

# COMING SOON:

- ✓ **Sept 27: Lunch & Learn- Building Partnerships to Address the Educator Shortage in California**
- ✓ **Sept 28: Lunch with Lynn, 75<sup>th</sup> Anniversary Edition**
- ✓ **Oct 11: Take a Seat at the Table: The Role of Educator Preparation Programs in Teacher Apprenticeship Programs**
- ✓ **Oct 12: Leveraging Technology and Digital Advances to Develop Global Competencies in EPP Faculty & Candidates**
- ✓ **Oct 18: Lunch & Learn- Lesson Planning: Generative AI Tools for Teachers and Teacher Educators**



LEADING EDUCATOR PREPARATION SINCE 1948



# **Cross-Cultural Collaboration: How EPPs Can Foster Relationships with International Partners**

**September 20, 2023**

# Housekeeping

- **This webinar is being recorded.** All those who registered will receive a follow-up email with a link to access the recording, slides, and any other resources the panel may want to share.
- **Webinar time extension until 2:15 pm ET.**
- **This webinar has closed captioning (cc).** You can set your preference of cc on the Zoom toolbar at the bottom of your screen.



# More Housekeeping

- **Engage with @AACTE** and our members during today's webinar 
- **Questions** for the panelists may be typed in the Q&A section of your **Zoom toolbar**. There will be time after the speaker presentations for Q&A
- For **technical issues** during this webinar, chat or email Brooke Evans (bevans@aacte.org)



# Global Education Faculty PLC

Al Schleicher

Alina Slapac

Allison Witt

Angela Curley

Astri Napitupulu

Carol Bruzzano

Christina Wright Fields

Christine Spence

Deborah Boyd

Duaa Alwan

Elina Lampert-Shepel

Jennifer Mahon

Katie Dredger

Katie Lawless Frank

Kelly C. Leon

Minda Lopez

Natalia A. Ward

Novea A. McIntosh

Robin Dada

Sunreem Asim

Tara Mathien

Udita Gupta



# Today's Moderator:



**Gilda Martinez Alba, Ed.D.**

**Towson University**

**AACTE Committee on Global Diversity Co-Chair**

# Today's Panelists:



**Renata Castillo, Ph.D.**  
Universidad San Francisco de  
Quito



**Karen Collett, Ph.D.**  
University of the Western  
Cape



**Jancileidi Hübner, M.A.**  
Universidade de Passo Fundo

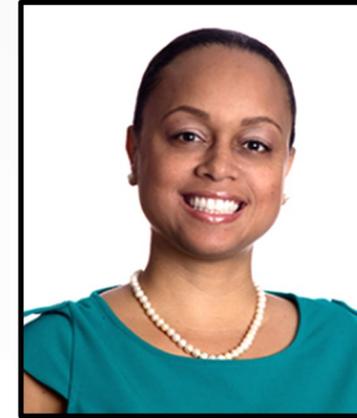
# Today's Panelists:



**\*Tara Mathien, Ed.D.  
University of Florida**



**\*Alina Slapac, Ed.D.  
University of Missouri-St.  
Louis**



**\*Christina Wright Fields, Ph.D.  
Marist College  
AACTE Committee on Global  
Diversity Co-Chair**

**\*Global Education Faculty PLC Member**

# Agenda

- I. Fostering Partnerships through Internationalization of the Curriculum and Collaborative Online International Learning (COIL)**
- II. University of Florida and Universidad San Francisco de Quito International Collaboration**
- III. KOSKO Future Teachers Virtual Exchange**
- IV. Q & A until 2:15 pm ET**
- V. Survey Link**



# *Fostering Partnerships through Internationalization of the Curriculum and Collaborative Online International Learning (COIL)*

**Alina Slapac, ED.D. (Associate Professor,  
Dept. of Educator Preparation & Leadership,  
Univ. of Missouri-St. Louis, USA)**

**Karen Collett, Ph.D. (Senior Lecturer, Dept. of Educational Studies,  
Univ. of the Western Cape, South Africa)**



**UNIVERSITY of the  
WESTERN CAPE**



**YEARS**

*of hope, action  
& knowledge*

# Presentation Overview

- I. Factors Motivating Change & International Partnerships
- II. How do we start? - Building Partnerships
- III. What is COIL and Why do it?
- IV. COIL Innovation: Two projects (2021-2023)
- V. Research Findings and Benefits
- VI. Key Partnership Lessons and Challenges
- VII. Recommendations and Future Plans
- VIII. Contact Details

# Factors Motivating Change & International Partnerships

- ❑ National and international imperatives - need to build social cohesion and global citizenship competence.
- ❑ Globalization trends in teacher development.
- ❑ **Policy related to internationalization of the curriculum.**
- ❑ Inability of most higher education students in under-developed countries to travel abroad (financial constraints).
- ❑ **Need to strengthen social justice pedagogy and model it for our students.**
- ❑ Strategy: COIL provides deepened opportunities for virtual global engagement and internationalization of the curriculum.

# How Do We Start - Partnerships?



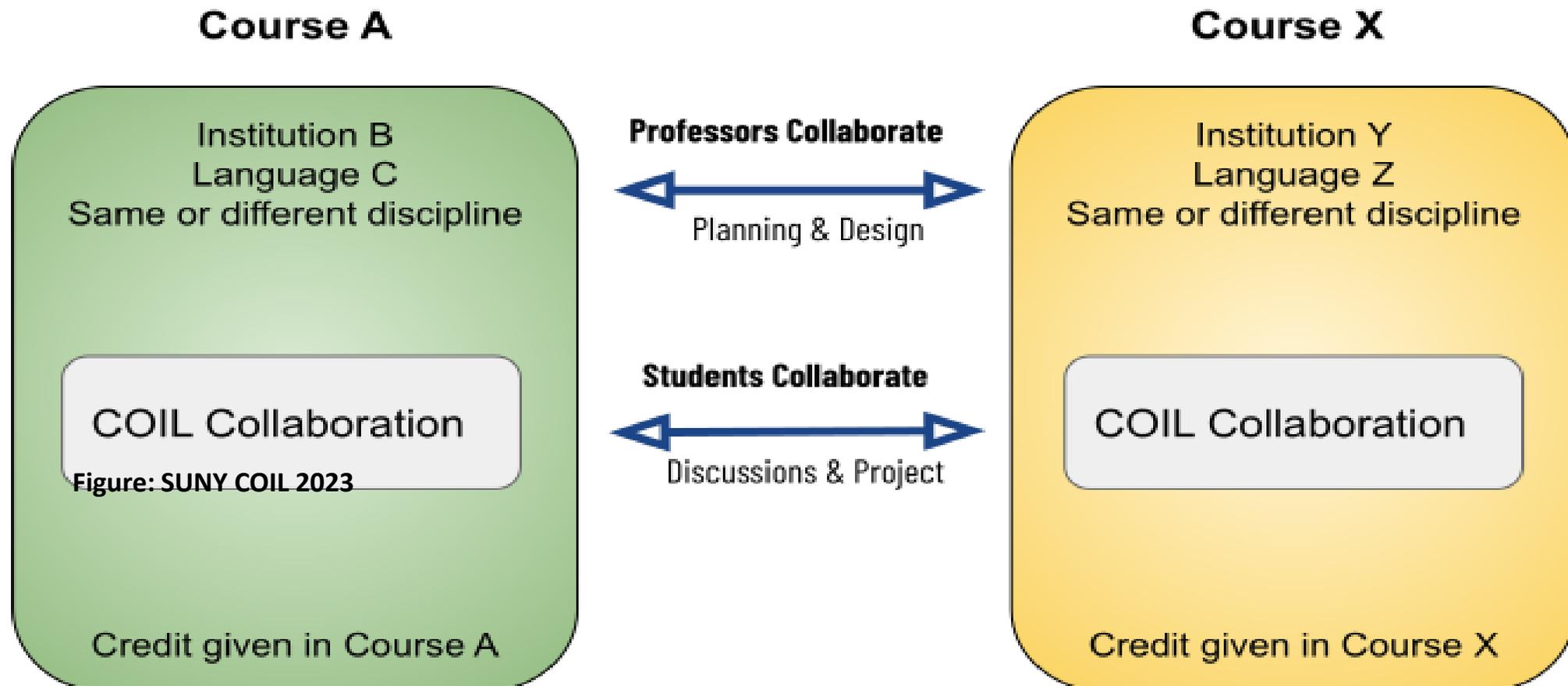
**Funding:** University of Missouri South African Education Program (UMSAEP)

