AN INTERNATIONAL STUDENT TEACHING EXPERIENCE: 
THE IMPACT ON PROFESSIONAL AND PERSONAL GROWTH 
AND GLOBAL AWARENESS

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Abstract

The purpose of this mixed methods study was to examine the impact of an international student teaching experience (ISTE) on pre-service teachers. Specifically, this study examines the impact of this experience on 17 participants’ professional and personal growth and their global awareness. Data were collected through pre and post interviews, pre and post philosophy papers, teacher identity papers, on-line blogs, and a quantitative survey, The Miville-Guzman Universality-Diversity Scale (MGUDS). The participants completed a five week teaching practicum at three different schools in Belize during the spring of 2010. During the ISTE, participants completed service learning projects and other community service activities. Findings suggest that the international student teaching experience had positive outcomes for the pre-service teachers, having impact on professional development, personal growth, and global awareness.
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Most importantly, I would like to thank my friends and family who have endured my work schedule and my absence from their lives for many months now. While I may not have been present, they were always so in my thoughts. Also, I am forever grateful to Chris Varner, who has demonstrated great patience and offered tremendous support and encouragement throughout this process.
Dedication

This dissertation is dedicated to my mother, Nadine Annas Stanley, who will always be my first and best teacher. All my love~
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Chapter One

Introduction

Background

In 1995, the National Council for Accreditation of Teacher Education (NCATE) mandated that schools of education provide a global and international education to pre-service teachers. This demand was predicated on the fact that our world is changing along with the dynamics of our classrooms. The United States census indicated that by 2050 there would no longer be a majority ethnic group in the US (US Bureau of the Census, 2001). American classrooms will contain students from several racial and ethnic backgrounds. This problem is exacerbated by the fact that the changing face of student populations does not mirror the faces of pre-service educators, who are mostly white, middle class, monolingual females (Sleeter, 2001). Therefore, schools of education are graduating teachers who are not equipped to meet the demands of the 21st century classrooms (Cushner & Brennan, 2007). This chapter focuses on the identified educational problem, the purpose of the study, the research questions, and key terms. The chapter concludes with a summary.

Statement of problem

Since the NCATE mandate, educational stakeholders have engaged in discussions and curricular reforms to address the need for a more globalized approach to training pre-service teacher. Standard 4 of the NCATE mandate states that “One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the stories, experiences, and representations of students from diverse cultural backgrounds” (NCATE, 2006, p. 31). As a response, schools of education have added courses on multicultural education, diversity, and foreign language requirements to
their programs (Cushner & Brennan, 2007). Unfortunately, even with the mandated inclusion of curriculum that addresses these global perspectives, fifteen years later most teachers still report feeling unprepared to teach in multicultural classrooms where they have to communicate with students from diverse backgrounds (Sleeter, 2001; Willard-Holt, 2001). Therefore, schools of education are still searching for ways to connect pedagogical learning to the pre-service teacher’s actual professional lives and practices in the classroom (Cushner & Brennan, 2007).

The question of how to increase cultural competence and raise global awareness in regards to diversity and changing student populations has not been answered. Also, the question of how pre-service teachers internalize these ideologies and practices, personally and professionally, remains unclear. With the inclusion of multicultural education in schools of education, studies show that knowledge of cultural competence in regards to global awareness and diversity issues have increased (Cushner & Brennan, 2007; Sleeter, 2001). However, studies also show that teachers lack an internalized understanding of what diverse students encounter in the classroom (Mahan & Stachowski, 1990; Stachowski & Visconti, 1998). Additionally, it is also asserted that teachers are not familiar with the interconnectedness and complexity of the global world in which we live (Cushner & Mahon, 2002a).

Ideas such as understanding diversity and global awareness are commonplace in schools of education. Yet, having a deep awareness of these ideas and what they mean in terms of instructional practice goes beyond learning politically correct terminology. With the discrepancy between a non-diverse teaching workforce and a diverse student population, researchers have recognized the need to help teachers, and in turn help students, reach their full potential (Hovater, 2007). Roberts (2007) asserts that internationalizing teacher education through curricular change is a need. To address the issue of developing global awareness in teachers,
schools of education throughout the country have started to provide opportunities for international student teaching experiences. By the 1980’s, 100 universities reported having an international student teaching program (McKay & Montgomery, 1995; Stachowski & Sparks, 2007). More recently, in a survey conducted by the American Association of Colleges of Teacher Education of 59 American teacher education programs, 33% of those institutions offered a student teaching abroad opportunity (Cushner & Mahon, 2002a). Nationally, it is reported that less than 3% of all American undergraduates engage in a study abroad program (Willard-Holt, 2001).

Hanvey (1982) suggests that cultural immersion allows the individual to see the world from a different perspective. It is this type of immersion that typically happens during an international student teaching experience. For this reason, many teacher educators advocate for the inclusion of an international student teaching opportunity within their programs (Wilson, 2003). This type of student teaching experience often allows for two things. Pre-service teachers take what they learned during their education courses and begin to incorporate it into their professional and personal lives (Stachowski & Visconti, 1998). Also, the immersion experience can instill a sense of global awareness in a short period of time (Mahan & Stachowski, 1990).

Researchers suggest that development of global awareness often requires a period of immersion in an environment different from one’s own cultural upbringing (Hanvey, 1982; Stachowki and Visconti, 1998). One way to accomplish this is through an international student teaching experience. Several studies have examined the impact of this experience on the global awareness of teachers (Anderson, 2001; Burnouf, 2004; Clarke, Flaherty, Wright, & McMillen, 2009; Cushner, 2007; Cushner & Mahon, 2002a; Cushner & Mahon, 2002b; Karamon &
Tochon, 2007; Kirkwood, 2001; McKay & Montgomery, 1995; Merryfield, 1993; Moseley, Reeder, & Armstrong, 2008). Furthermore, for the impact to have lasting implications on the pre-service teachers it must affect them personally and professionally (Cushner & Brennan, 2007; Mahan & Stachowski, 1985; Pence & Mcgillivray, 2008; Vall &Tennison, 1991).

Importance of Study

Since the 1980’s, numerous studies have examined the impact of international student teaching programs and experiences. The research indicates that most international student teaching experiences are positive, resulting in increased personal and professional growth with an enhanced global view (Cushner, 2007; Cushner & Mahon, 2002a; Cushner & Mahon, 2002b; Hovater, 2007; Mahan & Stachowski 1985, 1990; Mahon, 2007; McKay & Montogomery, 1994 & 1995; Pence & Macgillivaray, 2008; Quezada & Alfaro, 2007; Stachowski & Sparks, 2007; Vall & Tennison, 1992; Wilson, 1993). Wilson (1993) classifies the cross-cultural benefits of an international student teaching experience into four categories: substantive knowledge of global issues, cultures, and dynamics; perceptual understanding of other cultures free of stereotypes; personal growth in self efficacy; and interpersonal connections during and following the international experience. Likewise, McKay and Montgomery (1995) believe that an international student teaching experience has the potential to change pre-service teachers’ thinking about self, curricular design, and instructional practices. Similarly, Mahon (2007) suggests the impacts of international student teaching experiences are far-reaching, including addressing economic and cultural poverty.

In the post 9.11 world, it is imperative that pre-service teachers “experience cross-cultural learning to gain a deeper understanding of the world in which they live and to enable them to teach with, work with, and continue to learn from people different from themselves” (Cushner &
Typically, a group of pre-service teachers in a study are followed into an international setting where participants spend from one to eight weeks in a foreign school. Furthermore, most of the programs require a home stay. The purpose of the home stay is to fully immerse the teacher into the culture so they can examine different lifestyles and global perspectives, which will transfer into their teaching (Mahan & Stachowski, 1985; Quezada & Alfaro, 2007; Vall & Tennison, 1992).

However, the transfer of new learning into classroom practice is one area that is missing in the research. Pence & Macgillivray (2008) and Willard-Holt (2001) conducted a one year follow-up interview with international participants. The 2008 study was a replication of the latter. Yet, more studies need to follow teachers into the classroom to determine how many of the findings from the initial study translate into effective teacher education practices in the classroom (Sleeter, 2001). Therefore, more research, particularly longitudinal research, is needed on the on the lasting impact of an international student teaching experience on pre-service teachers.

Moreover, this field of research is largely qualitative. The Overseas Student Teaching Project (OSTP) has sent pre-service teachers overseas for over 20 years. The OSTP collects qualitative and quantitative data on the experiences of the participants. The quantitative data consists of a nine item Likert scale. However, this instrument, while used for many years, has not undergone validity or reliability testing. Therefore, there is a need in the research for studies that employ the use of such items.

Additionally, another area to address is the impact an American educator has on foreign students and the school community abroad. Instead, most international student teaching research has focused solely on one group, the pre-service teacher that goes abroad (Cushner, 2007;
Cushner & Mahon, 2002a; Cushner & Mahon, 2002b; Hovater, 2007; Mahon, 2007; McKay & Montgomery, 1994 & 1995; Pence & Macgillivray, 2008; Quezada & Alfaro, 2007; Stachowski & Sparks, 2007). While research results surrounding the student teaching abroad experience are positive, very little research compares the teaching abroad experience to a stateside experience. Mahan and Stachowski (1990) employed the use of a stateside comparison group. In this study, 63 teachers taught abroad while 28 remained stateside. Data was only collected at the end of the student teaching experience through reflective writings. Therefore, a baseline of perceptions and experiences was not established nor was there any follow up. Furthermore, the study of teacher preparation curriculum was not addressed in any of the research located. Having information about teacher preparation curriculum, what it does and does not provide in regards to global education, would provide a starting point for beginning curricular reform in schools of education. Addressing these deficiencies may help move the field forward by providing information needed to strengthen teacher education programs and to improve teaching for the 21st century. Exploring the experiences of pre-service teachers and developing a theory that explains these common experiences is a needed addition to the literature. Schools must teach students from varied backgrounds “while preparing them for a much more complex, interdependent world that most teachers themselves are not familiar with” (Cushner & Mahon, 2002b, p. 45).

As a result, teacher preparation programs must implement changes in the ways teachers are taught and the curriculum and experiences to which they are exposed. This study can provide schools of education with information regarding the outcomes of international student teaching programs and ways to improve existing programs at home and abroad.
Purpose Statement

The purpose of this study is to examine the impact an international student teaching experience (ISTE) has on the personal and professional growth and global awareness of pre-service teachers.

Research Questions

The following research questions were addressed in this study:

1. Does an international student teaching experience impact the professional growth of pre-service teachers?
2. Does an international student teaching experience impact the personal growth of pre-service teachers?
3. Does an international student teaching experience impact the global awareness of pre-service teachers?

Definition of Key Terms

Key terms for this study are listed in alphabetical order below.

- Cultural competence- Teachers who are culturally competent understand cultural traditions that extend beyond the borders of the United States, can communicate across cultures, and have the expertise to prepare learners for living and working in the global community (Cushner & Brennan, 2007, p. 10).
- Diverse students- For the purpose of this study, diverse students are defined as learners who have racial, ethnic, or religious backgrounds that differ from the majority.
- ESL- The acronym ESL stands for English as a Second Language. An ESL teacher teaches English to non-native students in an English speaking country. This title, ESL, is
also given to students as an identification method. Similarly, the acronym ELL, English Language Learner, is used synonymously with ESL.

- Immersion- Immersion refers to a person who lives and participates in another culture 24 hours a day for an extended period of time (Stachowski & Mahan, 1998).

- Global awareness- For the purpose of this study, global awareness is defined using Hanvey’s (1982) five dimensions of a global perspective: (1) perspective consciousness (2) state of the planet awareness (3) cross-cultural awareness (4) knowledge of global dynamics (5) awareness of human choices. These dimensions are discussed at length in chapters 3 and 4.

- International student teaching- An international student teaching experience is defined as an experience where a pre-service teacher completes a portion or all of their student teaching in an international setting outside of North America.

