

Breakout: Curriculum Revision

What elements are needed to internationalize teacher education curriculum? What tools are needed to help build new curricular models?

1. Preparing Culturally Proficient Faculty for Internationalization

The need to revise teacher education curriculum to reflect a global perspective is needed if we are to move our teacher candidates forward into 21st century classrooms. It is imperative that we as teacher educators keep ahead of or maintain the level needed to compete in an ever-changing world. Therefore the need to move teacher educators from being culturally competent global educators to culturally proficient can be attained through internationalization of teacher education curriculum.

Conceptualization of what a department or a school of education is willing to support regarding internationalization of teacher education begins with a discussion by asking the following questions: What does it mean to internationalize? How do we define Multicultural Education? Global Education and International Education? Is there a difference? What is the connection between the university mission, its core values, and strategic initiatives with regard to new proposed curriculum? How can we make connections within the curriculum to integrate local, state, national, and global affairs? Of most importance to faculty is the connection to teaching, scholarship and service. Therefore preparing faculty to internationalize the curriculum begins with buy-in from the faculty.

- What is our vision as 21st century culturally proficient teacher educators as to how and what content is needed for our teacher candidates in order for them to teach children to become culturally proficient global citizens?
- There are many competing forces that limit the internationalization of teacher education curriculum. What are they? How do we develop mutually appropriate the curriculum so as to not compete but support the integration of

culturally proficient global competencies within our teacher education programs?

- What are your beliefs as to what is needed in order to internationalize the curriculum in teacher preparation?
- What has helped you at your institution integrate, or change curricular perspectives when faculty are at different points of a continuum toward cultural proficiency?

2. Curriculum Development and Integration

University wide support of internationalization of the curriculum can make it much easier for a school and department to introduce the concept and enhance the transition and progress than by introducing it alone. Developing a conceptual framework and department definition as to what constitutes internationalization assists in moving the faculty forward in the next phase of planning concrete internationalization components of the curriculum. Utilizing the available resources and examples of already internationalized syllabi (if they exist) can provide templates in order to be consistent with the message teacher education programs want to convey. Having faculty attend internationalizing of the curriculum workshops sponsored by university wide curriculum committees can provide the opportunities to cross-train the rest of the teacher education faculty. Therefore developing faculty leaders within teacher education to cross-train and share syllabi can improve in the buy-in from the rest of the faculty.

- What should be included in the main components of a course syllabus that reflects internationalization concepts?
- How extensive should curriculum changes be? Credential vs. Graduate programs-where should we start?
- What is the role of field based-experiences in support of internationalization?

3. Implementation, Dissemination and Long-term Sustainability

Curriculum fads seem to come and go depending on faculty hires and what their focus or areas of expertise are. In developing a culture in which culturally proficient teacher educators are the norm what can teacher education departments do to support the continued implementation of internationalization of curriculum? We know the importance of exposure in print, electronically, and verbally. Therefore having a comprehensive internationalization plan within teacher education is very important.

- What has your department or school done in order to enhance the viability and visibility of internationalizing the curriculum?
- What immediate opportunities can be utilized to enhance the dissemination and implementation of effective and innovative curriculum internationalization models?
- What alliances within the university or other organizations can be of use in promoting the internationalization of the curriculum?

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