# What is COIL?

- ❑ Pedagogical method/model/format, through digital technology, that **encourages collaboration among place-bound students of different campuses** to enhance their academic skills as well as to deepen their global engagement (Marcillo-Gómez & Desilus, 2016)
- ❑ Two or more **professors at different corners of the world, teaching the same subject areas or in different disciplines**, can use an already established curriculum, assignments, projects or same syllabus (Guth, 2013) or customize the syllabus to meet the needs/goals of any class/discipline
- ❑ Can be established **fully online, hybrid, or face-to-face classes**.
- ❑ **Alternative to study abroad programs; all students can participate COIL enhances intercultural student team-focused interaction** through proven approaches to meaningful online and virtual engagement, while providing universities with a cost-effective way to ensure that their students are globally engaged (SUNY COIL)
- ❑ **COIL projects could last four to eight weeks**, including a) an icebreaker (meeting - introductions) b) collaborative/cooperative task & c) reflection (“Global Learning”) For more info: <https://coil.suny.edu> 3

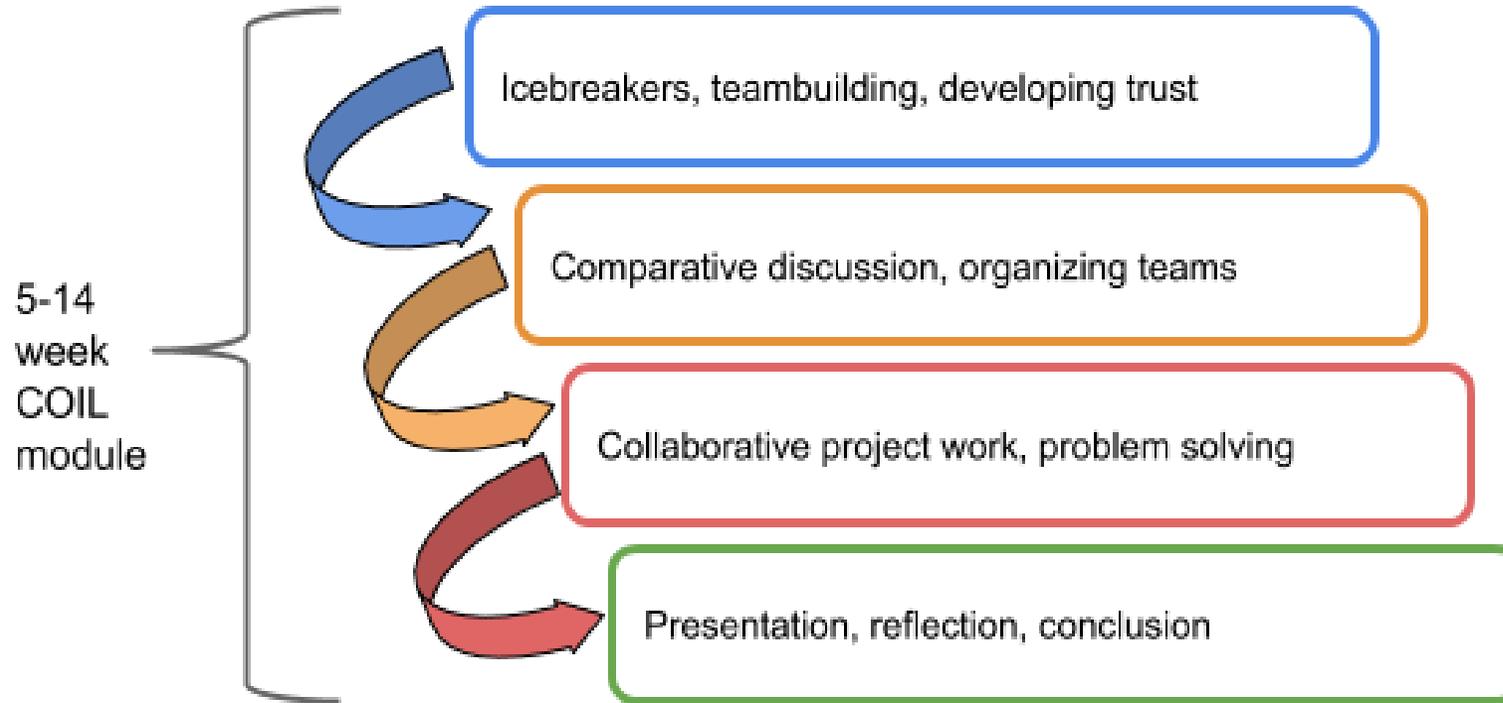
# What Is COIL?

COIL



# COIL COMPONENTS

Progression of a COIL module



<https://online.suny.edu/introcoil/suny-coil-what-is/>

# Why Do COIL?

- ❑ Internationalization at “Home” through COIL (bringing the world into the classroom).
- ❑ Reduce carbon footprint and cost for travel.
- ❑ **Opportunities provided by increased online learning and connectivism (digital literacies) related to COVID-19 pandemic.**
- ❑ Enhance research collaboration with international partners.
- ❑ **Faculty and curriculum development.**
- ❑ Program outcomes.
- ❑ **Build intercultural competence of students and faculty.**
- ❑ Promote Scholarship in Teaching and Learning.

# Our COIL Goals

- ❑ To develop global online teaching, critical citizenship and awareness in collaboration;
- ❑ **To explore cultural diversity through collaborative international online learning;**
- ❑ To enhance respect for local challenges and research needs in different teaching contexts;
- ❑ **To develop an action research study;**
- ❑ To share literature review tips and benefits of developing a literature review;
- ❑ **(Only American students) To share interventions and modifications (changes) to research plans within students' own socio-cultural context;**
- ❑ To explore contextual similarities and challenges related to their topics;
- ❑ **To discuss the importance of context as action researchers and to reflect on the value of COIL in teacher development.**

# COIL #1 Innovation & Research Projects (2021-2022) (UMSAEP, Slapac)

**Collaborators:** Dr. Slapac, Dr. Coppersmith & Jingxin Cheng (GRA) (UMSL) and Dr. Collett (UWC)

**FOCUS: ACTION RESEARCH**

**Participants:** 45 UMSL inservice teachers and 80 (out of 370) UWC preservice teachers

**Timeline:** February-May 2022 (12 weeks)

**Technology:** Zoom, synchronous and asynchronous

**Cooperative activity:** Sharing research focus areas, reflections on local educational challenges

Faculty met regularly as a **Professional Learning Community (PLC)** via Zoom; ongoing reflections on the logistics, activities, equity issues, and challenges of the COIL courses.

