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4/23/10  
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## The Globalization of Teacher Education

### **Background of the Globalization of Education:**

In Herbert Kliebard's book, *The Struggle for the American Curriculum 1893-1958*, he talks about a society in a state of flux. At the turn-of-the-century he cites the spread of news papers and railroads that were beginning to penetrate all parts of America, linking urban cities to rural town and remaking Americans' sense of what type of world they were living in, making the world beyond the immediate community visible.<sup>1</sup> Direct parallels can be drawn to today in relation to new technology; instead of using hand written letters, and printed media society is using email, printed media like newspapers are stopping circulation and focusing more on electronic based ways of spreading their news which can be accessed across the globe. Instead of railroads linking different parts of society across a country, society is developing faster modes of transportation to connect different countries across the globe. Just as the changes in society in the early twentieth century forced an evolution of our education system from typically local authorities to a more universal system of education, today, in the twenty-first century, we know that our education system is undergoing another evolution. Pres-service educators will have to realize that the students that are being taught are not just going to be competing across our nation for jobs, but in a global marketplace where they must do something to differentiate themselves from not just other candidates, but other candidates who do not require as high of a salary.

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<sup>1</sup> Kliebard, Herbert. *The Struggle for the American Curriculum 1893-1958*. Routledge. New York, New York 2004.

The evolution of our education system will need to be focused on preparing America's youth to compete in a global society. This is going to be accomplished through the only universalized training system we have in our nation, the public school. If this evolution is going to be successful there must be qualified instructors. Teacher education is the focal point of this article and how we are going to create a new type of teacher that can facilitate the tools and mindset needed by Americans to be global citizens that can compete in a Global marketplace. To make America's youth capable of competing in a global market place some major questions will have to be addressed: what is the efforts foundation funded programs doing to globalize teacher education? Is there a coherent federal policy to encourage the internationalization of teacher education? What are leading teacher education universities doing to internationalize teacher education? Ultimately, these questions are related to the bigger question of how globalization is framed in economic and political terms.<sup>2</sup>

Reyes L. Quezada and Paula A. Cordeiro delivered the guest editors' introduction for *Teacher Education Quarterly* in the winter of 2007 where they explain the importance of Internationalizing schools and colleges of education. One of the first questions that the article asks of its readers is "How do we define internationalization in teacher education programs"? This question needs to be answered so we can determine why we need to globalize teacher education.<sup>3</sup> There are two contending theories as to what type of globalization teacher education programs need to evolve into.

The first is that teacher education programs need to prepare pre-service educators to be able to be able to teach America's youth how to compete in a global economy. In his article,

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<sup>2</sup> The need for teacher education will not just involve the aspect of why, but we will also look at the two different types of globalization. There is the global citizen aspect where people must learn to live together, and the global marketplace aspect where people must learn to compete in business.

<sup>3</sup> Quezada, Reyes L. & Cordeiro, Paula A.. *Guest Editors' Introduction: Internationalizing Schools and Colleges of Education – Educating Teachers for Global Awareness*. Teachers Education Quarterly, Winter 2007.

*What Knowledge Has the Most Worth?*, Yong Zhao states that in our society we have conflicting government objectives between fostering creativity and accountable testing.<sup>4</sup> Most notably, for Zhao, No Child Left Behind makes it difficult to globalize the education of Americans. Zhao begins his argument stating that skills and knowledge that schools aim to cultivate should evolve with society and that today's world is being transformed into a village where geographical distance matters little.<sup>5</sup> Zhao believes that for America to sustain the standard of living that it has developed, schools and teachers must cultivate talents that are more valuable or unavailable in other parts of the world at a lower rate. The globalization of teacher education is finding methods and pedagogy that cultivates those talents that are unique to Americans. Zhao cites Daniel Pink's book, *A Whole New Mind: Moving From the Information Age to the Conceptual Age*, advising that right brain directed skills (such as simultaneous, metaphorical, aesthetic, contextual, and synthetic skills) be developed in American schools.<sup>6</sup> Jobs that use left brained skills, the ones that are traditionally the majority of the American curriculum (such as sequential, literal, functional, textual, and analytic skills) are being outsourced to Asia and machines for a fraction of the labor costs.<sup>7</sup> It is proposed that instead of American schools are attempting to become more Asian in material and nature, they should hold onto their "American" values of nurturing creativity because there is no historical link between test scores and the prosperity of the American economy.<sup>8</sup> In reforming the American education system in the mold of the Asian education system with the centralization of curriculum, Annual Yearly Progress reports and No Child Left Behind have only narrowed the curriculum forced teachers to "teach to the test,"

