Globalization and Higher Education: Preparing Teachers for the World Ahead
History of Global Higher Education

• European models included traveling scholars
• US model is melding of other models
• US engaged as form of development, then soft power
Global Higher Education Today

- Historically global, yet . . .
- Current globalization is distinct in competitive framing
- Large body of literature – academic capitalism, etc . . .
- International students (exports), GATS under the WTO,
- Study abroad as industry (legalistic)
- Global rankings
University of Illinois

- Multi-versity
- Students from all over the world - (112 countries, #2 in number of Int. students)
- Research on topics for all over the world
- Partnerships with business and governments all over the world
- Hub of innovation demands global flows
Land Grant Institution

- The Morrill Act
- University of Illinois (MIT, Cornell, Michigan, Wisconsin, Ohio, Iowa etc...)
- Purpose is to be useful to local population- practical education for local people
- Agriculture and Engineering
- Motto: Learning and Labor
Land Grant Now

• How do we serve the local people?
• How do we prepare local people for the challenges of the future?
• How do we create access to global networks?
Challenges ahead

- Climate
- Water
- War
- Economic stability
Preparing Local Teachers for Global Challenges

• Need a new model
• competitive frame that has dominated/influenced higher ed will not work
• Ability to collaborate across a cultures is central most important skill for future
Competitive model impact on K12

- Pisa and other international tests
- Scores pit nations/teachers against each other
- School=future economy
- Flaws include false premise
Collaborative model of global engagement

• Teacher education is collaborative process
• Work closely with partner institutions
• Work closely with partner schools
• Reciprocally exchange preservice teachers in local schools
• Engage local teachers as participants and hosts
Global Fieldwork

- locations: Hong Kong, France, Spain, England, Italy, Costa Rica, New Zealand, China, Greece, Singapore, Indonesia, Tanzania, Namibia
- Short term
- Class 4 weeks before/2 weeks after return
Outcomes to date:

- 100 participants per year
- Developing research methods
- A. impact on preservice
- B. impact on teachers
- C. impact on partnerships
- D. impact on communities
Thank you
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