# COIL Zoom Meeting UMMSL & UWC

The image shows a Zoom meeting window with the following elements:

- Participant Grid:** Five participants are visible in a row: Karen Collett, Jingxin Cheng/ Sukie, Alina Slapac (highlighted with a green border), Hege Knudsmoen, and Tashreeqah Salaam.
- Notifications:** A notification at the top right says "Updates Available: Do you want to install the updates now or try tonight?". A notification in the center says "2 people entered the waiting room". A notification below it says "Live Transcription (Closed Captioning) has been enabled".
- Chat Window:** A chat window on the right side shows a list of messages:
  - AS: <https://docs.google.com/document/d/1aAzNpWfxm7yjA4bs5EPPEyCT3L3QQThR/edit>
  - CRAIG THOMAS FRANTZ to Everyone: 18:18
  - CT: <https://docs.google.com/document/d/1aAzNpWfxm7yjA4bs5EPPEyCT3L3QQThR/edit?usp=sharing&ouid=115697803475847739278&rtpof=true&sd=true>
  - Sarah Coppersmith to Everyone: 18:19
  - THIS is the link for activities, from Dr. Sarah here:
  - Sarah Coppersmith to Everyone: 18:19
  - <https://docs.google.com/document/d/1aAzNpWfxm7yjA4bs5EPPEyCT3L3QQThR/edit?usp=sharing&ouid=115697803475847739278&rtpof=true&sd=true>
  - Samantha to Everyone: 18:23
  - S (thumbs up)
  - CHANTE WITBOOL to Everyone: 18:23
  - CW (thumbs up)
- Control Bar:** At the bottom, there are controls for Mute, Stop Video, Security, Participants (95), Chat, Share Screen, Record, Reactions, Apps, More, and Leave.

# Students' Chat Waterfall Reflections on COIL Meetings

Awesome

Eye-opening

Exciting

Fantastic

A fountain of fresh perspectives

Motivating

Insightful

Very informative

Valuable

Wonderful

Fun and engaging

# COIL #2 Innovation & Research Projects (2022-2023) (UMSAEP, Collett)

**Collaborators:** Dr. Slapac, Dr. Coppersmith & Jingxin Cheng (GRA) (UMSL) and Dr. Collett (UWC). **FOCUS: ACTION RESEARCH**

**Participants:** 48 UMSL inservice students and 120 (out of 365) preservice UWC students

**Timeline:** February-March 2023 (4 weeks) + 4 weeks (April- May) COIL with Dr. Cristina- Huertas Abril, University of Córdoba (UCO), Spain

**Technology:** FLIP videos (2), asynchronous

**Cooperative activity: TASK 1:** Introductory videos with description of a local problem of practice /curiosity and a question to COIL partners; **TASK 2:** Reflection **Task 3:** Video response (strategies to address problems of practice) **Task 4:** Reflection on COIL.