- Personal growth- In this study, personal growth is defined by changes in the behavior, thoughts, and feelings of the participants. A quantitative survey, The Miville-Guzman Universality-Diversity Scale was used to record and report these changes. Also, the qualitative data helps to define the personal growth of participants through their own words and writings.

- Pre-service teacher- For the purposes of this study, a pre-service teacher is a student enrolled in an education program in the United States where they are completing their student teaching practicum for teacher licensure.

- Professional growth- In this study, professional growth is defined by the experiences of the participants. Four qualitative sources provide the foundation for the participants to
communicate the impact of the international student teaching experience on their professional growth.

Limitations of the study

Limitations identify the potential weaknesses of a study, particularly in regards to its methodology (Creswell, 2003). This study has limitations in that it is narrowed to one student teaching abroad program. Also, the study takes place in Belize; therefore, the results may vary if the study is replicated in a different cultural setting. Another limitation was the timing of the quantitative data collection. Because the same survey was used three times, participants may have specific recall of certain questions and may have felt they should use the same response. Furthermore, the participants were a rather homogeneous group without much diversity even in their content areas. Therefore, my sample was not highly representative of the larger population, nor was it very large with a sample size of 17. Lastly, whether pre-service teachers remember their experiences and apply them in the classroom cannot be answered by this study.

Summary

There is a tremendous need to develop pre-service teachers for the changing dynamics of the 21st century classroom (Cushner & Brennan, 2007). Developing cultural competence about the world in order to model and teach this skill to students is imperative (Cushner & Brennan, 2007). Having pre-service teachers teach in an environment divergent from their own is an effective way to prepare them for diverse classrooms while at the same time enhancing their professional and personal growth as well as their global awareness (Pence & McGillivray, 2008). This study attempts to examine the impact of an international student teaching experience on the professional and personal growth and global awareness of pre-service teachers.
Chapter Two

Review of the Literature

Introduction

This literature review examined international student teaching experiences within teacher education programs. Specific focus was given to studies that examined the professional and personal growth and global awareness development of pre-service teachers. The review begins with background information, then moves into the need for international student teaching programs, continues with a review of studies and trends in the literature, and concludes with a summary of the literature review. The summary of the literature review indicates that more research is needed to ascertain how international student teaching experiences (ISTE) change teacher behavior in regards to personal and professional development and their development of global awareness.

Background

As early as 1969, Taylor suggested, “those who are becoming teachers should have a chance to cross over, through their students and their personal experience, to a culture different from the one in which they have been born and raised” (as cited in Malewski & Phillion, 2008). Since then, this idea has gained steady support as evidenced by the increased opportunities for teaching abroad (Willard-Holt, 2000).

Several programs focused on sending pre-service teachers abroad emerged in the 1970’s. The Consortium for Overseas Student Teaching (COST) consists of 15 universities in the United States and Canada; it provides student teaching abroad opportunities in over 15 countries (Cushner & Mahon, 2002a). Since, 1972, COST has sent anywhere from 60 to 75 pre-service teachers abroad each year. Similarly, Indiana University implemented the Overseas Student
Teaching Project (OSTP) in the mid 1970’s, sending thousands of pre-service teachers to schools in England, Ireland, Scotland, Wales, Australia, and New Zealand (Mahan & Stachowski, 1985).

However, it was not until the 1980’s that the notion of providing pre-service teachers with international teaching experiences became a part of teacher education programs nationwide (McKay & Montgomery, 1994). Educational organizations, such as The National Council for Accreditation of Teacher Education (NCATE) and the American Association of Colleges of Teacher Education, supported this trend by mandating the inclusion of global and international education into teacher education curriculum (McKay & Montgomery, 1994; Willard-Holt, 2000). This mandate is based on the fact that our world is changing and becoming “flatter” as Thomas Friedman suggests in his work, *The World is Flat*.

The faces in our communities and in our classrooms are becoming more diverse. At the same time, we have the capabilities to connect with people from all over the world in just a few clicks. The word “global” infuses our daily lives from the ideas of a global economy and even global recession to being a global citizen. Even more recently, the Apple Corporation published a paper about the need for global awareness education by asserting the need for teacher education programs to “address 21st century learning needs, including global awareness” (*Global Awareness and Education: America’s Test for the 21st Century*, 2007, p. 6). The paper continued by saying teachers in the classroom “must challenge themselves to think- and teach- from a global perspective (p. 6). The dynamic and quickly changing world stage is the backdrop for international student teaching opportunities. Through these opportunities, schools of education can better prepare pre-service teachers to meet the needs and demands of the 21st century classrooms.
Need for International Student Teaching Programs

Cushner & Brennan (2007) acknowledge that schools of education must not only advance students’ pedagogical knowledge but their cultural competence as well. Their rationale is that the world is “much flatter, interconnected, and more complex than in the past” (Cushner & Brennan, 2007, p. 4). Being a citizen in the 21st century requires a different set of skills than in previous generations (Heyl & McCarthy, 2003). Therefore, schools of education must revise their current practices to address the changing needs and faces of the 21st century classroom (Cushner, 2007; Cushner & Mahon, 2002a; Heyl & McCarthy, 2003; Moseley, Reeder, & Armstrong, 2008; Stachowski & Sparks, 2007). The need for research that determines whether existing teacher education programs accomplish the goal of developing teachers for the demands of the 21st century classroom is of great importance.

With the changing demographics of the United States and the increased demands of No Child Left Behind (NCLB) and other federal and state mandates, it is critical to develop teachers who are globally aware in order to prepare students for a future in the 21st century (Cushner & Brennan, 2007; Merryfield, 1995). In the 1980’s NCATE began redesigning its standards for university accreditation. Of its 18 standards, four of them included reference to multicultural or global awareness concepts (Cushner & Brennan, 2007; Hovater, 2007). However, as seen from the research, implementing these standards may not be enough to help pre-service teachers actually develop professionally, personally, and in their global awareness to translate that learning into classroom practices. This internalized change is seen as necessary by researchers for the development of these characteristics (Cushner & Brennan, 2007; Merryfield, 1995).

One study by Heyl and McCarthy (2003) examined the transcripts of 690 newly licensed teachers in three different colleges. The purpose was to identify a baseline for the international
educational experiences of these teachers. The results showed international curriculum represented about 26% of the total undergraduate credits at Old Dominion University (ODU), and then 11% at The University of South Florida (USF), and 8% at St. Cloud State University (SCSU) (Heyl & McCarthy, 2003).

In contrast, ODU only had 1% of its pre-service teachers study abroad with ODU & SCSU having 2.9% and 6.5%, respectively. Half of the SCSU population, 3.5%, completed their student teaching requirement abroad (Heyl & McCarthy, 2003). These researchers contend that until there is a coordinated effort to pull together all educational stakeholders at all levels “to enhance the nation’s teachers’ abilities to teach about the world, U.S. students will continue to exhibit a profoundly discouraging lack of knowledge about the world” (Heyl & McCarthy, 2003, p. 5).

More locally, North Carolina has taken measures to evaluate the status of global education within the state’s teacher preparation programs. Deans in 47 of North Carolina’s universities were given a survey, which asked them to respond to current practices and future plans in regards to global education (Friedman, 2005). There were 29 respondents, for a 62% response rate. The qualitative and quantitative questions were connected to the goals of *North Carolina in the World: A Plan to Increase Knowledge and Skills About the World* (NCIW Action Plan). In regards to study abroad opportunities, 21 of the 29 universities cited having study abroad programs, but only four of 29 had international student teaching programs in place. Respondents suggested that the low number was due to the difficulty in ensuring licensing requirements through the State Department of Public Instruction (Friedman, 2005).

Furthermore, other components of the NCIW Action Plan were assessed, such as foreign language requirements and courses with an international content. Overall, the deans indicated
that increasing study abroad opportunities was the best way to strengthen the global awareness and cultural competence of pre-service teachers within their schools of education (Heyl & McCarthy, 2003). The results of these two studies suggest that some teacher education programs throughout the nation are not fully addressing the standards set forth by NCATE and other governing educational agencies.

The research does, however, document the positive outcomes of international student teaching programs. These experiences are viewed as ways to “expand the worldview of new teachers and bring a needed global perspective to their curriculum development and classroom instruction” (Stachowski & Sparks, 2007). Wilson (1993) suggested that key outcomes from an ISTE are gaining a global perspective and developing self and relationships. Also, McKay and Montgomery (1995) found that international student teaching experiences “have the potential to change the way beginning U.S. teachers think about themselves, curriculum design, and teaching strategies” (p. 28). Research conducted by Cushner and Mahon (2002) concluded that new teachers who participated in an ISTE demonstrate a heightened ability to interact with and teach diverse students. Moreover, Willard-Holt (2001) provided evidence that even a short term international experience of one week can have positive results, which could, in turn, increase the number of pre-service teachers who could engage in these international opportunities.

Yet, in spite of all the positive research on international student teaching experiences, current practices still seem insufficient for preparing “worldminded” teachers capable of “incorporating global and cross-cultural elements” into their classrooms (Stachowski & Sparks, 2007, p. 117). Perhaps the teachers’ lack of global knowledge is due to the lack of attention to international studies in their own education. Therefore, a clear need exists for greater efforts to
internationalize teacher education programs in such a way that pre-service teachers are prepared to incorporate a global perspective throughout their curriculum (Merryfield, 2002).

**Review of Studies**

**International Student Teaching Programs.** The Overseas Student Teaching Project and The Consortium for Overseas Student Teaching have sent thousands of pre-service teachers abroad since the 1970’s. The research from these programs dominates much of literature on international student teaching experiences. In thirty years, Indiana University’s OSTP has sent over 2,000 teachers abroad to complete their student teaching. The Overseas Student Teaching Project has specific goals for the student interns: (1) develop a broader understanding of the pluralistic world in which we live and of the mutual influence of nation upon nation; (2) provide intercultural teaching and community involvement experiences in overseas nations; (3) facilitate professional and personal growth through increased self-confidence and self-esteem, greater adaptability, and acquisition of new and different teaching methods, ideas, and philosophies (Stachowski & Sparks, 2007).

As part of its 2004-2005 program, OSTP collected data from 66 participants. In their journals, students reflected on personal, professional, and academic outcomes, including the time in schools, with host families, and within communities. From the data, two major categories emerged from student responses: personal and professional growth. Within in these two broad categories, several themes emerged from the participants’ responses. Eight themes emerged within personal growth: (1) improved relationships with people; (2) stepping outside of their comfort zones; (3) increased self-awareness; (4) increased understanding of other cultures; (5) more savvy world traveler; (6) growth in confidence; (7) deeper appreciation of home, and (8) greater appreciation of multiple perspectives (Stachowski & Sparks, 2007). Similarly, the
professional growth category had seven emergent themes: (1) comparison of educational systems; (2) awareness of teaching strengths and weaknesses; (3) unique teaching experience (increased marketability); (4) ability to work with broader types of colleagues; (5) increased skill developing classroom resources; (6) rediscovered passion for teaching; (7) improved adaptability in the classroom (Stachowski & Sparks, 2007). This data reinforces the fact the OSTP consistently meets its goals, mentioned earlier, for providing a rich experience for its pre-service teachers.

Mahan and Stachowski (1990) also studied 91 pre-service teachers through the OSTP. Twenty-eight of these students participated in the traditional stateside program while 63 completed an international student teaching program. A survey was administered at the conclusion of the student teaching practicum. Participants were asked to reflect on “new learnings” they deemed to be significant. These learnings were grouped under eight categories: (a) classroom teaching strategies; (b) curriculum content and selection; (c) fact acquisition; (d) human interrelationships; (e) discoveries about self; (f) world human life/global issues; (g) aesthetic knowledge/appreciation; (h) and miscellaneous (Mahan & Stachowski, 1990, p. 15). The results showed that the ISTE group had a significantly higher percentage, almost double the “new learnings” than their stateside counterparts. This study is significant in it was the only one that utilized a comparison group; no others were found.

