

EDUC 5471S

Internationalizing Curricula: Teaching for a Global Perspective

Instructor:

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Schedule:

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

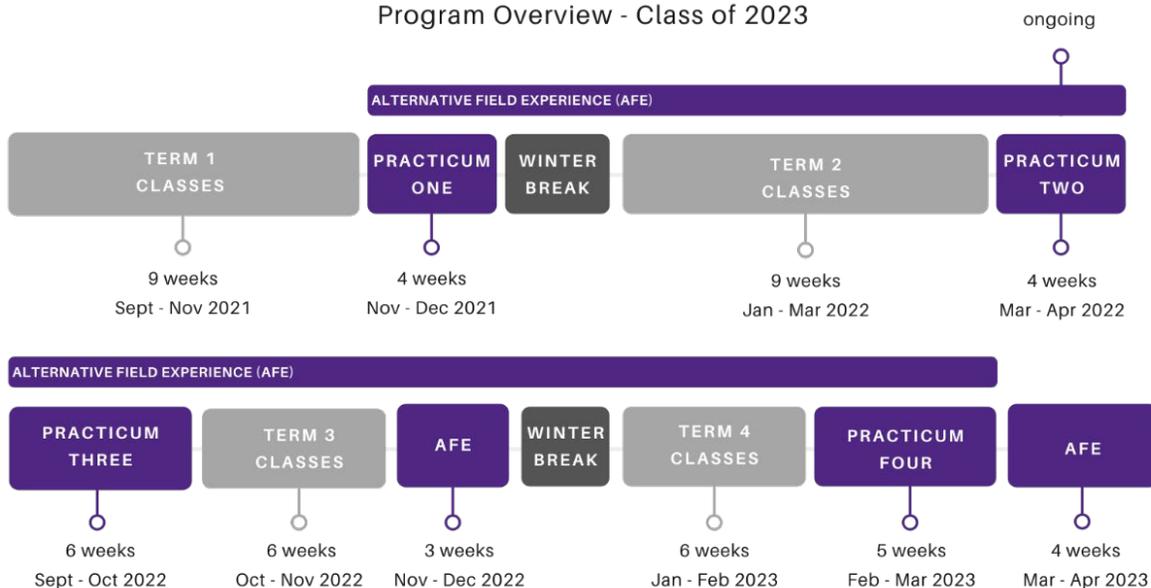
Section 002: Wed 12:30PM-2:30PM,
Room: 2042

Program Context:

This is a **Specialty** course taken by Teacher Candidates during **Year 1 Term 2** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2023



Syllabus Report

Internationalizing Curricula: Teaching for a Global Perspective (EDUC 5471S)

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 international service learning as models for fostering international mindedness and global citizenship. Two hours per week, second term, .25 credit.

All course materials will be available in the OWL site.

Course Credits: 0.25

Number of Weeks: 9

Week 1: Welcome and Expectations

Course description and expectations

What does it mean to internationalize curriculum?

Learning Activities

Type	Name	Description
Discussion	Internationalizing Brainstorm	Students will work in groups according to their teachables to discuss what internationalizing curriculum means to them and brainstorm what internationalizing might look like or involve for their subject areas.

Learning Activities

Type	Name	Description
Video	Week 1 - Video: Building a belonging classroom	This video will provide students with an opportunity to discuss the different ways in which we can create classrooms that foster a sense of belonging. (Time: 4 mins)

Week 2: Approaches to internationalizing curricula

Approaches to internationalizing curriculum

Distinguishing between the rationales of different approaches to internationalizing curriculum

Learning Activities

Type	Name	Description
Writing	'Where am I on the Progress Tree?' reflection	At the end of class, students will use the Progress Tree Graphic to reflect on their understanding of course content thus far. They will identify their location on the tree, explain why they are there and share some thoughts on where they would like to head next and what kind of support they would need to get there.
Video	Week 2 - Video: Global Competence	The video is a brief introduction to the OECD's Global Competence. It explains what Global Competence is and how it works. (Time: 1 min 13 secs)
Video	Week 2 - Video: Learning to live together	This video is a brief overview UNESCO's Global Citizenship Education (GCED) (Time: 2 mins 39 secs)
Reading	Week 2: Reading	What Really Do We Mean by "Internationalization"

