

INTERNATIONALISE YOUR CLASSROOM!



**MINOR INTERNATIONALISATION
AND DIVERSITY IN EDUCATION**

Course guide 2020 - 2021

Programme code: OA-MININTDIV-15

Semester: Fall

Number of ECTS: 30

Language of instruction: English



1. Profile of the programme

General description

Under the effects of globalisation, education in Europe and beyond is constantly changing. Primary and secondary schools have to be prepared to educate their students for a world in which everything seems to be connected. Events in one part of the world may have a powerful effect on societies in another part. Rapid developments in technology and communication and instant access to information about ideas, goods and services from all over the globe have an influence on students' and teachers' ideas, values and knowledge. Consequently, educational learning systems and teaching methods need to change to adapt to these developments. At the same time teachers have to teach classrooms with students with culturally diverse backgrounds. Given this, you as student teacher need to be prepared and equipped with the skills and knowledge to be able to adapt to these changes. You need to educate your students to be responsive to the challenges and opportunities of this changing globalised society and economy we live in. You can help your students to be competent in diverse settings and to have respect for different cultures. This minor offers an innovative way to influence student teachers' intercultural and international development and prepare them for teaching culturally diverse student populations.

Course content

You will start by working on a range of topics which enables students of teacher training institutions to acquire the knowledge and to develop the competences, skills and attitudes to become a *Teacher in Europe*. We will compare different educational systems in Europe, explore European educational policies and analyse the role of Europe in different curricula. Students will also work on their skills in the module *Toolbox for Internationalisation*. You will develop an understanding of the relevance and importance of internationalisation at home and abroad in both the primary and secondary school curriculum. In doing so, students will also learn how to develop innovative tools to help internationalise the curriculum and the classroom. You will learn how to apply ICT and blended/online learning (e-twinning, COIL) in your classroom, while also collaborating and working with student teachers around the world. Increasing your knowledge of *global citizenship and diversity* and your competence in intercultural sensitivity is a third important goal of this minor. Students will acquire the knowledge and skills in order to become world citizens, who are equipped and prepared to function and communicate effectively and comfortably in an ever increasingly connected and globalised world. Consequently students will be able to prepare the pupils they will teach in the future to become world citizens. Students will learn how to recognise and manage diversity within the classroom while also raising awareness about its importance amongst their pupils.

Students will do a short and intensive *school-practice/internship* at an international or bilingual Dutch school (primary or secondary education), for half a semester. This challenging international environment offers students the opportunity to *research* internationalisation of educational activities or problems surrounding these activities. Students formulate their own learning objectives for the school-practice according to their teaching experience and personal and professional development.

School Practice and School Visits During this minor, every student completes an internship and carries out research-based assignments at a school for primary or secondary education in The Netherlands. Take into account that there will be extra travel costs to travel to your practice school! During the minor you will also examine various case studies and make schools visits to primary / secondary schools, international schools, bilingual schools and schools with a European curriculum. **Who is this minor for** This program is designed for International and Dutch teacher training students who wish to specialise in international

education and who are aiming for careers in international or bilingual schools at both primary and secondary level, around the world, or that are interested in internationalising their classroom at home. Students interested in topics such as teaching their subject from an international perspective, intercultural awareness, educational exchanges and digital media in the classroom will be able to expand their knowledge and develop their ideas during this minor. As this minor is offered in English, it will give you the opportunity to work on your English-language skills as well.

Potential employment options

This minor is dedicated to prepare future teachers to work effectively in international and multicultural settings.

Potential for further studies

This course may serve as a foundation for further studies such as a master's degree or specialisation in international education.

Assessment

Exam/assignment

Details of the proposed study programme

Students follow courses during a 5-month period in which they can earn 30 ECTS (European credits). This minor will take place in the period from the 1st of September until the end of January.

Entry requirements

The minor is taught in English. A high level of English is an important condition to follow this minor. An overall score (in speaking, reading and writing) of B2 or higher (Common European Framework) is recommended for an active and successful participation in this minor.

Coordination

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Students' evaluations

Our minor has been evaluated with an overall grade of an 8.

Some of the students' remarks:

- *This minor changed my view on education and my attitude as a future teacher*
- *This minor really contributed to my development as a teacher. I am now aware of the differences in the classroom and how to interact with people from abroad. It also inspired me to seek contact with teachers abroad.*
- *It was really nice to work in an international classroom, with student from the Netherlands and abroad*

- *Motivating and challenging internship!*
- *Interesting to learn about European values and identities.*
- *I appreciated comparing different educational systems in Europe, to learn about similarities and differences. I understood why it is not possible to define the one and only perfect educational system.*
- *It was very exciting to visit different schools, to learn about internationalization in practice.*

Course structure diagram

	ECTS
BLOCK A	
Teacher in Europe	5
Toolbox for Internationalisation	5
Global Citizenship and Diversity	5
BLOCK B	
School-Based Research Project	5
School-practice	10

Module: Global Citizenship and Diversity - OA-MININTDIV1-16_2016

Meetings: 5x 4 hours in term A, until the Autumn Break.

