

The “internationalization of higher education” is a major trend across universities.

The global education superstructure “is composed of intergovernmental and nongovernmental organizations; multinational publishing, information, learning and testing corporations; global media projects; global networks of educators and policymakers; and globalized forms of higher education” (Spring, 2009, p. 118)

Where ISU is in this process currently:

- The *Educating Illinois* strategic plan articulates a goal to "develop a university-wide plan that enhances internationalization of the campus and curriculum."
- A global strategic planning committee created a draft of an International Strategic Plan in 2013 which is in the process of being circulated and modified.
- College strategic plans are adding global goals and starting to invest resources.

Some ways that researchers have conceptualized “internationalization” and related concepts:

Internationalism: “international community, international cooperation, international community of interests, and international dimensions of the common good” (Kreber, 2009, p. 4, citing Jones, 2000)

Internationalization: “greater international presence by the dominant economic and political powers, usually guided by the principles of marketing and competition” (Kreber, 2009, p. 4, citing Stromquist, 2007)

Internationalization: “the process of intergrating an international/intercultural dimension into the teaching, research, and service of an institution” (Jones, 2007, p. 25, citing Knight and de Wit, 1995)

Internationalization: “a commitment, confirmed through actions, to infuse international and comparative perspectives into teaching, research, and engagement” (Cornell University Report from the Task Force on Internationalization, 2012)

Globalization: “the physical realities, rather than an ideological position, caused by...substantial increases in international economic interaction and interdependence.” (Stone, 2006)

Intercultural effectiveness: “the ability to interact with people from different cultures so as to optimize the probability of mutually successful outcomes.” (Stone, 2006, p. 338)

Global Intelligence: “ability to understand, respond to, and work toward what is in the best interest of and will benefit all human beings and all other life on our planet” (Sparisou, 2004, p. 6)

Why internationalize? What could or should internationalizing the curriculum mean?

“Educating for world-mindedness” (Van Gyn, Schuerholz-Lehr, Caws, Preece, 2009, p. 26, from University of Victoria in British Columbia, Canada)

“Cross-cultural capability,” which is seen as made of 3 elements: “intercultural awareness and associated communication skills, international and multicultural perspectives on one’s discipline area, application in practice” (Killick, 2007, p. 202). This is paired with a focus on “global perspectives.” (from Leeds Metropolitan University in the UK)

Freirean pedagogy: “frame learning in such a way that our students have a chance of not only becoming good global citizens but agents of change in actively pursuing more equal and just relationships” (Vainio-Mattila, 2009, p. 101)

Competing world education models (from Joel Spring's *Globalization of Education: An Introduction*, 2009, pp. 16-21)

*Human Capital World Model*

Components: "national standardization of the curriculum; standardized testing for promotion, entrance, and exiting from different levels of schooling; performance evaluation of teaching based on standardized testing of students; mandated textbooks; scripted lessons; teaching of world languages, particularly English; the goal of education is educating workers to compete in the global economy; the value of education is measured by economic growth and development"

*Progressive Education World Model*

Components: "teacher professionalism and autonomy; learning based on students' interests and participation; active learning; protection of local languages; education for ensuring social justice; education for active participation in determining social and political change"

*Religious Education World Models*

Components: "study of traditional religious texts; study and practice of religious rites; emphasis on spirituality; emphasis on instilling moral and ethical standards; rejection of secularism"

*Indigenous Education World Models*

Components: "indigenous nations control their own educational institutions; traditional indigenous education serves as a guide for the curriculum and instructional methods; education is provided in the language of the indigenous nation; education reflects the culture of the indigenous nation"

Pedagogical Approaches to Global Social Science Education (based on a study of teachers)

3 groups were compared: master teachers, experienced teachers, preservice teachers (Merryfield, 1998, Appendix D)

*All groups:* 1) begin with culture; 2) connect global content to students' backgrounds, experiences, interests, and communities; 3) have students make connections across time and space

*16 Master teachers:* 4) teach about the interconnectedness of global and local inequities, the human struggle for rights, self-determination, social justice, and a better life; 5) teach students cultural knowledge and cross-cultural interaction skills through cross-cultural experiential learning and assessment; 6) use global themes, issues or problems to organize and integrate global content across disciplines; 7) emphasize skills in higher level thinking and research; 8) employ a variety of teaching strategies and instructional resources.

*67 Experienced teachers:* 9) expand the curricular focus on less taught about parts of the world (usually Africa, Asia and Latin America) and global issues; 10) bring current global events into social studies instruction; 11) recognize one's own biases and those of one's students and the community.

*60 Preservice teachers:* 12) integrate multicultural and global education so that students can identify local/global connections and understand how globalization is increasingly bringing diverse peoples closer together economically, politically, and culturally.

*Individual teachers:* 13) integrate global education with other valued elements of educational philosophy or reform, such as service learning, whole language, interdisciplinary teaming, cooperative learning, authentic assessments, geography standards, constructivism, state/local testing, an alternative school's mission, etc.; 14) connect global perspectives to teacher or student interest in specific cultures/places or global issues; 15) blend global perspectives in with non-global elements such as art, spelling, reading, extracurricular activities.

Typology of Teaching Goals (from Sohoni and Petrovic, 2010, pp. 291-293, on teaching Global Sociology)

1. *The Illustrative Pedagogical Approach* (present variations across cultures to help students analyze taken-for-granted concepts, to introduce students to alternative views and perspectives)
2. *The Comparative Pedagogical Method* (help students make systematic comparisons of social phenomena across multiple contexts)
3. *The Integrative or Global Systemic Pedagogical Approach* (see social phenomena as part of the global context; linkages between local and global are complex and multidimensional)

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