Annual Report
Office of International Studies in Education

Academic Year 2013-2014
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Overview

The mission of the Office of International Studies in Education (OISE) is to promote understanding of K-12 and post-secondary institutions, policies, practices, and cultures in diverse educational contexts around the globe. The OISE supports Michigan State University’s land grant mission to advance knowledge and transform lives by providing the knowledge and skills that enable our students and faculty to critically examine and apply solutions to challenging educational issues locally and globally: The OISE’s programs and outreach initiatives enable students, educators, and researchers to better meet the economic, environmental, social, and political challenges of our time.

Core OISE Tasks for 2013-2014

The College of Education has a long history of international engagement and cross-cultural collaboration in research, teaching and outreach. In the fall of 2013, newly–appointed Assistant Dean for International Studies, Reitu Mabokela, determined that a review of the colleges’ priorities and activities would serve as a strong foundation for international work in the college going forward. In particular, it was decided the OISE needed to connect with each department in the college to determine faculty priorities for international work. A secondary purpose of this review was to determine the extent to which ongoing work and initiatives were aligned with the Bolder By Design (BBD) imperatives that frame the work of units and scholars across the institution. Thus, over the course of the fall 2013, and spring 2014, the OISE team assessed the college’s ongoing international activities and conducted a series of faculty meetings with each department. During those meetings, faculty members expressed their priorities and ambitions for international work. Ideas were sought for priorities at the undergraduate, graduate, and faculty level. Faculty attending were asked to respond to the following questions:

- Where are we now in terms of the purpose and focus of our international work?
- Where are going? How will we get there?
- How, if at all, are we aligning our goals with the institution-wide Bolder by Design imperatives?

In parallel to meeting with faculty and staff throughout the college, in the summer and fall of 2013, OISE developed a new website in accordance with the format of the college’s current website and developed brochures about OISE’s role in the college and primary activities.

The OISE team also conducted a review of college study abroad programming (in brief below) at both the undergraduate and graduate levels. The full report of this investigation can be found on the OISE website. In addition to these “stock-taking” initiatives, on-going OISE programming continued over the course of the year. A summary of that work is presented below.
A Review Projects and Initiatives Led by OISE (2013-2014)

The Fellowship to Enhance Global Understanding

The Fellowship to Enhance Global Understanding (FEGU) is a Ph.D. - level study abroad program (2-3 weeks) with substantial financial support provided by the college to each fellowship recipient. While abroad, students engage deeply in cross-cultural learning and make professional connections that can lead to long term relationships with academic and secondary educators in the countries visited.

The Fellowship has been running since 2010. It was built upon the successful international scholar exchange and study program established in 2008 with Southwest University (SWU) in Chongqing, China. In 2010, Dr. Reitumetse Mabokela, now Assistant Dean for International Studies in the College of Education and a Professor in the Higher, Adult, and Lifelong Education program, was appointed to serve as the program’s coordinator. From 2010 to 2013, Dr. Mabokela invited College of Education faculty to propose potential international fellowship experiences and selected international study experiences through a faculty review process; in 2014 for 2015, no new proposals were solicited because the 2015 FEGU cycle is filled with existing programs.

Supported by Dean Don Heller, these opportunities were and are designed to help future researchers develop a global perspective on educational policies and practices. The program is also designed to provide graduate students pursuing doctoral study in the College of Education an opportunity to learn about the educational systems and cultures of other countries. In 2011 MSU formally expanded the Fellowship to Enhance Global Understanding to include faculty-led Fellowships to China, Botswana, and Vietnam. In 2012, another Fellowship—Cyprus—was added bringing the Fellowship program total for 2012 to four. In 2013, faculty led Fellowship trips to again to Botswana and China; a new program to Indonesia was added. In 2014, three faculty led trips departed in May including repeating trips to China and Vietnam as well as a new program to Mexico.

Looking Back: 2009-2014

After the 2013 cohort traveled abroad, the OISE completed a five year report and review of FEGU that looked at the range of programs, who had participated, the program’s successes, and areas for change and improvement in future years. Since 2009, 194 doctoral students have participated in FEGU. Of the 194 fellows, 124 were women and 70 were men.

<table>
<thead>
<tr>
<th>Program</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>10</td>
<td>12</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>China*</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>84</td>
</tr>
<tr>
<td>Cyprus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Indonesia</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Mexico</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Vietnam</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>37</td>
</tr>
</tbody>
</table>

*China numbers include a small number of students from partner universities (University of Washington and the University of Delaware) 194
Over the five years of the programs, Fellows representing all of the doctoral programs in the College of Education have participated with the largest percentage coming from CITE.

<table>
<thead>
<tr>
<th>Total Number of Fellows per Department (2009-2014)*^</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology (KIN)</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum, Instruction, and Teacher Education (CITE)</td>
<td>43</td>
</tr>
<tr>
<td>Educational Policy</td>
<td>17</td>
</tr>
<tr>
<td>Educational Administration (EAD)</td>
<td>35</td>
</tr>
<tr>
<td>Department of Counseling, Education Psychology, and Special Education (CEPSE, EPET)</td>
<td>26</td>
</tr>
<tr>
<td>Mathematics Education (PRIME)</td>
<td>2</td>
</tr>
</tbody>
</table>

*Non-MSU China Fellows are not included in these totals.  
^Students who are affiliated with more than one department are counted once for each department so the total number is slightly higher than the actual total number of Fellows.

