

Toward a system of evaluating a school's international education program

Friday 28 October 2011

Session 3 (14:00-15:00)

We often talk about providing an international education at our schools, but what does that really mean?

- Is your international school's curriculum distinctly different from a high-end curriculum that meets international standards?
- How is your school's international education different from another international school?
- In what ways should your international education program be strengthened?
- How can your school evaluate the effectiveness of its international education?

Currently, the International Baccalaureate addresses evaluation of international education of schools through the school authorization and evaluation process. The IB authorization and evaluation process is based on specific standards and indicators.

- To what degree are these IB standards and indicators unique to international education, or to what degree are they indicators of any successful school setting?
- What strategies might the IB use to bring specific attention to those aspects that might be considered distinct attributes of international education?

These questions and more can be explored to help schools understand how the profile of their international education program can be evaluated and strengthened.

About the Presenter

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- **Husband** of 1st grade teacher in PYP program
- **Father** of 2 American children in a Turkish International school



About the Presenter

How I became interested in this topic:

- Moving to another country
- International school
- International education
- **“This isn’t a ‘REAL’ international school!”**



Objectives

1. Participants will increase understanding of the variety of definitions of international education.
2. Participants will increase understanding of how international education programs can be evaluated.
3. Participants will increase understanding of how to use evaluation findings to strengthen their school's international education program.

These three objectives will be addressed during this session through presentation and participatory discussion



Presentation Techniques

The presentation techniques will include:

- analysis of existing research
- data from original research
- synthesis of research studies.

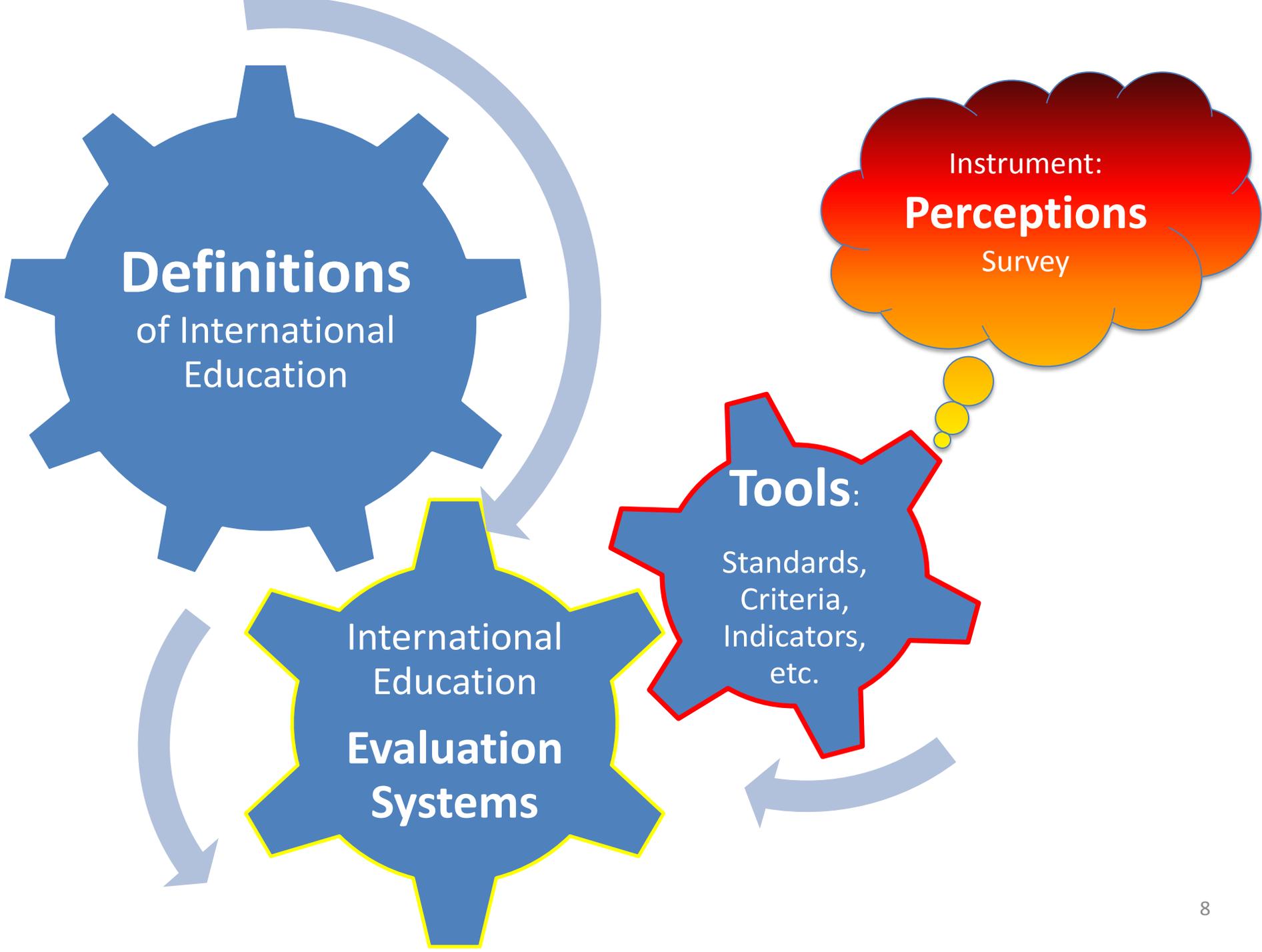
In addition, it will provide tools to allow participants to explore these issues in:

