

Western Education

Transforming Education. Transforming Lives.

EDUC 5470Q

Framing International Education in a Globalizing World

Instructor:

Polin Sankar-Persad (she, her)

E: psankarp@uwo.ca

Office Hours: by appointment

Schedule:

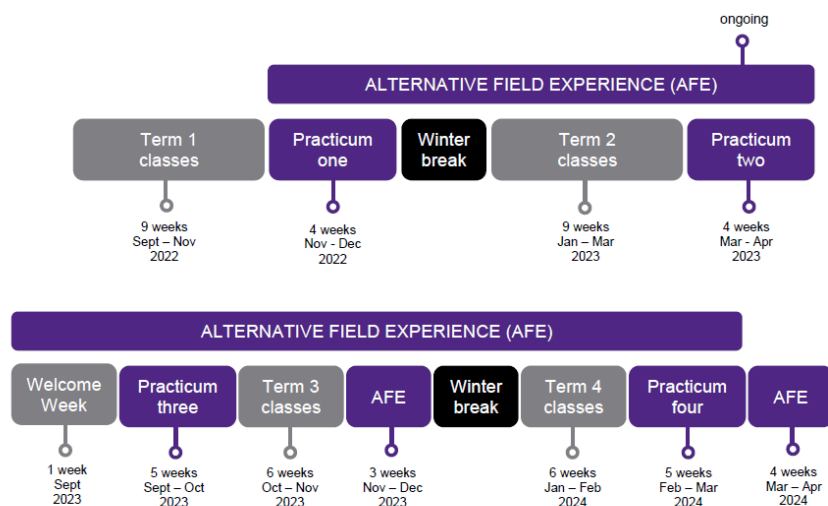
Section 1: Wednesdays, 10:30AM-12:30PM

Section 2: Wednesday, 12:30PM-2:30PM

Program Context: This is a **Specialty Course** taken by Teacher Candidates in the **International Education Cohort** during **Year 1, Term 1** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Framing International Education in a Globalizing World (EDUC 5470Q)

Course Description:

A study of the larger visions and historical conditions of international education and of how these visions and conditions shape local practices in an interdependent and deeply asymmetric world. Teacher Candidates develop understandings of their socio-cultural positions as students and as prospective international educators.

Two hours per week, first term, .25 credit.

All course materials will be made available in the OWL site.

Course Credits: 0.25

Number of Weeks: 9

Week 1: Introductions & Expectations

What is the course about?

What are the course expectations?

What is a single story? How can it harm our cross/intercultural understandings of others?

How does one reduce its 'dangers'?

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Learning Game	Getting to know each other	Students will engage in a series of activities intended to get to know each other.
Video	Week 1 Materials & Readings	TEDtalksDirector. (2009, October 7). <i>Chimamanda Ngozi Adichie: The danger of a single story</i> ted. YouTube. Retrieved July 05, 2022, from https://www.youtube.com/watch?v=D9Ihs241zeg&nbsp;

Week 2: Histories of International Education

How have historical conditions shaped 20th-Century International Education?
What were common features of 20th century International Education?

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Reading	All course readings can be found on our OWL 5470Q site under the Course Readings Tab Méras, E. A. (1932). World-Mindedness. <i>The Journal of Higher Education</i> , 3(5), 246–252. https://doi.org/10.1080/00221546.1932.11775289
	Week 2 Model Current Event	Introduction to current event group presentation, and demonstration of a current event topic.
Assignment	Week 2 Tree of Life Reflection 1	Students are expected to reflect on their life histories and make connections between their experiences and their development as international educators. Contributions will be evaluated based on three main criteria - completion, attentiveness to the task and thoughtfulness.
Video	Schooling the world	This video will support students' understanding of the historical conditions of International Education

Week 3: 21st Century International Education

How do we understand the conditions of our contemporary historical moment? [co-vid pandemic, BLM, anti-Indigenous racism, Islamophobia, global warming...]

