

Internationalization of the College of Education -Faculty Accomplishments- 2013-2014

Goal I. Promote global awareness through teaching and the curriculum	
<p>Objective: To promote the preparation of undergraduate and graduate students to be more conscious of global issues, involved in global discourse and be globally reflective.</p>	<ol style="list-style-type: none"> 1. An Early Childhood in Italy study abroad program (May 13, 2014 - June 8, 2014) will be led by Dr. Pam Shue of the UNC Charlotte Department of Special Education and Child Development, and Dr. Kathryn Clark of Meredith College. The program will examine childhood within the Italian culture and allow students to explore 1) Italian cultural values and beliefs, 2) the role of the family, and 3) selected theoretical frameworks supporting “specialized pedagogy”. 2. Dr. Spencer Salas developed TESL 6206 Globalization, Communities, and Schools. The course was launched as a special topics course in Fall 2011 and has since been integrated across MDSK advanced licensure programs. 3.
<p>Objective: Provide an outlet to promote and display student involvement and reflections about their global experiences.</p>	<ol style="list-style-type: none"> 1. The Global Corner, a section of the Connections weekly newsletter celebrating the internationally-themed accomplishments of faculty and students, was launched in January, 2014. 2. Chris O’Brien, Editor of Extracurricular, is exploring inclusion of a section of the magazine devoted to promoting international students and faculty accomplishments related to internationalization.
<p>Objective: To promote the preparation of faculty, staff, and the curriculum to be more inclusive of global concepts and the impact of internationalization on educational professionals, research, and service</p>	<ol style="list-style-type: none"> 1. Several faculty members, led by Leigh Ausband, have been involved in a statewide initiative, funded by a Longview Foundation Grant, investigating best practices in internationalizing teacher training programs.
Goal II. Broaden the College of Education’s influence in international education	
<p>Objective: Promote the establishment and sustaining of academic partnerships with international institutions</p>	<ol style="list-style-type: none"> 1. To extend the scholarly, collaborative outreach beyond own university and our own country in ways that will improve the educational experience for teachers and students several COED faculty members have formed partnerships with colleagues in Ludwigsburg, Germany. In addition to visiting Ludwigsburg in 2013 to share our collaborative work, we will be welcoming our German colleagues in June, 2014 on the UNCC campus. In the past year the following publications have been a result of this international partnership: <ul style="list-style-type: none"> • Bieg, S.R., Rickelman, R.J., Jones, J.P., & Mittag, W. (2013). The role of teachers’ care and self-determined motivation in working with students in Germany and the United States. <i>NYC: International Journal of Educational Research</i>. • Kissau, S., & Hiller, F. (2013). Reading Comprehension Strategies: An International Comparison of Teacher Preferences. <i>Research in Comparative and International Education</i>.8 (4), 437-454. Available at: http://dx.doi.org/10.2304/rcie.2013.8.4.437 • Kissau, S., Rodgers, M., & Haudeck, H. (in press). Effective foreign language teaching: An international comparison of teacher beliefs. <i>Research in Comparative and International Education</i>. • Hancock, D. R., & Müller, U. (2012). Identifying factors that influence the motivation of German and U.S. teachers to become school principals. In R.V. Nata (Ed.), <i>Progress in education: Volume 28</i> (pp. 143-157). New York: Nova Science Publishers. • Hancock, D. R., & Müller, U. (in press). Disincentives to remaining a school principal: Perspectives of German and U.S. principals. <i>New Waves: Educational Research and Development</i>. 2. UNC Charlotte and the College of Education hosted a small delegation of teacher candidates from Australia in February, 2014. Students participated in a wide variety of activities including a welcome session with our Dean, local school visits, a teacher-candidate panel on clinical field work and the Office of Field Experiences, and a myriad of lectures with COED faculty, including Dr. Joan LaChance. 3. Dr. Scott Kissau served as an External Reviewer of the Tenure Dossier of Dr. Saleh Salim Mohammed Al-Busaidi College of Education, Sultan Qaboos University, Oman, 2014 4. Dr. Medina is traveling to Brazil to explore a potential partnership between UNC Charlotte and a university in Minas Gerais, Brazil. The purpose of the partnership is to design a short-term summer study abroad experience related to READ 6204 – Teaching Reading to English Language Learners. READ 6204 is a graduate course offered through the College of Education in collaboration with the Department of Reading and Elementary Education’s Reading program and the Department of Middle and Secondary Education’s TESOL program. 5. This summer Associate Dean Dawson Hancock will be hosting a visiting scholar (Efthymios Vlahos) from Pädagogische Hochschule Ludwigsburg who will work with him on some collaborative research efforts. 6. Dr. Adriana Medina is currently hosting an international scholar from China. 7. Dr. Phyllis Post is conducting an international study comparing the use of play therapy in 5 different countries (United States, Denmark, Turkey, Palestine, and Taiwan) 8. A cohort of 6 student teachers from our partner university in Ludwigsburg, Germany is in Charlotte until June 10, 2014 teaching half days in K-2 classes at Waddell Language Academy.