- individual work,
- partner work, and
- group conversation.

By the end of the session, participants will leave with ideas to help them evaluate their own school's international education programs.

Motivation Disclosure

- Clarify my thinking before meeting with advisor in a few weeks
- Get reactions from practitioners
- Seek constructive feedback
- Seek additional resources that haven't been considered
- Contribute to on-going dialogue regarding International Education



Questions...

Individual think/ink time:

1. We often talk about providing an international education at our schools, but what does that really mean?
2. Is your international school's curriculum distinctly different from a high-end curriculum that meets international standards?



Preview:

Definitions of International Education

“Participants will increase understanding of the variety of definitions of international education.”

- Long history of trying to define “International Education”.
- A wide variety of definitions
- No clear consensus emerging



Definitions
of International
Education

Definitions of International Education

“And so the union of these two words, “international” and “educational” - may it be blessed; may it resound in the hearts of all who will be present here; may it inspire the words and acts of the congress with great ideas of universal impartiality; may it loudly proclaim that every one of us belongs, first, to humanity...”

- Welcoming comments to The International Educational Congresses of the Columbian Exposition in Chicago , the delegate from Russia, Prince Serge Wolkonsky (1894)



Definitions of International Education

• **Dolby & Rahman (2008)** conducted a meta-analysis using a wide variety of research resources that included the term “international education.” The authors identified the following areas that fit under international education:

Comparative and international education, the internationalization of higher education, international schools, international research on teaching and teacher education, internationalization of K-12 education, and globalization and education.



Definitions of International Education

“The current designation of the term „international education“ and its association with „**education for international understanding**“, „**education for world citizenship**“ and **education for global issues** seems, from the evidence of the historical documents before the **Second World War**, to have been justified. However, the relationship (and possible tension, as seen in the politics of the League of Nations and its view of international education efforts) between the often broadly-based education for international understanding and the more ideologically stringent education for **world citizenship** can be observed in an increasingly clear manner as the Second World War approached...” (Sylvester, 2002)



Definitions of International Education

- Uranek (2002) .

- International education teaches about the lives and natural and social contexts of people living in other countries and cultures and actively promotes immersion experiences in other countries and cultures.

- International education explores interactions and connections among nations, especially the ways in which other people and cultures impact our daily lives.

- International education is an approach that creates awareness of political, economic, scientific, and cultural interdependence that exists across national and cultural borders.

- International education acknowledges the complexity of the world's peoples, including their differences, similarities, conflicts, and connections.



Definitions of International Education

“What is international education? We use the term more and more yet seem to pay less and less attention to what it means. Why? Do we assume everyone knows what it means and agrees with the way we use it? Has it become so generic that it does not require any definition? Or is the term „international education“ so ambiguous, so nebulous, that it defies any easy definition so it receives none at all? ... As we look into the future, it is increasingly important to define the terms that define our emerging profession and work toward a higher level of understanding regarding what we mean when we use the term „international education“ (Arum and Van de Water 1992: 191).