### 2014 Fellowship Programs and Fellows

There were three FEGU programs in 2014: China, Vietnam, and Mexico. This is the sixth year of the China program which has been led every year by Dan Schultz and was joined by Dr. Christopher Dunbar this year. The Vietnam program ran for the third time led by Dr. John Dirkx joined this year by Dr. Todd Drummond of the OISE with graduate assistant and translator, Cuong Nguyen. The Mexico Program was new this year led by Drs. M. Teresa Tato and Patricia Edwards with graduate assistant and translator, Abraham Ceballos.

In the fall of 2013, 45 doctoral students applied to be FEGU Fellows for 2014. These 44 students represent all of the doctoral programs in the College of Education with the largest group coming from CITE (12 applicants). The applicants were from the first three years of the program (only students in their first three years are normally eligible) with the largest group being first year doctoral students (18 applicants). Thirteen of the applicants were international students representing China, Colombia, Indonesia, South Korea, and Vietnam. Forty-three of the 45 applicants were eventually selected as fellows.

Every year a few students drop out of the Fellowship over the course of the academic year. This year there were a handful of students who, for either personal or professional reasons, had to withdraw. In May 2014, ten fellows traveled to Mexico half of whom are international students (South Korea, Vietnam, Indonesia); there were 2 men and 8 women representing EPET, CEPSE, CITE, Ed Policy, and HALE. Eleven fellows traveled to Vietnam of whom 2 are international students (China, South Korea). There were 3 men and 8 women representing EPET, CITE, HALE, Ed Policy, and K-12 EAD including a student the from Ed Tech hybrid program.
Thirteen students traveled to China including two international students (South Korea, Colombia). There were 6 men and 7 women representing CEPSE, CITE, Ed Policy, Kinesiology, PRIME, HALE, EPET, and K-12 EAD.

Additionally, 2014 was the first year of introducing a service requirement for Fellows upon their return from travel. This requirement can be spread out over the course of the fall semester. The OISE is working on developing a range of service options for returning fellows, both for the 2014 fellows and for future years.

**Mexico**

The Mexico Fellowship traveled from May 12-June 1, 2014. The Mexico Fellowship to Enhance Global Understanding was designed to provide a two week-intensive program of immersion into Mexico’s political, cultural and economic life. While Mexico borders the United States, understanding of this beautiful and complex country and culture is often overshadowed by superficial and prejudicial discussion around immigration and violence issues. The trip endeavored to challenge superficial views by acquainting participants with important policy and program initiatives in the field of education in President Enrique Peña Nieto’s administration. The academic and cultural program began in Mexico City and ends in the Yucatan Peninsula. The academic program included two full weeks of visits with policy makers and policy analysis experts in education, curriculum developers, school administrators, teachers and pupils, and professors in institutions of higher education. This trip explored current national education policy aims and mechanisms for policy implementation and evaluation; key initiatives in basic education (K-12) and links with other areas such as equity, health, civic values, administration and governance; teaching and learning in basic education (e.g., literacy and mathematics curriculum); teacher education characteristics and curriculum (e.g., literacy and mathematics); and higher education structure and challenges. The cultural program included visits to important sites in Mexico City where participants could appreciate the mixture of indigenous, colonial and modern traditions that have contributed to Mexico’s current culture. In Yucatan participants visited indigenous and bilingual schools attending the Mayan population as well as important cultural-archeological sites.

**China**

The China Fellowship traveled from May 8-May 29, 2014. The China FEGU program was designed to provide an intensive blend of academic and cultural experiences for the participants. The travel itinerary began in Beijing, China’s national capital with guided visits to several significant monuments and historic sites and the academic component of the program is kicked off with a faculty lecture and a discussion with graduate students at Beijing Normal University.
The group then traveled to Chongqing and Shanghai. With the direct support of the Dean of the Faculty of Education of Southwest University (SWU), a series of academic lectures by leading SWU faculty and administrators were provided for the participants throughout the two-week campus experience. These lectures addressed a broad spectrum of topics, such as Chinese education history, the moral development of students, ethnic minority issues, research on pedagogy and curriculum, special education reform and teacher preparation programs and policy initiatives. At SWU, each Fellow had opportunity to present on their research, be mentored by a faculty member, and have a Chinese graduate student “buddy.” In addition, a briefing with the Chongqing Municipal Education Commission provided information on the scope and breadth of education policy and planning in this important region of China. The China Fellowship also includes students from the University of Washington.

**Vietnam**

The Vietnam Fellowship traveled from May 8-June 1, 2014. The purpose of this study tour was to provide participants with an opportunity to learn more about the educational structures and processes of education in Vietnam, the cultural, economic, and political contexts in which these structures and processes are embedded, and the efforts at educational reform that characterize the current educational landscape in the country. The trip’s foci included institutions representing primary, lower secondary and upper secondary education, as well as community colleges, universities, and vocational centers. Vietnam is made up of three, relatively distinct cultural regions, with distinctive ethnic minority groups in each region. Therefore, the goal was to visit selected educational institutions and agencies in all three areas of the country. In addition, the study tour focused on key cultural characteristics within each of these regions that illuminated the rich and deeply traditional nature of Vietnamese society and its minority ethnic groups.