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<sup>4</sup> Yong Zhao has also written a book on this topic. The book is titled *Catching up or Leading the way: American Education in the Age of Globalization*. (2009)

<sup>5</sup> Zhao, Yong. *What Knowledge Has the Most Worth?*. School Administrator. Fall 2008

<sup>6</sup> Ibid

<sup>7</sup> Ibid

<sup>8</sup> Johnson, Mark. *Education Policy Studies 600: US International Education Policy and Public Diplomacy*. Class Lecture: 4/27/2010

equipping American students with skills that can be found at a much lower cost in other countries.<sup>9</sup> The major problem of narrowing the curriculum is limiting students' ability to explore individual interests, and instead of nurturing creativity, the one skill that has set America apart, policy makers are effectively killing it.<sup>10</sup> What was once a "vast forest of elective courses, that had been permitted to flower in the 1960's and 70s, was pruned substantially as students [are] required to complete more years of English, mathematics, science, foreign languages and other 'solid' subjects in order to graduate."<sup>11</sup> In a globalized economy, human capital is becoming the critical resource; businesses will always seek cheap labor. However, employment growth that will allow America to maintain its standard of living will be in the advanced manufacturing, information, high technology, and specialized sectors.<sup>12</sup> This aspect of the globalization of teacher education believes that teachers should be prepared to educate students in ways that will make them a valuable commodity in a global economy.

The second theory about the globalization of teacher education deals with teachers gaining skills that will enable America's youth to integrate into a global society. In today's society, national autonomy has been replaced by international interdependence in which policy makers are trying to make America a cooperative citizen. Efforts have been made to globalize teacher education, but they have been aligned to the interdependence argument of global economics, multicultural issues, national security, and political relationships.<sup>13</sup> The globalization of teacher education and in effect the globalization of our system of education is to facilitate understanding between nations and cultures, helping students "recognize that there is

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<sup>9</sup> Zhao, Yong. *What Knowledge Has the Most Worth?*. School Administrator. Fall 2008

<sup>10</sup> Ibid

<sup>11</sup> Guthrie, James W. & Pierce, Lawrence C. *The International Economy and National Education Reform: A Comparison of Education Reforms in the United States and Great Britain*. Oxford Review of Education.

<sup>12</sup> Ibid

<sup>13</sup> Gutek, Gerald L. *American Education in a Global Society: Internationalizing Teacher Education*. Longman. New York, NY. 1993

commonality to global issues [and] lays the groundwork for developing attitudes of solidarity.... [and] foster[ing] a sense of responsibility.”<sup>14</sup> The teacher’s role in this type of globalization would be to increase awareness and open-mindedness of other cultures, break down stereotypes, and encourage the exchange of ideas, goods, and people among diverse nations. This type of globalization of teacher education is meant to aid Americans as they are increasingly exposed to a wider range of cultures by transforming American students in a members of a global society. This form of globalization of teacher education often takes the lead as policy makers want to dispel the “ugly/ignorant American” stereotype, that is often more or less a reality.

These two theories offer two very different frames for the evolution of teacher education; as one stresses economic competition while the other stresses political and cultural cooperation. These fundamentally split notions of globalization is exacerbated when foundations, government, and universities also do not agree about the political, economic, and cultural frames of globalization.

