

ARE WE TAKING THE OPPORTUNITY...?

Recognizing International Education
As an opportunity for
Teaching and Learning with
A global perspective



This brief paper intends to outline some of the challenges schools are facing in the management of International Programs and the increased demand for Global Partnership as a strategy in engaging the rest of the world.

The Part1 of this work is a collection of operational tools and suggestions in providing strategies to engage all students and not just Internationals. The format of this part is in keeping with the purpose: practical, supportive and direct

The Part 2 touches Global problematics related to our role as education organizations in a Big Data world. This section is more around the ethics of what we should doing in class rather than what we do. It concludes with a provocative argument: why our students are not “International student”? An objective capable of polarizing students’ interests, governments’ resources and entrepreneurs’ enthusiasm must be the mix needed in the 21st century education.

The National Curriculum changes and the attention to more localized investments in emerging targeted areas (STEM), with ad hoc projects, seems to indicate a new attitude towards International partnerships in the wide sense of the term.

The International Program in schools plays a significant role in providing significant know-how for these students. This role is embedded in an equation where the only weak factor appears to be the domestic clientele, unable to rip the advantages out of it.

The message will eventually hit all those professionals in education who have the duty to explore the implications of this trend.



After all, Gardner has suggested that the students’ poor grasp of the world surrounding them is partially due to the way we teach: mainly with linguistic and logical-mathematical styles.

Literacy and Numeracy only, without a collective and international perspective approach, may not offer a good service to our students and may create a false sense of success based on local needs only.

Together with intuitive suggestions about preparation, adaptation and

review of subjects’ content and assessment to address the existing International student market’s needs (part 1), this contribution also wishes to solicit further thinking about the steps in the internationalization of our schools as a final objective for domestic students as well, in an even more interconnected and technologically smart world (part2).

The International approach

To administrators and teachers this means:

- Recognizing interdependencies and interconnections of issues, regions, peoples, places, systems and times;
- Blending global issues, such as sustainable development, environmental care, peace and human rights into traditional subject areas;
- Working towards active, responsible global citizenship and building a more peaceful, just and sustainable world

Different schools have, consciously or not, taken different directions in the attempt to comply on one side with government directives and on the other to comply with the needs of a real world ; some creating Academies and/or Excellence programs while other have adopted a more academic “per se” driven approach (International Baccalaureate) with its globally recognized rigour and consistency. Regardless of the approach by different organizations, the need for a more coordinated approach to International education in our schools walks on the same path of the technology (r)evolution and will soon demand our full attention.

(<http://imminentshift.com/global/define.html>)

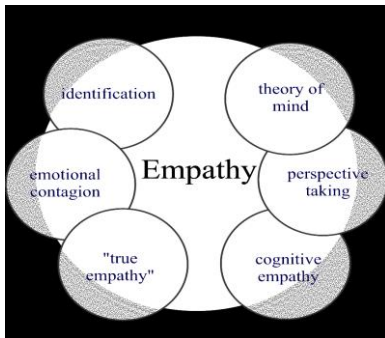
Part 1

The learning environment of International students

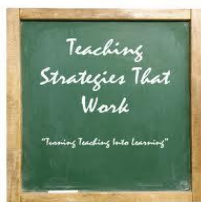
The need: inclusiveness and empathy

.... What

- The school has to ensure that the learning environment encourages inclusiveness and emphasises care, support and respect for the new students



- Uses strategies to support students new to the class



- Develops the skills and processes for open, effective and interactive communication (no comprehension-no participation)

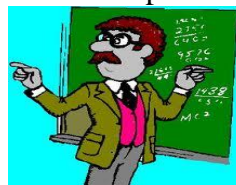


...How

- By using verbal cues, mimes or gestures to support talk. Use concrete and visual material, model, diagrams, visuals when introducing new concepts;



- By introducing new content by re-visiting/eliciting prior knowledge. This will help with new learning by activating L1 knowledge;
- By Pre-teaching specialized vocabulary-with visual cues if possible



- By having key words written on screen/whiteboard
- By encouraging use of bi-lingual dictionaries. Students may write first language translation beside key words
- By minimizing note-taking to the minimum (give notes or provide file path if common drives are used;
- Encourage small group or pair work as less threatening and more supportive environment
- By providing students with scaffolding for writing tasks (3 level guide, Erica, etc...)