**Recommendations for Future Fellowship Programming**

Through the formal debriefing session of the 2013 Fellows with Dr. Kristin Janka Millar as well as informal conversations with faculty leaders and Fellows, the OISE has found that while overall the Fellowship has been very successful, educational, and personally and professionally rewarding, there are areas where changes are needed to continue to improve the FEGU programs for future years. These adjustments fall into three major categories:

1. Management of which programs are going, when, and in what combination
2. Preparation of both faculty leaders and Fellows
3. Continued improvements to the programs
1. Management of which programs are going, when, and in what combination

- For 2015, we recommend running only two FEGU programs (China and Indonesia). Over the last few years there has been a small drop off in applications since at the beginning students were rushing to apply before they moved out of eligibility. Now we have enough applications to fill three or more programs but not enough for the program to be competitive. A more competitive program is likely to both get stronger participants and create more buzz around FEGU as a whole.

- Review of application numbers and results following the 2015 Fellowship year in which there will be only two programs, down from three or four in previous years. This review would include looking how many applicants there were in relation to available FEGU spots, what departments the applicants and accepted Fellows were from, who was turned down and why, and how those numbers compare to previous years in order to determine whether a smaller number of programs is beneficial and if so, how.

- Encouraging programs that cover a range of regions of the world and are in locations where the Fellowship budget will be manageable (i.e. not countries where the currency is stronger than the US dollar), also, more closely aligning destinations with MSU regional priorities (South America, Brazil, Africa, etc.).

2. Preparation of both faculty leaders and Fellows

- Require faculty leaders to attend a workshop with the OISE about planning, designing, leading, and other expectations.
  - Specific additional training for faculty leaders on group leadership, processing, and debriefing.

- Provide a handbook for faculty leaders based on both the experiences of the OSIE staff and the feedback and needs assessment of the faculty leaders.

- More preparation for understanding cultural differences and norms for Fellows to help them acclimate better and be more respectful of the local culture where they were studying; this comes directly from feedback from the Fellows.

3. Continued improvements to the programs

- Collect more data from students that can be used for quality control, program improvement overall, and assessment of individual Fellowship trips.
  - This should include a review of whether the experiences on the ground match the expectations set before departure.

- Collect more data from faculty about their experiences proposing, preparing for, and leading the FEGU trips.

- Use this data to make ongoing improvements to enhance the experiences of both students and faculty.

- Encourage and support faculty leaders in creating more opportunities to engage with people from the host country which past Fellows have reported enhanced their Fellowship experience and deepened their learning.
• Work to solicit and create Fellowships that meet the educational needs of Fellows from across all of the College’s departments.

FEGU Service Opportunities upon Return to East Lansing

An important part of the Fellowship experience is the opportunity to continue to make a contribution to global understanding through “person to person diplomacy” here in mid-Michigan. The college offers countless opportunities for continued learning about other cultures and education systems, and FEGU program goals are further enhanced by students’ commitment to undertake 20-25 hours of service upon return from travel.

Possible service activities include:

• Graduate students assisting with the design and facilitation of an international student orientation to be conducted in the fall for incoming international students.
• Graduate students participating in study abroad recruitment activities here in the college in order to help us keep study abroad programs vibrant.
• U.S. graduate students mentoring an international undergraduate student here in the college in order to help them adjust to American life and learn about our education system.
• International graduate students in the college may “adopt” a U.S. undergraduate in order to promote the learning of U.S. students about education systems and cultures in other countries. The Global Educators Cohort Program provides opportunities for this type of mentoring arrangement as each U.S. student is required to participate in an international experience.
• Mentoring international students outside the college of education who are currently enrolled at MSU as “provisional students” at the English Language Center. Mentoring a new provisional international student enhances their chances to be accepted at MSU while providing mentors the opportunity to continue to learn about what it means to be “an international student.”

No major costs would be incurred as the focus of this activity would be spending quality time engaging in discussion, conversation, and participation in cultural activities in the mid-Michigan community. International students gain from this experience as they learn to better integrate into the fabric of the community and to take advantage of the opportunities afforded at MSU. U.S. graduate students would also continue to learn as they engage with students from other countries.

The Study Abroad Working Group

From December, 2013, through the end of March, 2014, a priority of the Office of International Studies in Education has been to conduct a comprehensive evaluation of the college’s study abroad program offerings at the undergraduate and graduate levels. A report entitled “Study Abroad Report 2014-2015” was produced which highlighted faculty discussions on this subject, presented an analysis of study abroad (SA) data, trends and issues, and offered recommendations for steps that can be taken to increase overall programming coherence, student participation and program quality for 2014-2015. The report can be made available to any interested stakeholder upon request.
The analysis and recommendations in the report were based on data collected through the following means:

