

Center for Innovation in Teaching and Learning

Internationalizing your syllabus: supporting multi-modal teaching and learning

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Topics

1. Why “internationalize”?
2. How to Internationalize
 - Approach the same topic from different perspectives
 - Draw on international resources
 - Examine assumptions
 - Provide explicit instructions and expectations
 - Build in ESL support
 - Build teams or groups strategically.

Why ‘internationalize’?

- # <http://hotnainjvideo.com/video/WcEfzHB08QE/Sociology-Cultural-differences.html>

- # Effective teaching/learning
(drawing from a larger pool of examples, readings, experiences, applications)

- # Professional skills for a global economy

- # Responsibilities of being a “global citizen”.

- # It’s also just a lot more interesting.

Practical reasons

- # UIUC's undergraduate population is projected to reach 25%
- # US education “as product” is increasingly valued (international student numbers are unlikely to decline)
- # All of our students will live and work in a world that is increasing diverse – and increasingly mobile.

Why?

As educators, we care about
diverse learning styles

We understand how individual
differences can affect
assessment

We try to locate students “where
they are” in order to scaffold to
new learning.

(so what do we know about our
students?)

Bartlett, Illinois



Completely unfair segue for dramatic effect...



Julian Germain – classroom portraits.

- # <http://www.brainpickings.org/index.php/2012/08/20/classroom-portraits-julian-germain/>
- # Point is, international or not, our students come from lots of different backgrounds all with their own socio-normative influences – and this can affect their learning styles, previous knowledge, classroom behavior, study habits...

How might these be affected by background?

(Think of one example that is shaped by differences “locally” and one that is conditioned by differences based on nationality?)

- # learning styles?
- # previous knowledge?
- # classroom behavior?
- # study habits?

(students from Naperville? Chicago’s Auburn Gresham neighborhood? St. Joes? Saudi Arabia? China? Korea? Columbia?)

2. How to Internationalize?

- # Make an element of “international understanding or competency” an integral part of your course objectives.

How could this fit into **your** course objectives?

Some examples: Course Objectives

- From Social Work: “Can discuss differences in interventions when a family comes from X cultural paradigm.”
- Marketing: “Can design a marketing campaign in country Y”
- CEE: “Create a park development project in climate Z”
- Anthropology: “Identify resources that requires enlisting local/indigenous knowledge”
- History: “Can compare American, French, Chinese and Vietnamese perspectives on the war in Vietnam”

Designing a syllabus

- # Provide material that approaches the same topic from different perspectives.

Documentary on Ho Chi Min

<http://www.youtube.com/watch?v=2w0Mtv5i4d4>

Viet Cong “propaganda” film

<http://www.youtube.com/watch?v=jfPx1jfoWjs>

Propaganda film #2

<http://www.youtube.com/watch?v=6eNuxAn2xhg>

International Resources

- # http://ec.europa.eu/education/index_en.htm
- # <http://hetl.org/>
- # <http://www.aaas.org/aboutaaas/>
- # <http://www.aaas.org/news/>
- # <http://www.usaid.gov/what-we-do>



What's new?



Posted : 25 October 2013

How is education structured in your country?

Primary school in the Netherlands and Ireland starts at the age of 4 and finishes when children are 12 years old. Greece recently introduced changes in its secondary and post-secondary education structure. How is education currently organised in your country? How does one structure compare to another?

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Posted : 23 October 2013

European Skills/Competences, Qualifications and Occupations (ESCO) launch conference

On 23-24 October, the European Commission is organising the "ESCO goes live" conference in Brussels.

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Posted : 23 October 2013

Kaunas to host Erasmus+ info event for Eastern Partnership countries

Erasmus+, the EU's new programme for education, training, sport and youth, will provide more opportunities for students and staff in Eastern Partnership countries to study or train in the European Union – and vice versa.

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Syria's Accession on Chemical Weapons Seen as Promising

[30 October 2013]

Syria's decision to allow destruction of its chemical weapons is an arms control milestone, and it is possible the task could be accomplished on time, experts told a AAAS audience.



Peering Into the Future of Neuroenhancement

[28 October 2013]

Any efforts to expand the use of neurostimulation devices beyond therapy to "neuroenhancement" must weigh legal, ethical and social concerns, experts said at a AAAS event.