Politically Sensitive

League of Nations (1922)

Mestenhauser (1998)

Butts (1971)

Murray (1929)

Vestal (1994)

Husen (1985)

Spring Grove School (1866 est.)

Shane (1969)

Scanlon and Shields (1968)

Sainsbury (1923)

International Baccalaureate Organization (1963 est.)

World Federation of Education Associations (1923)

Gutek (1993) Herman- Jordan Plan (1932)

Prescott (1930)

Boulding (1968)

Kenworthy (1947, 1951)

**Education
for**

UNESCO (1974)

Brickman (1950)

College Cevenol (1938 est.)

**Education
for**

**International
Understanding**

Smith and Crayton (1929)

Kandel (1937, 1952, 1955, 1957)

Kemeny (1901,1914)

**World
Citizenship**

Thomas (1923)

Ginn (1914)

Ecolint (1924 est.)

Becker (1969)

King (1971)

Comenius (Unesco 1957)

Mattern (1991)

Santinikentan / Visva- Bharati (1921 est.)

Hayden and Thompson (1998)

Anderson and Becker (1976)

Hanvey (1982)

Andrews (1908)

Ecole D'Humanite (1937 est)

Pike and Selby (1988) Leach (1969)

Heater (1992, 1996)

Credit:
Sylvester (2005)

Politically Neutral

REVIEW:

Definitions of International Education

“Participants will increase understanding of the variety of definitions of international education.”

- Definitions of International Education change through history
- Concept and definitions have increased globalization and reactions to events, such as wars.
- While no consensus of definition exists, there is a preference for common understanding



Questions...

Pair up with a person from a different school and discuss these two questions:

1. How is your school's international education different from another international school?
2. In what ways should your international education program be strengthened?



Analysis of Research

Currently, there is a **movement away from definitions** of international education, and toward building a common understanding of international education.

Other approaches include:

- **Dilemmas** (See Cambridge & Thompson)
- **Perceptions** (See Cambridge & Thompson)

Dilemmas

While an on-going debate has ensued about how to correctly define an international school, Cambridge and Thompson (2001) argue that this approach may be ill-directed. Rather, it may be more productive to describe how international schools resolve four different dilemmas:

- **internationalism and globalization;**
- **mono-cultural-ism and pluralism;**
- **contrasting educational ideologies; and**
- **issues of privilege, access and equity.**

However, these same issues may exist for any schools in the world. If this approach is to help resolve the debate over definitions by shifting it toward descriptions, the authors do not address the issue that these same dilemmas must be resolved by any school, international or not.

Perceptions

Hayden and Thompson (1997) **student** perceptions: 226 questionnaires, 18 year old students in six European international schools: most important indicators of international education included:

- **students speaking multiple languages**
- **school environment with multiple languages**
- **fluent English**
- **learning to speak local language**
- **studying subjects through more than one language**
- **teachers from a number of different cultures**
- **diversity of student cultures**
- teachers as exemplars of international mindedness
- exposure outside of school to different cultures
- observing religious festivals of multiple cultures
- participating in international days
- learning in class about other countries
- considering issues from multiple perspectives
- tolerant of other cultures
- valuing other cultures as equally valid
- internationally recognized exams for international university entrance

Perceptions

As a follow-up study, Hayden and Thompson (1998) surveyed 300 **teachers** on 45 items about their perceptions of secondary-level international schools throughout the world. The teachers represented a range of nationalities and teaching experience. Four areas that teachers reported as what they valued the highest included:

- offering **examinations** which will be acceptable for university entrance in a number of countries
- offering a **curriculum** (such as IB, IGCSE) designed to be international
- learning to be **tolerant** of cultures with different practices
- learning how to **consider issues** from more than one perspective

Perceptions

1. How many of the teachers in your school grew up experiencing international education?
2. How would you describe the perceptions of the teachers?
3. How would you describe the perceptions of the students?
4. What would you say is similar?
5. What would you say is different?

Review:

Definitions of International Education

“Participants will increase understanding of how international education programs can be evaluated.”

- **HOW** a school is providing international education?
- Resolving dilemmas
- Student perceptions
- Teacher perceptions
- Parent perceptions?