- Data and information collected through interviews and discussions led by Dr. Reitu Mabokela and Dr. Todd Drummond with interested stakeholders (primarily leaders of study abroad) in the college
- Data and information collected through the participation of Dr. Todd Drummond in the International Studies and Programs (ISP) Study Abroad working group (monthly)
- Data and information collected through the participation of Dr. David Wong in the Study Abroad Director’s Advisory Group (monthly)
- A review of websites and other materials about the college’s ongoing programming (undergraduate for credit programs as well as non-credit and for-credit graduate programs)
- An analysis of data and reports issued by MSU’s Office of Study Abroad (OSA)

The Tanzanian Partnership Program

The Tanzanian Partnership Program (TPP) promotes multi-disciplinary research in support of sustainable community development. College of Education doctoral students and faculty work with Tanzanian partners to plan, implement, and evaluate innovative education projects in two rural Tanzanian villages where most residents live below the poverty line. TPP links university and field-based scientific research in order to help villagers meet everyday challenges in overcoming poverty (health, environmental, agricultural, access to water and basic education, etc.). Projects focus on the areas of school nutrition, school gardens, early childhood education, gender equity, children with disabilities, out-of-school youth, in-school clubs, and the use of cell phones for learning. The TPP team actively engages community members in state-of-the-art educational projects that can be replicated and scaled-up.

2013-2014 TPP Activities:

- Travel to Tanzania with TPP donors. In August of 2013, OISE representative Todd Drummond accompanied a team from the Provost’s Office, the Dean of ISP, and other MSU departments on a trip to Tanzania to review progress of the work in the field. The TPP project donors accompanied this group and a report was prepared based on the findings of this trip.

- Two Volume TPP Five Year Report. With the help of the four TPP GAs, Daniel Roberts and Jack Schwille co-edited and submitted the Tanzania Partnership Program Five Year report: Vol. I "Data and Findings for Preparation of Next Five-year Plan" and Vol. II
"Building Relationships with Partners and Potential Collaborators." In this report they compiled the cumulative data gathered by the College of Education team in the Tanzania Partnership Program from 2006-2013.

- **Early childhood education research.** Laura Edwards, a TPP GA, conducted dissertation research on formal and informal opportunities for young children in Milola in two trips she made to Tanzania in July-August 2013 and October 2013. In addition to presenting her findings in three brown bags in the fall 2013 (September 24th, December 3rd, December 10th) and at CIES 2014 in Toronto, she wrote two reports of her preliminary findings and also drafted a detailed concept note which summarizes what was learned in her research.

- **Article submitted on action research study in TPP village of Milola.** Daniel Roberts, Alisha Brown and Laura Edwards submitted an article titled "Participatory action research in two primary schools in a rural Tanzanian village: An exploration of factors to cultivate changes in teaching and learning" to the Educational Action Research journal in December 2013. This article was written as a summary of Daniel Roberts' work with teachers and students in Milola in after school programs in agriculture, health and the environmental sciences. The article will be accepted in the journal after minor revisions are made on it this summer. Daniel also presented on this paper at CIES 2014 in Toronto and at Aga Khan University in Dar es Salaam on May 22, 2014.

- **Research on out-of-school youth.** Douglas McFalls, a GA for the TPP, worked with Daniel Roberts to apply for and attain COSTECH and IRB clearance to conduct research on how out-of-school youth in rural Mtwara Province learn new information. This study builds on work with out-of-school youth learning groups in agriculture, health, and environment which Daniel Roberts facilitated for two months in the summer 2011. They presented the methods for their study at a TPP brown bag on April 16th, 2014, and made two trips to Tanzania in February-March 2014 and in May 2014 to conduct focus group and individual interviews with out-of-school youth in those villages.

- **Informal meetings with TPP partners in Dar.** During his two visits to Tanzania made in spring 2014, Daniel visited TPP contacts in Dar es Salaam, Mtwara region, and Lindi region and had informal discussions with them about potential areas of collaboration in educational work and research in the future of the TPP.

- **Work with Diane Rounavaara in CASID.** For 10 hours each week Alyssa Morley, another GA for the TPP, worked at CASID with Dr. Diane Rounavaara where she developed a girls' hostel proposal, updated the TPP website and compiled data on the different topics and areas in which faculty at MSU are currently conducting research in Tanzania.

- **Research on gender and education.** In May 2014 Alyssa Morley drafted a literature review on educational research and projects focusing on gender in sub-Saharan Africa and gaps in this research. She attained COSTECH and IRB clearance to conduct research on how gender and education are understood by different groups in the TPP village of Milola. She presented her research design at TPP brown bags on October 1st, 2013 and
April 9, 2014. In collaboration with Dr. Emiliana Mwita from DUCE, in June 2014 she is holding focus groups and conducting individual interviews to investigate the ways different groups of villagers perceive gender, education, and the connection between gender and schooling.

- **Secondary analysis of Uwezo data on out-of-school youth.** Alisha Brown, a GA for TPP, conducted a secondary analysis of Uwezo data in collaboration with Jack Schwille which focused on the achievement gaps between in-school and out-of-school youth in Tanzania. The preliminary results of this analysis were reported in a brief submitted in May 2014. The first section of the brief provides a brief background to Uwezo, the second section provides an overview of the Uwezo Tanzania 2011 results for the two districts where TPP pilot villages are located and the third section presents an overview of her secondary analysis of the Uwezo data on out-of-school youth.

