Global Learning:
Implications for Programs and People in Teacher Preparation

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Introductions
How do we best **support** teachers to **embed** globally minded practice into their classroom?

What are **opportunities** and **barriers** that you see based upon your roll in the university?
Integrating Global into Preservice
Comprehensive Internationalization in Teacher Preparation
Margo Glew
Department of Teacher Education
Michigan State University
Program Coordinator:
Global Educators Cohort Program
The Global Educators Cohort Program

Program Requirements

• Globally focused coursework
• Global experience
• Specialized field experiences
Benefits to students & program

• Global pedagogical competence for teacher graduates
• Space for exploring models of best practice
• Collateral program benefits
## Teacher Education Program Structure

<table>
<thead>
<tr>
<th></th>
<th>Pre-Program</th>
<th>Teacher Preparation Program</th>
<th>Student Teaching (Internship Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Coursework</td>
<td>2 &quot;education foundations&quot; courses</td>
<td>Teaching courses</td>
<td>Teaching courses (6cr/sem)</td>
</tr>
<tr>
<td>Field (clinical) experience</td>
<td>Service learning</td>
<td>Guided field experience</td>
<td>Student internship year</td>
</tr>
<tr>
<td>Other university coursework</td>
<td>General Education Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses required for disciplinary major</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parameters & Opportunities

- Professional program
- Most learning takes place outside of the program
- Domestic endeavor
Parameters & Opportunities

- Integrating global learning into required courses
- Recognizing the importance of partnerships
- Making available a range of opportunities for global experience
Traits of Globally Minded Teachers
Learning to teach with the world in mind in the Portland Public Schools

AIEA ‘15

Veronica Boix Mansilla
Harvard Graduate School of Education
A bit of context: “The World in Portland”
Global competence is the capacity and disposition to understand and act on issues of global significance

Boix-Mansilla & Jackson 2012
CCSSO Ed-Steps
Asia Society-Partnership for Global Learning
Globally competent individuals

- Investigate the World
- Recognize Perspectives
- Understand the World through Disciplinary and Interdisciplinary Study
- Take Action
- Communicate Ideas
Global Competence Teacher Preparation
Three entry points

THE SELF

THE STUDENT

THE WORLD
Sally’s Story (the self)
Hamdi’s Story (the student)

and it was a cold winter so my mom got us gloves and I didn’t know how to wear it and so my mom and brother told me to go.

"I don't like this place so then my grandma said "I want to go back to Africa." But Africa is cold and write with a lot of rain it rain so much it rain so much that we can't to Africa but America."

Africa

America
Mandela’s passing (the world)
How to teachers learn to teach for global competence with quality?

- Global Disciplinary Content
- Signature Pedagogies in Global Education
- GC Targetted Pedagogy
- GC Learning Demands
- World and Self
Learning to teach with the world in mind
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Challenges in the Field
Expectations and Reality
Systemic Approach Presents Challenges
How is your bridge looking? (Kotter et al)

- Vision for integrating global within your Campus/System
- Established Urgency
  - Forming coalitions among faculty, leadership, board community?
  - Identifying promising practices? Early adopters?
- Consolidating Improvements
- Institutionalizing successful approaches
  - Celebrating successes
  - Jettisoning what isn’t working
States with the most jobs tied to international trade: Each of these states has one million or more direct jobs in exports of goods or services:

- GOODS – Jobs
- SERVICES – Jobs

In these states, jobs in service exports are equal to or outnumber jobs in goods exports:

<table>
<thead>
<tr>
<th>State</th>
<th>Total Direct Jobs</th>
<th>Total Direct Jobs</th>
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<tbody>
<tr>
<td>AL</td>
<td>154,437</td>
<td>MT</td>
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<tr>
<td>AK</td>
<td>9,451</td>
<td>NE</td>
</tr>
<tr>
<td>AZ</td>
<td>212,335</td>
<td>NV</td>
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<tr>
<td>AR</td>
<td>97,160</td>
<td>NH</td>
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<td>2,586,010</td>
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<td>CO</td>
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<td>NY</td>
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<td>MN</td>
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<td>WI</td>
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<tr>
<td>MS</td>
<td>69,164</td>
<td>WV</td>
</tr>
<tr>
<td>MO</td>
<td>266,511</td>
<td></td>
</tr>
</tbody>
</table>

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- GOODS – Jobs
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http://mapping.thenation.net
Global Washington

How global is Washington?

- 18% speak a language other than English at home (Spanish, Chinese, and Vietnamese are most commonly spoken).
- #6 ranking among U.S. states in exports of goods and services (Canada, Japan, and China are our top export markets).
- 109% increase in jobs tied to international trade (more than one out of every five jobs in the state is now related to international trade).

How are we preparing students?

Schools can not yet meet community needs and workforce demands.
Questions?
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MappingtheNation.net
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