

Developing Instruction for International Education

Ock-Ryeo Kang

Professor
Department of Early Childhood & Special Education
Seoul National University of Education

Degrees Awarded:

Ph.D. in Special Education Area, 2002, University of Oregon, Eugene, U.S.A.

M.A. in Special Education, 1997, University of Oregon, Eugene, U.S.A.

M.A. in Special Education, 1989, Ewha Womans University, Seoul, Korea

B.A. in Special Education, 1985, Ewha Womans University, Seoul, Korea

Areas of Special Interest:

Literacy, Reading Comprehension, Instructional Design for Exceptional Children, Learning & Cognition

Professional Experience:

Professor, Seoul National University of Education, 2005-present

Professor, Inje University, Seoul, Korea, 2003-2005

Instructor, Kyunghee University & Dankook University, Seoul, Korea, 2002

Special Education Teacher, Seoul Community & Rehabilitation Center, Seoul, Korea, 1989-1993

Teaching Assistant, Department of Special Education, Ewha Womans University, Seoul, Korea, 1985-1986

Books:

Kang, O. (2004). Attention-deficit/hyperactivity disorders in the classroom. Paradise Welfare Foundation: Seoul, Korea. etc.



Summary

For instructional methods:

Whenever teachers have to teach the classes including international student(s), they need to accommodate instructional situation, content, material, and evaluation. This will be useful for all students, not only international students. First of all, teachers need to explain the international student's culture and characteristics to students in order to make the positive classroom atmosphere. As a simple method, teachers may put some pictures or information related international student's culture on the bulletin board. In addition, they need to teach "multi-culture" to the students so that students can understand and accept the differences and sameness between Japanese culture and others. Second, in teaching each subject, teachers need to prepare for their lesson plan including international students. Teachers should include them in the every session during the teaching class(i.e., introducing, developing, evaluating, and finishing up). Third, even though international students have no problem with cognition and communication, they may have no understanding their class because of language and cultural differences. Therefore, multimedia, visual-audio materials, and other resources can be used in order for international students to easily understand the classes. Also, teachers need to use modified materials for other students as much as they can. Finally, assessment and evaluation are very important in planning and teaching the class. For the class including international students, especially, teachers need to use multiple measurements. In the beginning stage, teachers had better use performance or portfolio assessments rather than written test because Japanese is a second language to them. If they use written test, they need to consider time, amount, type, and difficulty of the test in measuring international student's ability. Anyway, all students should not be discriminated by language, culture, and race.

For substantial measure in-service teacher training:

Those measures can be divided into at least two: (a) psychological aspects as a basic measurement: open-mindedness and interest for other cultures and foreigners, and receptive attitude toward international students, and (b) classroom skills as a second measurement: communicating skills, information gathering skills for other cultures, selecting and developing skills for materials, managing skills for learning and classroom, assessing skills for pupil performance, teaching skills for diverse learners, interpersonal skills with pupil and parents, etc.