

Internationalizing the Curriculum: Faculty Development Training



August 9, 2016

8:30AM—3:30PM

**Student Center Ballroom
Albany State University
Albany, GA**

Sponsored by the Office of Global Programs

Funded by the Office of Title III



*Dr. Arthur Dunning
President of ASU*



*Dr. Olufunke Fontenot
Vice President and Provost
of Academic Affairs*



*Ms. Saundrette Moody
Interim Director, Title III*



*Dr. Nneka Nora Osakwe
Director of Global Programs*

GOAL

This program aims at providing awareness about internationalizing the curriculum and training ASU faculty members on the process of infusing international components into their courses. The program is an aspect of implementing ASU Comprehensive Internationalization Strategic Plan.

Albany State University Comprehensive Internationalization Strategic Plan (CISP)

**Approved by the Committee
January 20, 2016**

Goal: The main goal of ASU Strategic Plan is Comprehensive Internationalization of the Campus

Comprehensive Internationalization is a process embarked upon by progressive twenty-first century learning institutions to increase the number of graduates who acquire international learning. It involves a commitment confirmed through action and policy to infuse international and comparative perspectives throughout the curriculum and co-curriculum programs including teaching, research, and service mission of higher education (Hudzik and McCarthy, 2012).

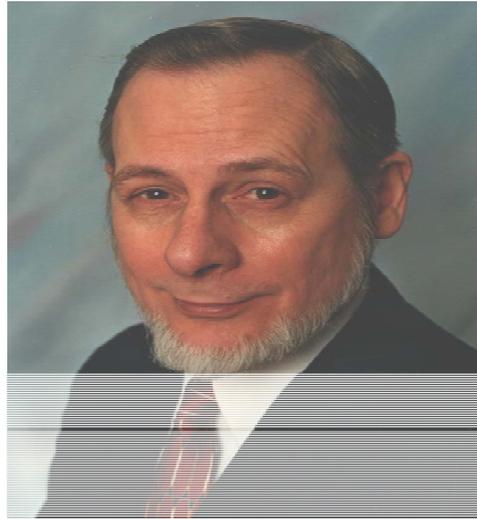
The following key areas of objectives were proposed and approved by the committee and recommended to the Provost and VP for Academic Affairs for implementation:

1. **EDUCATION ABROAD:** increase the number of students who participate in Study Abroad, international internship, service learning; and the number of study abroad collaborations, and faculty led programs.
2. **PROFESSIONAL DEVELOPMENT:** increase awareness, interest, and involvement of faculty and staff in international education and the number of faculty who internationalize their courses.
3. **CURRICULUM:** increase the number of internationalized courses and develop a Global Citizenship (or Distinction) Certificate to impact students' international learning on graduation.
4. **CAMPUS PROGRAMS AND FACILITIES:** increase international awareness of students, faculty and staff by enhancing international visual outlook of the campus and creating more international co-curricular activities in collaboration with the community.
5. **INTERNATIONAL STUDENT ENROLLMENT AND INTERNATIONAL COLLABORATION:** increase the number and diversity of international students' enrollment and retention and the number of international collaborations, aware that international students are a great resource for internationalizing the campus through planned curricular and co-curricular activities.

SCHEDULE

- 8:30AM—9:00AM** **Welcome and Orientation—Dr. Osakwe**
- 9:00AM—10:00AM** **Overview of Spring 2016 Faculty Cohort —Dr. Erica Decuir, Dr. Dorene Medlin, Dr. Mihoko Noda, Dr. Zephyrinus Okonkwo, Dr. Florence Lyons, Dr. John E. Williams, Dr. Uzoma Okafor, Dr. Erwin Ford, and Dr. Liqui Zheng**
- 10:00AM—11:00AM** **Session 1: Infusing International Perspectives in Courses—Dr. Smithee**
- 11:00AM—12:00PM** **Internationalization: Syllabus, Learning Outcomes, and Assessment—Dr. Osakwe**
- 12:00PM—1:00PM** **Lunch: served in-house**
- 1:00PM—2:00PM** **Session 2: Infusing International Perspectives in Courses—Dr. Smithee**
- 2:00PM—3:00PM** **Workshop: Group Work and Feedback—
Dr. Smithee & Dr. Osakwe**
- 3:00PM—3:30PM** **Questions and Evaluation—Ms. Albritton**

Program Speaker



Michael Smithee, Ed.D.