Furthermore, Cushner & Mahon (2002a) examined the nature of The Consortium for Overseas Student Teaching program and its impact on the professional and personal development of 50 pre-service teachers. During the study, participants responded to open-ended questions that examined how they felt about the experience in terms of professional and personal growth while abroad and back in the States (Cushner & Mahon, 2002a). Additionally, seven of
the respondents completed journal entries before, during, and after the experience. The results showed that “the greatest impact was on students’ beliefs about self and others, as evidenced through increased cultural awareness, improved self-efficacy and self-awareness, and professional development in terms of global-mindedness” (Cushner & Mahon, 2002a, p. 49).

**Professional and Personal Growth.** Many studies have highlighted the positive effects of an international student teaching experiences on the professional and personal growth of participants (Cushner, 2007; Cushner & Mahon, 2002a; Mahan & Stachowski, 1985; McKay & Montgomery, 1995; Moseley et al., 2008; Quezada & Alfar, 2007; Stachowski & Sparks, 2007; Willard-Holt, 2001). Mahan & Stachowski (1985) assert that personal growth is an “inevitable consequence of an overseas teaching experience” (p. 9). To demonstrate this, the researchers studied 180 participants through Indiana University’s Overseas Student Teaching Project (OSTP). The participants in this study taught in schools throughout Europe, Australia, and New Zealand with the greatest concentration of teachers in England. Prior to departure, the participants engaged in a variety of required activities, such as evening seminars, interviews, writing papers, and workshops. Students had singular placements within schools and lived with a host family for nine to ten weeks, the duration of the placement. Results of the study showed that participants had important personal changes as a result of the international student teaching experience, such as feeling accepted into another culture and the ability to develop meaningful relationships with those they encountered. This data was obtained through five surveys administered during the ISTE. The survey data was divided into three categories: Successes and Disappointments, Phase of Life Descriptors, and Qualitative Ratings of the Overseas Project Experience.
Willard-Holt (2001) examined the impact of a week-long international student teaching experience in Mexico. Twenty seven pre-service teachers completed pre and post questionnaires and interviews. Also, a one year follow up with participants via telephone was conducted. Additional data sources included field notes from lesson observations, informal interviews during and after the trip, and the pre-service teachers’ formal presentations to the campus community. Over 20 categories of findings emerged from the data. In regards to professional growth, the researcher identified the following themes: impact on student teaching and beyond; sensitivity/empathy toward diverse students; flexibility/thinking on feet; patience; reflectivity, and professionalism. For personal growth, several other categories emerged as well: appreciate own resources; outlook on life; and improved self-confidence. It is noteworthy that the researcher also identified negative impacts, though minimal, of the ISTE. Some participants reported being overconfident while others recognized they had an inflated estimate of the understanding of Mexican culture after the trip. Furthermore, one pre-service teacher “undergeneralized” his experience by not seeing its application to all children, not just those of diverse cultures (Willard-Holt, 2001, p. 515).

In a similar study, Pence and Macgillivray (2008) examined the impact of an international field experience for pre-service teachers. During the four week practicum in Rome, the researchers collected several qualitative sources: personal journals, focus group data, observation notes, a final reflection paper, and course evaluations. Additionally, as in the last study, a one year follow up questionnaire was used to assess any lasting impacts the ISTE may have had personally and professionally. The results showed that the participants had increased confidence, a better appreciation for the similarities and differences of others and cultures, and
an awareness of the importance of feedback and reflection. The researchers stress the importance of reflection in contributing to the personal and professional growth of participants.

DeVillar and Jiang (2009) conducted a three year comparative analysis of student teachers in three international settings, Belize, China, and Mexico. The qualitative study included weekly journals, pre and posts attitudinal assessments, pre and post self assessments, surveys, interviews, and on-site visits. Their findings are as follows: “(1) student teachers in all three countries acquired professional and personal knowledge, skills, and dispositions; (2) the degree of learning and development of each student teacher varies based on one’s academic preparedness and ability to adjust to the student teaching environment; (3) context influences outcomes; (4) student teachers in all three countries reported that they had exerted a positive impact on students in their respective classrooms” (DeVillar & Jiang, 2009, p. 164).

**Global Awareness.** Another significant theme in the literature focuses on the idea of creating globally aware teachers. Researchers have defined global awareness in a myriad of ways using different terminologies. For example, some researchers explore the idea of “global mindedness” (Clarke et al., 2009; Cushner and Mahon, 2002b), or “worldview” (Mahan & Stachowski, 1990; 1994), while Karaman and Tochon (2007) discuss this concept as “global teacherhood.” Hett (1993) defines global awareness as a “worldview in which one sees oneself as connected to the world community and feels a sense of responsibility to its members” (p. 89).

The use of multiple terminologies to discuss essentially the same concept leads to some definitional ambiguities. Each of the definitions offered have similar components, such as developing sensitivity to others and “reframing one’s own worldview” (Karaman & Tochon, 2007, p. 241). For the purpose of this study, the term global awareness will be used to describe
the behavioral, cognitive, and affective changes in pre-service teachers upon completing an international student teaching experience.

Several studies examine the development of pre-service teachers and how their global awareness is enhanced along with their personal and professional development through an international student teaching experience (Clarke, Flaherty, Wright, & McMillen, 2009; Firmin, MacKay, & Firmin, 2007; Friedman, 2005; Karaman & Tochon, 2007; Mahon & Cushner, 2002; McKay & Montgomery, 1995; Moseley et al., 2008; Phillion, Malewski, Sharma, & Wang, 2009; Roberts, 2007; Willard-Holt, 2001).

Moseley et al. (2008) set out “to internationalize the teacher education curriculum by promoting global awareness” through an international student teaching program (p. 56). Grounding their work in transformative theory, the researchers completed a case study on three student teachers’ perceptions of the changes in their personal and professional growth and their global awareness while in Costa Rica. However, the researchers did not define global awareness. Instead, their results focused on four major themes found in the autobiographical data, reflective journals, pre and post interviews, weekly e-mail correspondences, classroom observations, and on-site conferences. The themes were (a) meeting basic needs (b) problem solving as daily life (c) typical student teaching experiences (d) and working with English Language Learners (ELL) students (Moseley et al., 2008).

Additionally, the researchers gathered data from the school principals, directors, and mentor teachers. The researchers concluded their study by emphasizing the need for structured support as teachers move through the experience. Moseley et al. (2008) also stressed the importance of teachers engaging in “critical reflection and rational discourse” as means of reevaluating their ideologies, which can lead to lasting changes (Moseley et al., 2008).
Phillion et al. (2009) conducted a six year study to address two challenges they saw in teacher education programs: “(1) how to prepare predominantly white pre-service teachers to work with diverse populations (2) and how to develop a global perspective and raise awareness” (p. 323). The 54 study participants spent three weeks in Honduras. The researchers used a variety of qualitative methods to gather data: journals, interviews, and audio taping class discussions and dinner conversations. Specifically, the researchers were examining the change in participants’ feelings and perceptions about social class, gender, ethnicity, and race. The results indicated that as a result if the ISTE pre-service teachers begin to “develop awareness, sensitivity, and skills they urgently need to bridge the gap” between themselves (white females) and the historically underprivileged student population, which is rapidly expanding in the classroom in which they will teach (Phillion, et al., 2009).

Taking a different approach, Karaman & Tochon (2007) discuss the idea of “global teacherhood” as a way of achieving global awareness. Global teacherhood is defined as “the development of an international orientation, sensitivity to otherness as well as one’s own foreignness” (Karaman & Tochon, 2007, p. 261). The researchers contend that global teacherhood can be developed through dialogue and contact, which, in turn, creates a reframing of one’s world view, or global awareness. This is in contrast to the approach of studies discussed later that emphasize the importance of written reflection.

Several researchers have grounded their study of global awareness in Robert Hanvey’s work, An Attainable Global Perspective (1976) (Anderson, 1982; Burnouf, 2004; Kirkwood, 2001; Cushner, 2007). Hanvey’s work is considered a “baseline” because it is one of the “first scholarly definitions attempted in the field” (Kirwood, 2001, p. 11). For the purposes of this dissertation, global awareness, or perspective, is defined using Hanvey’s five dimensions of
global perspective: (1) perspective consciousness; (2) state of the planet awareness; (3) cross cultural awareness; (4) knowledge of global dynamics; (5) and awareness of human choices. Perspective consciousness is when individuals recognize they have views of the world that are not universally shared. In fact, the realization should acknowledge that others have views of the world that are profoundly divergent from one’s own (Hanvey, 1982). Additionally, Hanvey (1982) makes the distinction between perspective and opinion, suggesting that opinion is the “surface layer, the conscious outcropping of perspective” (Hanvey, 1982, p. 162). In essence, the awareness of how individual perspectives are influentially shaped and knowledge that those perspectives differ from others is perspective consciousness.

Next, Hanvey (1982) defines state of the planet awareness as having awareness of “prevailing world conditions and developments” (p. 163). This includes knowing about such topics as political and economic conditions, science and technology, international conflicts, and environmental concerns. As Hanvey (1982) points out, most people live their lives in rather prescribed local communities. However, with our ever-growing technological capacities news is able to reach into the far corners of the world as never before and our global society is more informed. Hanvey’s concern is that of the distortion of communication media, from news blocked based upon political ideology or the inaccessibility of the data because of varied educational levels of the audiences. Therefore, Hanvey believes in building a framework in the earliest grades to develop ways for students to understand and be aware of the complexities and interconnectedness of the state of the planet.

According to Hanvey (1976) cross-cultural awareness may be more difficult to attain than the other dimensions because it goes beyond of just having knowledge, or state of the planet awareness. Hanvey (1982) states that “human groups commonly have difficulty in accepting the
humanness of other human groups” (p. 164) meaning that those not like us have less human status than us. To circumvent this way of thinking, Hanvey suggests that we must be able to look at the world through another’s eyes and find it believable. In essence, walk a mile in another’s shoes.

Furthermore, Hanvey (1982) states that knowledge of global dynamics is important in obtaining a global perspective. He defines this dimension as having “some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change” (p. 165). To achieve this, Hanvey provides three categories of learning about change to promote knowledge of global dynamics: basics principles of change in social systems, including unanticipated consequences; growth as a form of change, including resource depletion; and global planning, including national interests.

Lastly, Hanvey (1982) proposes awareness of human choices as the fifth and final dimension of attaining a global perspective. Within this dimension, Hanvey suggests we are undergoing a “major cognitive revolution” where we are shifting from pre-global to global cognition (p. 166). Pre-global thinking is concerned with what is “near in time and social identity” in regards to planning, methods, and consequences with no thought about the long-term. In contrast, global cognition not only considers the long term consequences but also the linkages of interests and activities on a global level. Hanvey (1982) asserts that we are not there yet, but we are in transition because as “knowledge and its rational use expands, human choices expand” (p. 166).
**Trends**

**Reflection.** Several studies emphasize the importance of reflection being built into overseas student teaching programs as a way of promoting global awareness and other desired goals related to global education (Brennan & Cleary, 2007; Brennan & Howell, 2007; DeVillar & Jiang, 2009; Karaman & Tochon, 2007; Mahan & Stachowski, 1990; McKay & Montgomery, 1995; Merryfield, 1993; Pence & Macgillivray, 2008; Vall & Tennison, 1992). In these studies, the researchers refer to written and oral reflections as a way of promoting global awareness along with personal and professional growth.

Brennan and Howell (2007) assert that simply immersing candidates in another culture is not sufficient for developing “culturally responsive teachers who effectively serve diverse learners” (p. 1). Instead, they believe the international student teaching experience needs to be structured in a way where pre-service teachers “reflect carefully about how the experience influences their cultural perceptions and practices” (Brennan & Howell, 2007, p. 1). The initial results of this study were presented at a conference where the researchers shared some findings from the first year of implementation in using guided reflection with participants through structured written reflections and face to face debriefings with university faculty. The purpose of their study was to gather data on the changing perceptions of the participants as a way to inform curricular reform and programmatic revision for pre-service teachers completing placements internationally and at home. The initial findings support the use of reflection as a viable method of developing culturally responsive teachers.