Week 3: Supporting Frameworks

Identify different education frameworks that support teaching for International Mindedness

Discuss and explain how different frameworks can be used in different subject areas

Locate and share a resource that would be suitable for their subject area

Learning Activities

Type	Name	Description
Discussion	Applying the frameworks	Students will work in groups to determine which of the frameworks presented will support their particular subject area.
Assignment	Find a resource	Students will work in their teachable groups to find and share resources related to their chosen framework.
Interactive Lecture	Frameworks that support internationalization	This brief lecture will provide students with an overview of different educational frameworks that could inform their internationalizing practice.

Week 4: Planning and Assessment

Apply a conceptual approach to lesson planning

Identify and apply a suitable planning framework to their chosen topic

Plan lessons based on a suitable topic from their teachable subject

Learning Activities

Type	Name	Description
Writing	'Where am I on the Progress Tree?' reflection	At the end of class, students will use the Progress Tree Graphic to reflect on their understanding of course content thus far. They will identify their location on the tree, explain why they are there and share some thoughts on where they would like to head next and what kind of support they would need to get there.
Assignment	Lesson Planning	Students will begin planning their model lessons
Video	Week 4 - Video: What is UbD?	This video provides an overview of Understanding by Design which supports a conceptual approach to planning. (Time: 15 mins)

Week 5: Service Learning

Service Learning: What is it?

Opportunities and challenges of Service Learning

Learning Activities

Type	Name	Description
Assignment	Lesson Planning	Students will continue to work on planning for their model lessons
Discussion	Service Learning Project ideas	Students will brainstorm and record service learning project ideas that support learning outcomes for different subject areas.
Reading	Week 5: Reading	From the classroom to the community

Week 6: The Ontario Context

Analyze Ontario's Strategy for K-12 International Education

Identify the ways in which Culturally Responsive Pedagogy can support internationalizing curriculum

Learning Activities

Type	Name	Description
Interactive Lecture	The Ontario Context	Students will read excerpts of the Ontario's K-12 Strategy for International Education and consider the policy contexts and implications for classroom practice.
Video	Week 6 - Video: What is Universal Design for Learning?	This video is a brief introduction to UDL. (Time: 3 mins)
Reading	Week 6: Reading	Ontario's Strategy for K-12 International Education

Week 7: Supporting New comers and Refugee students

Understand the importance of Responsive Practice

Develop strategies for supporting new comer and refugee students

Learning Activities

Type	Name	Description
Writing	"Where am I on the Progress Tree?" reflection	At the end of class, students will use the Progress Tree Graphic to reflect on their understanding of course content thus far. They will identify their location on the tree, explain why they are there and share some thoughts on where they would like to head next and what kind of support they would need to get there.
Reading	Week 7: Reading	Supporting students with Refugee Backgrounds
Reading	Week 7: Reading	Welcoming Newcomer Students and Families to School

Week 8: Lesson Modelling

Lesson modelling and Service Learning Presentations

Assessment Activities

Type	Name	Description
Presentation	Lesson Modelling	Students will teach their planned lesson in various contexts.
Presentation	Service Learning Presentations	Students opting to plan a Service learning Project will present their plans and field questions from their peers.

Week 9: Final Reflections

Final reflections on Internationalizing Curriculum

Assessment Activities

Type	Name	Description
Presentation	Final Reflection Presentation	Students will reflect on the process of learning about, planning for and teaching an internationalized lesson. They will prepare a written reflection that will be shared with their peers in smaller groups.

This course meets the following Course Outcomes:

Principals of Diversity, Inclusion, & Decolonization

Readings and Handouts

Personal Development

Collaborative Learning

IE Classroom Principals

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