### **Efforts of the Globalization of Teacher Education in Foundation Funded Programs:**

There are three main foundations that are going to be explored as it relates to either theory of the globalization of teacher education. Those three foundations are: the Longview Foundation, National Council for Social Studies and the National Center for International Visitors. Each foundation has a varying set of views on the globalization of teacher education and attempts to rectify the problem using different methods.

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<sup>14</sup> Roberts, Amy. *Global Dimensions of Schooling: Implications for Internationalizing Teacher Education*. Teacher Education Quarterly. Winter 2007

A Foundation that has made tremendous strides in the implementation of globalization in teacher education programs is the Longview Foundation. The Longview Foundation has laid out a coherent plan for modernizing teacher education as it applies to a more global society by using federal resources and leading university's teacher education programs.

Since 1966 the Longview Foundation has helped young people in the United States learn about varying global issues. Their goal is to “share examples and ideas to challenge teacher preparation to embrace its critical role in educating teachers to better prepare tomorrow's citizens for their roles in our increasingly interdependent world.”<sup>15</sup> The Longview foundation aligns itself with the second theory of globalization in teacher education because they most often concentrate on ensuring that teachers will be able to effectively teach students to develop a skill set that is important to living and working as a global citizen in an interdependent world.<sup>16</sup>

Currently the Longview Foundation and the Asia Society are working to develop policies and practices that will enable students to engage with people, culture, and economies from around the world.<sup>17</sup> The Longview foundation believes, to create widespread change, schools of education that must integrate some sort of internationalization aspect to teacher education so that they will then be able to better prepare the coming generations. A framework for internationalizing teacher preparation was developed by the Longview Foundation; the framework is divided into four main goals with a series of objectives that provides a road map of what needs to be accomplished. The first main goal is to revise teacher preparation programs by requiring general coursework focusing on at least one world region, culture, global issue, and foreign language. This curriculum should also increasing pedagogical skills that will equip

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<sup>15</sup> Unknown. *Teacher Preparation for the Global Age: The Imperative for Change*. Longview Foundation for Education in World Affairs and International Understanding, Inc. 2008. Available at: <http://www.longviewfdn.org/files/44.pdf>

<sup>16</sup> Ibid

<sup>17</sup> Ibid

teachers with the ability to teach the global dimensions of their subject matter.<sup>18</sup> Additionally teacher education programs should facilitate at least one in-depth cross-cultural experience for every pre-service teacher by encouraging a study/teach abroad program, or an experience in a domestic multicultural community. Their training should be accompanied by proper orientation, supervision and debriefing as it relates to the teaching profession.<sup>19</sup> The third goal is to modernize and expand programs that are specifically targeted at foreign language teachers by focusing on less commonly taught languages and updating pedagogical methods.<sup>20</sup> Of course, the last goal has to deal with assessing how effective this plan is in developing globally competent teachers. After outlining their core goals and vision of what needs to occur to make sure the United States produces globally competent teachers, the Longview Foundation gives their definitions of what it means to be “globally competent” in regards to students and teachers and then lays a blueprint on how to develop a teacher’s global competencies for interested institutions. To emphasize the fact that globalization can and should take place beyond teacher education programs, the Longview Foundation attempts to answer the question: how can a teacher implement a global element into each subject area.

Through the report on Teacher Preparation for the Global Age it becomes clear that the Longview Foundation wants to prepare teachers to be able to interact in an increasingly interdependent world. Their vision is to remodel teacher education programs to create more well rounded teachers that are prepared to deal not just with diversity in the classroom, but to prepare their students to deal with diversity once their education is complete.

