

# Western Education

Transforming Education. Transforming Lives.

## EDUC 5471S

### International Curricula: Teaching for a Global Perspective

#### Instructors:

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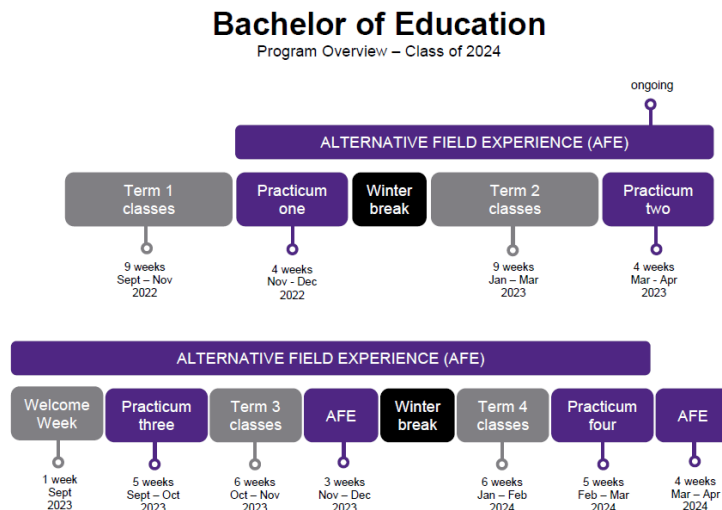
#### Schedule:

**Section 1:** Wednesday, 10:30AM-12:30PM, Room: 2042

**Section 2:** Wednesday, 12:30PM-2:30PM, Room: 2042

#### Program Context:

This is a **Specialty** course taken by Teacher Candidates during **Year 1 Term 2** of the Bachelor of Education.



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# Syllabus Report

## International Curricula: Teaching for a Global Perspective (EDUC 5471S)

**Course Description:** An examination of varied approaches to the internationalization of curricula, in local and international contexts. Particular focus is placed on the aims and approaches of the International Baccalaureate (IB) and international service learning as models for fostering international mindedness and global citizenship. Two hours per week, second term, .25 credit.

All course materials will be available in the OWL site.

**Course Credits:** 0.25

**Number of Weeks:** 9

### Week 1: Welcome and Expectations

- Course description and expectations
- What does it mean to internationalize curriculum?
  - What might an internationalized curriculum look like in different subject areas?
  - How can teachers use cultural diversity to create active intercultural learning communities as part of an internationalized curriculum?

Learning Activities		
Type	Name	Description
Discussion	Internationalizing Brainstorm	Students will work in groups according to their teachables to discuss what internationalizing curriculum means to them and brainstorm what internationalizing might look like or involve for their subject areas.

<b>Video</b>	Building a Belonging Classroom	<p>This video will provide students with an opportunity to discuss the different ways in which we can create classrooms that foster a sense of belonging. (Time: 4 mins)</p> <p>Edutopia. (2019, Feb. 28). Building a belonging classroom.  <a href="https://www.edutopia.org/video/building-belonging-classroom">https://www.edutopia.org/video/building-belonging-classroom</a></p>
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## Week 2: Approaches to Internationalizing Curricula

- Distinguish between the rationales of different approaches to internationalizing curriculum. How are they similar? How are they different? What might they look like in different subject areas and different classroom settings as part of an internationalized curriculum?

Learning Activities		
Type	Name	Description
<b>Discussion</b>	Comparing approaches Brainstorm	Students will work in groups according to their teachables to discuss different approaches to internationalizing curriculum and brainstorm what they might look like or involve for their subject areas.
<b>Video #1</b>	Global Competence	<p>The video is a brief introduction to the OECD's Global Competence. It explains what Global Competence is and how it works. (Time: 1 min 13 secs)</p> <p>Asia Society. (2018). What is Global Competence?  <a href="https://www.youtube.com/watch?v=H4zmDetQFSs">https://www.youtube.com/watch?v=H4zmDetQFSs</a></p>
<b>Video #2</b>	Learning to live together in peace through Global Citizenship Education	<p>This video is a brief overview of UNESCO's Global Citizenship Education (GCED) (Time: 2 mins 39 secs)</p> <p>UNESCO. (2016, July 21). Learning to live together in peace through Global Citizenship Education.  <a href="https://www.youtube.com/watch?v=KuKzq9EDt-0">https://www.youtube.com/watch?v=KuKzq9EDt-0</a></p>

<b>Reading</b>	Week 2 Materials & Readings	Schoorman, D. (2000). What really do we mean by 'internationalization?'. <i>Contemporary Education</i> , 71(4), 5-11.

