

Development of a Bi-Lingual Hybrid Program Between Two International Universities

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This paper introduces an idea to create a bi-lingual teacher education program that can be developed between National University (NU) and a University in Vietnam.

The purpose is to bring cultural awareness through multicultural literature to teaching candidates.

The paper addresses:

Course development

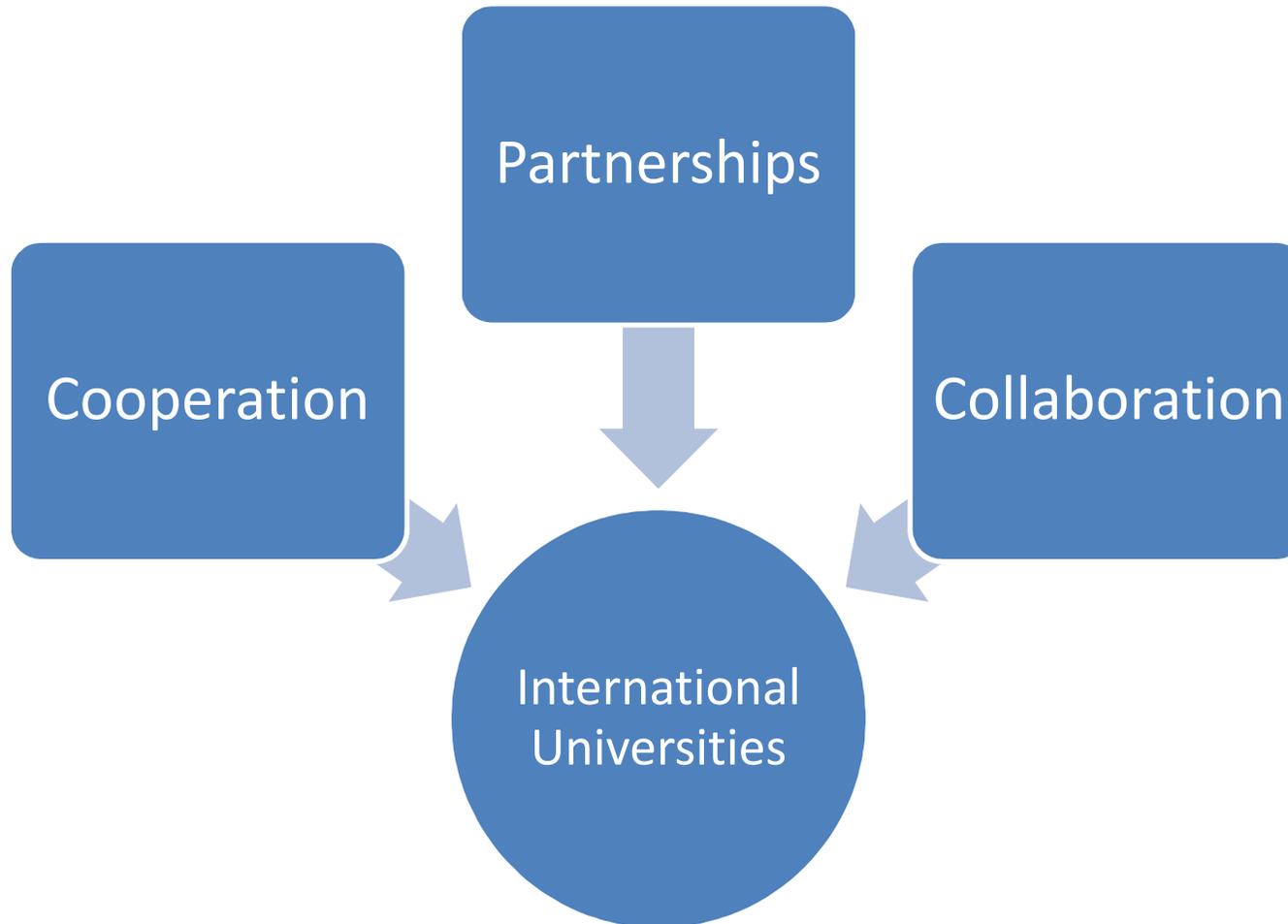
Collaboration

And meeting the needs of teaching candidates

Affecting the American and global higher education arena and impacting educational delivery are the following facts:

- Teachers in America face classroom more diverse than ever before in the history of the country
- Greater numbers of home languages
- Greater cultural diversity
- Greater numbers of emigrants
- Greater numbers of children of poverty
- Greater numbers of single parent households

How can these important issues be addressed?