McKay and Montgomery (1995) collected various types of qualitative data on their participants. Yet, the data piece they found most informative were the reflective essays because
they documented the pre-services teachers’ changing perceptions about their personal and professional experiences (McKay & Montgomery, 1995).

Similarly, Pence & Macgillivray (2008) found reflection to be a critical element in enhancing the professional and personal growth of their 15 participants, who completed a four week internship in Rome. The data included personal journals, reflection papers, observations, and a follow-up questionnaire. According to their results, all participants changed personally and professionally. This change was partly attributed to the experience itself, but also to the required daily reflections and the feedback they received from supervisors and cooperating teachers (Pence & Macgillivray, 2008). Similarly, Brennan & Cleary (2007) promote the idea of structured reflections by creating questions to help candidates focus on specific aspects of the international student teaching experience. Their purpose was to get participants to move beyond superficial reflections to more analytical ones. The questions addressed four areas of the ISTE: orientation, observation, instruction, and transition.

In contrast, DeVillar and Jiang (2009) argue against the structured reflections as Brennan and Cleary (2007) suggest. Instead, they suggest natural reflection that is not constrained by prescriptive formats or structured topics. They assert that this approach “enables student teachers to describe, grapple and interpret the student teaching experience in its broadest sense” (DeVillar & Jiang, 2009, p. 165).

While the purpose of the prior studies was to determine the impact of an international teaching experience, Vall and Tennison (1992) were concerned with the idea of culture shock, inherent in ISTE, and how it makes participants “think critically and reflect about teaching, what is said and how it is done” (p. 32). The researchers determined that all study participants became more reflective in their thinking about education after student teaching in England because of
culture shock. Qualitative data sources, such as journals, interviews, classroom observations, and seminars, were used to make this determination.

The researchers indicated that culture shock “forces participants to reflect on their teaching assumptions, to teach more reflectively, and to discover new insights about themselves” (Vall & Tennison, 1992, p. 35). They also identified that teachers developed a new global context for their profession, which they deemed as the most significant result. In essence, the researchers suggest culture shock is the impetus for reflective thinking about different global contexts.

Service Learning. Stachowski and Visconti (1998) promote the idea of service learning during international student teaching because it can “provide U.S. students firsthand knowledge of host community problems, conditions, and needs, and insight into attitudes, beliefs, and values of its citizens” (p. 2). As part of the Overseas Student Teaching Project, the researchers examined the data from service learning projects carried out in England, Wales, Scotland, Ireland, Australia, and New Zealand. Their results indicated that the service learning requirement added a significant dimension to the ISTE that classroom experience alone could not have elicited.

Another study incorporated a service learning requirement into its international student teaching experience. The request was the activities be “realistic,” “reflective,” and “reciprocal” (Stachowski & Mahan, 1998, p. 157). Because of the positive aspects including a service learning component into an ISTE, the researchers support this as a way for schools of education to either refine or develop their student teaching abroad programs.

Home Stays. Other studies also suggest the use of home stays as part of the ISTE to increase personal growth and global awareness (Mahan & Stachowski, 1985, 1990; Pence &
A typical component of the OSTP and the COST programs is the inclusion of a home stay as part of the international experience. Several positives outcomes have emerged through this cultural immersion. Participants report increased local and national knowledge, development of deep friendships with host families, increased connections within the community, and the feeling of someone looking out for them. One study used a stateside comparison group. In the survey category about host families, 13.7% of the international participants cited the host family as being a noteworthy source of new learning as opposed to a 1.5% rating from the stateside participants who either lived with parents, spouses, or college roommates (Mahan & Stachowski, 1990). Therefore, the home stay requirement had a significant impact on cultural learning of the pre-service teachers during the ISTE.

In Karamon & Tochon’s (2007) study included a home stay. The stated purpose of this requirement was that the immersive aspect would help foster the learning of culture and professional relationships in the schools. As a result of the home stay experience, it was hoped that “new perspectives of cross-cultural relations” will be developed (Karaman & Tochon, 2007, p. 244).

Moseley et al. (2001) focused on the personal and professional transformational aspects of the ISTE and if the participants gained a “more personal understanding of the true nature of globalization” (p. 69). The participants were totally immersed in the culture via home stays with people who spoke limited English. Therefore, they could not leave the environment once the day was over as they could in the States. However, they caution that this experience requires a support team for the pre-service teachers as they move through this experience as well as “opportunities for critical reflection and rational discourse with others” (Moseley et al., 2001, p. 69).
Long-term impact. According to the research, the impact of an international study abroad experience has positive long terms effects (Bryan & Sprague, 1997; Cushner, 2007; Malewski & Phillion, 2008; Pence & Macgillivray, 2008; Stachowski & Sparks, 2007; Willard-Holt, 2000). In these studies, researchers followed up with participants after their international student teaching experiences. Bryan & Sprague (1997) conducted a telephone interview with 10 of the forty participants who had been involved in the cross-cultural immersion program at Christopher Newport University in Virginia over the past eight years. From the responses, the researchers determined that the overseas experience had an influence on the teachers’ lives in seven areas: (a) initial hiring; (b) retention in teaching; (c) attitudes toward students; (d) attitudes toward a second language; (e) curriculum choices; (f) teaching flexibility; (g) and teaching strategies” (Bryan & Sprague, 1997, p. 2).

Similarly, in Willard-Holt’s (2001) study of 27 pre-service teachers, a four month follow up questionnaire was used and then a one year follow-up via phone interview. These participants completed a week long internship in Mexico where they completed pre and post questionnaires and participated in interviews. All teachers reported that the experience had been a positive one and they had “experienced significant personal and/or professional changes” and they had achieved their goal of becoming more “globally aware” (Willard-Holt, 2000, p. 505).

Furthermore, Pence & Macgillivray (2008) had participants complete a questionnaire one year after their experience as well. The results indicated that overall “benefits included both professional and personal changes, such as increased confidence, a better appreciation and respect for differences of others and other cultures, and an awareness of the importance that feedback and reflection play in professional and personal growth” (Pence & Macgillivray, 2008, p. 14). Cushner (2007) lauds the ISTE for its ability to move participants out of their comfort
zones, to create a sense of self-efficacy, and to broaden their global perspective. He also asserts that an ISTE can have long terms impacts on “career advancement and personal accomplishment” (Cushner, 2007, p. 29).

Summary of the Literature Review

The research consulted for this literature review showed positive impacts for those who participated in an international student teaching experience. Specifically, the literature indicated that an international student teaching experience had positive effects on the personal and professional growth of pre-service teachers (Cushner & Mahon, 2002; Mahan & Stachowski, 1990; McKay & Montgomery, 1995; Moseley et al., 2008; Quezada & Alfaro, 2007; Stachowski & Sparks, 2007). Also, researchers linked the development of global awareness to these concepts of personal and professional development. It is suggested that the ISTE is the catalyst for these types of growth, which ultimately lead to global awareness. While the primary themes of professional and personal growth and enhanced global awareness dominated the literature, other areas emerged within the context of the studies examined.

Regardless of the sample size or length of an international student teaching experience, the research indicated that providing pre-service teachers with structured activities before, during, and after the ISTE elicits specific changes in the behavior and thinking of pre-service teachers. The research suggests that an international student teaching experiences has a significant impact if it includes structured opportunities for reflection (Brennan & Cleary, 2007; Karaman & Tochon, 2007; McKay & Montgomery, 1995; Pence & Macgillivray, 2008; Vall & Tennison, 1992. The reflection can occur through discourse, papers, or journals. Furthermore, the research suggested the inclusion of a home stay during the international student teaching experience as a way to fully immerse the pre-service teachers in the ISTE (Pence &
This experience was shown to impact the personal and/or professional growth of pre-service teachers while enhancing their global awareness.

**Recommendations**

As mentioned, the research on the impact of an international student teaching experience is overwhelmingly positive. However, there are several gaps that exist. Qualitative research dominates this area of study. Researchers largely use interviews, observations, and varied forms of reflective writing to gather data from study participants. While some of the findings have been quantified, none of the research examined for this literature review employed the use of a survey that was determined to have validity and reliability. Therefore, using an instrument that has been determined valid and reliable, such as the Miville-Guzman Universality-Diversity Scale (MGUDS) utilized in this study, is recommended to provide additional credence to study conclusions through the use of quantitative data.

Furthermore, several researchers call for the use of longitudinal studies of pre-service teachers who completed an ISTE. Mahon & Stachowski (1990) completed a five year study and Phillion, et al. (2009) conducted a six year study. However, these were the only longitudinal studies located for this literature review. More research needs to be done on the lasting effects of an ISTE and how those experiences translate into classroom practice once the internship is over (Stachowski & Sparks, 2007).

Another area research could address is how schools of education are attempting to meet the mandates of including global awareness concepts into the curriculum and the experiences of pre-service teachers. Several researchers state that the teachers lack global knowledge (Cushner & Brennan, 2007; Cushner & Mahon, 2002a; McKay & Montgomery, 1985, 1995; Merryfield,
Specifically, Merryfield (1995) lauds the use of an ISTE to get pre-service teachers to reflect, explore, analyze, and participate in a global world. In her estimation, there simply is no substitute.

However, it is not feasible to expect every pre-service to complete an international student teaching experience, regardless of the length of the internship. A myriad of reasons, such as family responsibilities or financial issues, can serve as barriers to the experience. This is why it is imperative that schools of education use the research from the international experiences to determine the gaps of knowledge that exist between stateside and overseas pre-service teachers. The research should not only inform the international student teaching programs, but also the universities in which the programs reside. Universities should ask the questions, what do the overseas teachers learn that the stateside group does not? And, how can the university use its curricular and community resources to address those gaps to give all pre-service teachers global experiences whether inside or outside of the U.S.? This type of research would have curricular implications for schools of education throughout the country as means of addressing the need to prepare teachers personally and professionally for a global world and classroom.
Chapter Three

Methodology

Introduction

The purpose of this study was to examine the impact of an international student teaching experience (ISTE) on pre-service teachers. Specifically, the study examined the impact on the participants’ professional and personal growth and their global awareness. A mixed methods approach was used for this study in order to gain an in-depth understanding of the impact on the three aforementioned constructs. This chapter focuses on the research methodology used in this study. The chapter includes a description of the following: research methodology and the rationale, description of the study site and program, sampling procedures, participant demographics, instrumentation, data collection and analysis procedures, and a summary.

Purpose Statement

The purpose of this study is to examine the impact an international student teaching experience has on the personal and professional growth and global awareness of pre-service teachers.

Research Questions

The following research questions were addressed in this study:

1. Does an international student teaching experience impact the professional growth of pre-service teachers?

2. Does an international student teaching experience impact the personal growth of pre-service teachers?

3. Does an international student teaching experience impact the global awareness of pre-service teachers?
Assumptions of Mixed Methods Research

When designing a study framework, researchers must use specific strategies and structures to ensure their studies are accurate and reliable. In recent years, research approaches have expanded to include a multitude of choices. Historically, quantitative research has dominated the field. However, in the last several decades, qualitative research has emerged as a viable research methodology. Out of this debate, a mixed methods approach evolved; it embraces facets of both quantitative and qualitative designs. Yet, even when blending frameworks, some design factors remain stable to ensure the reliability, validity, and trustworthiness of the research methods and conclusions.

