**Program Area:** Teacher Education – Core course for all programs

**Module Title:** Integrated into **Teaching Methods**

**Module Description:** A two-step, integrated approach to raising awareness of the need for teachers to be capable of internationalizing their curriculum.

**Step 1.** Students examine various Teaching Methods (direct, integrated, and indirect methods; likenesses and differences; rationale for using; teacher-centered and student-centered methods; strengths and limitations). After examining these various models, the instructor presents information using hands-on-activities about culture, ethnocentrism and the importance of the perspective teachers present in the classroom. Then the instructor then asks students to brainstorm ways they can internationalize the curriculum in their own discipline.

**Step 2.** The following class meeting: Working in groups of four, students read and report on one article that deals with ways educators found to help students gain a world perspective. The five articles selected came from the latest issue of *Social Studies and the Young Learner, Vol. 25, No. 2,* *Nov./Dec. 2012*. Using cooperative learning techniques, each group prepares a summary of the article and then reports to the whole group. At the end each student selects the technique that has the greatest appeal for adaptation to his/her discipline and explains the reason for that selection.

**Global Learning Outcomes Addressed:** *Knowledge:* Understands his/her culture in global and comparative context (recognizes that his/her culture is one of many diverse cultures & that alternative perceptions & behaviors may be based in cultural differences). *Skill:* Interprets issues & situations from more than one culture. *Skill:* Uses knowledge, diverse culture frames of reference, and alternative perspectives to think critically and solve problems.

**Time Required:** Time spans two separate class meeting times during Weeks 8-12 while students are working on constructing their unit plans and their detailed lesson plan. Only one hour of class time is required over these two separate lessons. The class meets for 2 ½ hours each week. About one hour per class meeting is spent on each of the two steps while the remaining time is spent on other instructional aspects of course concepts.

In addition, because this course is already heavily packed with concepts on planning, instruction, and classroom management, students not were required to spend a significant amount of time outside of class on these basic introductory elements of internationalizing the curriculum. Everything was done within the class meeting time.

**Resources:**

A PowerPoint introduction that I created.

Six articles from *Social Studies and the Young Learner, Vol. 25, No. 2,* *Nov./Dec. 2012:*

1. Yellow Ducks Overboard: A Lesson in Geography and World Citizenship by Paul Nagel and Donna Beauboeuf

2. Little by Little: Global Citizenship through Local Action Inspired by Wangari Maathai by Erica M. Christie, Sarah E. Montgomery and Jessica Staudt

3. Providing a Global Education to Refugee Students: An Activity about Personal Budgeting by Laura Quaynor and Carrie Hamilton

4. Four Strategies for Teaching Open-Mindedness by Merry Merryfield

5. Learning Global Citizenship: Students and Teachers in Belize and the U.S. Take Action Together by Sara Fry, Shari Friffin and Jean Kirshner

6. Around the World in 80 Pages: Notable Trade Books through the Lens of “Cosmopolitan Education”