National University

- Second largest private university in California
- 29 Regional campuses
- 80% of enrollment is online
- Courses focused in one-month formats
- NU offers 325 courses monthly
- NU School of Education educates the largest number of teacher candidates in California

Proposal & Purpose

- Teaching and Learning in a Global Society
 - Multicultural Literature TED 668
 - Hybrid format
 - Bridge the diversity gap
 - Large Vietnamese populations in America due to the influx of refugees after the end of the Vietnam War

The Bridge to Diversity



Cultural Knowledge

Culture

Integrate

Happy
Parents

Mores

Teaching

Happy
Students

Ethnicities

Modalities

Happy
Teachers

Definitions

- International education – educational work that practitioners and scholars undertake in countries other than their own
- Development education – educational work that produces tools and resources for teachers and students to explore social, economic and environment issues of sustainable development in their classrooms, their communities and around the world

Definitions Continued

- Comparative education – educational work that examines education in one country or countries by using data and insights drawn from the practices and situations in another country or countries
- International education – educational work tied to a specific university degree in which courses are concerned with the study of the major political, economic, social, cultural and sacral issues that dominate the international agenda.

International Education

- For this proposal International Education refers to educational work undertaken by practitioners and students in a country other than their own.

Globalization of Teacher Education Programs

- Brunell (2002) suggests that higher education institutes offer and design teacher education programs that meet the needs of cultural and linguistic needs of today's classroom's.
- The globalization of teacher education programs regarding certification such as the National Council for Accreditation of Teacher Education (NCATE) be prepared for teaching in the global environment in classrooms in the U.S.

Globalization of Teacher Education Programs, Continued

- NCATE Standard 4 states “One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds” (NCATE 2006)

Reasons to Support International Education

- Gain a better understanding of one's own educational system
- Satisfy intellectual and theoretical curiosity about other cultures and their educational systems; better understand the relationship between education and the wider society

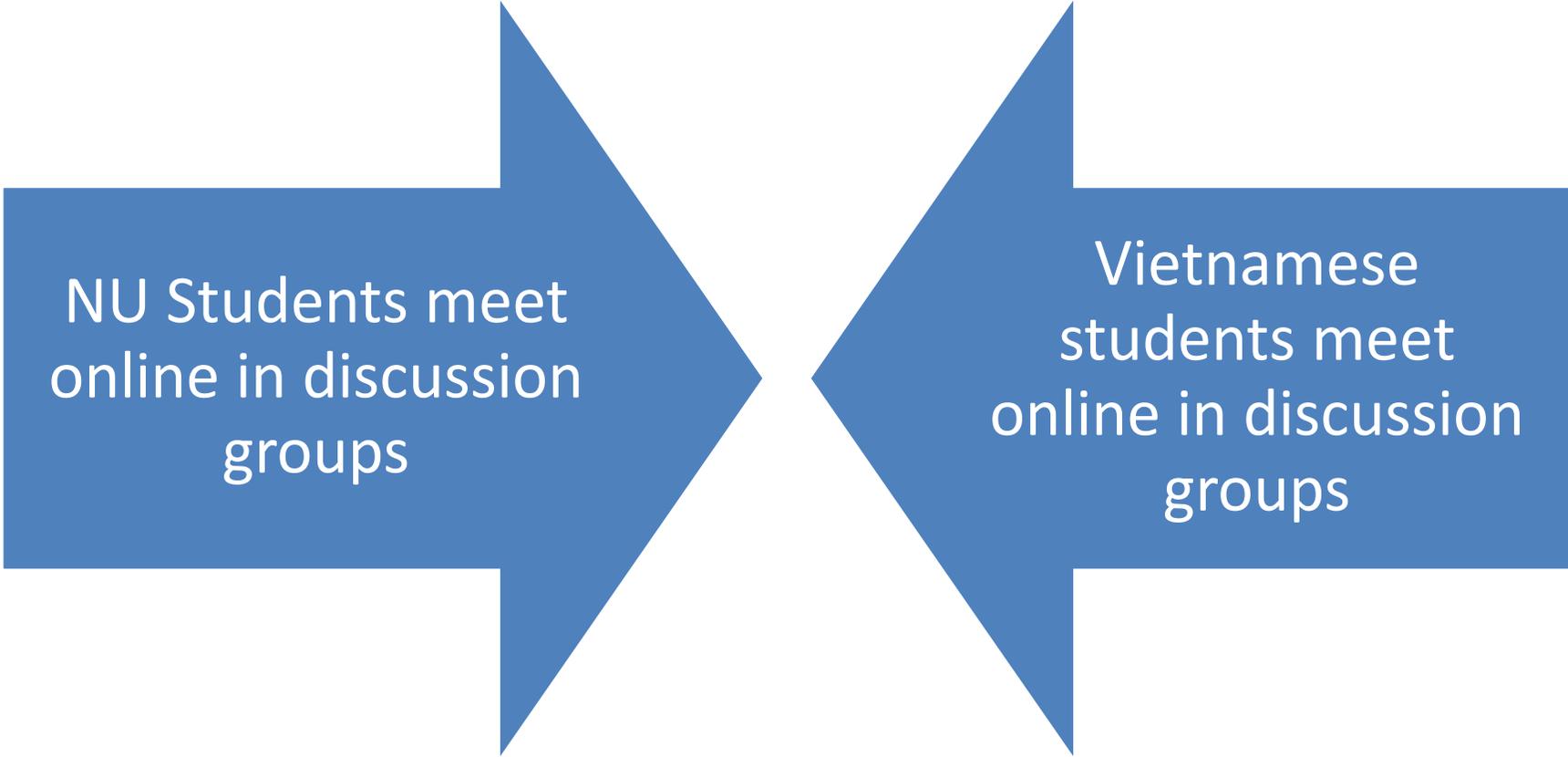
Reasons to Support International Education, Continued