# COIL (UMSL-USA & UWC-SOUTH AFRICA)



Sarah C, Jingxin C, Alina S



82



115.5 hours of discussion



Co-lead



5 Topics



124 Members



Feb 2

TASK 3 VIDEO 2 (REPLYING) by March 8



Feb 2

TASK 1 VIDEO 1-by Feb.19



+75



Feb 2

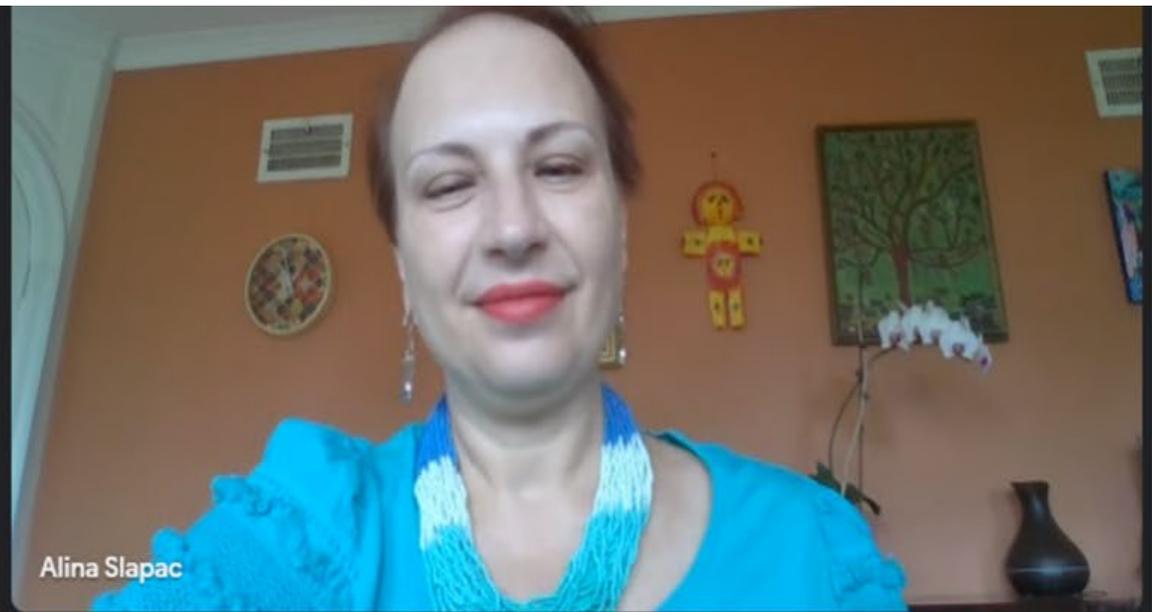
INSTRUCTIONS FOR FLIP VIDEOS



Feb 2

TASK 4 Reflection on Video 2-by March 8



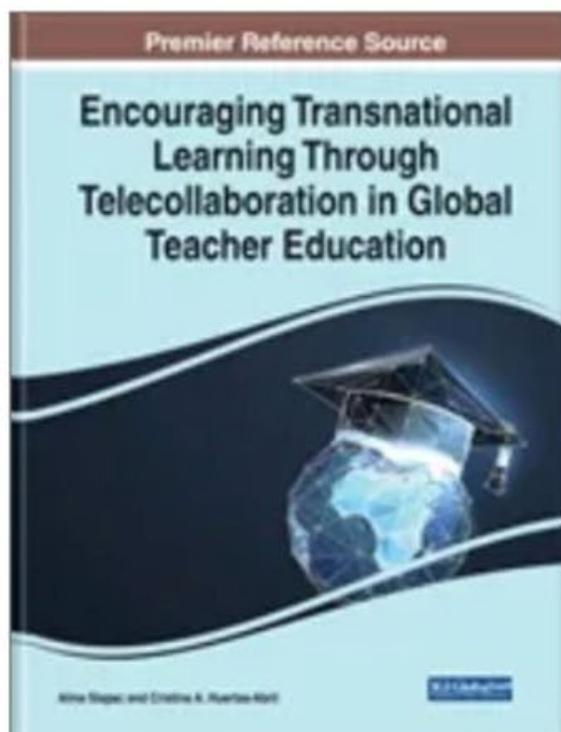


# Publications (P), Presentations (PP), UMSL Daily Blog (B)

- ❑ **Slapac, A., Collett, K., Wessels, F., Gamiet, G., & Knudsmoen, H. (2023).** Social justice pedagogy and Collaborative Online International Learning (COIL): Across three partner higher education institutions. In P. Escudeiro, N. Escudeiro & O. Bernardes (Eds.), *Handbook of Research on Implementing Inclusive Educational Models and Technologies for Equity and Diversity*. (pp. 252-272). IGI Global. **(P)**
- ❑ **Slapac, A., Coppersmith, S., & Cheng, J.\* (2023).** Global competence development through the lens of graduate students in action research courses. In C. E. Ullom & N. Guler (Eds.), *At school in the world: Developing globally engaged teachers*. (pp. 98-117). Rowman & Littlefield. **(P)** <https://rowman.com/ISBN/9781538153840/At-School-in-the-World-Developing-Globally-Engaged-Teachers>
- ❑ **Collett, K., & Slapac, A. (upcoming, October 30-1, 2023).** *Exploring the Social Justice Dimension of Innovative Collaborative International Learning (COIL) Courses Between Global Partner Institutions Through a World Café Methodology*. IVEC (International Virtual Exchange Conference). São Paulo, Brazil. **(Workshop)**
- ❑ **Slapac, A., Collett, K., Coppersmith, S.A, & Cheng, J.\* (upcoming, October 30-1, 2023).** “Response-able Pedagogy”: *Connecting Global North to Global South through a Collaborative International Learning (COIL) Course*. IVEC (International Virtual Exchange Conference). São Paulo, Brazil. **(PP)**
- ❑ **Slapac, A., Collett, K., Wessels, F., Gamiet, G., Shandu-Omukunyi, N.,\* & Knudsmoen, H. (January 5, 2023).** *Teacher Educators’ Reflections on Social Justice Pedagogy on Two Pilot Studies on Collaborative Online International Learning (COIL) Across Three Higher Education Institutions (American, Norwegian, and South African)*. Hawaii International Conference on Education, Honolulu, Hawaii. **(PP)**
- ❑ **Slapac, A. (UMSL DAILY blog, interviewed by Burk Krohe, October 2022)** *UMSL and University of the Western Cape Collaborative COIL Course Promotes Global Citizenship* <https://blogs.umsl.edu/news/2022/10/03/university-of-western-cape-coil/>
- ❑ **Slapac, A., Collett, K., Wessels, F., Gamiet, G., Shandu-Omukunyi, N.,\* & Knudsmoen, H. (July 27, 2022).** *Collaborative Online International Learning (COIL): Key Learnings across Three Higher Education Institutions (American, Norwegian and South African)*. Online Presentation to faculty and staff in College of Education at University of the Western Cape, South Africa.

# Publications (P), Presentations (PP), UMSL Daily Blog (B)

- ❑ **Slapac, A.** (March 15, 2023). *Global Faculty Testimonial* for UMSL Faculty, UMSL Global Reception (Touhill Performing Arts Center) (Invited)
- ❑ <https://blogs.umsl.edu/news/2023/03/20/umsl-global-celebrates-internationally-engaged-faculty-members-during-touhill-reception/> (B)
- ❑ **Slapac, A.** & Jorge, M. (February 27 & 28, 2023). Collaborative Online International Learning (COIL): *Bridging Countries, Cultures and Classroom Content*. Presentation for UMSL Global Faculty Network (Invited) (PP)
- ❑ **Slapac, A., & Collett, K.** (September 20, 2023, Webinar, invited). *International Partners in Teacher Educator Preparation Programs*. American Association of Colleges of Teacher Education (ACCTE).
- ❑ **Slapac, A., & Collet, K.** (August 30, 2023). *Internationalization of the Curriculum through COIL*. Presentation at the COE Research Symposium, University of Missouri-St. Louis. (Invited, P)
- ❑ **Slapac, A.** & Huertas Abril, C.A. (upcoming). (Eds.). *Encouraging Transnational Learning through Telecollaboration in Global Teacher Education*. IGI Global. (Book)
- ❑ **Collett, K., Slapac, A., Coppersmith, S.A. & Cheng, J.** \*(accepted, 2023). *Towards a Response-able Pedagogy: Lessons Learnt from a Collaborative Online International Learning (COIL) Partnership* in **Slapac, A.** & Huertas Abril, C.A. (to be published in 2023). (Eds.). *Encouraging Transnational Learning through Telecollaboration in Global Teacher Education*. IGI Global.



# Encouraging Transnational Learning Through Telecollaboration in Global Teacher Education

Alina Slapac, Cristina A. Huertas-Abril

DOI: 10.4018/978-1-6684-7813-4

ISBN13: 9781668478134 | ISBN10: 1668478137 | EISBN13: 9781668478141

**UPCOMING PUBLICATION**



# Student Experiences

*"Even though where we live is different, from watching other teachers' videos, there are trends in topics in education. This project allows us to learn from each other and bring many diverse experiences to each other's research questions."*

(American student, Survey).

*"We learn about other people and their countries and we just come to recognize that we're all dealing with, you know, many issues in different ways and some of them, they're so similar. So that made me feel like, it's not us alone like we're all tackling, you know, different issues."*

(South African student Group B, P1, Interview).

# Research Findings: Benefits of COIL

- ❑ Planning took time and careful consideration (time, technology, participatory parity, language, training, technology, assessment) etc.
- ❑ **Students discovered many similar issues across cultures (classroom management, technology, etc.) Empathy/awareness developed.**
- ❑ Flexibility need to be demonstrated by faculty and students in adapting to the new learning environment and each other.
- ❑ **Students had greater depth and insight into global issues and concerns in their reflections.**
- ❑ Growth in student and faculty digital literacies.
- ❑ **Increased confidence and participation through time, engagement, and trust (student/ faculty empowerment and agency).**

# Key Partnership Lessons

- ❑ **Relationality- meeting in person and in context** helped to orientate us and build a strong foundation to our working relationship.
- ❑ **Co-curriculum planning** required **time and careful consideration** of issues that influenced participatory parity and **social justice pedagogy**.
- ❑ COIL teaching innovation was linked to **improving pedagogical practice** as well as **research and publication**.

# Challenges Related to Curriculum Planning & Participatory Parity

- ❑ Technological issues/digital divide (load shedding, cable theft; bandwidth; connectivity)
- ❑ **Diverse socio-economic circumstances and daily living (work, religion, family structures)**
- ❑ Class size disparity
- ❑ **Winter and summer time zone changes / issues**
- ❑ Multilingual and monolingual students (English proficiency)
- ❑ **Students' differences/experiences in time spent abroad**
- ❑ Time consuming
- ❑ **Lack of tech support over the weekends**
- ❑ Some power dynamic differences due to age/experience (mentoring role)
- ❑ **No Campus COIL Coordinators**
- ❑ Very few faculty at UMSL and UWC used COIL at that time
- ❑ **Building relationality in a COIL course** - Orientation to COIL, ice-breakers, similarities and differences, clarify expectations.

# Recommendations

- ❑ **Exposure of students to such courses and different cultural contexts.**
- ❑ Connection of students globally to see their local contexts and issues in different ways.
- ❑ **Internationalization of the curriculum- innovative practice encouraging complex problem solving and building global competence.**
- ❑ COIL supports opportunities to create long-lasting communities of practice, self-reflection and reflexive practices.