The National Council for the Social Studies is in a unique position to try and bring change to the education of pre-service teachers. Social Studies is often most linked to the issue of

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<sup>18</sup> Ibid

<sup>19</sup> Ibid

<sup>20</sup> Ibid

globalization and developing global citizens because the subject matter typically deals with history and current events and has been expanded to deal with global issues. The reason that the National Council for the Social Studies is in a unique position is because they set the standards by which all social studies teachers are judged. Changing their standards for pre-service social studies teachers may shift the focus on higher education institutions that are training these pre-service social studies teachers. As the National Council for the Social Studies does not implicitly say what teacher education programs should do, but it is outlined in their core beliefs and the 2004 revision of the *Program Standards for the Initial Preparation of Social Studies Teachers*.

The National Council for the Social Studies developed a plan that will take them at least into the next two decades. This plan was developed to deal with the growing issue of educating a global citizenry and social studies is viewed as one of the best avenues to globalize teaching practices. The National Council of the Social Studies has a set of seven core values that guide their education endeavors, three of them are shaped around internationalizing the classroom. Internationalization and creating globally aware citizens is at the forefront as the council “affirms cultural diversity, combats discrimination, and recognizes multiple perspectives” as well as creating a classroom with “Global interconnectedness: an understanding of the relationships between and among peoples and countries around the globe” and facilitating an “environment conducive to airing a variety of opinions and views in a respectful manner”.<sup>21</sup> These values have laid the foundation to the plan that will unfold over the next decade.

There are two interesting goals that align with both theories of globalization in which the Council has set forth in part of its first benchmark of three to five years. The first goal deals with defining the purpose of education in general as the council feels that it is important to define

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<sup>21</sup> Unknown. *National Council for the Social Studies: Strategic Plan*. The National Council for the Social Studies. 2000. Available at: <http://www.socialstudies.org/about/strategicplan>



“who” is the consumer of education, is the goal of education to “provide good employees” or “good citizens in a wider world”?<sup>22</sup> The second deals with the subject matter, social studies will evolve from a subject one that is traditionally focused on domestic issues to one of global interest in areas such as geography, political science, world events, economics, religion, and human rights practices.<sup>23</sup> These core values and goals that are to be addressed in the first three to five year period are reflected in the *Program Standards for the Initial Preparation of Social Studies Teachers*.

In 2004 a “Teacher Education Task Force” was convened to revise the *Program Standards for the Initial Preparation of Social Studies Teachers*. It is interesting to note that standard objectives can be applied to both theories of globalization. It is clear that integrating a global pedagogy was on the mind of the task force as the first matrix item is “Culture and Cultural Diversity”.<sup>24</sup> In this standard the council expects teachers to possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and diversity by enabling learners to analyze, predict, and apply understandings of other cultures to address human needs.<sup>25</sup> The next time that a reference to globalizing the standards appears in matrix item 1.9 – Global Connections, where it states that teachers should be able to

*“Enable Learners to explain how interactions among people with different languages, beliefs can facilitate global understanding or cause misunderstanding; Help Learners explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations;*

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<sup>22</sup> Ibid

<sup>23</sup> Ibid

<sup>24</sup> Myers, Charles B. & Dougan, Alberta M. *Program Standards for the Initial Preparation of Social Studies Teachers*. Vol. II. National Council for the Social Studies. Revised 2004. Available at: [http://downloads.ncss.org/ncate/NCSS\\_NCATE\\_STDS-04rev.pdf](http://downloads.ncss.org/ncate/NCSS_NCATE_STDS-04rev.pdf)

<sup>25</sup> Ibid

*Assist learners in analyzing and evaluating the effects of changing technologies on the global community”<sup>26</sup>*

These standards apply to both theories as they desire teachers to develop global citizens, but also facilitate the skills to analyze, predict, and explain; instead of answering questions on multiple choice tests. The National Council of the Social Studies did not make any explicit recommendations to teacher education programs. However, since the council sets the standards of how initial teachers of social studies are evaluated; their evaluation is in effect an evaluation of the institution that trained them.