In quantitative research, accuracy or consistency of measurement is of great importance. Trochim (2006) defines reliability as the extent to which any experiment, test, or other measurement yields the same result on a repeated basis. Having a reliable study means a researcher has established consistency or the repeatability of a study. Research methods are considered reliable if results be would the same or similar if repeated over and over. The measure could be a test score, an examined trait, or a multitude of other items. Therefore, the emphasis is on the reliability of the research results and the measurement instrument. If research is not able to be replicated or produce consistent measures, researchers would be unable to draw conclusions, formulate theories, or make claims about the generalizability of their research (Howell, Park, Sattler, Schack, Spery, Widhalm, & Palmquist, 2005).

Closely related to reliability is the concept of validity. Validity refers to the degree to which a study accurately reflects or assesses the concept being measured (Howell, et al., 2005). Trochim (2006) extends that definition to say that validity is the “best available approximation to the truth of a given proposition, inference, or conclusion” (n.p.). Validity is not just a singular...
measure. Instead, it is the whole of the research that shows a relationship between the test and what it is intended to measure. Without validity, results cannot be accurately applied and interpreted.

Reliability and validity are typically terms associated with quantitative research. In qualitative research, establishing reliability and validity is replaced by the idea of trustworthiness (Golafshani, 2003). A qualitative researcher establishes trustworthiness by being very transparent in the way the study is designed, how data is collected, and how it is analyzed and interpreted. Also, it is important to consider not only researcher bias but reader bias as well when establishing trustworthiness. However, if researchers are explicit and detailed in their methods, it makes it easier for the reader and the audience to evaluate the trustworthiness of the research (Pulkkinen, 2003). Regardless of the research approach, having a reliable, valid, and trustworthy study is critical. Aligning quantitative and qualitative terminology has its purpose because the two methods have a similar desired outcome: to create research that is trustworthy and accurate.

Quantitative research typically focuses on facts and causes of behavior. The results are in the form of numbers that can be quantified and summarized. Hence, the researchers focus on accuracy of measurement and whether or not they are measuring what is intended. These are also the intentions of a qualitative researcher. However, these definitions are inadequate in a qualitative design.

Qualitative research varies from quantitative in several ways. A major difference is that a qualitative researcher is immersed in the subject matter. Therefore, determining reliability and validity depends largely on the efforts of the researcher (Golafshani, 2003). In contrast, quantitative researchers focus on the reliability and validity of the research design and
instrument. Additionally, quantitative researchers tend to view reliability and validity as separate constructs to be proven while qualitative researchers blend these ideas to achieve trustworthiness. Golofshani (2003) suggests that trustworthiness, commonly discussed as validity and reliability, is at the heart of qualitative research. Ultimately, reliability, validity, and trustworthiness all help researchers and their audiences judge the quality of conclusions be it from a quantitative, qualitative, or a mixed methods framework.

**Grounded Theory Approach**

Because this study used a mixed methods approach, the research was grounded using Westphal’s (2000) idea of trustworthiness, which seeks to establish confirmability, dependability, credibility, and transferability. The purpose of the study was to explore the impact an international student teaching experience has on the professional and personal growth and global awareness development of pre-service teachers. Specifically, this study used a mixed methods approach where qualitative and quantitative data collection and analysis are concurrent, but one method is predominant (Creswell, 2003). In this study, the qualitative portion is predominant. The main advantage of a mixed methods approach is that it provides triangulation of data, which allows the researcher to confirm and corroborate findings with multiple data sources (Creswell, 2003).

Traditionally, research designs rely on the literature review, which leads to the formation of a hypothesis, which, in turn, is tested in the real settings. In contrast, grounded theory (GT) examines real world settings and analyzes the data with no preconceived hypothesis (Glaser & Strauss, 1967). Grounded theory was the design chosen for the qualitative portion of this study because it aims to describe the impacts of an international student teaching experience on pre-service teachers.
This design promoted discovery and theory development as opposed to verifying existing theories. Strauss and Corbin (1998) state that “a researcher does not begin with a preconceived theory in mind. Rather, the researcher begins with an area of study and allows the theory to emerge from the data” (p. 12). In GT, interviews are often the basis of data collection. The analysis of interview data using GT requires searching out the concepts by looking for codes, or salient pieces of meaning. Then, concepts are formed and from there the larger conceptual categories are formed. These categories and themes become the focus of the qualitative study.

**Study Site and International Student Teaching Program**

The participants were assigned to one of three Belizean schools based upon their area of concentration from pre-kindergarten to secondary.

Table 3.1

*List of Belizean Schools*

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Population</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambergris Caye</td>
<td>Elementary</td>
<td>6</td>
</tr>
<tr>
<td>Isla Bonita</td>
<td>Elementary</td>
<td>6</td>
</tr>
<tr>
<td>San Pedro High School</td>
<td>Secondary</td>
<td>5</td>
</tr>
</tbody>
</table>

The international educational field experience at The University of North Carolina (UNCW) was in its second year at the time of this study. The participants chose to complete this program as a part of their required student teaching practicum for teaching licensure. Recruitment began for the second cohort in the fall of 2009. Interested applicants attended an informational session, completed an application form, and wrote an essay about why they wanted to participate in this international student teaching experience. Applicants were then interviewed
by education faculty. Once accepted, the pre-service teachers participated in several orientation sessions throughout the semester prior to the international placement. The purpose of these sessions was to prepare the pre-service teachers for the international student teaching experience by discussing the Belizean educational system, climate, culture, money, socio-political ideas, and other student concerns. Prior to the ISTE, pre-service teachers completed 10 weeks of student teaching in a stateside school.

As outlined in the course description, the goals of the program are to provide teacher candidates with (1) active participation in a five week field experience in Belize using their indigenous curriculum; (2) the opportunity to teach lessons during the field experience, thereby giving students an opportunity to instruct Belizean children, merging US teaching methodologies with Belizean strategies; (3) and negotiating understanding of each student’s conceptual framework with an international educational framework.

In addition to the teaching practicum, the pre-service teachers had other requirements. The participants completed pre and post philosophy papers, a teacher identity paper, observations and reflections on five lessons, an on-going blog, video journal, and a service learning project. For a full description of these activities, see Appendix D.

The ISTE in Belize lasted five weeks. The pre-service teachers spent the first week in their assigned schools in Belize getting to know their Belizean partnership teachers and their students. Some participants also chose to begin their service learning project. The second week of the ISTE was spent inland in San Ignacio. The Belizean schools were on break this week. During the inland trip, participants engaged in cultural activities like spelunking and touring the Mayan Ruins.
When the participants returned, they spent the remaining four weeks in the classroom. Also, during this time they completed their service learning projects. The requirements of this project were as follows: (1) engage in a group or individual effort to return something to San Pedro’s schools and children; (2) submit a log book and report on the service undertaken; (3) and invest 20 hours on the project. All the participants videotaped aspects of their service learning projects and presented them to university faculty, parents, and other interested members of the university as a culminating event at the end of the ISTE.

Sampling

For this study, two types of sampling were used: convenience and purposive. Convenience sampling is using whoever happens to be available (Lunenberg & Irby, 2008). In this case, the 17 participants were simply who they were. The researcher had no control over this population. According to Lunenberg and Irby (2008), qualitative research almost always contains purposive sampling, which is defined as “selecting a sample based on the researcher’s experience or knowledge of the group to be sampled” (p. 13). Krathwohl (1998) asserts that purposive sampling is a method that can provide more relevant information regarding the focus of the study. Therefore, purposeful sampling allows the researcher to select individuals who might show different perspectives. Of the 17 participants, eight were purposively chosen to interview. These individuals had varied cultural experiences from no international experiences to those who had previously traveled abroad. Additionally, interviewees were chosen to represent a range of content and grade levels from pre-kindergarten to secondary pre-service teachers.
Participants

The pre-service teachers applied and were invited to participate in the international student teaching practicum. Eighteen students applied and all were accepted for the spring 2010 program. However, one student chose not to participate. This group of 17 travelled to Belize for 5 weeks to complete their teaching practicum after completing 10 weeks of stateside student teaching. The inclusion criteria for all participants required students to be in their final semester of receiving their teaching certification. The demographic data for the group is as follows: 16 female and 1 male; 15 white; 1 African-American; 1 American Indian. Sixteen of the participants fell into the 21-24 age range and one non-traditional student was in the 25-30 age range.

Instrumentation

Interviews. The researcher developed the pre and post interview questions using the research questions for the study as a framework. Questions were developed around the ideas of professional and personal growth and global awareness in regards to the international student teaching experience. The questions were open-ended, which allowed participants an opportunity to reflect on their own personal experiences while abroad. Participants were encouraged to ask clarifying questions or ask the researcher to rephrase the question if it was unclear to them. After the pre-interviews, the questions and the video tapes were reviewed for areas of improvement in question design and interviewing strategies. Revisions were made in terms of question length to enhance the clarity of the post interview questions. Also, the researcher examined her language, follow up and probing questions, and the amount of wait time given to each participant.

Survey. The Miville-Guzman Universality-Diversity Scale (MGUDS) survey is a 45 item questionnaire that consists of three subscales. The MGUDS is based on the premise that “an
awareness of how people are alike and different is important to effective interactions with others” (Fuertes, Miville, Mohr, Sedlacek, & Gretchen, 2000, p. 157). Specifically, the survey was used to provide quantitative data about changes over time in the behaviors, thoughts, and feelings of the participants. Creswell (2003) suggests a survey can provide a quantitative or numeric description of “trends, attitudes, or opinions, of a population” by examining them (p.153). The quantitative data provided additional data to corroborate the qualitative findings.

Three studies were conducted to examine the factor structure of the MGUDS. From those studies, a valid and reliable short form consisting of 15 questions was designed: The Miville-Guzman Universality-Diversity Scale-Short (MGUDS-S). Participants were administered the full length survey, but only the 15 questions comprising the short form were used for analysis purposes in this study. Miville, Gelso, Pannu, Liy, Touradji, Holloway, & Fuertes (1999) found that total score on the full length 45 question survey was “highly correlated with its subscale scores” where all correlations were above .90 (p. 158). Cronbach's alpha determines the internal consistency of items in a survey instrument to determine its reliability. Nunally (1978) (as cited in Miville et al., 1999) indicates that any coefficient .07 or higher is considered reliable. Alpha coefficients for the MGUDS ranged from .89 to .95. (Miville et al., 1999). In regards to the construct validity of the MGUDS, Miville et al. (1999) found that the scale significantly correlated in theoretically predicted ways with measures of “racial identity, healthy narcissism, feminism, androgyny, homophobia, and dogmatism (the last two correlations were negative)” (p. 159). Additionally, the MGUDS also displayed discriminant validity by failing to correlate with verbal scores on the SAT (formerly known as the Scholastic Achievement Test).

First, the behavioral factor, also called the Diversity of Contact scale, contains items that “reflect an interest in and commitment to participating in diverse, internationally focused social
and cultural activities” (Fuertes et al., 2000, p. 160). All items suggest engagement with diverse populations and practices. For example, one survey question reads “It deeply affects me to hear persons from other countries describe their struggles of adapting to living here” (Fuertes et al., 2000, p. 160). Factor 2, also called Relativistic Appreciation, deals with cognitive issues. Questions in this subsection contain items that “reflect an appreciation of both similarities and differences of one’s self-understanding and personal growth” (Fuertes et al., 2000, p. 160). One question from this section reads “Persons with disabilities can teach me things I could not learn elsewhere” (Fuertes et al., 2000, p. 160). The final factor is affective, also called Sense of Connection. Miville et al. (1999) view this component as measuring the level of connection an individual feels towards those who are similar to and different from themselves. In essence, these questions describe one’s comfort level with diverse individuals. A question from this section reads “Getting to know someone of another race is generally an uncomfortable experience for me” (Fuertes et al., 2000, p. 160).

**Researcher as Instrument.** I am doctoral student at UNCW where the study abroad program was conducted. Also, I obtained my B.A.(1995) in English with secondary certification and my M.A. (1999) in English from the university. Over the years, I have maintained contact with professors in the Watson School of Education; therefore, established collegiality made the process of gaining access to students and information easier.