Experts Caution Against Restricting 3D Printing

[25 October 2013]

3D printers are a boon for scientific innovation, and attempting to ban this technology due to security concerns would be both counterproductive and futile, experts said at AAAS.



AAAS: Social Sciences Deserve NSF Support

[24 October 2013]

The NSF should be free to fund research in *all* science disciplines, based on scientific merit, AAAS and others wrote to the House Science, Space, and Technology Committee.



Students Learn to Be Radiation-Literate

[24 October 2013]

Is it OK to touch a radioactive rock? The answer can be found in a South Dakota physics course that won this month's *Science Prize for Inquiry-Based Instruction*.



- AGRICULTURE AND FOOD SECURITY
- DEMOCRACY, HUMAN RIGHTS AND GOVERNANCE
- ECONOMIC GROWTH AND TRADE
- EDUCATION
- ENVIRONMENT AND GLOBAL CLIMATE CHANGE
- GENDER EQUALITY AND WOMEN'S EMPOWERMENT
- GLOBAL HEALTH
- SCIENCE, TECHNOLOGY AND INNOVATION
- WATER AND SANITATION
- WORKING IN CRISES AND CONFLICT

WHAT WE DO



Improved Food Security: Today Abe produces over 5 million enough chicken meat to feed 108,000 people.

- # Use assignments and activities that draw from other cultures
- # - but relate it locally

UNESCO

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Local and Indigenous Knowledge Systems

Priority Areas » LINKS

Local and Indigenous Knowledge



Sophisticated knowledge of the natural world is not confined to science. Societies from all parts of the world possess rich sets of experience, understanding and explanation. Local and indigenous knowledge refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.

This knowledge is integral to a cultural complex that also encompasses language, systems of classification, resource use practices, social interactions, ritual and spirituality. These unique ways of knowing are important facets of the world's cultural diversity, and provide a foundation for locally-appropriate sustainable development.

The Local and Indigenous Knowledge Systems (LINKS) programme is a UNESCO interdisciplinary initiative that brings together expertise from the Natural Sciences, Social and Human Sciences, Culture, Communication & Information and Education.

What might be similar in your student's experience?

- # - Grandparents?
- # Other older members of their community?
- # - Heritage?
- # - What other resources could be considered “local and indigenous”?

Sample Syllabus (course calendar)

19-Jan: Overview of Marketing

22-Jan: Developing Marketing strategies.

29-Jan: Analyzing the Marketing
Environment

31-Jan: Consumer Behavior

5-Feb: Business-to-Business Marketing

7-Feb: Global Marketing (in one day?)

sample syllabus (course calendar)

22-Jan: Developing Marketing Strategies. [FedEx and UPS in China](#)

24-Jan: Marketing: *Coke-a-Cola*

China: <http://www.youtube.com/watch?v=pQ43L7GPgZA>

Australia: <http://www.youtube.com/watch?v=2X8Bd3-G6IU>

Pepsi: http://www.youtube.com/watch?v=-ml8eHyBS_k

<http://www.youtube.com/watch?v=j-4Po5pzY7w>

<http://www.youtube.com/watch?v=V88ou-hOyGc>

29-Jan: Analyzing the Marketing Environment (*where?*)

31-Jan: Consumer Behavior (*where?*)

5-Feb Business-to-Business Marketing

http://www.youtube.com/watch?v=ktx2_Dzy3tM&feature=youtu.be

(there are lots of resources out there that include a global perspectives)

Geography and Geographic Information Science

Course Syllabi

100-Level courses

- 101 Geography of Developing Countries
- 103 Earth's Physical Systems
- 104 Social and Cultural Geography
- 105 The Digital Earth
- 106 Geographies of Globalization
- 110 Geography of International Conflicts

200 Level courses

- 204 Cities of the World
- 205 Business Location Decisions
- 210 Contemporary Social and Environmental Problems
- 222 Big Rivers of the World
- 224 Geographic Patterns of Illinois

Examining Assumptions

- # Class Labs
- # *In almost every class we will be working on a different application related to the material covered in class that week. These activities consist of problem sets, short discussion papers and/or participatory experiments. **For the most part these activities will be collaborative and interactive**; hence an excellent way to break from the traditional lecture format*
- # *I will randomly collect some of these labs and grade them using the **✓ ✓+ ✓-***

Take away message?

