

Outline for NAFSA Presentation

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Goals

- Prepare future teachers who are globally competent
- Integrate global perspectives into teacher preparation programs
- Bring globalization to Colleges & Schools of Education
- Take globalization to the broader educational community

Preservice Preparation Program

Develop globally competent teachers who can...

- Bring international perspectives to their curriculum & student learning
- Have knowledge & appreciation of other cultures
- Understand what it means to participate & engage in a global society
- Work with & relate to families and children from other cultures
- Use knowledge of curriculum, pedagogies, & schooling in other countries

Implement broad-based initiatives: redesign content of required education courses

- Infuse readings & projects into curriculum
- Use media & film with curriculum on global themes
- Use technology to connect with teachers & classrooms in other countries
- Arrange early field placements in international schools or refugee centers

Encourage & support educationally-meaningful study abroad and study trips

- Connect to international alumni in their home countries

Create partnerships with schools abroad

- Conduct exchange programs
- Arrange virtual visits

Highlight the value & importance of global knowledge & understanding

- Arrange mock interviews with superintendents & principals for example

Create more focused initiatives: Global Educator Cohort Program

- Students enter program as freshmen
- Global Education Cohort Program coordinator and special advisor
- Required study abroad experiences
- World languages recommended
- Encouraged to live in language-intense residence halls
- Global Initiative Forum for Future Teachers (GIFFT)
 - Teacher prep. students and international graduate students
 - Monthly meetings to focus on countries represented
 - Discussions re. social, cultural, economic & political topics
 - Foster network when international graduates return home
 - Recognition through certificate and letters of introduction

Faculty Development

Adopt hiring practices to reflect value of internationalization & expectations

Create structures to support faculty development

- Faculty development course w/international graduate students
- Faculty/grad teams work on internationalization of a course
- (Not all participating graduate students need to be international)

Offer faculty-led monthly seminars on internationalizing teaching & research

Sponsor study tours for faculty to countries with different educational systems

Recognize excellence & innovation in teaching

- Awards for faculty and teaching assistants who internationalize teaching
- Promotion & tenure narratives to include internationalization in teaching

Graduate Student Support

Encourage attendance at seminars on internationalizing teaching & research

Recognize excellence & innovation in teaching

- Annual awards to faculty and graduate teaching assistants
- Awards for internationalizing teaching & curriculum

Sponsor informal monthly international breakfasts for graduate students

Sponsor study trips abroad

- Three week trip to China—travel & lodging paid by college
- Faculty mentors at host universities
- School & classroom observations
- Meetings with minister of education, teachers, administrators

In-service Teachers, Administrators, Policy Makers

Support development of in-service teachers (LATTICE)

- Linking all types of teachers to international cross cultural education
- In-service teachers and international graduate students
- Monthly meetings to focus on countries represented
- Discussions re. social, cultural, economic & political topics
- Foster network when international graduates return home
- Results in exchange programs, visits, & sustained connections

Host annual Internationalizing Michigan Education Conference

- Themes and focus change each year
- Attendees include K-12 teachers, administrators, & policy makers

Conduct study trips (e.g. China) for educational leaders & policy makers

Challenges

Professional requirements in teacher preparation programs

Declining resources

Focus on broad-based initiatives vs. in-depth programs

Assessing outcomes

Sustaining networks