- Identify similarities and differences in educational systems, processes and outcomes as a way of documenting and understanding problems in education and contributions to the improvement of educational policy and practice
- Promote improved international understanding and cooperation through increased sensitivity to different world views and cultures (Crossley and Watson (2006))

Design of Hybrid course: Multicultural Literature

- Students meet onsite Mondays four times during a one-month format
- Students meet online Wednesday four times during a one-month format

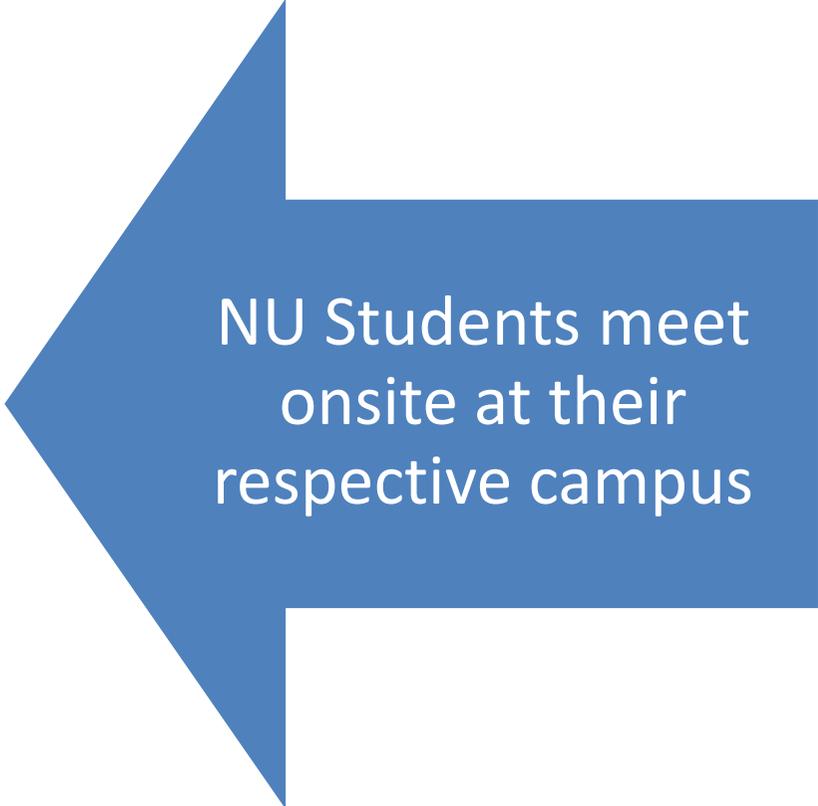
Online meeting using CLP



NU Students meet
online in discussion
groups

Vietnamese
students meet
online in discussion
groups

Onsite meetings



NU Students meet
onsite at their
respective campus



Vietnamese
Students meet
onsite at their
respective campus

Learning Outcomes

- Identify key issues, challenges and benefits of integrating multicultural literature from a variety of cultures into the classroom
- Describe the different genres and format of multicultural literature used in education
- Describe the benefits of listening to stories, and understand the role of oral tradition in transmitting the culture, philosophy, and language of different peoples

Learning Outcomes Continued

- Compare and contrast the values reflected in children's and young adult multicultural literature and reflect on how that cultural understanding can help candidates better understand and teach diverse learners
- Use culturally representative and authentic evaluation criteria to select literature for classroom use
- Identify and select appropriate books for students at various levels that reflect the diversity of our world and that can be used throughout the curriculum
- Analyze and discuss the effective strategies and approaches to integrating multicultural literature into the classroom in a culturally responsive manner.

Research Questions

- How has this experience affected you personally and professionally?
- How has this experience informed and shaped your understanding and practice of global education?
- How has this experience affected your view of cultural differences?

Summation

- It is my hope and desire that by partnering with international universities in this manner a greater understanding and awareness of cross-cultures can be attained, resulting in better preparation of teachers facing the great challenges in today's classrooms.

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I reside in Diego, not too far from the ocean and one of the great pleasures of my day is driving to work along the coast road and seeing the beautiful ocean. My family and I spend a good deal of time at the beach. I hold a BA in Anthropology and an M.Ed. in Elementary Education from Smith College. My Ph.D. is in Education in Online Instructional Design.

I have taught at the elementary school level, grades 2, 3 & 6. I hold a multi-subject credential and CLAD certificate. I have been interested in technology for a long time because I think it is a way to delivery education to the masses. Today, few people have the luxury of spending time in a classroom, but if they can take an online course they can accomplish a great deal --- at least that is my philosophy. I have been teaching at National University since 1999 and have also held other positions within the University system.