# Further Recommendations

- ❑ Opportunities for collaborative action research.
- ❑ **Faculty advancement: access to grants, collaborative learning, and co-teaching, scholarship opportunities and professional development.**
- ❑ Greater human and financial resources need to be put into supporting COIL curriculum development and delivery to enable participatory parity.
- ❑ **Attention to key aspects of participatory parity (technological help after hours, acknowledging time required, access to technology and connection) are necessary.**

# Future Plans

- ❑ **Teaching/Research #1:** Continuing UWC-UMSL COIL course collaborations 2023/24 (February- May 2024) + research.
- ❑ **Research #2:** related to the factors and support that contribute to the internationalization of campus and the sustainability of COIL initiatives.
- ❑ **Research #3:** connect inservice teachers and school leaders from two public schools in St. Louis, USA and Cape Town, South Africa focused on a Professional Learning Network (PLN) linked to professional development.
- ❑ **Provide capacity building on COIL** to enhance the internationalization of the curriculum at the school level, faculty/teacher, and institutional level.
- ❑ Further **publications and presentations** of our research to enhance the internationalization of the curriculum through COIL.

# Questions and Contact Details

## Dr. Alina Slapac

Associate Professor

Department of Educator Preparation & Leadership

University of Missouri-St. Louis

E-mail: [slapaca@umsl.edu](mailto:slapaca@umsl.edu)

Research Gate: <https://www.researchgate.net/profile/Alina-Slapac>

## Dr. Karen Collett

Department of Educational Studies

University of the Western Cape, South Africa

E-mail: [kcollett@uwc.ac.za](mailto:kcollett@uwc.ac.za)

<https://orcid.org/0000-0002-0257-2083>



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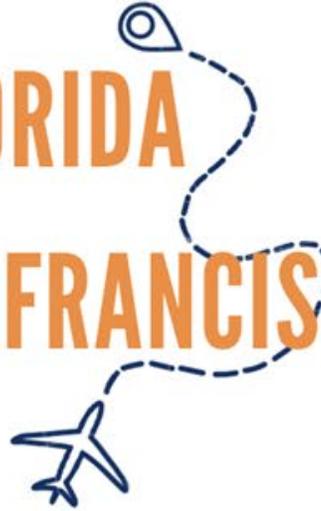
**UNIVERSITY OF FLORIDA**

**UNIVERSIDAD SAN FRANCISCO  
DE QUITO**

**INTERNATIONAL  
COLLABORATION**

Tara Mathien, Ed.D.

Renata Castillo, Ph.D.





"You cannot change  
**think.** You can only  
**tools** to think



# ABOUT TARA

Clinical Assistant Professor, Early Childhood Studies, University of Florida

International experience:

- VE Training & Fellow
- International Teacher Educator of the Year, UF College of Education
- International presentations and support in China, Switzerland, Nepal





# ABOUT RENATA



Professor of the Education Program at USFQ since 2010 / Coordinator of the Education Program at USFQ since July 2021

Doctor of Philosophy in Curriculum and Instruction New Mexico State University

Research interests

- Critical Literacy
- Bilingual Education
- Social Justice Education



**UF** | UNIVERSITY *of*  
**FLORIDA**

U  F Q

# Universidad San Francisco de Quito

TRUTH, GOODNESS, BEAUTY AND FREEDOM

- Universidad San Francisco de Quito (USFQ) is a global leader in education, research, creativity, entrepreneurship and freedom in Latin America.
- USFQ was founded in 1988.
- Liberal Arts Philosophy.

# Facilities



**GALÁPAGOS**

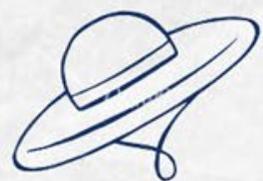
**CUMBAYÁ**

**TIPUTINI**

# University of Florida

An aerial photograph of the University of Florida campus. The image shows several large, multi-story brick buildings with flat roofs, interspersed with lush green trees. In the foreground, a large, modern building with a dark roof and several air conditioning units is visible. The background features more campus buildings and a large green field, possibly a sports field or stadium. The overall scene is bright and clear, suggesting a sunny day.

- A top five public land-grant research university
- Founded in 1853
- University of Florida creates a collaborative environment and accelerates future solutions.



# COLLABORATION JOURNEY



VE Training



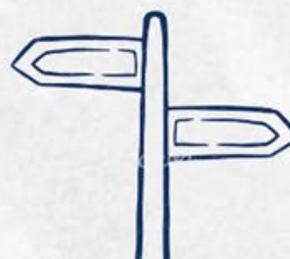
2022 VE Project



USFQ Visit



New partners



# ESTABLISHING OUR PARTNERSHIP

- Reviewed bios
- Had lunch and talked in person
- Shared and reviewed each others' syllabi
- Zoom chats
- Identified common interests



### Project Overview

#### Student Group Activities

WhatsApp Breakout Room Discu

### Getting to Know Our Partners

University of Florida Gainesville, FL

Universidad San Francisco Quito, Ecuador

# VE/COIL PROJECT

Project link: <https://sites.google.com/view/coil-project-draft/home-session-1>

Home & Session 1 Session 2 Session 3

## UFL-USFQ Virtual Exchange Project

### Exit Ticket

will submit the the exit ticket on behalf of your group: <https://forms.gle/oDOaoRDXP>

---

Quito) 3:30-5:00pm (EST)

esenters ready to share their findings

up members will be expected to contribute equally to the creation of the presentation and sp

### Breakout Group!

1. Get to know each other! Share your names, a little about you, where you are going to school for, what you want to do after graduation.
2. Share about your practicum placement. Where are you working? What are your children, etc.
3. Share contact information via WhatsApp
4. Review Project overview and rubric. Identify 3 questions you want to investigate.
5. Each student complete the exit form [here](#).

### UFL-USFQ Virtual Exchange/COIL project

1. Pin a location that is a favorite place to visit or a place you would like to visit. Drag the pin using the + button to where you want. Click on the pin to add a photo and change the color to green. Pin it with a photo AND a short description explaining why you chose that specific location. 2. Pin a second location that is "home" to your favorite food - either the type of food or the geographic location of that food. Include a photo or description along with your pin and change the color to purple.

	4	3	2	1
<b>Arrival</b>	Arrives on time for all sessions. Actively participates and has prepared the required materials.	Does not arrive on time for all sessions. Actively participates and has prepared the required materials.	Arrives on time for all sessions. Poor participation and/or does not have the required inputs prepared.	Does not arrive on time for all sessions. Poor participation and/or does not have the required inputs prepared.
<b>Context</b>	Describes the context clearly. Includes relevant information.	Includes relevant information. However, it describes the context unclearly.	Describe the context clearly. However, it lacks relevant information.	It describe context unclearly and lacks relevant information.
<b>Guidance</b>	Responds to the guiding questions clearly and completely. The information presented evidence of a process of investigation and reflection.	The answers are incomplete and/or unclear. The information presented evidences a process of investigation and reflection.	Responds to the guiding questions clearly and completely. However, the information presented does not show a process of investigation and reflection.	Responds unclearly to the guiding questions. The information presented does not show a process of investigation and reflection.

