**INTERNATIONALIZING INSTRUCTION IN TEACHING METHODS**

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**Purpose and Rationale**

Educational Planning is a core course, one of the early ones in the UA Teacher Education Program. Teacher candidates learn planning techniques and create a 10-day unit plan and a one-day in-depth lesson plan as part of their program requirements. I believe that it is never too earlier to have candidates consider global perspectives in thinking about instruction since many of them want to teach in the school system that educated them and need ways to look beyond their “local horizons.” New course content is difficult to add to a shared core course. However, an integrated approach that brings minimal change and allows candidates to see through a different lens and to problem solve and plan or create instruction can work well. If this “perspective building” is implemented early in the teacher education program, other courses can build on the principle of adding to that capacity.

**Global Learning Outcomes**

**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.

Uses knowledge, diverse culture frames of reference, and alternative perspectives to think critically and solve problems.

**Goals of the Module**

This module is designed for all teacher candidates taking a planning instruction course at the beginning of their career preparation.

Goals include:

• Identify aspects of culture, values and beliefs and how these aspects differ across cultural borders.

• Understand the concept of “ethnocentrism.”

• Identify ways teachers can help students go beyond their own cultural boundaries to see problems from a different lens through instructional techniques and preparation of a content topic to include a global perspective.

**The Module**

This is a two-step, integrated approach to raising awareness of the need for teachers to be capable of internationalizing the curriculum.

**Time Required**. The time I used 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.

**Steps of the Module**

**Step 1.** **Week 8-9.** After candidates examine various Teaching Methods (direct, integrated, and indirect methods; likenesses and differences; rationale for using; teacher-centered and student-centered methods; strengths and limitations), the instructor presents information using hands-on-activities about culture, ethnocentrism and the importance of the perspective teachers present in the classroom. Candidates engage in the activity of “Drawing the World” in which they are led to discover the elements of ethnocentrism as they examine how they drew the world. A PowerPoint (included in this Module) provides an orientation and overview of these cultural concepts. In addition, they do a role play called the Wookies and Wahoos, an abbreviated modification of the cultural simulation, Bafá Bafá. The debriefing session helps candidates understand the difficult task of perspective taking.

Candidates are then asked to talk about their own learning experiences about other cultures and global issues. We list these experiences on the board and talk about the perspectives that teachers bring to the classroom and ways they can help students discover other horizons. Such ideas may include a pen pal or e-pal program that allows students to interact with other students who come from different backgrounds, technology that opens doors to partnering with another classroom in countries such as China, England or Brazil through Skype, and completing an activity about recycling with a class from a different country using communication via Skype.

Then, candidates work in pairs to brainstorm ways they can internationalize instruction in their own discipline. They share the ideas.

**Step 2.** **Weeks 10-12.** In a subsequent class meeting, working in cross-discipline groups of three or four, candidates read and report on one article that deals with ways educators found to help students gain a world perspective. The six 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 such as assigned roles (summarizer, investigator of cultural differences, explorer of disciplines targeted, each group prepares a summary of the article and then reports to the whole group. The cooperative learning assignment consists of (1) summarizing, (2) explaining the different cultural perspective and (3) the possible disciplines targeted in the project described in the article read. During whole class debriefing, each group member presents the group’s findings. At the end of the debriefing, each candidate selects the article/technique that has the greatest appeal for adaptation to his/her discipline and explains the reason for that selection.

**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”