Review:

Definitions of International Education

“Participants will increase understanding of how international education programs can be evaluated.”

- Movement away from using a definition to determine **IF** a school is providing international education or not.
- Movement toward asking **HOW** a school is providing international education? (Evaluation)



Questions...

Get into a group of at least four people and discuss:

1. How can your school evaluate the effectiveness of its international education?



Preview

Evaluating International Education

“Participants will increase understanding of how international education programs can be evaluated.”

Three models:

1. IB – Criteria
2. CIS – Standards – version 8
3. ISA – Internationalism in Schools- a Self-Study Guide



IB “International Education” Criteria

- IB (2011) . Defines by criteria:
 - **citizens of the world in relation to culture, language and learning to live together**
 - **Building and reinforcing students’ sense of identity and cultural awareness**
 - **Fostering students’ recognition and development of universal human values**
 - **Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning**
 - **Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas**
 - **Providing international content while responding to local requirements and interests**
 - **Encouraging diversity and flexibility in teaching methods**
 - **Providing appropriate forms of assessment and international benchmarking.**

Sample IB Standards

•Some **Carefully Selected** examples of standards/practices:

- *The school is committed to continuous improvement.*
- *The school's goals, strategies, time lines and accountabilities are available in written form to*
- *all members of the school community*
- *The school has systems in place to guide and counsel students whenever the need arise*
- *The curriculum provides opportunities for students to work both independently and Collaboratively*
- *Teaching and learning at the school is supported by a range of appropriate resources, including ICT*

Questions...

The IB authorization and evaluation process is based on specific standards and indicators.

- To what degree are these IB standards and indicators unique to international education, or to what degree are they indicators of any successful school setting?
- What strategies might the IB use to bring specific attention to those aspects that might be considered distinct attributes of international education?

CIS Standards

In a report from the CIS Board Chair and the CIS Executive Director, the authors argued that “As international educators, we work in a significant field of professional endeavour that is growing in size and potential for positive influence. Yet it remains ill-defined. The Board and leadership of the Council of International Schools believe that this continuing absence of an agreed working definition for ‘internationalism in education’ is inhibiting our combined potential and has decided to address this issue directly, through the proposal presented in this document.” (Bartlett & Tangye, 2007, p. 1) In the report, the authors propose six core standards for internationalism in education. These standards include

- **Ethics**
- **Diversity**
- **Global issues**
- **Communication**
- **Service**
- **Leadership.**

CIS Standards: Example A3

STANDARD A3: The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism /interculturalism, and this shall impact upon all students.

INDICATORS RELATED TO STANDARD A3 The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through

A3a.... discussion of **substantive matters of principle from multiple perspectives.**

A3b.... the **understanding of the histories, cultures, beliefs, values and perspectives** of a range of individuals and peoples.

A3c.... the **understanding of current issues** of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.

A3d.... development of **fluency in the language(s)** of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.

A3e.... the development of their disposition to **serve the community** - local and global - through engagement in meaningful and reflective service.

CIS Standards:

Again, there are other standards that do NOT focus directly on that which might be considered unique to “International Education” such as:

The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.

B3a

Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.

B5a

The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.

B6a

Teaching methods and student learning activities are varied according to the nature of the subject matter.

ISA Self-Study

International Schools Association: “Internationalism in Schools – A Self-Study Guide” (2006), and “Self-Assessing Internationalism in Schools” (2001)

- **School Values:** How is the school’s character, in terms of internationalism, related to its values?
- **Curriculum and teaching practices:** How is the school’s internationalism supported by its curriculum and teaching practices?
- **The School Communities**
- **School Management**
- **Facilities**

Advantages & Disadvantages

Approach	Advantages	Disadvantages
IB Criteria	Large influence, integrated into authorization process	Criteria not part of separate process focused exclusively on international education, may be missing some components, Less focused on community perceptions
CIS standards	Large influence, integrated into authorization process	Standards not part of separate process focused exclusively on international education, may be missing some components, Less focused on community perceptions
ISA self-study	Focused exclusively on internationalism, flexible self-defined 'internationalism'	Likely to be staff-focused, may be missing some components, small group of schools, only focused on internationalism

Review

Evaluating International Education

“Participants will increase understanding of how international education programs can be evaluated.”