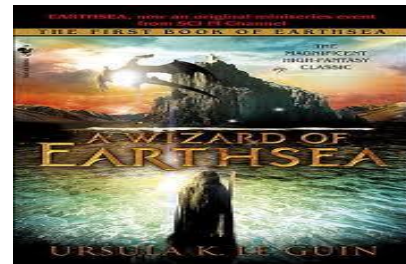
The need: differentiating level of support (Short term staying)

Some students are at our school for a short term educational and cultural experience (the vast majority in our case). For this reason they have lower language requirements for entry (for certain Countries) and may struggle with mainstream language tasks.

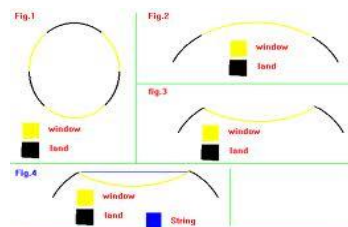
Modification of assessment is possible for these students, as they are not considered for Year 10 – 12 moderation.

- Modification, taking into account the language ability level of the student, may take the form of...

1. Reduced number of items in a given assignment piece eg. Year 10 documentary assignment to comprise 2-3 blurbs / reviews rather than 6 (review of school policy might be necessary)
2. Simplified assessment items especially in difficult genres such as poetry by accepting less detail in poetry analysis (English), guided report / analytical essay assignments (Humanities)
3. Choice of easier texts for novel study eg. Year 10 science fiction novel unit (English), students to read short story or simplified novel (on tape) to cover science fiction genre



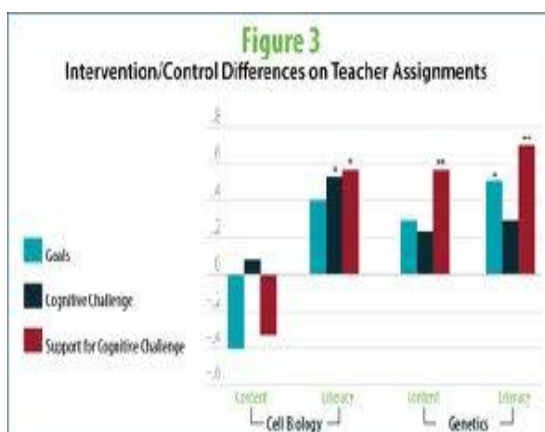
4. Alternative examination conditions – extra time, ESL/EAL teacher or classroom teacher to read instructions and questions



5. Alternative assessment conditions eg. oral assessment completed in front of teacher only rather than whole class, accompanied by written support text
6. Extra time allocation for in-class tests
7. Use of both English and bi-lingual dictionaries as necessary

The Purpose of the Assessment	
General purpose of the assessment	Specific reason for the assessment
Administrative	<ul style="list-style-type: none"> general assessment placement exemption certification promotion
Instructional	<ul style="list-style-type: none"> diagnosis evidence of progress feedback to the respondent evaluation of teaching or curriculum
Research	<ul style="list-style-type: none"> evaluation experimentation knowledge about language learning & language use

From Cohen, A.D. (1994). Assessing language ability in the classroom. Boston: Heinle & Heinle, p. 23.



Possible strategies (3 level guide or equivalents, Erica, etc...)

- Structures overviews and graphic outlines make the structure of units and texts explicit



- Encourage the use of word processing to overcome difficulties with written language (students often find it hard to understand hand writing in English)



- 3 level guides or equivalents to assist with accessing texts
- CLOZE exercises are most useful for International students because they can be designed for specific purposes to draw student attention to aspects of genre, grammar, comprehension etc. and they provide students with most of the language, rather than them having to create it
- Models and scaffolded models make explicit the features and types of language required for the task. Scaffolded models can be used for activities in joint construction to prepare student for final task.
- Checklists to provide specific guidance and feedback for pre-writing, peer assessment, rough draft assessment, final assessment
- Verbalise problem solving methods

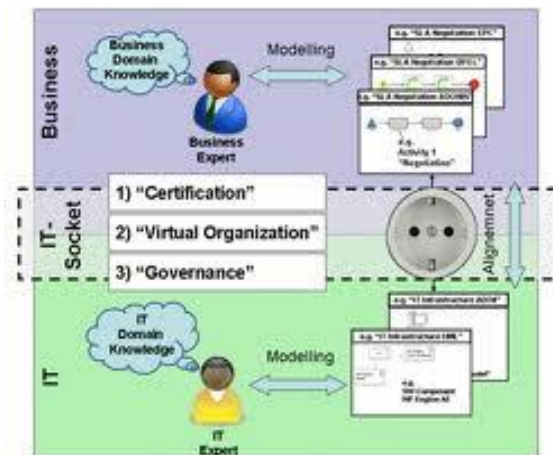


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Core and Extension

Most units of work can be divided into CORE and EXTENSION so International students can achieve at core level, while others may be extended.

