

## EDUC 5472Q

### Teaching Abroad: Opportunities & Challenges

#### Instructor:

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#### Schedule:

**Section 001:** Thursday  
9:30AM-12:30PM,  
Room: 2040

**Section 002:** Thursday 1:30PM-  
4:30PM,  
Room: 2040

#### Program Context:

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

#### BACHELOR OF EDUCATION

Program Overview - Class of 2022



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# Syllabus Report

## Teaching Abroad: Opportunities & Challenges (EDUC 5472Q)

**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. Year 2, one term, 0.25 credit.

This is an on-site class with all classes meeting in-person unless conditions require a class to be led virtually. All course materials will be made available on the OWL site. Ask your general questions during or after classes. For individual concerns, it is best to email.

**Course Credits:** 0.25

Number of Weeks: 6

### **Week 1: Becoming a teacher in a global context**

Overview & check in... (Becoming a teacher, becoming a teacher now)

Course expectations (purpose, structure, assignments)

Sojourning

Brainstorming IE cases

### **Week 2: Assessing 'fit' for teaching internationally**

What are international schools looking for in their teachers?

Taking inventory of capacities, strategies, and conditions for teaching internationally.

What does it mean to be an authentic teacher in contemporary conditions?

## Learning Activities

| Type    | Name                                 | Description  |
|---------|--------------------------------------|--|
| Reading | Week 2<br>Materials<br>&<br>Readings | Budrow, J. (in press). Being and becoming internationally minded: Snapshot of novice Canadian teachers in international schools. |

### Week 3: Teacher Perceptions of Living & Teaching Abroad

What can I learn from teachers who have lived and worked overseas?

Why work overseas?

## Learning Activities

| Type    | Name                                 | Description   |
|---------|--------------------------------------|---|
| Reading | Week 3<br>Materials<br>&<br>Readings | Roskell, D. (2013). Cross-cultural transition: International teachers' experience of 'culture shock. <i>Journal of Research in International Education</i> , 12(2), 155-172. <a href="https://doi.org/10.1177/1475240913497297">https://doi.org/10.1177/1475240913497297</a>                            |
|         |                                      | Savva, M., & Stanfield, D. (2018). International-mindedness: Deviations, incongruities and other challenges facing the concept. <i>Journal of Research in International Education</i> , 17(2), 179-193. <a href="https://doi.org/10.1177/1475240918793954">https://doi.org/10.1177/1475240918793954</a> |

### Week 4: World Englishes and Culturally Relevant Pedagogy

What are some considerations of English as 'Lingua franca' and how might world Englishes come into play when teaching locally and internationally?

What are the vital intercultural capacities for teachers in local and unfamiliar contexts? How to prepare?

Teacher-learning for cultural awareness: What comes next?

## Learning Activities

| Type    | Name                 | Description   |
|---------|----------------------|---|
| Reading | Week 4               | Helen, H. (2000). "There is no way to prepare for this": Teaching in First Nations schools in Northern Ontario—issues and concerns. <i>Canadian journal of native education</i> , 24(2), 144.   |
|         | Materials & Readings | Tupas, R. (2014). The pedagogy of English as an international language: Perspectives from scholars, teachers, and students. In R. Marlina & R.A. Giri (Eds.), <i>English Language Education</i> (1st Ed., pp. 159-173). Springer International. |

### Week 5: Out of the Bubble & International Education - Cases

Blind spots, toward authentic teaching in diverse contexts

Sharing cases on international education for the times

## Learning Activities

| Type    | Name                              | Description  |
|---------|-----------------------------------|--|
| Reading | Week 5<br>Materials &<br>Readings | Palmer, P. J. (1997). The heart of a teacher: Identity and integrity in teaching. <i>Change</i> (New Rochelle, N.Y.), 29(6), 14-21.<br><a href="https://doi.org/10.1080/00091389709602343">https://doi.org/10.1080/00091389709602343</a> |

### Week 6: Cases of International Education, The responsibility of the teacher (candidate), Optional session on teaching overseas

Discussion of cases

Key lessons from the class

Responsibilities of teacher candidates and teachers

## Assessment Activities

| Type              | Name  | Description   |
|-------------------|---|---|
| <b>Assignment</b> |   | Students will facilitate a reading discussion in their small group in class.  |
|                   | Due Wks 2-4: Lead a Reading Discussion & Discussion Reflection            | Students will be assigned one reading to lead a small group discussion. During this discussion, students will sustain the discussion by prompting questions, and optionally leading a short activity to highlight key elements of the reading. Following the discussion, students will share their insights about the readings and the discussion that they led by submitting a 2-page response that will include an outline of the key aspects of the author's argument and their relation to B.Ed. competencies.  |
| <b>Assignment</b> |   | Each group will first upload their inquiry results in a multimedia presentation by Week 5 and then lead a discussion on Week 6.   |
|                   | Due Wks 5 & 6: Submit Case Report (Wk 5) and Facilitate Discussion (Wk 6) | Students will choose from a list of cases or propose and receive approval for a topic pertaining to international education. Students may work alone, with a partner, or in a groups of 3. Throughout the course, students will carry on a self-directed inquiry in this topic that will culminate in the creation of a resource (e.g., slide deck, report, detailed infographic, etc.) that will be shared with the class in Week 5. Students will pore through the shared resources and in Week 6, each group will facilitate a discussion of their inquiry with the class. |
| <b>Assignment</b> | Weekly: Classroom Participation in Activities and Discussions             | Students are expected to share their insights about the readings and respond to insights shared in class on a regular basis, actively engage in classroom activities, bring their own questions and musings, and generally demonstrate rigorous reflection about the issues covered in class. All assigned readings must be read for this class.  |

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## This course meets the following Course Outcomes:

Articulate what it means to be a teacher

Knowledgeable about international schools

Culturally relevant pedagogy

# 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](http://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](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)