What if we had an instrument that was...

- Focused exclusively on international education?
- Focused on perceptions of all school community members (staff, parents and students)?
- Based on a growing research base?
- Available to all international schools for free?



Review

Evaluating International Education

“Participants will increase understanding of how international education programs can be evaluated.”

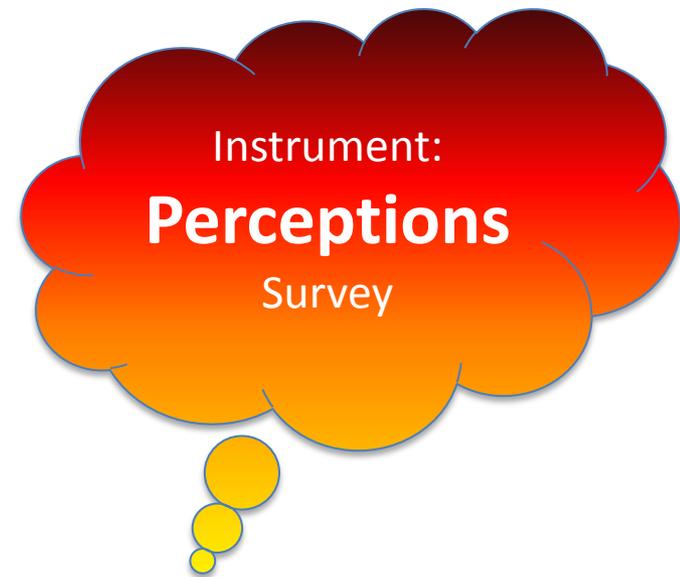
What if this instrument was used in a process that was...

- Used by large number of schools
- Part of external validation (such as accreditation, authorization, etc.)
- Easy to administer (such as on-line perception data survey?)



Proposal: Perceptions of International Education Survey

- Methodology for development
- Methodology for pilot
- Methodology for study
- Possible findings
- Possible contributions



Methodology

Document	Facet 1	Facet 2	Facet 3	Facet 4	Facet 5
Doc 1	X		X		
Doc 2		X	X	X	
Doc 3	X			X	X
Doc 4		X		X	X
Doc 5	X		X		X
Doc 6		X	X		X
Doc 7	X		X		
Doc 8		X			X
Doc 9				x	
Doc 10	X	X			
Doc 11			X		X

Current draft: 7 sections

1. Developing abilities to interact with global issues
2. Developing language skills for global interactions
3. Developing skills to handle global mobility
4. Developing an international mindset
5. Developing a conceptual understanding of culture
6. Increasing cross-cultural experiences
7. Experiencing an education meeting “world-class” standards



Current draft: Response items

For each statement, respondents will be asked to rank their response from:

strongly disagree

strongly agree

1

2

3

4

5

6



Sample questions: Section 1

Developing abilities to interact with global issues

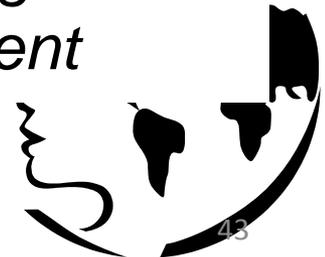
1. The school successfully incorporates international themes into the curriculum.
2. The school successfully helps students understand problems that many countries face.
3. The school successfully helps students understand about other countries in the world.
4. The school successfully helps students understand current world affairs.
5. The school successfully helps students consider issues from multiple perspectives.



How to use evaluation findings

“Participants will increase understanding of how to use evaluation findings to strengthen their school's international education program.”

- 1. Method: Self-study/outside visitor evaluation of distilled list of standards/indicators*
- 2. Method: Comparative perceptual data of inclusive list of a mixture of standards/ indicators/ programs/ feelings/ observations, etc.*
- 3. Use to improve program for program delivery/authorization/accreditation*
- 4. Use to improve experience for community engagement/ communication/ tensions/ marketing/ development*



FEEDBACK:

Pretend this instrument (“Survey of school community perceptions of International Education Program”) were being CUSTOM designed for you for free. What do you...

Want kept the same?	Want changed?	Other comments/ideas?
1. x	1. x	1. x

Objectives

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