For the past twelve years, I have taught high school English and served as a Literacy Coach in Southeastern North Carolina. During that time, I have also traveled widely for a variety of purposes. In 1999, I traveled to Japan through a grant, US/Japan Collaboration for the 21st Century. In the summer of 2006, I was a Fulbright-Hayes Seminar Abroad participant where I traveled throughout Thailand and Vietnam for 5 weeks. Most recently, as part of the Ed.D
program, I spent two weeks in South Africa learning about the educational system and the country’s history, challenges, and successes.

During all of my travels, I learned about different cultures, values, government and educational systems. These experiences have altered me in ways that I still reflect upon today. I believe it is my penchant for travel and my passion for teaching that led me to this topic. As a result of my past educational and travel experiences, I had to be cognizant of my personal feelings about education and travel, for I believe these two factors can be paramount in a person’s life. I understand the transformative power of these experiences.

During the qualitative portion of this study, I was an active participant because I had multiple interactions with the participants. Therefore, it was important for me to identify any biases, values, and personal interests about the research topic and process (Creswell, 2003). Miles and Huberman (1994) outline 5 areas that help determine the quality of conclusions in qualitative research: (1) objectivity/confirmability, (2) reliability/dependability (3) internal validity/credibility, (4) external validity/transferability, and (5) utilization/application.

As the researcher, I took careful steps to ensure that all areas are addressed. To establish confirmability, I described my methods and procedures using rich detail, making sure there is a clear sequence in how information was obtained, processed, transformed, and displayed. Reliability was established using peer review, member checking, and coding checks. Triangulation of sources was used to establish internal validity, and various interpretations of the data will be considered and reported. External validity was established by using thick descriptions to help other researchers determine the potential for replication. For utilization, a thorough description of how the findings can be used was included. Finally, all interactions with
participants were carried out with permission from the Institutional Review Board (IRB) and university professors.

**Data Collection Procedures**

Qualitative data sources provided in-depth information about the participants’ professional and personal growth and their global awareness. Pre and post interviews, pre and post philosophy papers, teacher identity papers, and on-line blogs were the qualitative data sources. They were used to illuminate the personal, professional, and global learning of the pre-service teachers. Interviews questions were open ended while the online blogs provided structured and unstructured questions for the participants to address. Furthermore, participants took a survey: The Miville-Guzman Universality Diversity Scale (MGUDS), which provided the quantitative data. The survey was administered on-line at three different intervals.

For this study, the research design was as follows: (1) conducted pre interviews with eight participants in November 2009 (2) administered survey (pre 1) to all 17 participants and recorded data in November 2009 (3) administered survey (pre 2) to all participants and recorded data directly prior to student teaching in March 2010 (4) collected pre philosophy papers from all participants (5) collected on-line blogs during the five week ISTE from all participants (6) collected post philosophy and teacher identity papers after ISTE from all participants (7) conducted post interviews with the same eight participants at completion of ISTE (8) administered survey (post) to all 17 participants and recorded data at the completion of the ISTE in May 2010.

**Survey.** The study formally began in November of 2009 when the participants took the MGUDS survey on-line in a UNCW computer lab during a scheduled class time and completed their IRB consent forms. This occurred during their first scheduled pre-departure meeting. The
second survey was administered during the last on-campus meeting prior to departure in March 2010. The final survey was sent to the participants via e-mail upon completion of the ISTE in May 2010. All 17 participants completed the survey during each administration. After each survey, the university supervisor sent me the data in Excel where I recorded and tallied the data.

**Interviews.** Eight participants were purposively chosen for interviews. They were informed at the first meeting who had been chosen and the first interview times were scheduled with the researcher. Whenever possible, interviews were conducted in the campus library. For the interviews, a video recording device was used. The pre-interview consisted of 14 questions while the post had 16. See Appendix A and B for the interview protocols. The interview questions were designed based upon the research questions and domains of inquiry. Interview questions were open-ended. When appropriate, the researcher probed for additional information. Having varied questions about personal and academic experiences along with wait time elicited richer information than just generalities. Each interview ran from 13 to 25 minutes. Interviews were transcribed by a professional transcriber and sent to the researcher electronically. The researcher listened to all audio tapes with the hard copy transcriptions to check for accuracy. Changes were made where necessary. Electronic copies were also sent to the participants for verification.

**Pre and Post Philosophy and Teacher Identity Papers.** Participants had to complete three papers as a university course requirement. The elements of these assignments were decided by the university supervisor. Prior to departure, the researcher collected the participants’ pre-philosophy papers from the university supervisor. This assignment was open-ended; no specific criteria were given except to write about their philosophy of education in one to two pages. The
same applied for the post philosophy papers, which were due upon return to the States. The university supervisor gave the researcher electronic and hard copies of these papers.

Next, the pre-service teachers completed a three to five page teacher identity paper. According to the course syllabus, the requirements were as follows: 1) reflect on your current identity as an educator based upon the international field experience; include comments on what you learned in relationship to the time invested; 2) apply international opportunities to past teaching experiences and contexts in the United States: What have you learned? How have you changed? What will you remember? 3) prepare a thoughtful and reflective analysis on what you have learned and can apply to your future teaching experiences. Again, the university supervisor provided electronic and hard copies of these assignments.

On-line Blogs. While abroad, participants participated in a weekly on-line blog where they wrote freely about their experiences and responded to structured questions provided by the university supervisor. Some of the structured topics assigned are as follows: Wilmington vs. San Pedro, Belizean views on education, San Pedro vs. San Ignacio, privileges, and the service learning project. The participants were required to respond at least two times a week for a total of 10 blogs; however, most surpassed this minimum requirement. These blogs were saved and printed for analysis. The blogs are posted on the UNCW website and can be accessed at http://uncw.edu/ed/news/belize2010.html.

Data Analysis

Qualitative Data Analysis. Data analysis in qualitative research typically begins with a review of collected data. This data can come in many forms: margin notes, interview transcriptions, or notes about videotapes and observations. Miles and Huberman (1994) suggest first reading through all collected information to obtain an overall sense of the data. The next
step is data transformation. Here, the researcher creates codes and themes by counting the number of times certain words and phrases are used (Creswell, 2003). From this, the researcher develops a tentative list of codes to match the text. As data are reviewed numerous times, the prominent information is sorted into categories; these become the focus of the study. The final step in qualitative data analysis involves relating the categories and developing a theoretical framework (Miles & Huberman, 1994).

Data were analyzed for this study working inductively from the particulars to more general perspectives to derive themes of categories (Creswell, 2003). The constant comparative method is one way to conduct an analysis of qualitative data (Glaser & Strauss, 1967; Lincoln & Guba, 1985). Because it is an evolving process, the constant comparative method was chosen for this study. To accomplish this, the researcher worked back and forth through all the qualitative data sources in a process that was very thorough but time consuming.

Hard copies of all the interviews were printed. These were the initial basis of data analysis. The transcripts were read carefully while letting the units of meaning emerge from the data like the finite categories of flexibility, confidence, and lack of resources. These units of meaning were written in the margins on the hard copy transcripts. At least four passes were made through the interviews. The researcher used the constant comparative process of continual refinement comparing each new unit of meaning to the derived categories and adding new categories as needed. As relationships became clear, the initial categories were further divided into subcategories. For example, flexibility was further sectioned into flexibility- personal, and flexibility- professional. Thirty categories were identified. From there, the researcher derived themes by combining and relating the categories and units of meaning. The researcher also utilized the computer software NVivo to identify key words in the data to ensure that all salient
terms were recorded. However, NVivo was not further utilized because the researcher felt more comfortable hand-coding the data.

Quotes for all themes were placed in a table by interview question (pre and post) and the corresponding research question. The table included salient quotes from each participant, the corresponding categories and emergent themes. This provided a visual framework of the margin notes, quotes, and how the data connected to the research questions.

Additionally, pre and post philosophy, and teacher identity papers were used in the analysis as well as on-line blogs. After coding the interviews, the researcher then worked through the philosophy papers. Units of meaning were identified and notes were written in the margin. The researcher was looking for support for the existing categories and themes. Additionally, new categories were sought and negative evidence examined. Because the focus of the study is on the impact of the ISTE, greater credence was given to the post philosophy papers. The teacher identity papers were also coded the same way as the philosophy papers. Then, based upon new findings, the categories and themes were further defined.

While abroad, the participants completed on-line blogs. At the completion of the ISTE, the blogs were saved and printed. This qualitative source served as support for the existing categories and themes. The blogs were read through carefully several times. Margin notes were made and salient quotes highlighted.

**Quantitative Data Analysis.** Quantitative research focuses on measurement. It provides a connection between empirical observations and mathematical expressions. This approach allows the researcher to collect data using instruments that yield statistical data (Creswell, 2003). Creswell (2003) suggests a survey can provide a quantitative or numeric description of “trends,
attitudes, or opinions, of a population” by examining them (p.153). With these results, the researcher can then make generalizations about the population.

Because The Miville-Guzman Universality-Diversity Scale (MGUDS) was administered at three different intervals, a repeated measures ANOVA design was used to analyze the survey data. Specifically, the data was run using Statistical Package for the Social Sciences software (SPSS). SPSS has been lauded by Creswell (2003) for being a quality tool in quantitative data analysis. The statistical output from SPSS helped to determine whether the MGUDS results reached a significant level. SPSS was used to examine the statistical significance of the data from each subscale: Diversity of Contact (DC); Relativistic Appreciation (RA), and Comfort with Differences (CD). Results from the MGUDS survey were determined to be significant if the p value is greater than .05. Descriptive statistics were used to discuss the means, standard deviations, and additional tests of the data output from the three surveys. The following tests were run on the data: means and standard deviation; tests of within-subjects effects, tests of within-subjects contrasts, and tests of between-subjects effects. This information was displayed in tables.

This instrument was chosen for this study because it measures concepts of personal growth and global awareness. The MGUDS provides data that addresses two of the three research questions for this study: (1) does an international student teaching experience impact the personal growth of pre-service teachers? (2) and does an international student teaching experience impact the global awareness of pre-service teachers?

The MGUDS is composed of three subscales: Diversity of Contact (interest in and commitment to participating in diverse, intentionally focused social and cultural activities); Relativistic Appreciation (appreciation of both similarities and differences in people and the
impact of these in one’s self-understanding and personal growth); and Comfort with Differences (the degree of comfort with diverse individuals) (Singley & Sedlacek, 2009). These three subscales were created to measure behavioral, cognitive, and affective components. By summing the three subscale scores, a total score is derived. Participants respond using a 6-point scale where a response of one indicates strong disagreement and a six indicates strong agreement. The higher scores are associated with higher levels of development with respect to diversity.

The MGUDS provides support for the qualitative findings. Specifically, the three subscales give further support for the behavioral, cognitive, and affective personal growth of the participants. Also, these subscales and what they measure align with Hanvey’s (1982) dimensions of global perspective, or awareness. Haney’s definitions are used as the framework for defining global awareness in this study. The dimensions of perspective consciousness, state of the planet awareness, and cross-cultural awareness align with the subscales of Diversity of Contact, Relativistic Appreciation, and Comfort with Differences from the MGUDS. The survey provides quantitative data about the participants’ interest in engaging in diverse activities, appreciation of the similarities and differences of others, and comfort with diverse individuals. This is the framework for connecting the qualitative and quantitative data and how they inform the impact of personal growth and global awareness.