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
		All course readings can be found on our OWL 5470Q site under the Course Readings Tab
Reading	Week 3 Materials & Readings	Pike, G. (2015). Re-Imagining Global Education in the Neoliberal Age. In R. Reynolds, D. Bradbery, J. Brown, K. Carroll, D. Donnelly, K. Ferguson-Patrick, & S. Macqueen (Eds.), <i>Contesting and Constructing International Perspectives in Global Education</i> (pp. 11-25). SensePublishers.
Assignment	Week 3 Reading Response & Facilitation	<p>Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).</p> <p>Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.</p>
Presentation	Week 3 First Current Event Group Presentation	<p>In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.</p> <p>Students will have 15 minutes to present and discuss their current event and its worldly significance.</p>
Assignment	Week 3 The Blind Men and the Elephant Parable Activity	Students will read and reflect on the parable of the Elephant and the Blind Men.

Week 4: The Pedagogical Heart of International Education: Learning Across Differences

What core difficulties impede the capacity to 'see through another's eyes?'
What implications can be drawn for educators?

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Assignment	Week 4 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).
		Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.
<hr/>		
Reading	Week 4 Materials & Readings	All course readings can be found on our OWL 5470Q site under the Course Readings Tab
		Tarc, P. (2013). International Education in Global Times: Engaging the Pedagogic (Global Studies in Education). In <i>The Challenge of learning across difference: Employing The Elephant and the Blind Men</i> (First ed., pp. 19-38). Peter Lang Inc., International Academic Publishers.
<hr/>		
Assignment	Week 4: Tree of Life Reflection 2	Students are expected to reflect on their life histories and make connections between their experiences and their development as international educators. Contributions will be evaluated based on three main criteria - completion, attentiveness to

the task and thoughtfulness.

Presentation	Week 4 Second Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching. Students will have 15 minutes to present and discuss their current event and its worldly significance.
---------------------	--	--

Week 5: Structure and Agency in Cross Cultural Encounter

What larger conditions are in play that affect how the protagonists act in the two accounts?
How are the two scenarios similar and different?

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
		All course readings can be found on our OWL 5470Q site under the Course Readings Tab
Reading	Week 5 Materials & Readings	Zemach-Bersin, T. (2008, March 7). American Students Abroad Can't be “Global Citizens”. <i>The Chronicle of Higher Education</i> . https://www.chronicle.com/article/american-students-abroad-cant-be-global-citizens/ AND <i>Orwell, George, 1903-1950. (2003). Shooting an elephant and other essays. London:Penguin</i>
Assignment	Week 5 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).

Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.

Presentation Week 5 Third Current Event Group Presentation

In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.

Students will have 15 minutes to present and discuss their current event and its worldly significance.

Week 6: Citizenship Education in Transnational Times

How has heightened transnationalism changed the character of citizenship and citizenship education?

What is the relationship between political citizenship and national belonging?

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
		All course readings can be found on our OWL 5470Q site under the Course Readings Tab
Reading	Week 6 Materials & Readings	El-Haj, T. R. A. (2009). Becoming Citizens in an Era of Globalization and Transnational Migration: Re-imagining Citizenship as Critical Practice. <i>Theory Into Practice</i> , 48(4), 274-282. https://doi.org/10.1080/00405840903192714
Assignment	Week 6 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group

before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).

Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.

Presentation Week 6 Fourth
Current Event Group
Presentation

In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.

Students will have 15 minutes to present and discuss their current event and its worldly significance.

Assignment Week 6 Tree of Life
Reflection 3

Students are expected to reflect on their life histories and make connections between their experiences and their development as international educators. Contributions will be evaluated based on three main criteria - completion, attentiveness to the task and thoughtfulness.

Week 7: Responding to Worldly Crises

How has the heightened use of “Othering” techniques in politics characterized minority populations both in Canada and abroad?

What are the implications for (international) education?

How can we make space to confront difficult topics, such as settler/colonial histories, trauma in the classroom, and harmful representations of disability, racism, and gender inequality through our teaching practices?