- **Cell phone research.** In the summer 2013 Alisha Brown conducted a literature review on the use of cell phones for research and learning. She presented her findings at the TPP brown bag on October 15th, 2013, and was accepted to present this research at CIES 2014 in Toronto. The main focus of her report was a synthesis of the literature and an analysis of potential applications of cell phones in TPP educational projects.

- **Research on youth with disabilities in Tanzania.** In conjunction with Dr. Anjum Halai and Veronica Sarungi from Aga Khan University, Alisha Brown attained COSTECH and IRB clearance and conducted research on inclusive schools (i.e., government schools where students with disabilities are educated with their non-disabled peers) in Nachingwea district in the interior of Lindi Province. The purposes of her trip are (i) to gain insight into educating students with disabilities in a rural context that is similar to Milola; (ii) to understand the national policy context and the perspectives of policy actors regarding the education of students with disabilities and (iii) to explore how disability and disadvantaged student populations might be included in TPP educational projects.

**TPP brown bags hosted by OISE**

In an effort to strengthen relations between TPP faculty at MSU, all members of the TPP campus team at MSU were invited and the presentations were held in the International Center. In addition to the brown bag presentations mentioned above given by the TPP GAs in the College of Education, the brown bags consisted of the following:
• **October 8** – Betty Okwako and Betsy Ferrer presented on their work with study abroad students in the northern TPP village of Naitolia in the summer 2013. Their work primarily focused on school renovation projects they did in the primary school located there.

• **November 26th** – Terence O’Neil, an entrepreneurship librarian at MSU, presented his research on the use of assistive technology by Malawians with visual impairment. The talk focused on the availability of assistive technology and the technology itself, and the effect of mobile phones on the lives of visually impaired Malawians. Particular attention was given to the effect of mobile phones on their ability to attain and maintain employment.

• **January 22** – Juma Mmongoyo, a Tanzanian doctoral student at MSU in food science, presented on science education services provided in public schools in rural areas of Lindi Province. His presentation focused on the state of science education in southern Tanzania with examples drawn from his experiences in primary school, secondary school, university and teacher training college in Tanzania. He discussed the implications of this for educational projects and research in the TPP villages.

• **January 29th** - Ayoub Msuya, a Swahili teacher at MSU on a Fulbright and a Tanzanian special education teacher, presented on the current context of special education in Tanzania, cultural views in Tanzania on special needs children, government policies in this area, the training of teachers in special education, the outcomes for these children as well as his experience as a special education teacher in Tanzania.

• **February 12th** - Eva Kassara, a Tanzanian doctoral student in the department of community sustainability, presented her formative evaluation of the training of community animal health workers in the northern TPP village of Naitolia. The purpose was to understand the benefits of the training, to what degree CAHWs have been able to provide basic animal health care to village members and the challenges they encounter in carrying out their activities.

• **February 19th** - Justin Bruner, a doctoral student in the College of Education, presented work from the Science Across Virtual Institutes (SAVI) study, a partnership between Finland and the United States. In this project cell phones were used to collect real time student engagement data and matched against science teacher classroom practices. Implications for using cell phones as data collection instruments in the TPP were discussed.
OISE Outreach Activities Within the College and On Campus (2013-2014)

*Fellowship to Enhance Global Understanding (FEGU): Information Session for Graduate Students*

**September 13, 2013**

The OISE office and a panel of FEGU alumni presented information about the FEGU options for 2014, the benefits of being a Fellow, and how the application process works. The panel then answered questions and talked about their own experiences. Students had a chance to ask questions and better understand how FEGU might fit into their academic plan. Programs offered in 2014 include Mexico, China, and Vietnam. OISE team member Brianna Becker played a leading role in the organization of this event.

*Fellowship to Enhance Global Understanding: Presentations from the 2013 Fellows*

**September 20, 2013**

The Fellows from all of the 2013 FEGU programs (Botswana, China, Indonesia) presented on their experiences abroad through PowerPoint presentations, video, photographs, and spoken word. These presentations helped engage the wider college community in discussion about what the Fellows were learning as well as provided an opportunity for Fellows on different programs to connect and reflect on the range of their experiences.

*International Scholar Speaker Series (Fall Event)*

**October 31, 2013**

Jointly with the *Global Center for Food Systems Innovation* (GCFSI), this event brought in a speaker from Columbia Teachers’ College, Professor Gita Steiner-Khamsi, a leader in comparative/international education research. Her presentation and discussion was entitled *Standards are Good for Business: Standardized Comparison and the Private Sector in Education*. Following her presentation, our own Avner Segall served as a discussant. Avner’s comments prompted a rich discussion on research internationally; more than 40 students and faculty attended this event.
U.S. State Department Higher Education Delegation from Ukraine

November 11, 2013

OISE planned and arranged a discussion forum with 15 higher education leaders who were visiting the U.S. from Ukraine. OISE has cooperated with The Lansing Friendship Force which has brought such delegations to the college over the last two years in order to discuss issues of interest to both the Ukrainian and American participants. This year OISE hosted a two hour event. Speakers included Reitu Mabokela, Kris Windorski, and John Bonnell.