	<p>9. Dr. Chuang Wang provided the following guest lectures in China:</p> <ul style="list-style-type: none"> • Wang, C. (2014). Analysis of variance in educational settings. Invited lecture at the University of Taipei, Taiwan. • Wang, C. (2014). Use of hierarchical linear models in meta-analysis. Invited lecture at Beijing Normal University - Hong Kong Baptist University United International College, Zhuhai, Guangdong, P. R. China. • Wang, C., & Stamper, S. (2014). Introduction to hospice and palliative care services in the United States. Invited presentation at the 5th English Forum on Medical Humanities. Shanghai, P. R. China. • Wang, C. (2013). English language learners' self-efficacy beliefs and self-regulated learning behaviors. Invited presentation at the 2013 International Conference on the Reforms and Transformation of Student Affairs – Meeting Challenges of Innovative Education and Quality Improvement. Wuhan, P. R. China.
<p>Objective: Promote programmatic connections to the Internationalization Department at UNCC</p>	<p>1. Dr. Medina is representing the College of Education on the International Education Award Committee. This university award celebrates faculty accomplishments related to international initiatives.</p>
<p>Goal III. Promote international research, service and grant opportunities</p>	
<p>Objective: Promote current and new international faculty in College of Education</p>	<ol style="list-style-type: none"> 1. Dr. Kissau has been selected to serve as the College of Education Liaison to the Office of International Programs. 2. Dr. Kissau wrote a chapter entitled, "Voices of Immigrant Professors" in a book published by Routledge. The chapter serves to raise awareness of the hidden challenges international faculty may face and to offer suggestions for how they may be further supported in their transition to life and work in the United States.
<p>Objective: Promote faculty awareness of the benefits for serving international organizations.</p>	
<p>Objective: Promote awareness, interest and production of international research.</p>	<ol style="list-style-type: none"> 1. The Global Corner, a section of the Connections weekly newsletter celebrating the internationally-themed accomplishments of faculty and students, was launched in January, 2014. 2. Faculty members have authored multiple books, chapters, and articles in international publications or related to international themes: <ul style="list-style-type: none"> • Hutchison, C. B. & Akurang-Parry, K. (Forthcoming) <i>Voices of immigrant professors: Historical and contemporary challenges and triumphs</i>. NY: Routledge (Taylor and Francis). • Hutchison, C.B. (2013). Internationally-Inclusive Science Education: Addressing the Needs of Migrants and International Students in the Era of Globalization[U1]. In M. Atwater, M. Russell, & M. B. Butler (Eds.), pp. 233-270. <i>Multicultural Science Education: Preparing Teachers for Equity and Social Justice</i>. Dordrecht, The Netherlands: Springer. • Wiggan, G., & Walrond, J. (2013). Following the Northern Star: Caribbean identities and education in North American Schools. • Wiggan, G. (2014). Unshackled: Education for freedom. • Wiggan (2013). Education in a Strange land. • Kissau, S. (in press). "Almost American": The Challenges faced by a Canadian professor in the United States. • Kissau, S. (2014). International foreign language teachers in American schools: Lessons from Koffi. <i>Insights on Learning Disabilities: From Prevailing Theories to Validated Practices</i>, 11, 65-83. • Salas, S., Jones, J., Perez, T., Fitchett, P., & Kissau, S. (2013). Habla con ellos/Talk to them: Latina/os, achievement, and the middle grades. <i>Middle School Journal</i>, 45 (1), 18-23. • Wang, C., Kim, D. H., Bai, R., & Hu, J. (2014). Psychometric properties of a self-efficacy scale for English language learners in China. <i>System</i>, 44, 24-33. • Lafortune, L., Doudin, P., Pons, F., & Hancock, D. R. (Eds.). (2012). <i>Le emozioni a scuola</i>. Trento, Italy: Erickson. • Ma, W., & Wang, C. (2014). <i>Learner' privilege