The National Council for International Visitors was founded in 1961 to promote excellence in citizen diplomacy and serves as a professional association for the international exchange community. The NCIV deals primarily with the professional development of licensed teachers, as member organizations design and implement professional programs and provide cultural activities.<sup>27</sup> The NCIV works in conjunction with the US Department of State, and the Office of International Visitors to strengthen the services provided, such as exchange programs that enable the sharing of best practices. The NCIV does not deal with programs of teacher education, but it does recognize teachers annually who have helped to increase global awareness in their classrooms and communities by developing stimulating curricula and classroom projects pertaining to international cultures, history, and/or events.<sup>28</sup> The National Council for International Visitors works with diplomats and to build better relationships between countries and more understanding of differing cultures through exchange programs.

### **Efforts of the Globalization of Teacher Education in Federal Policy:**

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<sup>26</sup> Ibid

<sup>27</sup> Unknown. *National Council for the Visitor Homepage*. 2010. Available at: <http://www.nciv.org/>

<sup>28</sup> Ibid

Beginning with the National Defense Education Act of 1958 and then the No Child Left Behind Act of 2002, the United States Government has become increasingly in control of the education of its citizens. Just as our education system evolved at the turn the nineteenth century to make the United States the most prosperous nation in the world, the education system is once again evolving to ensure that our nation and economy remains as prosperous. The federal government recognizes the need for globalization of the public school system, but now must be able to work with foundations and the institutions that train teachers. The US Department of State, as mentioned before, works in conjunction with the National Council for International Visitors to foster exchange programs among professionals. The Department of Education is taking the lead to globalize teacher education using different streams of funding to encourage various ways of internationalizing teacher education programs and entire campuses as well. With the countless schools all over the world, the Department of Defense Education Activity has to continually deal with the issue of globalization and facilitating understanding between cultures.

The issues of globalization and dealing with multiple cultures in a classroom on a daily basis has become increasingly challenging for teachers. 11.5 million Children in the United States have parents who are immigrants; the number is expected to rise with the advent of the 2010 census.<sup>29</sup> The Department of Education recognizes that there is a need for educators to be able to

*“teach effectively about international issues, to instill in their students an appreciation for other cultures, and to engage students in the bigger picture by linking their local lives to global events...so that today’s classrooms will be nurturing learning environments while providing an entry into new worlds for all students”.*<sup>30</sup>

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<sup>29</sup> Unknown. *Educating for Success in the 21st Century: K-16 Partnerships in Global Education*. Department of Education, Office of Post Secondary Education: International Education Programs Service. 2010. Available at: <http://ed.gov/about/offices/list/ope/iegps/k16-partnerships.html>

<sup>30</sup> Ibid.

One of the leading efforts made by the Department of Education to expand intercultural literacy and global understanding was the formation of the International Education Programs Service. The Department of Education used funding under Title VI of the Higher Education Act and the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act of 1961.<sup>31</sup> The primary function of the International Education Programs Service is to bridge the gap between elementary and secondary schools with postsecondary institutions.<sup>32</sup> Teacher education programs across the nation, through the International Education Programs Services are trying to facilitate the globalization of classrooms by preparing future teachers through pre-service education, and working with teachers by offering in-service professional development opportunities.<sup>33</sup> It appears that funding through Title VI will become even more important as there have been more and more efforts made by the Department of Education to create programs that support educators and pre-service educators to become more globally aware.