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Assignment	Week 7 Reading Response & Facilitation	Each student will each take ONE turn being the facilitator of the reading discussions throughout the term. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response).
		Students will write a two-paragraph reading response to the weekly readings. In the first paragraph the students will cite a quote from the text and relate it to the author's argument. In the second, they will discuss the significance of the quote in relation to the course content.
Reading	Week 7 Materials & Readings	All course readings can be found on our OWL 5470Q site under the Course Readings Tab
		Rizvi, F. (2019). Global interconnectivity and its ethical challenges in education. <i>Asia Pacific Education Review</i> , 20(2), 315-326. https://doi.org/10.1007/s12564-019-09596-y
Presentation	Week 7 Fifth Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' they may want to implement in their future teaching.
		Students will have 15 minutes to present and discuss their current event and its worldly significance.

Week 8: Function of Schooling & Teacher Responsibility

What is problematic about progressive education?
Where does teacher responsibility lie?
What is the function of schooling?

Teacher candidates work collaboratively to create “collective inquiry” experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	All course readings can be found on our OWL 5470Q site under the Course Readings Tab
		Arendt, H. (1954). The crisis in education, In between past and future. New York: Penguin.
Presentation	Week 8 Sixth Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to "try out" an approach to "open minds" and "provoke thinking" they may want to implement in their future teaching.
		Students will have 15 minutes to present and discuss their current event and its worldly significance.

Week 9: Reflections on Learning & Looking Forward

What is the responsibility of the teacher in a world in trouble?
What is the responsibility of a 'teacher candidate?'
Reflecting back and looking forward
Looking ahead to next course

Teacher candidates work collaboratively to create "collective inquiry" experiences that value the lived experience, the culture and the identity of diverse students in the classroom and open up new ways of understanding.

Learning Activities

Type	Name	Description
Presentation	Week 9 Presentations of Key Learning	Students are asked to present their most significant learning. They will create a single slide of a "visual" as an entry to illuminate their learning and to help explain the key lessons taken from this class.
Reading	Week 9 Materials & Readings	No assigned readings for Week 9. Please review "Tree of Life" entries, readings, and reading responses in preparation for your final reflections.

Assessment Activities

Type	Name	Description
Discussion	Ongoing: Classroom Participation	Students are expected to respond to questions and prompts during class discussions. Contributions will be evaluated based on three main criteria - completion, attentiveness to the task and thoughtfulness.
Presentation	Due Date Varies (Wk 3-7): Current Event Group Presentation	In their groups, students will select a current event as a vehicle to teach their peers more about the contemporary conditions of the world and to 'try out' an approach to 'open minds' and 'provoke thinking' that they may want to implement in their future teaching. Students will have 15 minutes to present and discuss their current event and its worldly significance.
Assignment	Ongoing (Wk 3-7): Reading Responses	Students will write a two-paragraph response to the weekly readings. In the first paragraph, they will cite one "important" sentence from the text and explain how it relates to the author's overall argument. In the second paragraph, they will explain the significance of the "important" citation in relation to the course content.
Assignment	Due Date Varies (Wk 3-7): Facilitating a reading in one's group	Each student will each take ONE turn being the facilitator of the reading discussions in the asynchronous classes. They will write a two-page, double-spaced response (12-point font) to read to their group before posing 2 or 3 questions for the group to discuss (include the questions at the end of the response). Teacher Candidate dates to be assigned
Presentation	Due Wk 9: Final Reflection on Learning	Within their small groups, students will distribute a one page 'visual' to peers to use as an entry point to present their most significant learning from the course.
Assignment	Ongoing: Week 2, 4 and 6	Students are expected to reflect on their life histories and make connections between their experiences and their development as international educators. Contributions will be

evaluated based on three main criteria - completion, attentiveness to the task and thoughtfulness.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources

dcp.edu.gov.on.ca/en

Campus Services & Resources:



Health and Wellness

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



Indigenous Services

Indigenous.uwo.ca



Student Accessibility Services

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



Financial Assistance

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at eduwo@uwo.ca