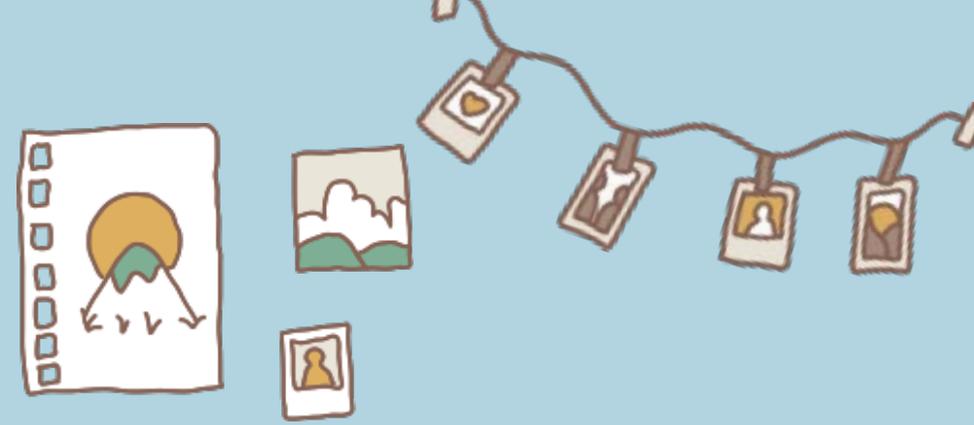
# KOSKO Future Teachers Virtual Exchange

**Christina Wright Fields, PhD**

Marist College

**Jancileidi Hübner, MA**

Universidade de Passo Fundo



# Meet the professors



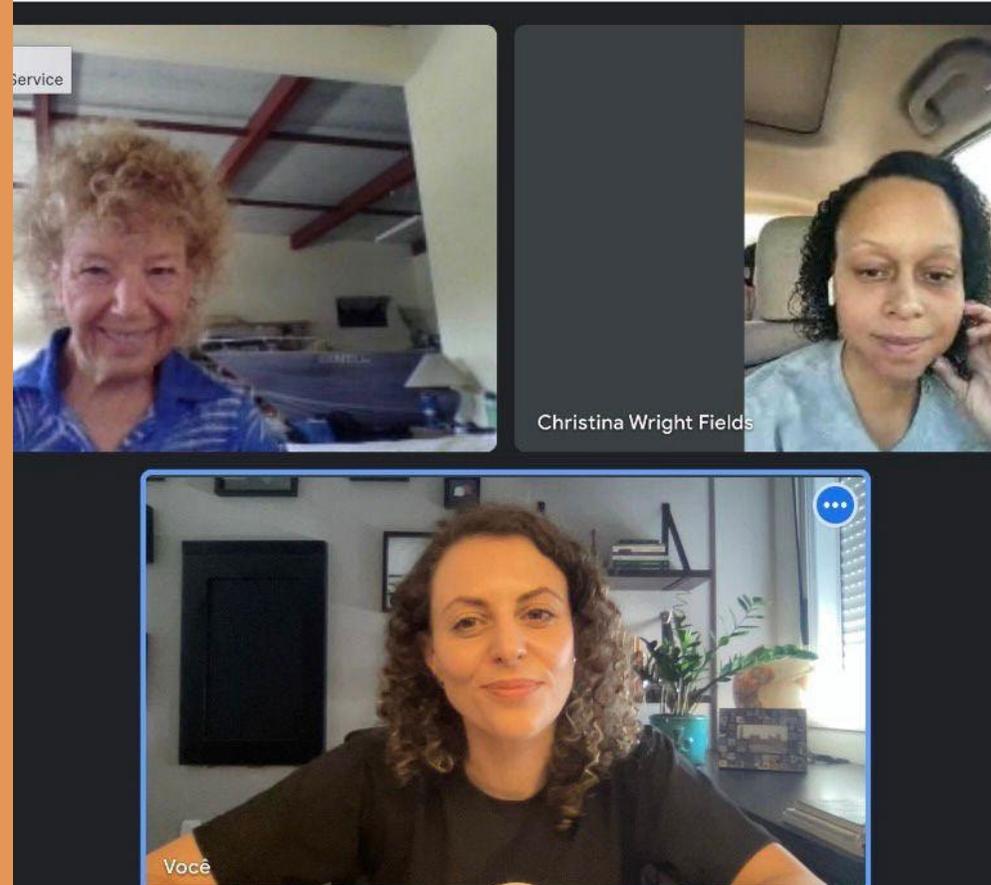
Jancileidi Hübner, MA



Christina Wright Fields, Ph.D.

# IEARN

## Future Teachers Project

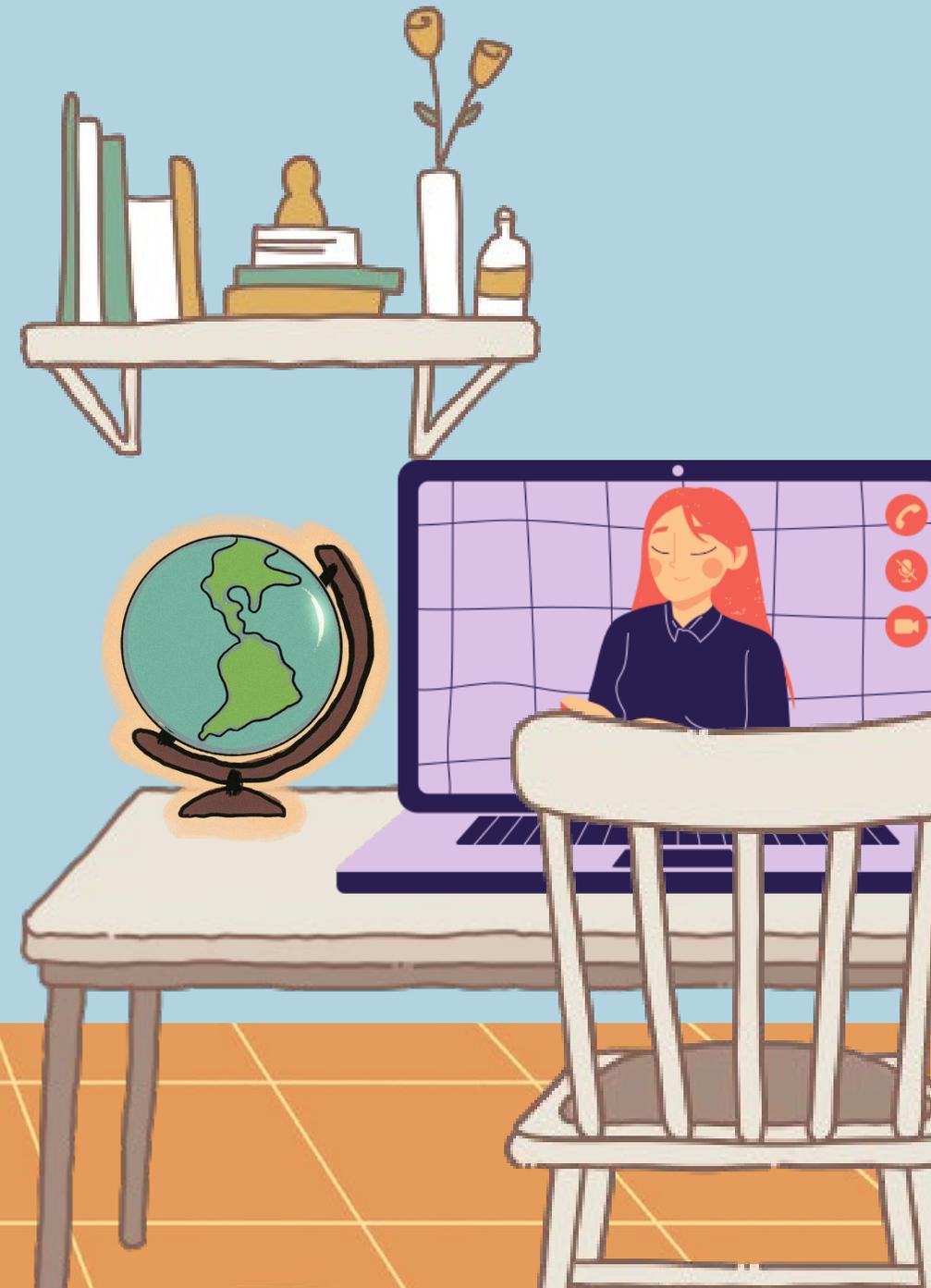


**Global Dispositions:  
Take Multiple Perspectives &  
Inquire about the World**

# iEARN Future Teachers Project

To cultivate global dispositions, teachers must weave opportunities to **inquire about the world**, take **multiple perspectives**, engage in **respectful dialog**, and take **responsible action** as a routine and integral part of everyday life in the classroom.

