

EDUC 5470Q

Framing International Education in a Globalizing World

Instructor:

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Office Hours: Mondays 1:30-2:30, room 2035K

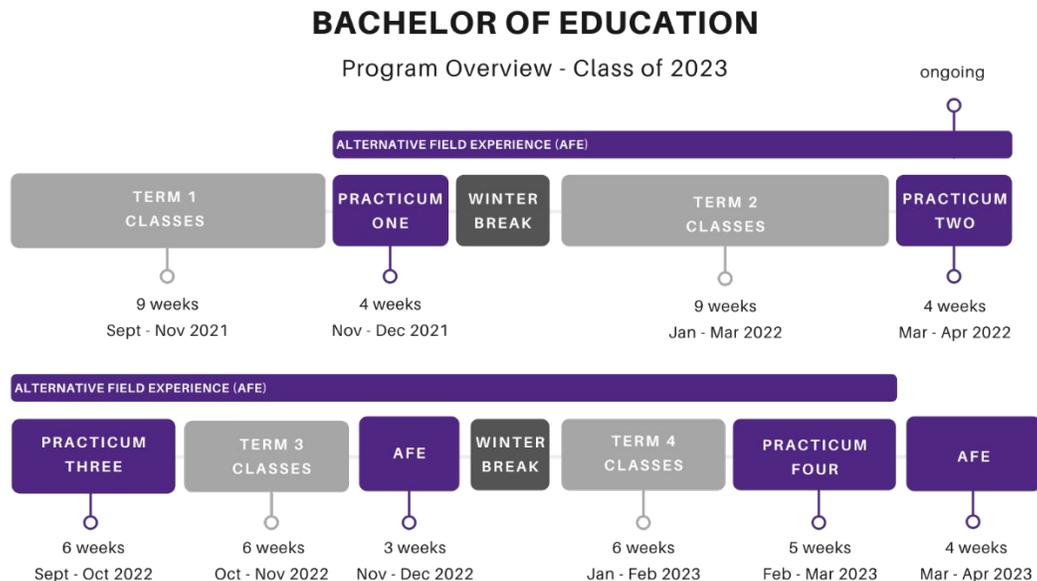
Schedule:

Section 001: Wed 10:30AM-12:30PM,
Room: 2042

Section 002: Wed 12:30PM-2:30PM,
Room: 2042

Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 1, Term 1** of the Bachelor of Education.



Framing International Education in a Globalizing World (EDUC 5470Q)

A study of the larger visions and historical conditions of international education and of how these visions and conditions shape local practices in an interdependent and deeply asymmetric world. Teacher Candidates develop understandings of their socio-cultural positions as students and as prospective international educators.

Two hours per week, first term, .25 credit.

All course materials will be made available in the OWL site.

Number of Credits : 0.25

Number of Weeks: 9

Week 1: Introductions & Expectations

- What is the course about?
- What are the course expectations?
- What is a single story? How can it harm our cross/intercultural understandings of others? How does one reduce its 'dangers'?
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Assignment	Week 1 Initial Journal Entry	Students are expected to respond to questions and prompts in their e-journal as well as to participate respectfully in all class activities. E-journal (and classroom) responses contributions will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness.
Reading	Week 1 Materials & Readings	Adichie's 'More than a single story' https://www.youtube.com/watch?v=D9lhs241zeg

Week 2: Histories of International Education

- How have historical conditions shaped 20th-Century International Education?
- What were common features of 20th century International Education?
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Assignment	Week 2 Journal Entry	Students are expected to respond to questions and prompts in their e-journal as well as to participate respectfully in all class activities. E-journal (and classroom) responses contributions will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness.
Reading	Week 2 Materials & Reading	1. Méras, E. A. (1932). World-Mindedness. <i>The Journal of Higher Education</i> , 3(5), 246-252. https://owl.uwo.ca/access/lessonbuilder/item/146631213/group/236e77cf-2c0a-4bb6-8292-c83fd6df1ad4/Course%20Readings/meras%201932.pdf 2. "Schooling the World" video https://www.youtube.com/watch?v=oDxYWspiN-8
Lecture	Week 2 Model Current Event	Introduction to current event group presentation, and demonstration of a current event topic.