Topic: “Infusing International Perspectives in Courses”

Dr. Smithee conducts research, writes, blogs, and consults through his firm, Smithee Associates, based in South Florida. He has served as an international education administrator and adjunct faculty member at Syracuse University; traveled widely, and is experienced in international educational exchange, cross-cultural training, and managing organizational change. He has authored publications on international education leadership, classroom culture, intercultural aspects of academic integrity, and international teaching assistants. He has served on boards of directors for educational, community, and professional organizations. He received his Master’s degree in International Relations in 1970 from Florida State University, and his doctorate in Higher Education in 1990 from Syracuse University. His doctoral dissertation is titled, “Factors Related to the Development and Implementation of a University-Wide Teaching Assistant Program.” On a more personal note: he has lived in France and has visited Albania, Canada, England, Germany, Japan, Mexico, Netherlands, Switzerland, and Taiwan; lived in more than nine U.S. states and 14 U.S. cities (before the age of 21) and attended 12 different schools from K-12.

Program Speaker



Nneka Nora Osakwe, PhD.

Topic: "Internationalization– Syllabus, learning outcome, and assessment"

Dr. Nneka Nora Osakwe is Director of Global Programs and Professor of English at Albany State University (ASU). As director of Global Programs for six years, she has revitalized international education programs at ASU, yielding increased study abroad participation, and increase number of foreign partnerships and MOUs. She coordinated ASU's first study abroad in Peru, China, and Ghana, and has facilitated the increase of more faculty led programs at ASU. She serves as a consultant for internationalizing the curriculum and is a certified member of NAFSA Trainer Corps(National Association of International Educators).

As a professor and a research scholar for 25 years, Dr. Osakwe has been part of efforts to internationalize the curriculum and document outcomes at ASU. She initiated and coedited ASU first published volume on internationalizing the curriculum. She also initiated ASU Global Issues, with a focus on publicizing study abroad stories. She has been involved in other international projects: she served as UNICEF International Consultant for improving teaching Instruction in post conflict Sierra Leone, and UNICEF Communicative Teaching of Core Subjects in Nigeria, leading to the publication of training modules presently in use to sustain training outcomes in the countries. Dr. Osakwe has presented papers in several national and international conferences and has numerous publications, including a related book chapter on “Internationalizing Pedagogy Using African Literature ...” in African World Press (2014). She was a recipient of the Fulbright-Hays Faculty Program in Malaysia and Singapore(2006), and was a research fellow of the American Association of University Women (AAUW) at the Houston Research Center, Clemson University(2003). She was also a Rockefeller Foundation Resident fellow at the Bellagio Study and Conference Center, Italy (2007), and a Study Fellow of the British Council/ODA at the University College of St Mark and St John, Plymouth, United Kingdom (1992). Her BA,MA, Med, PhD degrees were in English, Curriculum Studies, English Language Teaching (ELT) and Supervision of Instruction, from Texas Woman's University (Denton), The University of Nigeria, The University of Jos (Nigeria) and College of St. Mark and St. John, Plymouth, U.K.

Dr. Osakwe volunteers scholarship for NAFSA: National Association of International Educators, AAUW, Fulbright & Gilman's Programs, African Literature Association (ALA), Conference on College Composition and Communication (CCCC), and African Educational Research Network (AERN).

Curriculum Internationalization Fellows 2016—2017 Faculty Cohort

Name	Department
Dr. Anthony Owusu-Ansah	Teacher Education
Dr. Rhonda Porter	Teacher Education
Dr. Patrick Ibe	Criminal Justice
Dr. Ojo Olabisi	Natural & Forensic Sciences
Dr. Ravindra Malik	Natural & Forensic Sciences
Dr. Jan L. Rodd	Nursing
Dr. Donyale B. Childs	Nursing
Dr. Kenya Lemon	Natural & Forensic Sciences
Dr. William Reed	Psychology
Dr. Anthony Owusu-Ansah	Education
Dr. Geneva Diamond	English
Professor Anthony Cooper	Natural & Forensic Sciences

