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International Learning:
Learning to be International
A world of Views

Presentation Abstract

Strand 6: International Learning, Social Consciousness and Action

Presenter	Transformation or Confirmation of Timeless Notions? Abstract
<p>Beverly Shaklee & Supriya Baily George Mason University bshaklee@gmu.edu /sbaily1@gmu.edu</p>	<p>Promoting Peace Education through International Education</p> <p>Each generation of writers in peace education focus on teacher education and acknowledge the importance of educating teachers to promote peace education within the development of their students, in the culture of their classrooms, and for the future of their communities. Peace education aims to cultivate the knowledge, skills, and attitudes needed to achieve and sustain a global culture of peace and as such is embedded in our notions of international</p>



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mindedness, but is often ignored in our teacher preparation programs. Peace education is usually parceled out into separate silos such as classroom management based on conflict resolution principles or focus on specific content areas such as social studies. In very few teacher education programs is peace education identified as a guiding principal in the development of future teachers including those in international education. Based on our recent contributions to, *Building Cultures of Peace : Transdisciplinary Voices of Hope and Action* (Ndura & Amister, 2009), this discussion provides a snapshot of our continued efforts to define peace education, to translate it into international teacher preparation and to build a dialogue on how to engage international educators to find ways in which to evaluate the effect and impact of peace education on teacher preparation. It is clear our work is not yet complete, but this presentation seeks to address understand the approaches we can use to blend the two more closely together.