Beijing Normal University (China): Michigan Department of Education and Lansing Public Schools

February 11, 2014

In collaboration with the Global Educator’s Cohort Program (GECP), the OISE arranged and hosted three Chinese professors from BNU for an all-day event. In the morning, OISE representatives escorted the three guests to meet with the Department of Education representatives at the State Capitol in Lansing. At this meeting, three representatives from the assessment department spoke about current educational assessment issues in Michigan. Following a tour of the capitol and lunch, the group had a two-hour meeting with the Superintendent of Lansing Public Schools (LPS) at their headquarters. At that meeting, LPS presented their strategy for improving public education in Lansing and engaged our Chinese guests in an extended Q & A session.
Beijing Normal University (China) and K12 Outreach Event

February 13, 2014

In collaboration with the Office of K12 Outreach, the OISE arranged a morning seminar for the entire cohort of visiting students and scholars from Beijing Normal to learn more about K12 education in Michigan as well as the Office of K12 Outreach here in the college. The OISE opened the event and Assistant Dean Barbara Markle and her colleagues were the primary presenters. A deep discussion followed the presentations about similarities and differences between the Chinese and American education systems.

University of Padjadjaran (Indonesia) Faculty Visits the College

February 21, 2014

Faculty from University of Padjadjaran, Indonesia, visited OISE this spring to discuss future partnership in the area of curriculum development for higher education and also research writing assistance for faculty. OISE will help with selecting COE faculty with relevant expertise to provide the technical assistance needed.

Comparative International Education Society Conference, Toronto, Canada

March 10-15th, 2014

The OISE has a tradition of co-hosting an annual reception at the Comparative and International Education Society conference. This year’s conference was hosted by the University of Toronto. At the reception, the OISE showed a Power-Point presentation that highlighted both undergraduate and graduate student involvement in the internationalization of the college through various engagements within the college and beyond. OISE representatives networked and engaged with scholars from other institutions throughout this week of events. OISE representatives also made individual scholarly presentations.
International Scholar Speaker Series (Spring Event)

March 17, 2014

As part of the day-long OISE International Scholar Speaker Series (spring), Dr. Amita Chudgar and her colleague, Dr. Tom Luschei from Claremont University shared their UNESCO project doing cross-national research using a large data set. Through this, OISE hosted a conversation with students about the opportunities and challenges of conducting cross-national, mixed methods work. Moderated by OISE team member, Dwi Yuliantoro, this session was well-attended by graduate students. The discussion focused on issues related to IRB, logistics, conducting research across cultures, research methods, funding, and language as it involves working in other countries.

March 17, 2014

In this day-long installment of the OISE International Speaker Series, OISE provided a platform for institutional collaboration as Professor Amita Chudgar, Josh Cowen, and Tom Luschei, an Associate Professor of Education at Claremont Graduate University. The topic of their presentation was *Who teaches marginalized children and why? A mixed methods study of three world regions.* Amita and Tom have a longstanding working relationship, and this conversation pulled in MSU students and faculty to enlarge the discussion.

Azim Premji University Faculty visit

April 11 – 19, 20

The OISE facilitated the arrival of four faculty visitors from Azim Premji University and met them on Friday evening, April 11. Due to unfamiliarity of these four APU faculty with the US and MSU, the OISE team helped familiarize them with local places. Cultural events included an MSU baseball game on the first Saturday afternoon. Todd Drummond also shared his research on cross-lingual test item equivalence. This faculty visit is part of a long standing relationship that College of Education, led by Dr. Punya Mishra, has with Azim Premji Foundation. Azim Premji himself came to MSU and provided the keynote address at undergraduate graduation as well as a talk here in the College of Education.
Center for European, Russian, and Eurasian Studies: Roundtable Series

April 17th, 2014

Todd Drummond served as presenter on a panel of MSU scholars focusing on current events around the Ukrainian crisis. Topics included a brief history of Russian-Ukrainian conflict, what happened on the Maidan, the conflicting narratives of Russian and western press, governance, and prospects of Federalization of Ukraine going forward. Other presenters included Dean of the College of James Madison, Sherman Garnett, and Professor Graham Norm of the Center for European, Russian, and Eurasian Studies.

Presentation: Finnish Perspectives on Education and Student Engagement

May 5th, 2014

In partnership with the John Hannah Chair (Dr. Barbara Schneider) and the Create for STEM Institute, OISE welcomed Professors Jari Lavonen and Katriina Salmela-Aro from Finland to MSU as part of the EAGER research project. Two talks, “Professional Teachers and Finnish Education Context: Reflections based on PISA and Eager data” and “School Engagement and Disengagement: Developmental-Contextual Model” were presented. The talks were attended by faculty and students in the college.