There are handful of programs that have been founded to help educators make their classrooms more globally understanding, but it appears that most deal with providing resources to educators who have already gone through post secondary schooling. Language Resource Centers are located at large universities and focus on improving language instruction nationally, and are not limited to French, German and Spanish.<sup>34</sup> National Resource Centers and their 118 centers across the country are trying to build bridges between k-12 schools and postsecondary schools with programs that will develop the schools' understanding of people and events outside

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<sup>31</sup> Ibid

<sup>32</sup> Ibid

<sup>33</sup> Ibid

<sup>34</sup> Unknown. *A World of Resources for K-12 Teaching*. Department of Education, Office of Post Secondary Education: International Education Programs Service. 2010. Available at: <http://ed.gov/about/offices/list/ope/iegps/resources-k12.html>

the United States.<sup>35</sup> There is one program that specifically targets internationalizing teacher education programs, the Undergraduate International Studies and Foreign Language Program, but it has only dealt with two institutions of higher education, Western Kentucky University and the University of Wisconsin-Milwaukee.<sup>36</sup>

The Department of Defense through its Education Activity is responsible for educating all displaced dependants of federal government employees. In response to this policy, there is an entire school system that spans the globe and deals with students from many different backgrounds and cultures. There is not, however, any initiative to prepare teachers in teacher education programs to deal with the unique circumstances that one may experience while teaching abroad. The Department of Defense's Education Activity does have a professional development branch that helps prepare and guide teachers during their experience abroad.<sup>37</sup> These professional development opportunities help teachers once in the classroom; it is surprising that they have not begun to work with the Department of State's Foreign Affairs Spouses Teacher Training Project, or FAST TRAIN. The FAST TRAIN program is offered through George Mason University's Graduate School of Education and prepares teachers for international assignments and has a second program focusing specifically on Multilingual/Multicultural Education.<sup>38</sup>

The federal government recognizes the need to globalize classrooms and the educators that facilitate students' learning. Too often programs focus on in-service teachers instead of training pre-service educators. Some, like Zhao, view that federal policy, referring to No Child

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<sup>35</sup> Ibid

<sup>36</sup> Ibid

<sup>37</sup> Unknown. *Professional Development Branch Homepage*. Department of Defense Education Activity. 2010. Available at: <http://www.dodea.edu/education/professionalDev.cfm>

<sup>38</sup> Unknown. *Teacher Certification - FAST TRAIN (Foreign Affairs Spouses Teacher Training Project)*. Department of State. 2010. Available at: <http://www.state.gov/m/dghr/flo/c22005.htm>

Left Behind, is handcuffing any efforts to make students competitive in the global marketplace by taking out the creative aspect of schools and focusing on test results.<sup>39</sup> With the Fulbright-Hayes Act and Title VI funded programs it is clear that the government is taking action to globalize educators through experiences abroad and providing resources to facilitate the implementation of a global curriculum.

### **Efforts of the Globalization of Teacher Education in University Programs:**

No matter the efforts made by foundations or how much funding the federal government can give to internationalize teacher education, the responsibility ultimately lies with those that train teachers. Colleges and Universities must realize that we are a nation at risk if something is not done to make our current and future citizens globally conscious.

As rated by US News and World Report, Michigan State University is once again one of the top rated teacher education programs in the country.<sup>40</sup> As a top ranked program, it is part of their responsibility to remain on the cutting edge of teacher education techniques. To remain at the forefront and adapt to an ever-changing world, Michigan State University's College of Education is implementing a plan that will internationalize all programs. Perhaps, taking advice from the Longview Foundation, Michigan State is defining global competencies for all students and faculty. In doing so, Michigan State embarked on a five year project to create the Global Education Cohort Program (GECP), whose goal it is to "prepare teachers to teach in a variety of cultural settings and from a global and international perspective".<sup>41</sup> To achieve this goal, the GECP will identify and revise pertinent teacher education and liberal arts courses, develop

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<sup>39</sup> Zhao, Yong. *What Knowledge Has the Most Worth?*. School Administrator. Fall 2008

<sup>40</sup> Unknown. *Best Colleges 2010*. US News and World Report, L.P. Available at:

<http://colleges.usnews.rankingsandreviews.com/best-colleges/east-lansing-mi/michigan-state-2290>