Summary

This study used a mixed methods approach to examine the impact of an international student teaching experience on 17 pre-service teachers. The research is concerned with the impact of that experience on the professional and personal growth and global awareness of the participants. Qualitative data sources, such as interviews, pre and post philosophy papers,
teacher identity papers, and on-line blogs, were used as the primary data sources. Additionally, the Miville-Guzman Universality-Diversity Scale provided the quantitative data for this study. Data collection procedures were outlined along with the analysis process for the qualitative and quantitative data. A description of how the two types of data connect was provided.
Chapter Four

Results and Analysis

Introduction

This chapter presents the results and analysis of the qualitative and quantitative data. The chapter begins with the qualitative findings comprised of vignettes. This format is used because the researcher feels it is an effective way to present the experiences of the participants. Each vignette corresponds to one or more of the research questions. This chapter contains the findings from the qualitative data sources: interviews, philosophy and teacher identity papers, and on-line blogs. Furthermore, the chapter contains a statistical analysis of the Miville-Guzman Universality Diversity Scale (MGUDS). This data is presented in tables followed by descriptive statistics. This section is followed by an analysis of the data on the three survey subscales and a final summary.

Qualitative Results & Analysis

The analysis process began with open coding, which is the process of breaking down, examining, comparing, conceptualizing, and eventually categorizing data (Strauss & Corbin, 1998). First, the transcribed data from the pre-interviews were coded. Each transcript was read several times where key points and salient quotes were identified by highlighting and writing margin notes. As a result, over 30 categories began to emerge. Final analysis left 19 commonly shared experiences of the 17 participants. Next, the transcript data for each interview question was put in tables to record the emergent codes, categories, and themes. This process was repeated for the post interviews.

The qualitative data for this study also included pre and post philosophy and teacher identity papers. The latter were written at the end of the international student teaching experience
(ISTE). These were coded along with the on-line blogs, which were written throughout the five week ISTE. The emergent themes from these data were divided into vignettes. The vignettes summarize the experiences of the participants during their ISTE. The supporting data for each vignette are triangulated through the use of the four data sources: interviews, philosophy papers, teacher identity papers, and on-line blogs.

In total, there are six vignettes. The first vignette explored how the pre-service teachers dealt with the lack of resources in the Belizean schools. The second addressed the development of relationships with varied educational stakeholders. The third explored the differences between US and Belizean educational practices. The fourth vignette focused on how the participants were able to adapt personally to their new environment while in Belize. The fifth dealt with issues of diversity. Finally, the sixth vignette addressed the changing global awareness of the participants. Each vignette is a flowing narrative of several categories that focus on each identified theme. Within each vignette, there are several long quotes. For the purpose of space and ease of reading, these quotes are not indented.

Table 4.1 displays the six vignettes and the corresponding sub-categories. The first three vignettes addressed the first research question: (1) does an international student teaching experience impact the professional growth of pre-service teachers? Vignette four addressed research question two: (2) does an international student teaching experience impact the personal growth of pre-service teachers? The fifth vignette addressed research questions one and two. Finally, vignette six addressed the final research question: (3) does an international student teaching experience impact the global awareness of pre-service teachers?
### Table 4.1

**Vignettes & Sub-categories**

<table>
<thead>
<tr>
<th>Vignette # 1: Where’s All the Stuff? (Professional Growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category # 1: Lack of resources</td>
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<tr>
<td>Category # 2: Impact on flexibility</td>
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<td>Category # 3: Impact on confidence</td>
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<td>Category # 4: Impact on creativity</td>
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<tr>
<th>Vignette # 2: Relating &amp; Relationships (Professional growth)</th>
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<tbody>
<tr>
<td>Category # 5: Developing relationships with students</td>
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<tr>
<td>Category # 6: Developing relationships with partnership teachers</td>
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<tr>
<td>Category # 7: Developing relationships with community</td>
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<td>Category # 8: Developing relationships with peers</td>
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<tr>
<th>Vignette # 3: Same, Same, But Different (Professional Growth)</th>
</tr>
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<tbody>
<tr>
<td>Category # 9: Curriculum and teaching</td>
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<td>Category # 10: Student behavior</td>
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<tr>
<th>Vignette # 4: Who Turned Out the Lights? (Personal Growth)</th>
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<tbody>
<tr>
<td>Category # 11: Laid back attitude</td>
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<tr>
<td>Category # 12: Impact on Flexibility/Adaptability</td>
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<tr>
<td>Category # 13: Grateful of US</td>
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<tr>
<th>Vignette # 5: “We are the diversity now” (Professional &amp; personal growth)</th>
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<tbody>
<tr>
<td>Category # 14: Language as a barrier (Prof &amp; per)</td>
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<tr>
<td>Category # 15: Impact on teaching (Prof)</td>
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</table>
Research Question # 1

Prior to the ISTE, the pre-service teachers participated in several pre-departure meetings where they were told what to expect in terms of the resources, or lack of resources, in the schools. They were informed, but as many indicated in the interviews, it was not until they actually experienced it did they realize the implications of the lack of resources. During the pre-interviews, participants were asked about their expectations for the ISTE in regards to curriculum and materials. The following quotes are several responses to this question, which illustrate concerns about not having the resources typically utilized during stateside student teaching. Pseudonyms are used in place of real names for all the participants.

Table 4.2

Vignette # 1

Vignette # 1: Where’s All the Stuff? (Professional Growth)

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>1</td>
<td>Lack of resources</td>
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<td>2</td>
<td>Impact on flexibility</td>
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<tr>
<td>3</td>
<td>Impact on confidence</td>
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<tr>
<td>4</td>
<td>Impact on creativity</td>
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</table>
Lack of resources. Harris stated that the lack of materials “is probably going to be the most challenging aspect of it. We’ve been told that we’re not going to have as many materials or resources that I do, that we do at our high schools here. And that’s going to be a challenge for me since I’m a big fan of handouts.”

Cathy showed concern about how the lack of materials would impact her teaching when she said, “It is really interesting to think about how your materials definitely impact your methods of teaching. If I can’t use the PowerPoint, or I can’t make a bunch of fun computer-based activities that changes how I teach. And hopefully I won’t . . . be a boring lecturer if I have to come up with other ways to teach without those … devices.”

Similarly, Kaitlyn was already thinking about how the lack of resources would affect her instruction. She said, “[I will be] a little bit more creative, being able to think on my feet a lot more than I would here in the states because here you can always kind of fall back on finding another resource or using another teacher’s resource, where now it will be kind of down to us and our thinking.”

Tiffany said, “As far as materials go, I think we are not going to have all of the manipulatives as we do here, but I think we have computers and I am really, really hoping we have a copy machine. I am really hopeful about that. I think you know you go down there with some foldables and other graphic organizers and you do what you can with the materials you have. I know it is not going to be like it is here but you make what you can out of it.”

In the UNCW Watson School of Education, pre-service teachers are taught to use technology to teach. The effective use of instructional technology is a standard for teachers in the North Carolina teacher evaluation tool. Therefore, the participants are required to use
technology and have admittedly relied quite heavily on it during their student teaching experiences prior to Belize.

After completing the ISTE, all 17 participants indicated they have a different view of classroom resources. After actually being in the Belizean schools and seeing the paucity of resources, especially in regards to technology, the pre-service teachers had the following to say. Melissa stated, “So I took back with me the fact that I don’t need all the resources that we might think we need. When I was working in the schools [in the US], a lot of the teachers were upset because they couldn’t order more materials, and more materials for their classroom. When you look at a classroom in America nowadays, they’re pretty set with everything they have and the classrooms in Belize have nothing. I mean you’re lucky to have an extra pen or pencil for a student to use, you know much less posters all over the walls and tons of things they can use in math or science or social studies, or having equipment for P.E., which is what I had to struggle with.”

In her teacher identity paper, Cathy reflected on the classroom resources in Belize. “Prior to going to Belize, I was used to the ability to create power points to use in class, smart boards, projectors, classroom computers, and a plethora of resources. I took those privileges for advantage and granted. When I arrived in Belize, I was not sure what to expect with their classroom set up or resources. After taking our first look at the school, I realized that this part of teaching was not going to be as easy as the internship in America. The classrooms at Ambergris Caye Elementary School only had a chalk board, a few posters on the wall, and a limited classroom library. I discovered that day that I was going to have to be more inventive with my teaching and lessons. The lowest funded elementary school that I have been to in Wilmington
was in no comparison to this classroom. I still could not believe my eyes. How did education take place in such a primitive classroom?”

She goes on to describe the lack of resources. “Our school had two computers for the whole entire school. So we didn’t have a computer lab, so it was like basically pen and paper and how do you do anything with that? I felt like I was back in the stone age like trying to make fire, like it was very primitive. So I felt like I wasn’t as prepared for that, but at least I was told.”

Cathy also stated that she now realizes she does not need an abundance of resources to be an effective teacher. This realization is echoed by all the participants. “Now after having this experience I appreciate the resources and the importance of interactive learning more. I feel that now that I have become more of an inventive educator who does not necessarily have to have technology or an abundant amount of resources to create an interactive environment. I have learned that no matter how limited your resources are, that your lessons can still be engaging and memorable for the students.”

Emma explained her changing view of technology and its impact on her professional development. “[In Belize], I didn't have as much access to the Internet, so I actually had to use my own brain . . . and actually come up with things and see, how could I make a lesson interesting and creative without the use of technology, which really becomes almost a crutch to us. I think here, we don't realize, you know, you can look online, and you can look up a PowerPoint, and there it is, you know. [In Belize], it's like, how can I be a teacher when I don't have as much. You know, so I think it really helped separate who was a good teacher and who wasn't as good of a teacher, because, it's like you're -- are you a teacher by what you have, or are you a teacher by how well you can teach using your limited resources? So, I think getting to see that side of things helped me see that I can be a teacher whether I have supplies or not.”
Betsy came to a similar conclusion about the impact of resources on her professional development as a teacher. “We have so many resources in the United States and we constantly use technology. Through this experience and lack of resources and no technology, I have figured out that you can become an even more creative teacher. With no resources you realize quickly how great of a teacher you must become.”

Working in environments where resources were at a bare minimum was in direct contrast to the prior stateside experiences of the participants. This teaching context created a new opportunity for the pre-service teachers to think differently about how and what they teach. The next category explores the impact the lack of resources in Belize had on making the participants more flexible and adaptable in the school setting.

**Impact on flexibility/adaptability.** The flexibility of the participants was tested during their five weeks in Belize. However, all 17 participants mentioned increased flexibility and adaptability as professionals as positive traits that emerged during their ISTE.

Melissa summed up the impact of her experience succinctly when she said, “The students were different. The schools were different, so everything that we had to adjust to their ways and their ways of doing things helped our experience tremendously. We learned how to be more creative, how to be more flexible, and the diversity was a huge difference because we were the diversity now.”

Emma recounted how the experience impacted her flexibility. “I think it's adapting, you know, being flexible. I'd walk into a classroom, and the teacher would be like, alright, I planned this lesson, why don't you go ahead and teach it. So, she planned it, but I had to teach it. So, . . . there might be a day where you walk in and you were going to show a PowerPoint slide presentation, and the electricity goes out. So if you're going to have the kids sit around and do
nothing, what can I do instead. So, being able to think on your feet and come up with things; I think that really helped me.”

All of the participants referenced the teaching methodology in Belize, which is direct instruction. This approach is largely focused on note-taking and lecture in all grade levels. After Cathy observed her first lesson in Belize, she “realized that the ways [she] learned how not to teach is the way [Belizean teachers] teach.” Therefore, after the participants experienced the direct instruction approach in all grade levels, they chose to bring a more interactive and hands-on approach into the classroom while at the same time adapting to the methods and expectations of the Belizean teachers.

Jennifer gave an example of how she adapted to the Belizean classroom. “The only time I saw my partnership teacher in Belize was when I had to give her the lesson plans I wrote. I really enjoyed teaching at Isla Bonita and I really felt like I had my own classroom there. However, I still had to teach specific topics that my partnership teacher requested I do with the students. One of the biggest challenges was designing lesson plans that included hands-on activities that really engaged the students. I surprised myself with some of the interactive lessons that I taught at Isla Bonita.”