## Week 3: Supporting Frameworks

- Identify different education frameworks that support teaching for International Mindedness
- Discuss and explain how different frameworks can be used in different subject areas
- Locate and share a resource that would be suitable for their subject area

Learning Activities		
Type	Name	Description
<b>Writing</b>	Metacognition Sheet Self-assessment 1	At the end of class, students will use the Metacognition Sheet to self-assess/reflect on their own learning and understanding of course content thus far. They will be asked to think about their own learning, summarize what they have learned about the given topic, explain how they can apply the learning in their teaching, and identify questions they still have about the topic or where they are having difficulties in understanding it.
<b>Discussion</b>	Applying the frameworks	Students will work in groups to determine which of the frameworks presented will support their particular subject area.
<b>Assignment</b>	Find a resource	Students will work in their teachable groups to find and share resources related to their chosen framework.
<b>Interactive Lecture</b>	Frameworks that support internationalization	This brief lecture will provide students with an overview of different educational frameworks that could inform their internationalizing practice.

## Week 4: Planning and Assessment

- Apply a conceptual approach to lesson planning
- Identify and apply a suitable planning framework to their chosen topic
- Plan lessons based on a suitable topic from their teachable subject areas

Learning Activities		
Type	Name	Description
<b>Assignment</b>	Lesson Planning	Students will begin planning their model lessons.
<b>Video</b>	What is UbD?	This video provides an overview of Understanding by Design which supports a conceptual approach to planning. (Time: 15 mins) Wiggins, G. (2012, Feb 10). What is UbD? Grant Wiggins Answers, with Video Cases. <a href="https://www.youtube.com/watch?v=WsDgfC3SjhM">https://www.youtube.com/watch?v=WsDgfC3SjhM</a>

## Week 5: Service Learning

- Service Learning: What is it and why does it matter?
- How to use Service-learning as part of an internationalized curriculum? What are the opportunities and challenges of Service-learning for students, teachers, and communities?

Learning Activities		
Type	Name	Description
<b>Writing</b>	Metacognition Sheet Self-assessment 2	At the end of class, students will use the Metacognition Sheet to self-assess/reflect on their own learning and understanding of course content thus far. They will be asked to think about their own learning, summarize what they have learned about the given topic, explain how they can apply the learning in their teaching, and identify questions they still have about the topic or where they are having difficulties in understanding it.

<b>Assignment</b>	Lesson Planning	Students will continue to work on planning for their model lessons.
<b>Discussion</b>	Service-Learning Project ideas	Students will brainstorm and record service-learning project ideas that support learning outcomes for different subject areas.
<b>Reading</b>	Week 5 Materials & Readings	Pawlowski, D. R. (2018). From the classroom to the community: Best practices in Service-Learning. <i>Journal of Communication Pedagogy</i> , 1(1) 3–8.

## Week 6: The Ontario Context

- Analyze Ontario's Strategy for K-12 International Education
- Identify the ways in which Culturally Responsive Pedagogy can support internationalizing curriculum

Learning Activities		
Type	Name	Description
<b>Interactive Lecture</b>	The Ontario Context	Students will read excerpts of the Ontario's K-12 Strategy for International Education and consider the policy contexts and implications for classroom practice.
<b>Video</b>	What is Universal Design for Learning?	This video is a brief introduction to UDL. (Time: 3 mins) AHEAD. (2017, Nov 2). What is Universal Design for Learning (UDL)? <a href="https://www.youtube.com/watch?v=AGQ_7K35ysA">https://www.youtube.com/watch?v=AGQ_7K35ysA</a>
<b>Reading</b>	Week 6 Materials & Readings	Ontario's Strategy for K-12 International Education. (2015). Ministry of Education. <a href="http://www.ontario.ca/education">www.ontario.ca/education</a>

## Week 7: Supporting Newcomers and Refugee Students

- Understand the importance of Responsive Practice
- Develop strategies for supporting newcomers and refugee students

