

Guidelines for Educators on Internationalization in College of Education Global Conversations Committee

According to the Strategic Plan of Illinois State University, the university is striving to “...develop a university wide plan that enhances internationalization of the campus and the curriculum.” In order to impact the curriculum, the College of Education Global Conversations Committee recommends the following guidelines for our students in the College of Education.

Teacher candidates should

- **Identify and explain how local issues connect to world issues and how they intersect in the global context.**
 - **Learning targets:** Identify and describe how immigration patterns globally have influenced the local community and school systems.
 - **Sample guiding questions:** Identify the largest immigrant groups in the United States and within the State of Illinois. Describe the language/s most commonly spoken by the three largest groups in Illinois and the contexts in their home countries that encourage families to immigrate to the United States.
- **Grow in self-awareness of the ways their identities impact their lived experiences and understandings of the world.** (Identities = National, Racial, Gender, Linguistic, Religion, Etc.)
 - **Learning targets:** Identify and describe at least two aspects of one’s identities including their understanding of how that aspect of their identities have shaped their life and how they intersect.
 - **Sample guiding questions:** What does it mean to be a US citizen? How did you learn about what it means to be a US citizen? What is your understanding of how the US is perceived by the world? How does the perception impact your own national identity?
- **Assess and better understand different educational systems and how they operate and differ globally**
 - **Learning targets:** Compare and contrast three international education systems for youth and adults
 - **Sample guiding questions:** How do different countries fund education for those under the age of 18 and for higher education? What are the different expectations for mandatory schooling? What are the minimum education requirements for teachers? How do the US and target country promote their school, culture and national identities?
- **Evaluate the impact of internationalization on world societies**

- **Learning targets:** Define internationalization and explain three ways it impacts a target country and its government policies.
- **Sample guiding questions:** How are technology and internationalization connected? Is internationalization important and why or why not? How are schools and school districts responding to internationalization? What would you recommend to schools and school districts in the US on how they should respond to internationalization? How is internationalization related to concepts such as colonization and imperialism?

Next Steps for 2016-2017:

These guidelines provide a scope and sequence for a potential small-c certificate, badge, graduation cord/pin/pendant for COE students. The Global Conversations Committee will develop opportunities a students might choose from in order to receive such a recognition. See <http://www.illinoisglobalscholar.org/justification.html> for a similar opportunity at the K-12 level.

These guidelines may be met through coursework, study abroad opportunities, extracurricular activities, and community activities.

Changes in curriculum via course redesign may provide a different scope and sequence within courses in different ways and how they fit together

The Global Conversations Committee will development an assessment tool that will assist in meeting these guidelines that shows that student has met the requirements for the certificate or other.