This three-day Global Institute for Ohio educators is a collaboration among the Ohio Department of Education, the Office of International Affairs, the Wexner Center for the Arts, Area Studies Centers at The Ohio State University, Ohio University, the Gerald H. Read Center at Kent State University and the Ohio Geographic Alliance.

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INSTITUTE OVERVIEW

Ohio Educators Going Global: Internationalizing Across the Curriculum

“One of the key deterrents to developing a pipeline of young people preparing to advanced language proficiency and deep knowledge of countries and cultures is a lack of trained teachers. The U.S K-12 system needs foreign language teachers as well as trained on topics in the geography, cultures, and history of various world regions.” (National Research Council. International Education & Foreign Languages, 2007:97)

“Business may be global but markets are multi-local. By being multi-local—many localized business centers operating in synch—global corporations understands on the ground sensitivities of local markets. This type of cross-border understanding and cooperation need to start in K-12.” (Alfred Mockett (CEO, American Managements Systems, Congressional Hearing July 20, 2010, D.C)

This overview of the 2010 Global Institute details the plan for the institute’s three days so that expectations and objectives are clear and the different parts of the program come together to produce a coherent learning experience. What follows is the why we are offering this institute, what the institute will cover, and how we are going to promote learning so you can implement what you learn from this institute to begin internationalizing your own teaching.

WHY

Developments in the field of international education that have emerged in the United States over the past 50 years have yet to be implemented across the curriculum at all levels from elementary to secondary to higher education. Yet our students are more likely than ever to encounter different cultures, business practices, histories, ideologies, and ways of life. In addition, the United States is involved in regional and local crises far beyond its borders, which makes it all the more imperative for informed citizens to possess global knowledge. Current research shows that by making connections to international diversity, students of a variety of backgrounds become more engaged and can attain the critical thinking skills necessary for intercultural understanding.

While other programs have offered international teacher in-service, they have not focused on curriculum tools across the disciplines, therefore creating a gap between the ‘hard’ science & math subjects and the ‘soft’ social studies, language and literature. Now with the aid of technology, to which most Ohio schools have access (but which they may not always put to the fullest use), we can bridge the gap and show how international connections and thinking globally can be implemented across the curriculum. We are asking teachers to include global dimensions and making international connections in their standards-based curriculum in order to provide instruction that reaches out to other cultures, educators and students around the world.
Learning about the world by experience rather than second hand, like the title of Laurence Peters’ book suggests; “Using Technology to Bring the World to Your Students.”

International education is not an add-on, but a way of thinking about what one is already learning. Many Ohioans have a perception that foreign trade has taken away jobs; there is little understanding of the Ohio jobs that are dependent on world markets. There is a tremendous need for the public to understand why global competence is integral to Ohio’s economic prosperity, health, environmental integrity and security.

The new Ohio Department of Education’s standards will incorporate the International Education Advisory Committee recommended goals:

- Ohio citizens will understand the **global context** and diversity of relationships among themselves, their communities and the world.
- Ohio educators will deliver **global content** as a component of a world-class education and will create systems to support it.
- Students will become **global thinkers** with 21st century skills, so they can think critically and creatively across disciplines, manage complexity, embrace technology and value diversity.
- Ohio citizens will achieve greater **economic prosperity** and improved quality of life.

**Strategic Plan for International Education in Ohio (2008)**

Our institute focuses on practicing educators because the literature on the connection between research and practice has noted that change is “not very likely when teachers are unable or unwilling to make the change.” The objective of this institute is to facilitate the exchange of information and practical ideas so that your students, tomorrow’s citizens of Ohio, are exposed to sophisticated knowledge of other cultures as the international flow of ideas, capital, goods, and people continues to increase.

**WHAT**

**Global Institute Objectives:**

1. To understanding the diverse conceptualization of global education and the Ohio Department of Education’s goals for internationalizing learning in Ohio.
2. To share best practices in international education.
3. To obtain new resources and tools for internationalizing across the curriculum.
4. To learn about the effective use of technology in international education and provide practical information so as to make more use of it.
5. To work in teams on a concrete plan outline for internationalizing a unit in the classroom or a program for the school.

**Day One:** Importance of international education, content and methods

**Day Two:** Technology integration, making connections

**Day Three:** International teaching and learning implementation planning

The sessions will provide:

- Examples of successful integration of technology and the use of multiple methods.
- Lesson/unit ideas focused on issues of planet earth that demonstrate opportunities for integration across the curriculum.
- Examples of teaching strategies (e.g. use of international podcasts, blogs, Google docs, videoconferencing, etc).
HOW

- The sessions are planned so as to facilitate discussions and provide opportunities to exchange ideas and learn from the experience of the guest speakers, members of the planning committee, which includes teachers who are already implementing and integrating international learning in their schools.

- The participants will be given resources to use from the Ohio Geographic Alliance, the Ohio State University Area Studies Centers (see the Ohio State Flesh drive).

- The Ohio Department of Education has published 1) Ohio Teachers Going Global Curriculum Tool in which you can find instructional strategies for creating global awareness and 2) Connecting Ohio Classrooms to the World, with a list of ideas how to bring the world into the classroom (p.7). A copy of both publications are on the 2009 and 2010 Institute flash-drive.

- The institute will provide opportunities to meet and learn in different group settings: by subject matter, by grade level, and by teams from the same school district or building.

- Each team will be given time to plan a program, unit, or activity to be implemented next school year.

- The team plans will be presented in a poster session in which all participants will have an opportunity to comment and give feedback to each other’s plan.

- The final session will be devoted to a discussion of how to integrate and implement the ideas and examples learned or planned at this institute.

Think of:
A list of current methods you use to internationalize teaching and learning.
Two ideas you have on how to introduce global content in the curriculum for the upcoming school year.

Read:
The following documents provide background information that will be helpful during the sessions.
- Education in the Global Economy (EDGE), a State Board of Education sub-committee report 2007 http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=367
- Creating a World-Class Education System in Ohio: http://www.achieve.org/Ohio_repor

Read & Use for Team Work:
- Ohio Teachers Going Global Curriculum Tool and Connecting Ohio Classrooms to the World
Both at http://oia.osu.edu/international-education-outreach.html and on the flash-drive you will be given at registration.

1 This overview is an adaptation from Ohio State University COLLEGE OF EDUCATION AND HUMAN ECOLOGY, DR ESTHER E. GOTTLIEB, EPL 727.49 SP 2010: Internationalizing across the Curriculum
GRADUATE CREDIT
If you desire graduate credit, please see the attached document for 1 graduate credit hour from Kent State University. For those who complete the registration process, please submit a three page reflection paper to Dr. Linda Robertson, lfrobert@kent.edu by August 13, 2010. Your reflection paper should be based on ONE of the following questions:

1. Reflecting on the experience and learning at the Ohio Teacher’s Going Global Conference, describe how your understanding of the role of a global perspective to all curriculum has been enhanced, and how you will integrate this perspective into your classroom instruction.

2. As a member of your district’s team who has attended the Ohio Teacher’s Going Global Conference you are now a global education leader. Describe in detail formal and informal ways that you can offer your leadership to your school, grade level, subject area, and/or district to help them move ahead with global education initiatives including how you will inform/include the public/parents in this initiative.

3. The Ohio Teacher’s Going Global Conference has a strong emphasis on technology to enhance global education. Certainly using technology will enhance the connectivity with other cultures. Reflect on what you have learned about technology’s role in global education, its strengths and weaknesses, its benefits and challenges in using technology to internationalize your classroom.

Instructor of Record:

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