Ongoing Activities and Events

Connecting Internationally: International Breakfasts and Potlucks

All Year

The OISE held monthly breakfasts in Erickson and bi-monthly evening potlucks at Spartan Village to bring together MSU students, visiting scholars, faculty, staff, as well as MSU families in a space for discussion, learning, and sustenance. Christine Cotton led a core team (Brianna Becker, Erin Sutton) which played an integral role in the organization of these events. The team provided a structured program and invited speakers on a regular basis to speak about education systems of other countries. Including family members was particularly essential as it allowed for new perspectives and new faces – moving to a new place can be particularly challenging for family members from other countries.
At the OISE breakfasts and potlucks, we held structured conversations about a wide variety of educational issues. At the first potluck, a speaker talked about the educational system in Ghana, including positive aspects and areas for improvement. In November, after attendees followed the U.S. Thanksgiving tradition of sharing something they were thankful for, Daniel Roberts of the Tanzanian Partnership Project shared the history of U.S. Thanksgiving, including the cross-cultural relationships as well as the exploitative aspects. Another speaker was Sara Bano, who facilitated a discussion about educational challenges and innovations in Pakistan. At the final potluck, Chinese students and faculty from the College of Education’s Southwest University partnership thanked MSU for the opportunity to experience cross-cultural exchange. Additionally, the Global Educators Cohort Program visited one breakfast to encourage attendees to get involved in their We Read! Initiative to provide globally focused books to Willow Run Elementary School. In all cases, these talks expanded knowledge throughout the College of Education by helping to form personal relationships.

Southwest University Partnership Activities

All Year

OISE currently manages the Fellowship to Enhance Global Understanding (FEGU), an opportunity for doctoral students to engage with institutions abroad. In the case of the annual China FEGU trip, there is an active exchange of students and scholars between Southwest University and MSU. Since the visits started in 2009, the college has hosted 48 Chinese Ph.D. and MA students from SWU for a 7 month period. During this period, the college has also hosted a total of 9 professors from SWU. While the relationship here in East Lansing is managed by the Office of K12 Outreach, the OISE also hosted and organized events for the SWU students and faculty during their time on campus. Reitu Mabokela and Todd Drummond serve as mentors for visiting students from SWU. OISE hopes to continue to support this relationship over the long term.
Linking all Types of Teachers to International Cross-cultural Education (LATTICE)

All Year

Throughout the year, OISE supported LATTICE, an opportunity for Lansing area teachers and MSU domestic and international students to engage with international educational issues through open dialogue and the sharing of a meal. K-12 teachers report being profoundly affected by sessions and have followed up on many ideas in their classrooms, often in collaboration with international students they have come to know. OISE team members Christine Cotton and Dwi Yuliantoro have played an important leadership role in organizing and facilitating the LATTICE work.

Tanzania Partnership Project – Brown Bag Speaker Series

All Year

College of Education doctoral students and faculty have been working with Tanzanian partners to plan, implement, and evaluate innovative education projects in two rural Tanzanian villages where most residents live below the poverty line. As part of this contribution, Dr. Daniel Roberts and doctoral students who are involved in the project established a monthly speaker series that addresses the research and work they are doing for the project. These events were well attended and popular; in some months two scholars presented at brown bags.

GECP Faculty Learning Community

All Year

In supporting the Global Educators Cohort Program, an undergraduate program that prepares global educators, OISE representatives (Todd Drummond, Dwi Yuliantoro) have been involved in the monthly Faculty Learning Community meeting that helps tune up the GECP faculty with global issues. Part of the learning process is to share individual knowledge about what global education means and how faculty can integrate and infuse that idea in their classroom teaching and learning.
Other International Projects and Initiatives in the College

I. International Education, Student Learning & Faculty Support

The Global Educators Cohort Program (GECP) is a specialized teacher preparation program focused on integrating global and international perspectives into teaching. Led by Margo Glew and Lynn Paine, GECP students receive mentorship by faculty, practicing teachers, and administrators with expertise in international education. Students participate in an international experience at some point during their time in the program (e.g. study abroad) and have the option of a short-term study experience in Beijing, China, in order to learn more about the Chinese education system and culture.

Study Abroad Programs: 11 total programs are offered for undergraduates, the total number of participants for 2014 will be 127, considerably more than 79 students in 2012, and up from 94 in 2013. The number of programs offered went from 4, to 6, to 7 in 2012, 2013, and 2014, respectively. OISE has set a goal of a 15% increase in enrollment to 146 total students in 2015.

The International Experience in Higher Education (HALE program) seeks to provide graduate students with an opportunity to understand how local, national, and global forces interact in shaping the higher education landscape in different countries (Mexico, Finland, South Africa, and in previous years, the U.K). Students develop a deeper appreciation of higher education in these countries and also develop skills useful for conducting comparative and international higher education work.

The Southwest University Partnership Exchange Program is a reciprocal exchange program with graduate students from both institutions. After the MSU FEGU visit to SWU in May, a delegation of Chinese scholars and students spend seven months on the MSU campus learning more about U.S. education and education research. The Chinese students also share about the Chinese system and culture through field trips, symposium, school visits, and other events and activities.

The Confucius Institute (CI-MSU) was established in May 2006. It is a collaborative effort of Michigan State University, the Office of Chinese Language Council International (Hanban), and Open University of China. CI-MSU is a leading Confucius Institute, offering innovative programs and services to meet the rising demand for high-quality Chinese language and culture education worldwide. It has been selected for three consecutive years as the Confucius Institute of the Year by the Chinese Ministry of Education.