- ✦ Course grades are determined by the numbers of points *earned* by students during the semester. **Objective grading criteria** are used; additional points are not awarded for effort or time spent studying for the course. **Please do not ask.** Final grades will not be changed under any circumstances unless an error was made in calculating the final grade. Even if a student is only half a point short of earning an A and needs an A in order to maintain a 4.0 GPA, the grade will not be changed. **Please do not ask.**

- # *Course requirements and grading:*
- # *There will be seven problem sets, 2 midterms and a final. Students are expected to attend all class sessions and read all assigned readings. **Students are also expected to exhibit proper classroom behavior.** Just like take off & landing, turn off your cell phone before class starts and do not engage in side conversations that disrupt class. **Students should always respect other people's opinions during class discussions.***

- # *Much of the instruction is hands-on and specific to each assignment. Some material will be covered in a more traditional lecture/presentation format. Multiple examples, from professionals and past students, will be shown and discussed. Class meetings will also be used to watch and critique students' work. Note that critiques are intended to be considered, constructive, candid AND respectful of different experiences and perspectives.*

#

Be clear...

- ✦ *..Note that not everything in the text will be covered in class and new material may be introduced in class that is not in the text. Students are responsible for material in the text, whether or not that material is covered in class. Similarly, students are responsible for material presented in class, whether or not that material is covered in the text. Consequently, attendance is important.*

Be explicit!

- # Be explicit in your syllabus about what behaviors and attitudes you value, e.g. *participation*, timeliness, mobile devices, eating, *respect for different opinions*, etc.
- Provide examples of what they look like.
- Provide the language needed to meet these expectations

Making the explicit, explicit (ground rules)

- ✚ Participation and “respect for different opinions:” (what do these look like?)

(<http://www.studygs.net/intstudy.htm>)

- ✚ In class, listen carefully to what the professor and other students are saying – make sure that you are following the course of the discussion.
- ✚ Mark or make notes of the points you wish to answer or discuss or question
- ✚ Introduce your contribution with a quick summary of the discussion or point... "As I understand it...."
- ✚ Keep your comments to the point and don't hesitate to refer to your notes: logic is not a speed test...

Making the explicit, explicit (cont'd)

- # In making an argument, begin with examples from the author or teacher and then use your own examples to show your dis/agreement with a point of view!
- # Focus your contribution on your analysis, your reaction, or your opinion, of the topic

Assumptions (what domestic students know without being told)

- ✦ A sense of competition underlies the informality of American classrooms
- ✦ Voicing a well-informed opinion is important to your overall academic evaluation
- ✦ Evaluations are made by professors throughout the semester; final grades are not simply determined by your score on the final exam.

Building in Additional Support

- Video or recorded lectures
- Subtitles on films
- Shorter writing assignments – building up to a final project or paper.
- Use different media, text, audio, film to present the same topic.
- -Avoid slang and pop culture references.

Strategic classrooms

- # Take the time to get to know your students
- # Make time for your students to get to know each other.
- # Assign students to teams that ensure diverse strengths, backgrounds and knowledge.

Take the time to get to know your students...

- # Spend extra time learning names. Practice saying unfamiliar names.
- # Give brief, 1st -day surveys about expectations of your class, previous experience with the topic, primary language use, preferences for being called on in class, what does “participation” mean to them, strengths/weaknesses, their thoughts about “group work”

More importantly: Make time for your students to get to know each other.

- # Design teaching and learning activities that require students to engage with classmates from different backgrounds in order to:
 - # 1. gain information necessary for completing a task
 - # 2. demonstrate understanding of a different perspective
 - # 3. engage with course material.
 - # 4. accomplish a service goal

Group Assignments

5. Be strategic about group assignments - or even seating arrangements. (Left to their own devices, students are likely to create homogeneous “safe” groups with similar peers.)

On student interaction

http://www.cshe.unimelb.edu.au/research/experience/enhancing_interact.html

(5:06-10:00; groups 10:00- 14:24)

(scroll down - the video is towards the bottom)