Provide a range of assessment options (here is where ICT become very important) where possible to allow flexibility and provide a supportive environment (Eg: demonstrations, oral presentations to teacher if requested by student, rather than whole class, use of media to support students' written presentations).



The need: differentiating level of support (Long term staying)

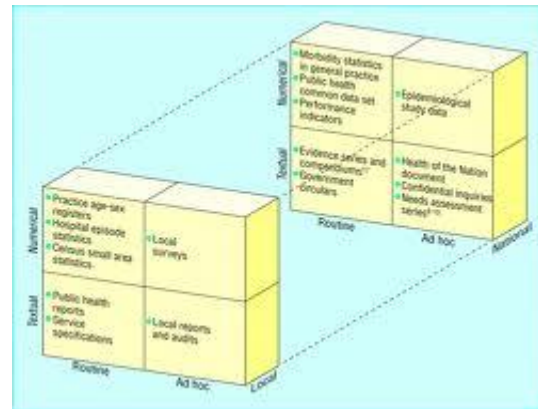
For long term international students we consider pupils who wish to obtain an OP equivalent, Junior or Senior certificate.

- In senior subjects, arrangements for International students will fall into the category of *special arrangements* rather than exemption
- Students *cannot be exempted* from a category of assessment (eg. oral assessment) or from the use of types of texts (eg. poetry).



Special arrangements in classroom organisation may include support by International teachers through in class support, partial withdrawal, parallel classes, team teaching or mentoring programs

- *Special arrangements through course organisation* may include *selection of a range of texts* (in original or in translation if possible) to ensure that cultural diversity is



catered for, and setting of minimum and maximum requirements in each unit (core and extension) to allow International students to succeed by completing work at a suitable level and still comply with syllabus standards' requirement.

Generally this is achieved through consultation between International, English and Humanities HODs

- Special arrangements in assessment may include allowing *additional time* for assessment tasks (change in conditions to be indicated on student criteria sheet) the *use of dictionaries*, providing *extra scaffolding* or instruction on criteria sheets for International students, and providing maximum and minimum word lengths on assessment tasks
- Teachers should be aware of student status regarding modification and can subsequently modify assessment and tasks accordingly in consultation with International HOD or Coordinator. This information is generally published at the beginning of each semester for all staff when applicable.

Part 2

A case for global education

A challenging act: interfacing academic and business- driven needs

The world is, in many respects, is a problematic place regardless of where you live and study but by accepting the notion that education has the power to influence the beliefs and behaviours of massive number of people we have to accept also that International students are playing an increased role in the problematic management of curricula in our schools. If our partnership is with the world, then we need to commit more to tolerance, respect, social justice and environmental preservation.

As the International students' number grows in the school, the difference in maturity, competence and high level reasoning become more apparent and it enhances the lack of ethics and wisdom being used to guide the baby steps of this Information Age which may lead to large volume of data (Big Data) utilized to perpetuate existing injustices rather than overcome them. We are in the Information Age but with the paradigms of the Industrial one: our students and society as a whole suffers for this dysfunction both at domestic and International level.

So, when confronted by the option between offering a rationalist academic course perpetuating Industrial Era's approach and a curriculum that focuses on, for example, social reconstruction through critique and alteration of the status quo we are often "encouraged" to opt for the former and in this process we forget that progress, after all, is an alteration of the status quo.

The division of knowledge into discrete disciplines is a form of traditional teaching, regardless of the acronym we

are hiding it under, and the rationalist curricula has led to the development of "Knowledge" without ethical concerns.

What about assessment?

Should then assessment be based on the students ability to explore and devise solutions to big, global problems abandoning an existing pedagogy oriented to individualistic and negative competitive in favour of a collaborative approach which encourage active and cooperative involvement.

Most of all, should these concerns be directed to the younger students in year 7-10? Senior years could be used to cement the approach, not to start it.

The implications of these concepts and arguments are enormous and require a shift of mind setting by everyone: students, parents, teachers, school administrators and education business.

Paradox: What if international students doing better than ours....?

Integrated classroom.

In progress.....