<sup>41</sup> Unknown. *About the Global Educators Cohort Program*. Michigan State University, College of Education, Department of Teacher Education. Available at: <http://education.msu.edu/globalcohort/About-GECP/Program-Overview.asp>

multicultural field experiences either domestically or abroad, and facilitate mentoring programs to international students.<sup>42</sup> Michigan State is also using US Department of Education Title VI funding to update the National Resource Centers specifically to internationalize a teacher education course dealing with “Human Diversity, Power, Opportunity, and Social Institutions.”<sup>43</sup>

Secretary of Education, Arne Duncan, has described the University of Washington’s College of Education as a program good enough to be called “first rate”.<sup>44</sup> To make sure that it stays this way, the new director of teacher education at the University of Washington, Kenneth Zeichner, believes that the program needs greater connection with the practical world of classroom education by having area cooperating teachers work with UW researchers to improve classrooms and have a more hands on approach to student teaching.<sup>45</sup>

The College of Education has a strong focus on the issue of globalization of the pre-service educators they are educating. First, the college is committed to diversity as they want to prepare new teachers to work effectively with students in culturally and racially diverse communities. The University of Washington’s College of Education wants to achieve this by educating global citizens through a challenging and inclusive learning environment informed by cutting-edge scholarship that gives students the knowledge, experience and tools needed to address education-related issues worldwide. There are two programs at the University of Washington that are actively trying to see this goal realized, the International Program and Partnership and the Center for Multicultural Education.

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<sup>42</sup> Ibid

<sup>43</sup> Unknown. *Teacher Preparation for the Global Age: The Imperative for Change*. Longview Foundation for Education in World Affairs and International Understanding, Inc. 2008. Available at: <http://www.longviewfdn.org/files/44.pdf>

<sup>44</sup> Kelley, Peter. *Community Engagement, Accountability, Real-world Experience Key to UW Teacher Training*. University Week. The University of Washington Press. 11/19/2009. Available at: <http://uwnews.org/uweek/article.aspx?visitsource=uwksmail&id=53777>

<sup>45</sup> Ibid

The International Program and Partnership is used to support the goals mentioned above by facilitating the internationalization of its education programs. There are two main objectives of the program, the first is to provide research to solve problems pertaining to local education, and the second is to expand their reach to look at issues as global citizens.<sup>46</sup>

Founded in 1992, the Center for Multicultural Education realizes the unique challenge of educating a diverse United State population. The Center's affect on the teacher education program is primarily on graduate study as top university scholars work to prepare educators to work in an increasingly diverse classroom and world<sup>47</sup>. The Center for Multicultural Education aims at achieving this by offering courses that will provide pre-service educators with the opportunity to build a "broader and deeper understanding of the issues confronting our world and the skills to address them".<sup>48</sup> The Center published *Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global World*, which was used to develop a new set of guidelines for implementing citizenship education programs that focus on democracy, diversity, and globalization.<sup>49</sup> The centers ultimate goal is to have these guidelines implemented across the United States and eventually other countries around the world.<sup>50</sup>

The University of Wisconsin-Madison is also making an effort to globalize teacher education. The University of Wisconsin's School of Education has implemented policies that reflect their attitude on the globalization of teacher education. The School of Education added a diversity aspect to their mission statement as the School believes that all

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<sup>46</sup> Unknown. *About the College: International Programs and Partnerships*. University of Washington, College of Education. 2010. Available at: <http://education.washington.edu/about/international/>

<sup>47</sup> Ibid

<sup>48</sup> Ibid

<sup>49</sup> Ibid

<sup>50</sup> Ibid



*“Educators must be prepared to recognize, accept and teach to diversity, addressing both groups of students and individuals, recognizing different perspectives and voices that represent various groups and interests, recognizing shared interests that create common purposes for individuals and groups”.*<sup>51</sup>

Furthermore, the teacher education program has added a social context to their standards, stating that it is imperative that teachers understand how local, state, national and global social and political contexts differentially affect schooling and its outcomes for students.<sup>52</sup> It is clear that the University of Wisconsin’s School of Education is aligning their goals and standards with the second theory of globalization. The University of Wisconsin has also implemented programs to ensure that these goals and standards are realized among pre-service teachers.