II. International Research: Ongoing Projects and Initiatives in the College

Over forty faculty members in the College of Education are currently (or have been in the recent past) involved in international research endeavors in some capacity. Our educational research
addresses the social, economic, health and other challenges of constituent populations, especially in the most challenging contexts. Several ongoing outreach projects (Tanzanian Partnership Program and Azim Premji for example) have both research and outreach components to them. Co-developed research agendas in which research is done in close collaboration helps form strategic alliances and long term relationships with our partner institutions. The college is also active in STEM work in the international arena.

The Center for the Study of Curriculum (CSC) focuses on research related to curricular issues in K-12 schooling, assessment theory, and the effects of curriculum on academic achievement. A special focus concerns the U.S. Common Core State Standards for Mathematics, teacher education and preparation, and student achievement. Other research topics include educational policy related to mathematics, science education, and testing in general. The center was formed in 2012 to house numerous research projects, including the analysis and collection of large data sets on educational issues and student achievement in the U.S. and around the world. The CSC has served as a leading hub of research on data from international assessments such as TIMSS, PISA, TEDs-M, and PROMISE.

Teacher Education and Development Study (TEDS-M) is a comprehensive, cross-cultural study of teacher preparation in mathematics funded by the International Association for the Evaluation of Educational Achievement (IEA). The college of education serves as the major international study center for this study which compares preparation of mathematics teachers in 17 countries. TEDS-M is the first IEA comparative study to address tertiary education.

DOCTRID Research Institute was launched by the rehabilitation counseling faculty and the large-scale Daughters of Charity Service in Ireland. DOCTRID (Daughters of Charity Technology and Research in Intellectual Disabilities) will be one of the world’s largest connected efforts to improve life for individuals with intellectual disabilities such as autism.

CREATE for STEM is an MSU- sponsored research institute with a broad mandate for Collaborative Research in Education, Assessment, and Teaching Environments (CREATE) for the fields of Science, Technology, Engineering, and Mathematics (STEM). The Institute is a joint endeavor of the College of Natural Science and the College of Education, in coordination with the Office of the Provost. CREATE brings together STEM faculty and faculty from the College of Education, and serves as an springboard and a hub for innovation, research, and intellectual collaboration, and helps bring to fruition ideas and projects that will make a difference in the teaching and learning of science and mathematics for all learners regardless of their cultures or experiences.

With the support of the United Nations Children’s Fund, Dr. Amita Chudgar is analyzing large-scale quantitative data and developing in-depth country case studies to develop the most systematic, cross-national understanding of teacher distribution available to date. New data and information will foster policy solutions to ensure an equitable distribution of high-quality teachers for all children, especially marginalized children. The work has been done in India and Tanzania.
The Graduate Learning Experience and Outcomes (GLEO) project is managed by John Dirkx and a team in the Higher, Adult and Lifelong Education program (HALE). The project conducts research on graduate education abroad experiences across the country. While there is considerable information and research on study abroad at the undergraduate level, research on graduate study/education abroad is almost non-existent, despite its increasing popularity in universities across the nation.

III. International Outreach: Ongoing Projects and Initiatives in the College

Azim Premji University

Through the Azim Premji Foundation, the college has established a strong partnership in India with the Azim Premji University (APU). The Foundation’s aim of creating a more just and equitable society parallels MSU’s land-grant tradition of public outreach. The college is assisting the leaders of the new APU develop a high-quality graduate school of education in Bangalore. The goal of APU is to foster young talent and create new knowledge to serve India’s educational system. MSU education professors have conducted faculty workshops and reviewed curriculum for two master’s degree programs (in education and teacher education) for this new institution which expects to enroll up to 3,000 students within the next five years. The sharing of knowledge among faculty from APU and MSU could ultimately extend to include student exchange trips and joint research efforts.

College Trip to Azerbaijan

In March, 2014, College of Education faculty from the Office of International Studies in Education and the Office of K-12 Outreach traveled to Baku, Azerbaijan, to meet with the leadership of the Azerbaijan Diplomatic Academy/University (ADA). The ADA is in the process of founding a College of Education and is seeking support in the development of executive leadership degree and certification programs. The purpose of the trip was to identify areas of potential collaboration between the two institutions. More conversations are scheduled to take place in East Lansing in the summer of 2014.
Cuba Study Tour

Ten faculty members in the College of Education at Michigan State University participated in a study tour of Cuba from May 6 – 11. With one the highest literacy rates in the world and a historically restricted relationship with the United States, Cuba offers a particularly unique opportunity to explore another nation's education system. The MSU faculty interacted with educators and leaders at various types of schools, community programs and the University of Havana.

The College of Education faculty members that participated on the tour included Reitu Mabokela from the Office of International Studies in Education, Gail Richmond, Terry Flennaugh, Davis Stroupe, Chris Kaiser, and Susannah Van Horn from the Department of Teacher Education, Muhammad Khalifa from the Department of Educational Administration, and Richard Prawat, Cindy Okolo, and John Carlson from the Department of Counseling, Educational Psychology, and Special Education. Donna Kaplowitz from the Residential College in the Arts and Humanities and Michael Kaplowitz from the Department of Community Sustainability also participated in the tour. Donna Kaplowitz has extensive experience in Cuba, and served as the lead in coordinating the study tour on behalf of the College of Education.
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