Week 3: 21st Century International Education

- How do we understand the conditions of our contemporary historical moment? [co-vid pandemic, BLM, anti-Indigenous racism, Islamophobia, global warming...]
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Presentation	Week 3 First Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching. Students will have 15 minutes to present and discuss their current event and its worldly significance.

Learning Activities		
Type	Name	Description
Assignment	Week 3 Journal Entry	Students are expected to respond to questions and prompts in their e-journal as well as to participate respectfully in all class activities. E-journal (and classroom) responses contributions will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness.
Reading	Week 3 Materials & Readings	Pike, G. (2015). Re-Imagining global education in the neoliberal age: Challenges and opportunities. In Reynolds, R., Bradbery, D., Brown, J., Carroll, K., Donnelly, D., Ferguson-Patrick, K. & MacQueen, S. (eds.) Contesting and constructing international perspectives in global education, pp 11–25. Rotterdam: SensePublishers.
Assignment	Week 3 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response). Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.
Assignment	Week 3 The Blind Men and the Elephant Parable Activity	Students will read and reflect on the parable of the Elephant and the Blind Men.

Week 4: The Pedagogical Heart of International Education: Learning Across Differences

- What core difficulties impede the capacity to 'see through another's eyes?'
- What implications can be drawn for educators?
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities		
Type	Name	Description
Assignment	Week 4 Journal Entry	Students are expected to respond to questions and prompts in their e-journal as well as to participate respectfully in all class activities. E-journal (and classroom) responses contributions will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness.
Reading	Week 4 Materials & Readings	Tarc, P. (2013). Chapter 2: The challenge of learning across difference...

Learning Activities

Type	Name	Description
Assignment	Week 4 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).
		Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.
Presentation	Week 4 Second Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.
		Students will have 15 minutes to present and discuss their current event and its worldly significance.

Week 5: Structure and Agency in Cross Cultural Encounter

- What larger conditions are in play that affect how the protagonists act in the two accounts?
- How are the two scenarios similar and different?
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Assignment	Week 5 Journal Entry	Students are expected to respond to questions and prompts in their e-journal as well as to participate respectfully in all class activities. E-journal (and classroom) responses contributions will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness.
Reading	Week 5 Materials & Readings	Zemach-Bersin, T. (2008) AND Orwell (c. 1936). Shooting an elephant...
Assignment	Week 5 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).
		Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.

Learning Activities

Type	Name	Description
Presentation	Week 5 Third Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.
		Students will have 15 minutes to present and discuss their current event and its worldly significance.

Week 6: Citizenship Education in Transnational Times

- How has heightened transnationalism changed the character of citizenship and citizenship education?
- What is the relationship between political citizenship and national belonging?
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Presentation	Week 6 Fourth Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.
		Students will have 15 minutes to present and discuss their current event and its worldly significance.
Reading	Week 6 Materials & Readings	El-Haj, T. R. A. (2009). Becoming citizens in an era of globalization...
Assignment	Week 6 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).
		Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.

Week 7: Responding to Worldly Crises

- How has the heightened use of “Othering” techniques in politics characterized minority populations both in Canada and abroad?
- What are the implications for (international) education?

- How can we make space to confront difficult topics, such as settler/colonial histories, trauma in the classroom, and harmful representations of disability, racism, and gender inequality through our teaching practices?
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Presentation	Week 7 Fifth Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.
		Students will have 15 minutes to present and discuss their current event and its worldly significance.
Reading	Week 7 Materials & Readings	Rizvi, F. (2019). Global interconnectivity and its ethical challenges in education...
Assignment	Week 7 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).
		Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.

