Promoting Global Competence and Social Justice in Teacher Education

Successes and Challenges within Local and International Contexts

Edited by David Schwarzer and Beatrice L. Bridglall

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INTRODUCTION

DAVID M. MOSS and ALAIN S. MARCUS

ABROAD PROGRAM FOR PRESENCE: TEACHING

EXPLORING A WMI-THEMED SHORT-DURATION STUDY-ABROAD PROGRAM

OVER THERE

CHAPTER TWO
Study abroad and teacher education

Below, through the development of early-career programs, we described and discussed the need for increased opportunities for teacher educators to study abroad in part of their formal professional training or professional development and to participate in professional experiences alongside foreign colleagues. As early-career programs often include an emphasis on teacher educators, we argue that the need for increased opportunities is especially relevant for these professionals.

One such approach is faculty-led, short-term study-abroad programs that...

Over there...

2003/2004...
The program is designed to produce graduates who are equipped with the skills and knowledge necessary to pursue careers in the field of education. It is structured to provide a comprehensive understanding of educational research and practice, and to prepare students for leadership roles in educational settings.

Program Features:

- **Research Emphasis:** The program places a strong emphasis on research, with opportunities for students to engage in original research projects and contribute to the educational literature.
- **Practical Experience:** Students are provided with practical experience through internships and practica, allowing them to apply their knowledge in real-world settings.
- **Flexibility:** The program offers flexibility in course selection, allowing students to tailor their studies to their interests and career goals.
- **Supportive Community:** The program fosters a supportive community of scholars and practitioners, promoting collaboration and professional development.

Graduates of the program are well-prepared for a variety of roles in education, including roles in educational administration, policy development, and research. They are also well-equipped to pursue further academic studies, such as doctoral programs.

For more information about the program, please visit the website of the University of [Name], located at [University Website].
Program Design and Features

In the following sections, we will address the specific aims of the WMM and the implications for professional development. The development of the WMM is focused on building key competencies and enhancing student performance. The WMM is designed to provide a framework for developing skills and knowledge in a variety of areas, including critical thinking, problem-solving, and professional practice. The WMM aims to integrate these competencies into the curriculum to support student learning and professional growth. The WMM is structured to support the development of these skills and to encourage students to apply them in real-world contexts.

References


Appendix

- Sample Learning Outcomes:
  - Demonstrate an understanding of professional judgment and its application in real-world contexts.
  - Analyze and evaluate professional ethics and standards in the field.
  - Synthesize information and develop critical thinking skills.
  - Communicate effectively with clients, colleagues, and stakeholders.

Acknowledgments

This research was supported by a grant from the National Science Foundation.
The focus on World War II contributes to the development of historical understanding.

1. Students must be able to explain the events that led to the war and the development of the world.
2. They must be able to compare the events of World War II with the events of past wars.
3. They must be able to identify the main countries involved in World War II and their strategies.
4. They must be able to analyze the causes of the war and the consequences of the peace.
5. They must be able to understand the role of technology and innovation in World War II.
6. They must be able to assess the impact of World War II on the development of the world.

Students will:

- Develop the ability to analyze the events of World War II and their impact on history.
- Develop the ability to compare World War II with previous conflicts.
- Develop the ability to understand the causes and consequences of World War II.
- Develop the ability to analyze the role of technology and innovation in World War II.
- Develop the ability to assess the impact of World War II on the development of the world.
- Develop the ability to think critically and analyze historical events.

Course Objectives and Competencies

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- Students will be able to analyze the causes of the war and the consequences of the peace.
- Students will be able to understand the role of technology and innovation in World War II.
- Students will be able to assess the impact of World War II on the development of the world.
- Students will be able to think critically and analyze historical events.

Annotations and Collaborative Notes

- Students will be able to work in groups and share ideas.
- Students will be able to express their ideas and opinions.
- Students will be able to read and analyze documents.
- Students will be able to research and gather information.
- Students will be able to present their findings and conclusions.
- Students will be able to work collaboratively with others.
A real revolution in the preservation of history.

The story of the U.S. role in WWI is known, but the American military's involvement in the war is often overlooked. The most influential aspect of America's participation was its decision to join the conflict in 1917.

The millions of men and women who fought in World War I provide a unique perspective on American military history.

Where do I find these events?

The momentous events leading up to America's entry into the war were significant milestones in the history of the United States. These events include the sinking of the Lusitania, the Zimmermann Telegram, and the declaration of war on Germany.

The preservation of these events is crucial for understanding the role of America in the war and the impact of the conflict on the nation.

Memorial de la Guerra

The memorial de la Guerra in New York City is a monument dedicated to the American soldiers who fought in World War I. The memorial includes a statue of a soldier and a plaque listing the names of the fallen.

The memorial de la Guerra was established in 1921 and is located in Grant Park.

Over There

The French government provided the United States with significant support during World War I.

The French military offered assistance to the American forces and provided troops to fight alongside American soldiers.

Study-abroad experiences

Many American students take advantage of study-abroad programs to gain a deeper understanding of their country's role in the war.

The programs allow students to immerse themselves in the culture and history of a foreign country and gain a new perspective on their own nation.

How can I apply for a study-abroad program?

To apply for a study-abroad program, you should first research the available options and determine which program best suits your interests and needs.

Once you have identified a program, you should begin the application process, which typically involves submitting a resume, a personal statement, and letters of recommendation.

Finally, there are important questions that you must consider before applying:

- What is my goal for studying abroad?
- How will this experience contribute to my future career?
- How will this experience help me develop a new perspective on my country?
We present a plan to help facilitate the integration of WIMM into the educational system. This plan is designed to help students understand their role in society, develop critical thinking skills, and foster a sense of civic responsibility. The program aims to educate students about the importance of diversity and the role of museums in promoting cultural understanding.