Curriculum Internationalization Fellows

Spring 2016 Faculty Cohort

Name	Department	Course(s)
Dr. Erica Decuir	Teacher Education	SSCI 5581: Social Studies for Global Understanding ECEC 4400: Social Studies/Diversity/Language Arts
Dr. Erwin Ford	English, MDL, and Mass Communications	ENGL 2111: World Literature
Dr. Florence Lyons	Fine Arts	COMM 1100: Fundamentals of Public Speaking
Dr. Dorene Medlin	Teacher Education	ECEC 4354: Science for Young Children
Dr. Chinenye Ofodile	Math and Computer Science	MATH 1113: Pre-calculus with Trigonometry MATH 5214: Differential Equations
Dr. Uzoma Okafor	Natural and Forensic Sciences	FOSC 2130: Crime Scene Investigation
Dr. Zephyrinus C. Okonkwo	Math and Computer Science	MATH 1211: Calculus I MATH 2411: Basic Statistics
Dr. Anthony Owusu- Ansah	Teacher Education	ECEC 3355: Developmental Reading
Dr. Candice Pitts	English, MDL, and Mass Communications	ENGL 2111: World Literature ENGL 1102: English Composition
Dr. Tiffany Pogue	Teacher Education	EDUC 2120: Exploring Socio-cultural Perspectives on Diversity in Educational Contexts
Dr. Mihoko Noda	Fine Arts	MUSC 2022 L Ear Training and Sight-Singing
Dr. John E. Williams	History and Political Science	HIST 3631: History of Latin America GEOG 2101: Principles of Geography
Dr. Sandra Washington	Healthcare Management	MGHC 4035: Healthcare Marketing MGHC 4421: Insurance for Healthcare Professionals
Dr. Liqui Zheng	Natural and Forensic Sciences	ISCI 3002: Integrated Earth and Space Science

Spring 2016 Faculty Abstracts

Integrating Comparative Research of Global Instructional Practices in Pre-Service Early Childhood Education Science Course Instruction

Dr. Dorene Medlin, College of Education

Abstract:

The preparation of preservice teachers in rural southwest Georgia is evolving to meet the increasingly diverse populations in local and regional classrooms. As a result, Albany State University's College of Teacher Education has increased its focus on internationalizing the teacher preparatory program to infuse multicultural and international components. ASU's faculty members were encouraged to participate in a content specific project, which requires infusing international components into existing courses. The rationale is that our institutional needs should mirror our cultural and regional needs. There is an emphasis on STEM education at all grade levels because of the global competition in engineering, science and mathematics. As a result, there is a greater need to ensure early childhood teachers are able to develop future STEM professionals. The purpose of this study was to determine the impact of internationalizing a curricular component of the class on preservice teachers. By realigning course objectives and including a content specific internationalization project, the project evaluated the impact on preservice teacher performance. The early childhood education candidates research educational practices on an international level and applied specific practices to instructional planning and delivery. The impact of the project demonstrated increased performance during peer teaching as a result of developing lessons that were based on culturally relevant pedagogy. While several conclusions were reached, the overarching one was that Albany State University candidates learned from diverse international instructional practices and can now apply them to the diverse needs of our local student body.

A Global Integration: Internationalizing a Public Speaking Classroom

Dr. Florence Lyons, Department of Fine Arts

Abstract:

Institutions of higher education around the world have responded to the challenge of globalization by internationalizing their curricula. Adding an element of cross-cultural examination to a Fundamentals of Public Speaking class proved to be an important first step toward internationalization. In the class, students were placed in groups of 5 or 6, and each group selected a theme regarding study abroad and places abroad. Each group member examined a particular aspect of the group's selected theme in a 2-3 minute speech. The act of integrating a global component in the Fundamentals of Public Speaking course broadened the students' knowledge concerning cultures abroad and encouraged them to participate in the university's study abroad program.

Internationalizing Teacher Education in the United States: A Teacher Educator's Journey from Conceptualization to Implementation

Dr. Erica Decuir, College of Education

Abstract:

This article offers guidance to teacher educators who seek to internationalize courses or curriculum in higher education. Through reflective practice (Bolton, 2010), I delineate my process for internationalizing an undergraduate course for pre-service teachers enrolled in an early childhood education program. The research question that guided this process is: how can I integrate global content into a core methods course for elementary teacher education in the United States? My journey through course revision, from conceptualization to implementation, is detailed in this article. My goal is to inspire more internationalization efforts in teacher education through critical reflection of my own process to facilitate global competency in an undergraduate course for pre-service teachers.