Course Description and Goal:

By the end of this course, students will have the knowledge, skills and attitudes of global citizens; and will grow as interculturally competent teachers. They can work and communicate effectively in an interconnected and globalized world. Thus, they are able to prepare their future students to become global citizens. They will recognize their own cultural mindset, the dynamics of culture, and gain advantage of diversity within the classroom. They will succeed in raising cultural awareness among their future students and help them gain cultural advantage as global citizens.

Test: Exam (100%) and 7 Assignments Pass/Fail

Learning objectives:

By the end of the course students are able to:

1. Demonstrate their view on global citizenship in education
2. Define global citizenship and explain its relevance within education
3. Teach global citizenship and culture in multicultural and international classroom settings, addressing school children at primary, secondary or third level.

4. Raise awareness of world citizenship within a school and promote integrating into the curriculum.
5. Define culture in its broadest sense, and describe how cultures shape us, and how culture changes.
6. Recognize, identify and appreciate diversity amongst students
7. Use diversity within multicultural and international classroom as opportunities for innovation and growth.
8. Continue developing intercultural sensitivity as Global Teachers.

Materials:

1. C. Nunez, R. Nunez Mahdi, L Popma, Intercultural Sensitivity: edition 4. 2017, Van Gorcum. Second-hand of editions 3 are acceptable, on condition that the updates in edition 4 are studied as well: chapter 1, 4, and new chapter 8.

Module: Teacher in Europe - OA-MININTDIV2-16_2016

Meetings: 5x 4 hours in block A (until autumn holidays)

Course description:

This course aims to enable students of teacher training institutions to acquire the knowledge and to develop the competences, skills and attitudes to become a teacher in Europe.

Test: portfolio (Pass / Fail), take-home exam (100%)

Learning objectives:

Students can:

1. Identify and critically discuss key-concepts in European educational materials, such as identity, heritage, citizenship and culture.
2. Reflect on the educational system in the Netherlands (especially schools with an European outlook / curriculum).
3. Present in a comprehensible way one's own (national) organization of the educational system.
4. Compare different (European) educational systems, both in primary or secondary education and in teacher education.
5. Identify and discuss European Union educational policies and the repercussion for one's own practice.

Materials: will be made available online

Module: Toolbox for Internationalisation - OA-MININTDIV5-16_2016

Meetings: 5 x 4 hours in block A (until autumn holidays)

Course Description:

This course enables students of teacher training institutions to develop their understanding of the importance of Internationalisation in education . They will learn to use innovative tools to help them gain the knowledge, skills and attitudes to internationalise the curriculum and their classrooms.

Test: Portfolio 100 %

Learning objectives:

By the end of the course students are able to:

1. Define internationalisation at home and abroad and explain its relevance within education;
2. Students self-assess their level of 21st century skills and CLIL skills at the start and end of this course;
3. Research, analyze and evaluate case studies and projects, in which educators used learning material and tools to enhance internationalisation at primary, secondary and third level;
4. Write a well-structured project plan for an ETwinning project for a primary or secondary school. As part of this plan, design one well-structured lesson plan using suitable learning materials and ict tools in order to enhance internationalisation at home;
5. Present their lesson plan to fellow international students and in doing so define the lesson learning goals and explain and justify the relevance of the choices made in designing the plan;
6. Evaluate and analyse fellow students' lesson plans and provide constructive feedback.

Materials:

Documents will be available online

Module: School-based Research Project - OA-MININTDIV3-17

Meetings: meetings in block A and Be and individual consultations block B.

Course description:

This course gives students an opportunity to study internationalisation of education activities,

or related educational problems, from a cross-cultural perspective. Students will formulate research questions, select appropriate research methods, collect their data in either primary or secondary schools during their work placement, and describe their results and recommendations for the school in a research report.

Test: assignment (90%), presentation (10%)

Learning objectives:

1. Identifying a feasible research topic/area of research related to either (a) internationalisation of education or (b) a cross-cultural perspective on education in a primary or secondary school
2. Designing and planning a research proposal
3. Conducting school-based research and collecting data
4. Describing the findings and conclusions in the form of a professional report
5. Making recommendations for the school where the research was conducted, using the results of the research report.
6. Preparing and presenting the research during a presentation

Materials: will be made available online

Module: School Practice - OA-MININTDIV4-15

Meetings: 5 x 2 hours in block A/B

Course Description and Goal:

Students do a short and intensive (school-)practice/internship during Term 2,

9 weeks, 3 days a week. Students formulate their own learning goals for the school practice according to their teaching experience and personal and professional development. Students are required to observe and teach some lessons about global citizenship based on agreements between the student and the school.

During the weeks of school practice students will come together at the faculty to discuss critical incidents in their practice and their progress at the schools in so called intervision meetings. Dutch students are expected to do their school practice and research at an international or bilingual school.

Test: Report

Learning objectives:

By the end of the course students are able to:

- demonstrate their teaching skills
- describe their development in 4 learning goals
- reflect on 2 critical moments using a reflection method
- describe and analyse the intercultural climate based on theory
- describe and analyse internationalisation and world citizenship in their school based on theory

Materials:

Dulmen, J. van.(2016). School Practice Assignments 2016-17 (online)