Week 8: Function of Schooling & Teacher Responsibility

- What is problematic about progressive education?
- Where does teacher responsibility lie?
- What is the function of schooling
- Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	Arendt, H. (1954). The crisis in education, In between past and future. New York: Penguin.

Learning Activities

Type	Name	Description
Presentation	Week 8 Sixth Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to "try out" an approach to "open minds" and "provoke thinking" they may want to implement in their future teaching.
		Students will have 15 minutes to present and discuss their current event and its worldly significance.

Week 9: Reflections on Learning & Looking Forward

- What is the responsibility of the teacher in a world in trouble?
- What is the responsibility of a 'teacher candidate?'
- Reflecting back and looking forward
- Looking ahead to next course
- Teacher candidates work collaboratively to create "collective inquiry" experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	Review journal entries, readings, and reading responses.
Presentation	Week 9 Presentations of Key Learning	Students are asked to present their most significant learning. They will create a single slide of a 'visual' as an entry to illuminate their learning and to help explain the key lessons taken from this class.

Assessment Activities

Type	Name	Description
Presentation	Due Date Varies (Wk 3-7): Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' that they may want to implement in their future teaching. Students will have 15 minutes to present and discuss their current event and its worldly significance.
Assignment	Due Date Varies (Wk 3-7): Facilitating a reading in one's group	Each student will each take ONE turn being the facilitator of the reading discussions in the asynchronous classes. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response). Teacher Candidate dates to be assigned

Assessment Activities

Type	Name	Description
Presentation	Due Wk 9: Final Reflection on Learning	Within their small groups, students will distribute a one page 'visual' to peers to use as an entry point to present their most significant learning from the course.
Assignment	Ongoing (Wk 3-7): Reading Responses	Students will write a two-paragraph response to the weekly readings. In the first paragraph, they will cite one 'important' sentence from the text and explain how it relates to the author's overall argument. In the second paragraph, they will explain the significance of the 'important' citation in relation to the course content.
Discussion	Ongoing: Journal & Classroom Responding	Ongoing e-journal entries and discussions throughout the course. Students are expected to respond to questions and prompts in their e-journal as well as to participate respectfully in all class activities. E-journal (and classroom) responses contributions will be evaluated based on three main criteria—completion, attentiveness to the task and thoughtfulness.

This course meets the following Course Outcomes:

Introduction to International Education: Teacher Candidates develop an understanding of how to develop an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members.

Developing Intercultural Awareness & Student Voice: Teacher candidates can apply their knowledge to plan for effective student learning, maintain an inclusive curriculum that respects cultural differences and advocate for global citizenship. Teacher candidates will demonstrate structural competence by understanding the influence of social and system-level factors on individuals' experiences while maintaining sensitivity and cultural humility throughout the learning process.

Ongoing Professional Learning & Reflective Practice: Teacher candidates work to critically reflect on their past experiences and beliefs and are receptive to new ways of understanding. Through ongoing discussions, collaborations, and journal writing teacher candidates will become reflective practitioners who critically assess their learning and are ready to expand and update their knowledge to be culturally relevant educators.

Principles of Equity, Diversity, Inclusion & Decolonization: Teacher candidates build inter-group awareness of diverse cultural backgrounds, languages, learning differences, distinct needs, and forms of expression. Teacher candidates acknowledge and plan for teaching students from diverse or marginalized backgrounds and understand the importance of "seeing through another's eyes" when teaching abroad. Through ongoing reading responses and facilitations, teacher candidates are given the space to explore how racism or racial bias has informed the subject area.

Collaborative Learning: Teacher candidates shift away from 'individualized' learning to 'personalized' learning, which is community-based and human-centered. Through ongoing collaborative reading responses and presentations, teacher candidates work together to introduce new ways of thinking and create a safe and inclusive learning environment where each teacher candidate's voice is valued.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca