

## **Breakout: Integrating Education Abroad into the Teacher Education Curriculum**

### **DO TEACHER EDUCATORS BELIEVE...**

Education is a global profession?

Standards in teacher education transcend borders?

A vision of our global community in 30/100 years is necessary to design effective teacher education programs?

Students can effectively fulfill program requirements by completing school based experiences in communities/schools outside their college service area?

Breadth of life experience is necessary for entry to the teaching profession?

State licensure and national accreditation agencies accept international experience in the pre-service education of teachers?

There are major barriers to offering international and cross-cultural school based experience in teacher education?

<What do you believe?>

<How can we change incorrect perceptions?>

### **PREMISES IN PREPARING EDUCATORS TO GO ABROAD**

#### **WHO**

Any individual who seeks to enter, or is part of, the teaching profession

#### **WHAT**

All prospective and in-service educators must have school based experiences in communities outside their comfort zone

An international/cross-cultural perspective must be integrated into the professional preparation of teachers

#### **WHEN**

High school – cultural study tour, family travel, immigrant from one society to another

Freshman – general education requirement related study tour, volunteer service overseas, pre-student teaching placement

Sophomore – language study immersion program

Junior – discipline major study overseas replacing on-campus required course(s)

Senior – international or domestic cross cultural student teaching placement

Graduate:

- Pre-service - student teach overseas
- In-service professional development - interaction with educators in schools in other communities

#### **WHERE**

- Any school in the world (public, private, military) where effective education of young people is paramount
- International/domestic other cultural and/or economic setting

#### **WHY**

As professionals responsible for the preparation of teachers we recognize the world is changing. Consequently we are obligated to assure our graduates can effectively educate any child from, or in, any location now and for at least the next 30 years

We live in a mobile world where families move across national/cultural boundaries and enroll their children in schools expecting an effective education - wherever it is offered - that prepares them for their future.

Standards of effective teaching are universal. Parochial standards belie the reality that the talent of master educators wherever they teach is in their ability to create the magic of learning.

Teacher education programs whose graduates are prepared to teach in today's global village and adapt to the world of tomorrow will grow in community and professional respect

We understand our world when we step outside and see it through the eyes of others

## HOW TO FOSTER A GLOBAL PERSPECTIVE AMONG EDUCATORS

Recognize that educators in most every community are serving students from a variety of cultural backgrounds (how many languages are spoken as the first language of students in schools in your community?)

Acknowledge the commonality of educational issues and solutions throughout the world

Understand the value of learning from colleagues working in other national and cultural settings to improve effectiveness in one's own community

Overcome institutional barriers – the 'wall of silence'

Create a teacher education program mission statement committing to preparing teachers with a global perspective and gain commitment of faculty to fulfill its intent

Care for practical issues: arranging placements, convince students to participate, setting expectations and outcomes to assure development of cultural competence and value for professional development, monitoring the experience, reflection and reporting, financial feasibility

- Designing and implementing own program
- Using services of study abroad providers

Integrate developments in communications technology to facilitate placements in other national/cultural settings

### ACTIONS TO TAKE

Teacher education administrators:

- Acknowledge that state licensure and accreditation agencies support international experience in the preparation of teachers
- Set and assure achievement of goals e.g. 30% of graduates will have significant study abroad/cross-cultural experience within two years
- Assure a global perspective is integrated throughout degree and licensure requirements for teachers including general education, discipline major and pedagogical instruction

Teacher education faculty:

- Travel, experience education and life in other societies
- Include international examples in instruction
- Encourage students to broaden their world view through travel, work, and study
- Trust educators working in other locations to provide effective guidance for your students

- Exchange students with colleagues in other institutions

Student teaching placement directors:

- Encourage student interest and facilitate their fulfilling requirements outside your college service area

International programs office:

- Encourage education faculty to look beyond local and facilitate process by offering institutional, financial, registration, study abroad support
- Assist education faculty in leading education based study tours

### RESOURCES

EducatorsAbroad Ltd. Global Student Teaching:

[www.educatorsabroad.org](http://www.educatorsabroad.org)

Consortium for Overseas Student Teaching:

[www.teachabroad.ua.edu](http://www.teachabroad.ua.edu)

Indiana University: Cultural Immersion Projects

[www.education.indiana.edu](http://www.education.indiana.edu)

University of Northern Iowa: International Student Teaching

[www.uni.edu/stdteach](http://www.uni.edu/stdteach)

Teacher Preparation for the Global Age

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Intercultural Student Teaching: A Bridge to Global Competence. Littlefield

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