
<td>Present / Discuss: Case of international education</td>
<td>Nov 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 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 (75%-84% range). Where a response is exceptional a “+” mark will be given (85% and above). If a response is found below competent the instructor will use a “-“mark (below 75%). These rough indicators will be averaged across the many responses that will be written in the notebook. Additionally, 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 to students at the beginning of each class. Students can also include specific questions for the instructor as need be. The main purposes is to facilitate reflection through writing, to foster a relationship between instructor and students, and to get ongoing feedback.

2. Reading responses (40%)

Each week has 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 2-6 of the course, students will complete four responses. Each response will be graded 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 reading discussions. Responses will be collected, and 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 15** – Introductions; motivations; course information and instructions; Guest speaker; international teacher panel; model (reading) discussion; journal writing.

**Class 2: Oct 22** – Identity, heart and teaching; preparing to teach away.


**Class 3: Oct 29** – Teacher perceptions of living and teaching abroad


**Class 4: Nov 5** – Self-assessing ‘fit’ in international assignments; Teacher capacities for international teaching; opportunities for international teaching; Guest lecturer.


**Class 5: Nov 12** Cases of international education: discussion / application; practice international teacher interviews.

**Class 6: Nov 19** World Englishes; Culturally relevant pedagogy; Critical moments of cross-cultural engagement


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.westerncalendar.uwo.ca/2009/pg118.html

Attendance: The B.Ed. is a intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy at http://www.edu.uwo.ca/preservice/downloads/Attendance.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: If you wish to be absent for a reason other than illness, compassionate leave, or religious observance, or feel you must be absent for another reason, your absence is unexcused. You are responsible for the work you missed, and for any make-up work deemed necessary. You may also pay a penalty for non-participation. Ongoing irregular attendance and multiple unexcused absences will result in referral to the Associate Dean and a change in registration status to conditional. Chronic absenteeism for any reason may provide grounds for 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.uwo.ca/univsec/handbook/appeals/scholoff.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/preservice/downloads/Plagiarism%20Policy.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./Dip.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/)