Learning Activities		
Type	Name	Description
<b>Writing</b>	Metacognition Sheet Self-assessment 3	At the end of class, students will use the Metacognition Sheet to self-assess/reflect on their own learning and understanding of course content thus far. They will be asked to think about their own learning, summarize what they have learned about the given topic, explain how they can apply the learning in their teaching, and identify questions they still have about the topic or where they are having difficulties in understanding it.
<b>Reading #1</b>	Week 7 Reading	Supporting Students with Refugee Backgrounds.  Schutte, V. (2021, Nov 4). Supporting Students with Refugee Backgrounds in Canadian Schools. <a href="https://www.bctf.ca/whats-happening/news-details/2021/11/04/supporting-students-from-refugee-backgrounds-in-canadian-schools">https://www.bctf.ca/whats-happening/news-details/2021/11/04/supporting-students-from-refugee-backgrounds-in-canadian-schools</a>
<b>Video #1</b>	Week 7 Video	Welcoming Newcomer Students and Families to School This video provides an overview of newcomer resources and support services at TCDSB. (Time: 9 mins 19 secs)  TCDSB Newcomer 101 Video 2021 <a href="https://www.tcdsb.org/o/communityrelations/page/newcomers">https://www.tcdsb.org/o/communityrelations/page/newcomers</a>

## Week 8: Lesson Modelling

- Lesson modelling and Service-Learning Presentations

Assessment Activities		
Type	Name	Description
<b>Presentation</b>	Lesson Modelling	Students will teach their planned lesson in various contexts.

<b>Presentation</b>	Service-Learning Presentations	Students opting to plan a Service-Learning project will present their plans and field questions from their peers.
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## Week 9: Final Reflections

- Final reflections on Internationalizing Curriculum

Assessment Activities		
Type	Name	Description
<b>Presentation</b>	Final Reflection on Learning	Students will reflect on the process of learning about, planning for and teaching an internationalized lesson. They will prepare a written reflection that will be shared with their peers in smaller groups.

## Course Assessment Activities

Assessment Activities		
Type	Name	Description
<b>Self-Assessment</b>	Metacognition Sheet <b>Due Weeks 3, 5, &amp; 7</b>	During Weeks 3, 5 & 7, students will use the Metacognition Sheet to self-assess/reflect on their understanding of course content thus far. Student contribution will be evaluated based on three main <u>criteria</u> —completion, attentiveness to the task, and thoughtfulness.
<b>Lesson Plan Design</b>	Lesson Plan/ Service-Learning Project Plan <b>Due Wednesday before teaching</b>	Working in pairs or trios, you will use the template provided, to create a lesson plan based on your chosen grade and teachable subject. The planning template contains the basic components of a lesson with an added section where you will explain your strategy/ approach to internationalizing the lesson. (Details and grading rubric will be available in the OWL course site)



<p><b>Group Presentation</b></p>	<p>Lesson Modelling or Service-Learning Presentations <b>Due Week 8</b></p>	<p>Students will teach their planned lesson in various contexts. Students opting to plan a Service-Learning project will present their plans and field questions from their peers. (Details and grading rubric will be available in the OWL course site)</p>
<p><b>Final Reflection/ Class Presentation</b></p>	<p>Reflection on Class Learning <b>Due Week 9</b></p>	<p>Students will reflect on the process of learning about, planning for and teaching an internationalized lesson. They will prepare a written reflection that will be shared with their peers in smaller groups. This should be completed within a week after your lesson demonstration. Using Zoom, you will record a conversation regarding your experiences. This conversation should be no more than 10-15 minutes long. For the final reflection/class presentation, you will select 30 seconds of this recorded conversation to share with the class. These 30 seconds should highlight some sort of enduring understanding that you and your colleagues have taken away from the experiences of this course. (Details and grading rubric will be available in the OWL course site)</p>
<p><b>Class Discussion</b></p>	<p>Participation - On-going: <b>Weeks 1 through 9</b></p>	<p>Students are expected to participate respectfully in all class activities. Student contribution will be evaluated based on four main <u>criteria</u>—class attendance, participation in class discussion, knowledge of course content, and collaboration with other group members. (Grading rubric will be available in the OWL course site)</p>

## This course meets the following Course Outcomes:

Principals of Diversity, Inclusion, & Decolonization

Readings and Handouts

Personal Development

Collaborative Learning

## 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](http://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](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and  
Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous  
Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility  
Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial  
Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)