—(Boix Mansilla, 2016, p. 3)



# Global Framework





Universidade de  
Passo Fundo  
Passo Fundo, Rio  
Grande do Sul

Marist College  
Poughkeepsie, NY

# Universidade de Passo Fundo (UPF)



# Marist College





**Universidade  
de Passo Fundo**  
(Passo Fundo - RS)



**Marist College**  
(Poughkeepsie - NY)

## **Participants**

**Professor Janci Hübner**

13 students

**Professor Christina Wright Fields**

18 students

Total number of students: 31

# iEARN Future Teachers Project Timeline

## PHASES

**Planning phase:** began February 8th



- **Phase 1 | Introductions**

Week 1: February 27th

Week 2: March 6th

- **Phase 2 | Language**

Week 3: March 20th

Week 4: March 27th

Week 5: April 3rd

- **Phase 3 | Educational Systems**

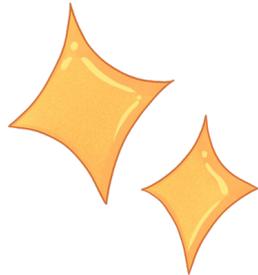
Week 6: April 10th

Week 7: April 17th

- **Phase 4 | Closing**

Week 8: April 24th

# PLATFORMS FOR INTERACTION



**:Padlet**



**Google Meet**

# Phase 1



# Phase 1

Jancileidi Hubner 3mo

Ma. Janci Hübner



Make a difference!

Every time you enter a classroom as a teacher or a professor you get a chance to **touch lives** and to “create” new futures.

While teaching, we can make a difference in the students' lives. We just need to bear in mind that the way they **feel** in our classrooms is worth much more than the amount of content we manage to cover. To work in education, we need to be **good listeners** and to embrace a variety of **needs** and **expectations**.

**Let's teach from the heart!** ❤️

Let's make a difference!

1

christinafields1 2mo

Teachers definitely leave an imprint on their students. Great points about the impact of relationships, ethics of caring, mentoring, we do as teachers. Students often



Never give up

It is my survival guide. It means that I've always experienced tough situations in my entire life, and I never give up, even when I was down, I kept some hope on those moments. It reflects the profession I decided to follow, it's not easy, but I'm sure I want to make the difference in my students' life.

2

Anonymous 2mo

Hi [redacted] I think your three words are great and your reasons for believing them are even better! I love how you mentioned how never giving up is something that you must follow when being in a teaching profession. I think this is so important because you have to be a role model for your students, even when life can get tough. - [redacted]

Anonymous 2mo

Hi [redacted] I really like your post! I think it's very meaningful and heartfelt! It conveys such a strong message to everyone



My three words would be “always be kind.” I think this reflects both on who I am as a person as well as the type of teacher I want to be. It is important to me to be someone who others feel comfortable with and think, “I know her, she's really nice.” I've met too many people who just treated others poorly for no reason and I work hard to not be that person. As a teacher, one of my goals for my classroom community. It will be a core classroom value because I think class community is just as important as the content. Students will learn to be kind to each other and to themselves, which is something I hope stays with them after they move to the next grade.

1

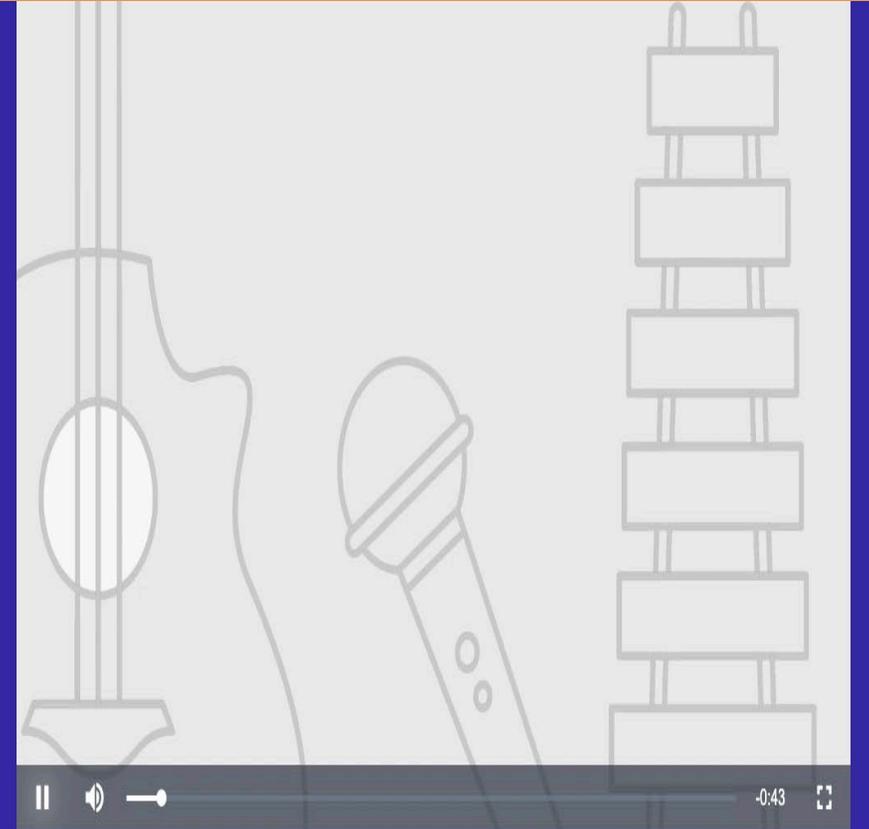


My three words come from something my mother always says, “this will pass”. I am an anxious person by nature who constantly strives for perfection. As a result I tend to overwhelm myself which makes “little things” feel insurmountable. “This will pass” does not mean it will be easy, but it reminds me that I am resilient and of all the obstacles I have faced and overcome. As teachers there will always be something unexpected and a new challenge to take on. It is important that we remember no matter how large the obstacle may be, it too will pass. We can make a positive and lasting difference when we have the right mindset.

[redacted] no

Hi Bella! I also totally agree with your words. Believing that adversities and difficulties can be overcome is always one of the best attitudes we can have as education

"You can never understand one language until you understand at least two." – Geoffrey Willans