In 2004 the University Teacher Education Council was formed to increase cooperation in regard to shared responsibilities between the College of Letters and Science and the School of Education.<sup>53</sup> Part of this council’s responsibilities was designing a certificate in Global Perspectives, their reasoning is that the University stresses the importance of an international perspective in education and aims to develop the global competence of students.<sup>54</sup> To earn the Global Perspectives Certificate students must take

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<sup>51</sup> Unknown. *Mission and Vision Statement*. University of Wisconsin, School of Education. The Board of Regents of the University of Wisconsin 2009. Available at: <http://careers.education.wisc.edu/pi34/>

<sup>52</sup> Unknown. *UW-Madison Teacher Education Standards*. University of Wisconsin, School of Education. The Board of Regents of the University of Wisconsin 2009. Available at: <http://careers.education.wisc.edu/pi34/standardsT.cfm>

<sup>53</sup> Unknown. *Teacher Education as an All-University Responsibility*. University of Wisconsin, School of Education. The Board of Regents of the University of Wisconsin. 3/17/2010. Available at: <http://www.education.wisc.edu/teacherprep/allUnivRes.asp>

<sup>54</sup> Unknown. *2009-2011 Undergraduate Catalog, School of Education, Certificate in Global Perspectives*. University of Wisconsin, School of Education. The Board of Regents of the University of Wisconsin 2009. Available at: <http://pubs.wisc.edu/ug/06education/Programs/GlobalPerspecCert.html>

*“21 general education courses in the following areas: 3 credits in U.S. or European history; 3 credits in global cultures, world geography, or cultural anthropology; 12 credits drawn from a list of non-Western/non-European courses that focus on two world areas; a special 3-credit course on Education and Globalization. The course will include a capstone assignment, such as a teaching unit, to integrate what students have learned into their teaching practice”.*<sup>55</sup>

Through this optional certification program the University of Wisconsin is implementing a process in which pre-service educators are becoming more globally aware. This will result in better pedagogical methods and a learning environment that understands and is inviting to diverse cultures.

Michigan State University, The University of Washington, The University of Wisconsin are all adapting their teacher education programs to a world in which teachers need to be able foster understanding among diverse cultures. In the specifics of teacher training, all three universities line up with the second theory regarding globalization. Perhaps this is because teachers cannot unleash the creative powers of students until teachers create a learning environment in which all students respects each other.

### **Conclusion:**

The current system of education is evolving to face the problems that will challenge our nation in an increasingly interdependent world. Two theories of globalization emerged; one calling for schools to become more “American” and create economically competitive citizens, the other focused on creating a global citizen that are prepared to interact with diverse people from around the globe. Most efforts made by foundations, the government and universities have aligned with creating teacher education programs that foster the development of globally competent citizens. They all have the same goal, but the challenge that faces them now is

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<sup>55</sup> Unknown. *Teacher Preparation for the Global Age: The Imperative for Change*. Longview Foundation for Education in World Affairs and International Understanding, Inc. 2008. Available at: <http://www.longviewfdn.org/files/44.pdf>

creating a coherent plan to achieve this goal. These three entities work in separate spheres which makes it difficult to initiate education reform.

There needs to be a clear objective that will hybridize these separate theories of globalization. After that, these three separate spheres need to create a Venn diagram approach to globalizing teacher education where they each have a common goal and are working together but also have differentiated parts of their programs that will individualize them.

The challenge to all this is changing government policy. President Obama has challenged school systems to equip America's youth with 21<sup>st</sup> century skills, as of January 2010 those skills had yet to be defined. This shift in government policy could signal that the first theory of globalization is gaining more influence. The federal government needs to take the initial step in stating its aims of the education system, this will allow the foundations and universities to align themselves with these policy goals and enable these three separate spheres to work together.

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