and responsibility: A critical examination of the experiences and perspectives of learners from Chinese backgrounds in the United States</i>. Charlotte, NC: Information Age Publishing. • Wang, C., & Zuo, H. (2014). Understanding Chinese international students' difficulties and strategies in learning English for academic purposes. In W. Ma & C. Wang (Eds.), <i>Learner' privilege and responsibility: A critical examination of the experiences and perspectives of learners from Chinese backgrounds in the United States</i>. Charlotte, NC: Information Age Publishing. • Wang, C., & Wang, W. (2014). Indirect versus direct instructional approaches in teaching research methodology courses. In W. Ma (Ed.), <i>Integrating Chinese and US Educational Perspectives: In search of "middle ground"</i>. New York, NY: Teacher's College Press. • Wang, C., Kim, D. H., Bai, R., & Hu, J. (2014). Psychometric properties of a self-efficacy scale for English language learners in China. <i>System</i>, 44, 24-33. • Wang, C., Kim, D. H., Bong, M., & Ahn, H. S. (2013). Examining measurement properties of an English self-efficacy scale for English language learners in Korea. <i>International Journal of Educational Research</i>, 59, 23-34. • Wang, C., Kim, D. H., Bong, M., & Ahn, H. S. (2013). Korean college students' self-regulated learning strategies and self-efficacy beliefs in learning English as a foreign language. <i>Asian EFL Journal</i>, 15(3), 81-112. • Wang, C., Schwab, G., Fenn, P., & Chang, M. (2013). Self-efficacy and self-regulated learning strategies for English language learners: Comparison between Chinese and German college students. <i>Journal of Educational and Developmental Psychology</i>, 3(1), 173-191.

	<p>3. Faculty members have made numerous presentations at international conferences:</p> <ul style="list-style-type: none"> • Hutchison, C.B. (2014, March). <i>The Internationally-Competent Instructor: Issues and Solutions from the Known to the Extrapolated</i>. Comparative and International Education Society conference, Toronto, Canada. • Stephan, M. (2013). One-week theoretical conference on instructional tasks in mathematics. Oxford University, England. • Kissau, S. The effect of hybridized methodology instruction on foreign language teacher self-efficacy. Paper presented at the 17th World Congress of the International Association of Applied Linguistics (AILA), August, 2014, Brisbane, Australia. • Hancock, D. R., & Müller, U. (2013, April). New research on the motivation of German and U.S. teachers to become school principals. Paper presented at the 2013 Annual Meeting of the American Educational Research Association, San Francisco, California. • Hancock, D. R., & Müller, U. (2013, May). Our recent efforts to identify factors that attract and retain school principals in the profession. Paper presented at the 19th Annual German-American Research Symposium, Ludwigsburg, Germany. • Hancock, D. R., & Müller, U. (2013, August). Factors impacting the motivation of German and U.S. teachers to become school principals. Paper presented at the 15th Biennial European Association for Research and Learning and Instruction, Munich, Germany. • Müller, U., & Hancock, D. R. (2013, September). Comparing the motivation of German and U.S. teachers to become school leaders. Paper presented at the 2013 International School Leadership Symposium, Zug, Switzerland. • Hancock, D. R., Müller, U., Hayes, D., & Ellis-Lewis, J. (2014, February). Disincentives to remaining a school principal: Perspectives of German and U.S. principals. Paper presented at the 2014 Annual Meeting of the North Carolina Association for Research in Education, Greensboro, North Carolina. • Wang, C., Lambert, G. R., & Martin, C. (2014). Teacher use of formative assessment and its relationship to primary students' mathematical skills. Paper presented at the 12th International Conference: "The Future of Mathematics Education in a Connected World". Herceg Novi, Montenegro. • Wang, C., Kim, D., & Lambert, R. G. (2014). Development and learning of Chinese-speaking