Spring 2016 Faculty Abstracts

Internationalizing the Music Course through Learning about Other Countries

Dr. Mimi Noda, Department of Fine Arts

Abstract:

This paper reports on the process by which the curriculum for 16 week, one semester course MUSC Ear Training and Sight Singing was internationalized. The world is increasingly becoming a global village and students need to learn music from a global perspective, comparing and contrasting rhythms, scales, and melodies. Through the Nigerian, Ghanaian, and Japanese national anthems, Brazilian dance rhythms, and Japanese pentatonic scales, students learned not only the differences in the sound of music and specific rhythms, but also became familiar with each country's traditions, culture, and history. In order to prepare the material, it was necessary to listen to and read each country's national anthem, to collect Brazilian dance rhythms through listening to dance music, and to find some example of Japanese tunes. Searching video and recording resources on the Internet was the best way to find the material. The national anthems of the three countries needed to be transposed into a sing-able lower key before introducing them to the students. Because the students of this course are all music majors, they had no trouble writing the tunes and rhythms, but completing the entire project was still challenging. In preparing the course, it was necessary to avoid being too similar to Ethnic Music or World Music courses.

The Traveling Gaze: Internationalizing the Curriculum through Multimedia Texts

Dr. Candice Pitts, Department of English, Modern Languages, and Mass Communications

Abstract:

In an attempt to internationalize the curriculum at a university such as Albany State University, the curriculum and pedagogical approaches need to expand and evolve with the global trends and discourses and need to account for other variables that will make them relatable to both local and international students. As a professor at ASU, I have embarked on the mission to internationalize my curriculum and to study the implications of and benefits of doing this. I deploy both my World Literature I and English 1102 courses as starting points. The internationalized curriculum of both courses concentrates on course content and on teaching and learning approaches, which incorporate an intercultural and international perspective.

The Impact of Internationalization on Earth Science Learning

Dr. Liqui Zheng, Department of Natural and Forensic Sciences

Abstract:

Internationalization in postsecondary education is a new horizon in postsecondary education landscape. Internationalization on Earth Science includes lot of activities like incorporating lot of global issues into routine lectures without sacrificing the regular contents; open discussion and homework assignments and so on. It turns out students greatly benefit from the internationalization of Earth Science. The awareness of diversity, complex and challenging of some issues beyond boundaries has been increased and the consciousness of coping with global issues from different perspectives has been developed. Ultimately, the global competitiveness of our students would be significantly enhanced which would boost our students employability and transformability in the globalized world.

Internationalization of the Mathematical Finance Course at Albany State University

Dr. Zephyrinus Okonkwo, Department of Math and Computer Science

Abstract:

About the year 2000, the Department of Mathematics and Computer Science, Albany State University, Albany, Georgia envisioned the need to have a comprehensive curriculum revision based on recommendation of the Conference Boards of the Mathematical Sciences, the American Mathematical Society, The Mathematical Association of American and the need to create attractive career pathways for our students in emerging fields and professions. Many Mathematics graduates were progressing to graduate schools in the Applied Mathematics and Statistics. In subsequent years, our graduates started seeking jobs in the financial sector in order to become portfolio managers, Wall Street traders, bankers, insurers, and wealth fund managers. MATH 4330 Mathematics of Compound Interest course was created to give our students the opportunity to garner strong background to become confident future wealth managers. This course is inherently an attractive course to internationalize as economic growth is in the national interest of every nation, and the deep understanding of national and international financial institutions' functions is most essential. In this paper, we present the Internationalized Mathematics of Compound Interest, associated outcomes, and its broader impact on students.

Special Thanks To:

ASU Comprehensive Internationalization Committee

Dr. James Hill, Committee Chair	Chair of the Department of English, Modern Languages and Mass Communication
Dr. Nneka Nora Osakwe, Committee Co-chair	Director of Global Programs
Dr. Olufunke Fontenot	Vice President and Provost of Academic Affairs
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Dr. Glenn Zuern	Dept. of Criminal Justice
Dr. Neal McCrillis	Director of International Education at Columbus State University (Ex-Officio member)

Office of Global Programs

Albany State University



February 2016 Internationalizing the Curriculum Training



May 2016 Internationalizing the Curriculum Faculty Symposium

**For more information, contact: Office of Global Programs
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