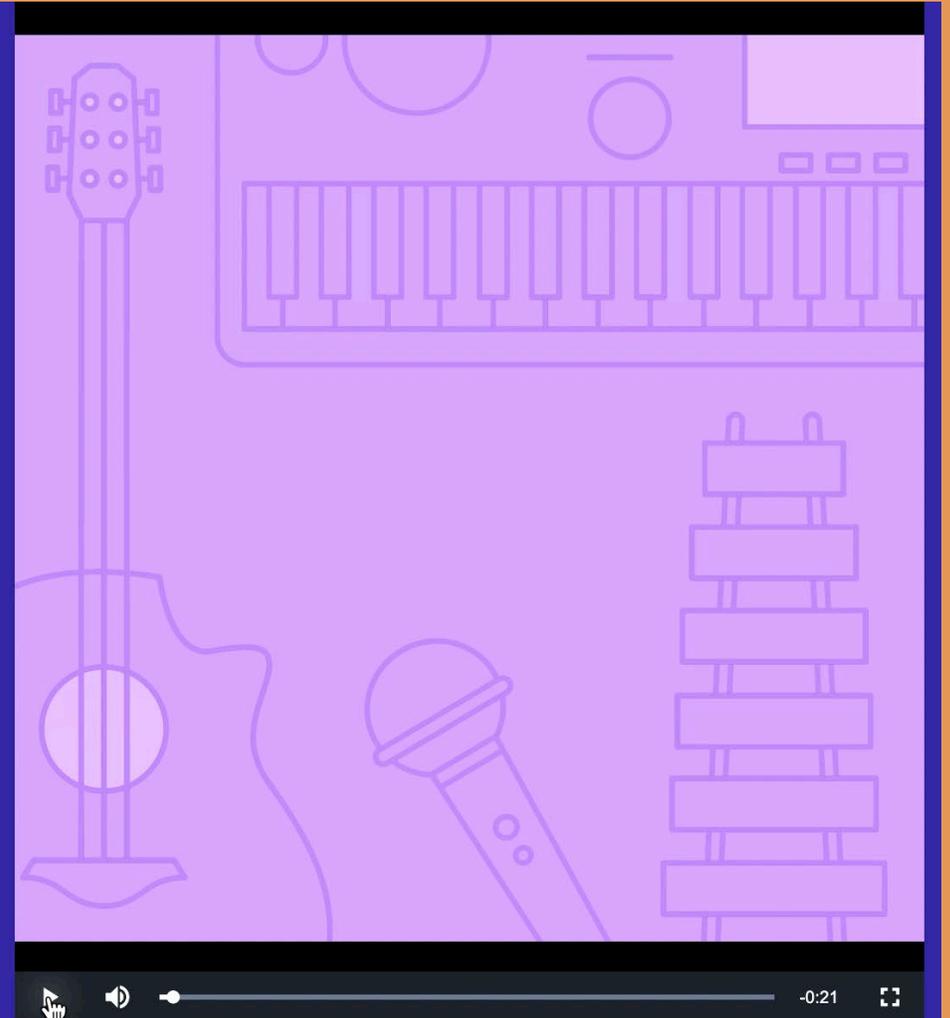


# Phase 2

## A different language is a different vision of life - Federico Fellini

For me, this quote represents my process of discovering not only different cultures but also different ways of speaking English. Learning a language provides knowledge that goes far beyond sentence structure and grammar. So, for me, it is rewarding to be able to use English language to communicate with others from any part of the world.

However, something I find interesting is how I discovered and view my Brazilian identity through the process of learning other languages. My own culture is something I can never detach from.



# Phase 2

# Phase 2

Hi [REDACTED] I think your quote is really inspiring, and it is extra inspiring because it means a lot to you, someone who has learned and is proficient in another language! I think being able to speak another language is in fact truly like experiencing another life. It opens our eyes and ears to the thoughts of others who may be different from us, helping us continue to learn from others' experiences. This whole cultural exchange is an example of this: I am learning about the thoughts, feelings, and lived experiences of someone in Brazil, which is a really incredible thing!

I love your quote and the fact that you included the Portuguese translation. Rewarding is the perfect word to describe being able to communicate with more people than you previously could have. Through learning basic Spanish, I have been able to communicate with more people. It is amazing how doing so can make people feel seen. When I worked with English Language Learners at a local elementary school, they were so excited when I knew even a single word from their first language. It creates a sense of appreciation and visibility.

Hi [REDACTED] I feel the meaning of your quote connects extremely well with what the narrator of the TikTok was trying to orate to viewers. It is very important to encourage all students to challenge themselves and express their opinions through language. Also, I thought you displayed this aspect well through your use of reading the quote in Portuguese. This added a unique nature to your discussion of the TikTok and I enjoyed listening to it. -

# Phase 3

 **Anonymous** 1mo



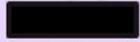
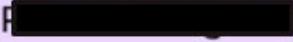


In Brazil we have a document that rules and guides pedagogical activities through the national territory, the National Curricular Base - BNCC. Do you have some documents like this?

Great question! I know we have a book of standards that we have to teach our students each year. I am not sure if there is an assigned book on how to teach our students though. From my experience there are many websites and books on pedagogy in the class and this is highly taught while receiving a degree in education. Though I do not think that it is mandatory for teachers to follow.



**Anonymous** 1mo

Hi  in the United States teachers have to follow Common Core standards. This basically means students have to meet guidelines in order to make it into the next grade. Each subject has their own set of standards as well. In public schools, teachers must follow Common Core. However, in private schools, this practice isn't mandatory. - 

# Phase 3

Hi! A question I have is during the day in Brazil do you have pullout services? Where students get pulled out with a different teacher to work on math and reading?

Heey, good question! In Brazil, students are not pullout during the classes. In private schools they have a teacher that help in their difficulties, but it takes place in an extra time. But it happens mainly in private school, in public school this is rare.

Hello! In watching the video on education in Brazil, it was discussed that while the amount of children that are in schools have been increasing, the overall speed of reading comprehension is behind. The question I have is what do public schools offer to help supplement student learning, and how does this transition into skills prepare students to either join the work force or attend college after their public school education?

Here in Brazil, the volume of children in school increased a lot nowadays. But we had problems with reading and comprehension. There aren't any programs that help children evolve in this part. Some public schools offer support for the kids, but not all. Children in private education often search for help from a private teacher. I see that a lot of children and teens stay behind, especially if they come from a poorer background, which is unfortunate!

**Being a positive role model for students.**

**Making a difference**

**Phase 4**

**Language as a social practice**

**Transforming our classroom spaces**



# Student Engagement

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## Student Reflection

As a student, I greatly valued the intercultural education project because it allowed us to **connect with other aspiring educators from another part of the world.** Through this experience, we were able to learn more about the education system in Brazil which I thought was very interesting.

In addition, I thought hearing the voices of every student in the project was very unique and featured the diversity of the individuals who participated. During the project, I was surprised by the **lack of foundational knowledge I had about the differences in education.**

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# Student Reflection

*"Trouxe a oportunidade de conhecermos novas pessoas e realidades educacionais. Trouxe a oportunidade de pensarmos a nossa prática como professores de língua. Pode nos trazer também aprendizados de percepção e visão dos outros, que transformam a nossa realidade."*

It brought us the opportunity to get to know new people and educational realities. It brought us the opportunity of **thinking about our practice as language teachers**. It could also bring us learning through the perception and vision of others which **transform our reality**.

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## Student Reflection

My favorite of the Padlet exercises was when we chose a quote that discusses the **importance of language for communication**. I was able to learn about poems I had never heard of from the students in Brazil. For example, X student shared a poem by Rupi Kaur about accents and her life as an immigrant. The student read the poem in both English and Portuguese which I found to be very beautiful because the **feeling of the poem changed between the two languages**. Although I could not understand the Portuguese this led me to feel the heart of the poem more.

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## Student Reflection

I valued the global perspective that our intercultural education project gave me. In previous education courses, I have learned about the education system in New York or other regions of the country, but it was valuable to learn about another country's systems. This helped me **understand how culture and education shape our lives.** Further, I valued being able to connect with other education students because it is always nice to feel like you are part of a **greater community.**

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# Thanks!

**[christina.fields@marist.edu](mailto:christina.fields@marist.edu)**

**[jancileidi@upf.br](mailto:jancileidi@upf.br)**

Longview Fellowship Community  
Marist College

Universidade de Passo Fundo, Brazil  
iEARN Future Teachers Project

# Questions



# Thank you for joining us!

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