young children in the United States. Paper presented at 2014 CAERDA International Conference: American and Chinese education in a global context, Xi'an, Shaanxi, P. R. China. • Wang, C., Schwab, G., & Fenn, P. (2013). Self-efficacy and self-regulated learning strategies of Chinese and German college students learning English as a lingua franca. Paper presented at the 7th International Conference of English as a Lingua Franca. Istanbul, Turkey. • Dr. Vivian Correa will be presenting a research paper entitled, "Dialogic Reading Intervention on Oral Language Development of Latino Preschoolers" at the Division of International Special Education & Services (DISES) conference in Braga, Portugal on July 17-19, 2014. In this presentation Dr. Correa will also be representing her co-investigators, Dr. Ya-yu Lo and two PhD students in Special Education (Kristi Godfrey-Hurrell and Katie Swart).
<p>Objective: Promote awareness, interest and production of international grants.</p>	<ol style="list-style-type: none"> 1. In 2013-2014, Dr. Spencer Salas has received multiple English Language Specialist Grants from the U.S. Department of State, Office of English Language Programs to provide lectures and workshops to high school teachers in Nepal, India, and Oman, and South Africa. 2. Dr. Salas, S. was the recipient of a \$14,000 Fulbright Senior Specialist Serial Grant Award to South Africa from the U.S. Department of Educational and Cultural Affairs. Council for International Exchange of Scholars. The purpose of the grant was to conduct an evaluation of The Moltano Institute for Language and Literacy's Gauteng Province Maths and Literacy Strategy (GPLMS) Coaching Component. 3. Dr. Suzanne Lamorey, Child and Family Development, as part of a Fulbright Teaching and Research Award, has taught graduate level classes at Lady Irwin College in New Delhi; conducted research on teacher efficacy, and provided workshops on demand to educational groups. 4. Spencer Salas has been named a Fulbright Scholar Peer Reviewer for "Education" by Council for International Exchange of Scholars (CIES) for the 2014 Core Fulbright Scholar award cycle.
<p>Goal IV. Expand and diversify local, regional, and overseas opportunities for faculty and students</p>	
<p>Promote partnership with the University Office of Internationalization Programs [OIP] to provide advice and information for international experiences in education.</p>	<ol style="list-style-type: none"> 1. Dr. Kissau has been selected to serve as the College of Education Liaison to the Office of International Programs. 2. Christina Sanchez, Associate Director of the Office of International Programs has been included as an Ex-Officio member of the COED Internationalization Committee. 3. Dr. Kissau presented a two-day intensive workshop to English Teachers from Brazil as part of a grant received by the Office of International Programs from the Council on International Educational Exchange, June, 2013.
<p>Objective: Promote opportunities in for students to participate in international experiences.</p>	<ol style="list-style-type: none"> 1. Faculty lead students on multiple experiences abroad: <ul style="list-style-type: none"> • Dr. Mike Putman will lead a three-week program to Stellenbosch, South Africa, July 21-August 8, 2014. The program will allow students to study education within an international context. Participants will explore content applicable to the areas of poverty, diversity, globalization, and urban education as they observe teachers and students at multiple school sites, including public and township schools, in and around Stellenbosch University. 2. Dr. Elmer Poe, Vice Chancellor of Emerging Academic Initiatives from East Carolina University, visited the campus during International Education Week to discuss innovations in global connections in the classroom.

	3. Dr. Scott Kissau received a grant to present a session during International Education Week encouraging students to pursue a career as a foreign language teacher.
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