PROGRAM IMPACT

The implementation of WIMM will have a significant impact on education. In addition to promoting cultural understanding, WIMM will also encourage students to engage with the broader community and develop a sense of responsibility for the preservation of cultural heritage. The program will provide a platform for students to explore and understand the complexities of cultural identity and the role of museums in the modern world.

Table 1: Two Day of Assessment

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CONCLUSIONS

Over time, the gap between the performance of students in special education and general education continues to widen. This disparity highlights the need for a comprehensive approach to education that addresses the individual needs of each student. The integration of technology, innovative teaching strategies, and collaborative efforts among educators can help bridge this gap and improve educational outcomes for all students.

Student Development

Innovation in education is crucial for fostering student development. It is essential to adapt to the changing needs of students and incorporate interactive, engaging methods that challenge them intellectually. By offering personalized learning experiences, educators can help students reach their full potential.

Parents and Educators

Communication between parents and educators is vital for the success of students. Open dialogue and regular feedback can help address concerns and create a supportive learning environment. Collaboration between families and educators is crucial for a student's educational journey.

Conclusion

In conclusion, the current educational landscape requires a multifaceted approach that considers the unique needs of each student. Through continuous improvement, innovation, and strong partnerships, we can ensure that every child has the opportunity to thrive and reach their full potential.
ACKNOWLEDGEMENTS

We wish to express our appreciation to the following individuals who have contributed to this project:

[List of acknowledgments]

APPENDIX A

Key Elements from Course Syllabus

The course syllabus includes the following key elements:

- Course Objectives
- Course Content
- Assessment Methods
- Course Resources

These elements are crucial for understanding the course structure and expectations.
are an effective means for teaching about the war

- and culture. Using WWII films and music, and consider whether they

Examples of secondary sources include:

- The Firm (1993)
- The Longest Day (1962)
- The Sandlot (1993)
- The Sog of War (2005)
- Schindler's List (1993)
- Saving Private Ryan (1998)
- Saving Private Ryan (2000)
- The Pianist (2002)
- Defiance (2008)
- The Band of Brothers (2001)
- Schindler's List (1993)
- The Sog of War (2005)
- Saving Private Ryan (1998)
- Saving Private Ryan (2000)
- The Pianist (2002)
- Defiance (2008)

Required Films to View (some may be viewed in class):

- Schindler's List (1993)
- Saving Private Ryan (1998)
- The Pianist (2002)
- Defiance (2008)

1. Students will choose a period or topic of interest and develop a thesis.
2. Students will develop a thesis statement, review secondary sources, and write a research paper.
3. Students will revise their research paper and submit it for evaluation.
4. Students will present their research paper in a final presentation.

Enduring Understanding/Expectations:

- Students will develop a thesis statement, review secondary sources, and write a research paper.
- Students will revise their research paper and submit it for evaluation.
- Students will present their research paper in a final presentation.

Essential Questions for the Course:

1. How can we use WWII films and music as effective teaching tools?
2. How can we incorporate multiple perspectives when analyzing historical events?
3. How do different perspectives influence our understanding of historical events?
4. How do different perspectives influence our understanding of historical events?
Learning and for your knowledge retention, ideas, and reflections.

- Address the course's essential questions:
  - How do you see the world?
  - What is the purpose of the course?
  - What is the goal of the course?

- Reflect on your current understanding and intuition:
  - How do you know what you know?
  - What is your current understanding of the course material?

- Explore new ideas and perspectives:
  - What new ideas have you encountered?
  - How do these ideas challenge your current understanding?

- Connect the course to your life experiences:
  - How do these ideas apply to your daily life?
  - What are the implications of these ideas for your future?

- Develop critical thinking skills:
  - How do you analyze and evaluate information?
  - How do you identify biases and assumptions?

- Reflect on your learning process:
  - How do you take notes?
  - How do you study for exams?

- Apply what you've learned:
  - How do you apply your knowledge to real-world situations?
  - What are the implications of your learning for your future career?

- Evaluate your progress:
  - How do you assess your understanding of the course material?
  - How do you determine your level of mastery?

- Set goals for future learning:
  - What are your goals for the next course?
  - How do you plan to achieve these goals?
Lesson Plan

What is the purpose of the lesson?

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the rubric. For the lesson, I chose the topic and the proposed rubric.

The main advantage of the proposed rubric is that it provides clear criteria for the assessment of student performance. It includes a combination of formative and summative assessments, allowing for both ongoing feedback and final evaluation. The rubric is designed to be flexible and adaptable, allowing for modifications based on student needs and progress.

The lesson plan includes a variety of activities that target different learning styles and abilities. The activities are designed to engage students actively and promote critical thinking and problem-solving skills. The lesson concludes with a review session to reinforce the key concepts and assess student understanding.

In conclusion, I believe that the proposed rubric and the lesson plan will effectively meet the objectives and standards for the course. The activities are engaging and relevant, and the rubric provides a clear framework for evaluating student performance.

Sincerely,
[Your Name]
The current state of education highlights the need for a comprehensive approach to preparation for higher education. The text emphasizes the importance of integrating various aspects of education, such as classroom instruction, extracurricular activities, and personal development, to ensure students are well-prepared for the challenges of higher education. It further suggests that these elements should be seamlessly integrated into the educational landscape to meet the diverse needs of students.

INTRODUCTION

Mary Perkin and Barrie Aymes
Latin Provision Teachers in Costa Rica

Chapter Three

REFERENCES