She goes on to state how not having resources helped her “become more flexible.” Jennifer and other participants referenced having to change their plans “in little or no time at all.” In the schools, the bells were manual and never rang at the same time. Some days classes would be considerably longer or shorter. As Jennifer said, “The bells ring whenever they feel like it so if you are done with a lesson you will have to make something up to fill the time until the bell rings. Some days it was 5 minutes early and some days it was 30 minutes late.”
Tonya continued with the idea of flexibility in planning. She realized that “after working in a school that isn’t as fortunate as those in the states, I have become much more flexible. When you plan to teach an art lesson, but the school runs out of construction paper, you don’t just bag the lesson, like we usually would. You have to figure out how to make it work. Being able to think on your toes is a skill I thought I had mastered; however, now I realize that I have increased that skill exponentially from working in the schools in Belize.”

After overcoming her initial shock of the actual lack of resources in her first grade classroom, Allison realized “I was the one who had to adapt.” She also stated another learning as “It is ok to be flexible and go with what is going on around you.” She recounted a story where she had to do just that. “In one situation I was told I would not teach until the following day, but my partnership teacher wanted me to go ahead and start a day early. I froze for a minute because I had nothing planned and realized that no matter what comes of this day it is going to be okay. I was able to pull it off- being creative and thinking outside of the box. I had an unexpected successful day at school because of that. I can only imagine what it would be like if that had happened at [my school in the states].”

Similarly, Janie said “I feel like I am much more capable of taking what comes my way. I am more relaxed and able to go with the flow because I now know you can never predict what will happen in life. I feel like I can be a valuable asset to any school. I have experience that a lot of other teachers don’t have, which is working in another country with students and teachers of a different culture.”

Melissa spoke about how she adapted quickly to the teaching methods. “I adapted really fast to that stuff because I thought it was neat that they didn’t have overheads or you know computers
or the laptops for the students to type their notes on. Everything was old style and I thought that was really cool. So I really enjoyed adapting to their methods.”

Lastly, Kaitlyn summed up the idea of being flexible when she said “Thinking on your feet has never been a more relevant phrase. Being prepared has taken on a whole new meaning, and I never knew that you have to prepare to be unprepared. I think that being able to be more resourceful and more flexible like we had to be there, will definitely transfer into my teaching [in the US] and hopefully, I can influence other teachers or other people in the education department to realize that flexibility and resourcefulness are important skills for teachers.”

The data show that completing an ISTE in Belizean schools with very few resources had a direct impact on the professional growth in regards to flexibility. According to the participants’ accounts, their stateside student teaching experiences did not elicit this type of growth. Having to adapt to a new educational environment tested the participants’ knowledge and their ability to incorporate new ways of doing things into their teaching repertoire.

**Impact on confidence.** This category addresses the impact the international student teaching experience had on the professional confidence of the participants. Because of the unique situation of completing a portion of their student teaching practicum in the US and then in Belize, the participants were able to reflect on both experiences and their abilities in the classroom.

Kaitlyn said, “I’ve learned that I am a good teacher. Before, I questioned myself a lot, and I questioned the purpose of a lot of things, but being [in Belize] and seeing that kids can learn from the bare bones of teaching. It was extremely impactful, and I think that I was able to get better at instruction or giving instruction and better at classroom management.”
In the pre-interviews, Sara indicated that during her first stateside parent teacher conference, she “was scared out of [her] mind and [she] wasn’t even talking.” The partnership teacher was the one speaking during the conference. As a result, she identified dealing with parents, especially ESL parents and students, as something she “would need to further develop.” During the post interview, Sara said, “I was able to actually truly enjoy it [in Belize] because I opened up and got to know . . . some of the parents and stuff like that, and it made me more aware . . . that I can build this rapport with families and be more confident in myself. Because communication between parents is huge, and I can do it in Belize, you know, why can't I do it here . . . it made me more confident in being able to talk with parents and individuals.”

Two of the participants shared their ambivalent feelings about going into the teaching profession prior to the ISTE. As Tiffany indicated, “Before I left, I was like, okay, I don't know if I'm ready to be a teacher, you know, I don't know if I can do it, and then I got there, and I had my own classroom, and I was like, I got this. I was just so confident, and although I don't feel as confident being a teacher here in America as I did in Belize just because their whole system is set up very different, I feel like a lot more confident . . . from when I left [the US].”

Kaitlyn was enthusiastic with her response when she said, “I just want to make sure that people realize that this [ISTE] is worth it, and it is one of the best ways that I felt more prepared and more confident as a teacher . . . I think that experience, the three weeks that we spent in those schools and the two weeks that we had to do service projects and explore the country were just so mind blowing, and that's the -- those five weeks were the best of my college experience, and so it's hard to get that across to people that are [in the US] that don't realize the impact that it has on us.”
When asked what he learned about himself from the international experience, Harris replied, “I’m malleable and I’m plucky, and I can usually take care of business when it needs to be taken care of. I was generally impressed with myself and proud of a lot of things I did down there. That I did get business done; I did have fun.”

Prior to the ISTE, Emma explored the idea of joining the Peace Corps (PC). She felt that the ISTE would be an excellent preparation for the PC and a way to gauge whether or not she was ready for that experience. After the international teaching experience, she said, “I actually was able to build a little more confidence into myself, and you know, you often wonder, can I handle a classroom? Then I was able to prove that I could handle a classroom here, but can you handle a classroom in a different situation? Sure, I can handle a classroom and the people in the area I grew up. You know, I know how those people are, but can you handle . . . let's say, if I did want to move to the Bronx or something and teach like the inner-city schools there . . . can I relate? Well, I've been able to relate to children of a different country, so I think I'll be able to find some way to relate to people anywhere at this point.”

Tonya compared her stateside experience to the ISTE. She said, “It took me the whole ten weeks to feel comfortable taking the lead role in the [US] classroom and being accountable for my students, but the second I got into my classroom in Belize I literally dove right in. I’m sure my internship here and having a great partnership teacher had a lot to do with this. It was like second nature to me. I felt like I was highly qualified and had all the confidence in the world. I don’t know where it came from, but it was all just so natural.” She went on to say that she has “changed so much from [her] experiences both in North Carolina and in Belize. Before this experience I don’t think I could have run a classroom as confidently as I could now. I have matured over these months and now feel like I’m not a student of education but a teacher.”
In this section, the data clearly illustrates the impact the ISTE had on the confidence of the participants. During the stateside practicum, the pre-service teachers had scores of people to whom they were accountable from their cooperating teacher to their university supervisors. As a result, the participants had high levels of accountability and support in place. While abroad, there were still support systems in place, but not as stringent as the participants state. In Belize, they actually felt as if they were the teacher and not just the student teacher. They were only accountable to themselves; they had only themselves to impress. According to some, the focus changed when in Belize. It went from making sure everything was done to please others, but in Belize the focus was solely on teaching and the students. As a result, confidence in their teaching ability grew.

**Impact on creativity.** As a result of not having access to resources during the international experience, the participants found themselves relying on and cultivating their creativity. Prior to the ISTE, the pre-service teachers had access to computer labs, libraries, scores of resource materials, varied technologies, and a multitude of other materials. However, in Belize, this was not a reality.

After the ISTE, Cathy said, “I became more creative and inventive. We really only had a chalkboard, and we couldn’t use the chalkboard to write notes up there, so I had to do a lot of notes on posters and come up with creative ideas to keep the students engaged because they are really used to direct instruction, and that’s not how we learn to teach or were taught to teach. It was just interesting.”

As a physical education teacher, Melissa had a particularly difficult challenge in terms of resources. She said, “We had no equipment- none. So try to have P.E. everyday for two hours a day with students; you have to be so creative to come up with games and activities that don’t use
any equipment. You can’t teach skills or games . . . with just one soccer ball and one American football; you know I mean there is just no way. So we had to adjust the level of creativity that we had to use in the classrooms because of no resources whatsoever. It wasn’t even just like a little bit; it was like no resources. So that definitely helps me realize that I don’t need all that stuff; I can be creative and do fun things and keep my kids active in learning without all the unnecessary things.”

Because of this realization, Melissa gave a passionate response about the need for more creativity in schools. “We need, as teachers, to be dependent on our ability to teach the students and that’s a lot to do with creativity. I think we’ve totally lost creativity in our schools. So that is one thing that I want to be able to bring whenever I get a job in a school, be able to say that I know this can be done because these students are succeeding without it, and I want to bring the creativity back into our classrooms and creativity in our teaching, along with and instill that into our students.”

Betsy clearly summarized the impact of no resources on her creativity as a teacher. “Through this experience and lack of resources and no technology, I have figured out that you can become an even more creative teacher. With no resources, you realize quickly how great of a teacher you must become. It is a lot harder to figure out lesson ideas when you have limited Internet and no way to print or copy things.”

Emma had a similar reaction to the lack of resources. She said “I had to learn a whole new form of creativity, and really think about how to make learning fun without all the bells and whistles technology often brings. With that in mind, I think education is about less than what you have to teach, and more about how you teach with what you have.”
The data show the direct impact the ISTE had on the creativity of the participants. Not having access to the multitude of resources found in stateside classrooms forced the participants to think creatively. Several even suggested that having all of these resources stifle the creativity of teachers. When any tool imaginable can be accessed on-line, teachers rarely stop and think about lesson design because it is already done for them. The stateside experiences could not elicit such a change because the conditions are in direct contrast to those in Belize. Overall, vignette one clearly shows the impact the ISTE had on the flexibility, creativity, and confidence of the pre-service teachers. The participants in this study are cognizant that these changes in their professional growth are due to the lack of resources in the Belizean schools. Therefore, the ISTE appears to be linked or associated with these identified changes.

**Vignette # 2**

The second vignette addresses the first research question: does an ISTE impact the professional growth of pre-service teachers? The following categories reveal the professional impact on developing relationships with educational stakeholders.

Table 4.3

*Vignette # 2*

| Category 5 | Developing relationships with students |
| Category 6 | Developing relationships with partnership teachers |
| Category 7 | Developing relationships with community |
| Category 8 | Developing relationships with peers |
Developing relationships with students. While in Belize, the pre-service teachers were assigned to one of three schools depending upon their grade level and content areas. Regardless of the context, all participants felt as though they forged positive relationships with the students while there.

Harris had a realization about his experience in regards to forming meaningful student relationships. He constantly pondered the question of how the [Belizean] teachers survive without even the most basic resources. He answered that question by saying “that [the teachers] actually teach, and form relationships with their students.” He expanded on that idea. “Although I was somewhat overwhelmed by the sheer number of students I had during the day, which was far larger than I was used to, I had many more opportunities to actually form bonds with them than I did back in Wilmington.” In essence, he realized that the lack of resources allows teachers to forge meaningful relationships with students.

Kaitlyn had a similar realization about the focus on students when comparing the US and Belize. She said, “[In the US], we push the standard course of study, 21st century teaching standards and all these other things, whereas there, they just focus on the kids.”

In their teacher identity papers, several of the participants wrote about specific students with whom they developed relationships. Barbara said her students in Belize told her how much they enjoyed her teaching, “. . . Not that they enjoyed just [her], but [her] lessons.” She and another pre-service teacher compared their stateside experiences saying there was much more of an emotional reaction from the Belizean students than the US students upon their departure. It was the tears of Barbara’s seven-year-old students that made her realize “[she] truly mattered.” She went on to say “I really did something. I don’t think I can change the world or anything, but I do now believe that I can try, one child at a time.”
For Jennifer, there was one child who “acted out” a lot and did not want to follow directions. While in the computer lab one day, she decided to give him some individualized attention and some positive feedback. Jennifer thought this student did not “receive a lot of attention at home” or “at school either.” After her interaction with him during the day, he became more engaged. Jennifer said, “I will always remember the effect that a caring teacher can have on a student. One way that I believe I can get through to a student that dislikes school is by showing them that I truly care about them and their education.”

The elementary pre-service teachers had very small class sizes in Belize unlike their high school counterparts who had close to 40 students in a class. Sara had the opportunity to really learn about her students. She said, “I mean, [the kids] are awesome. . . I had six kids and each from a different nationality. I learned so much from them about them and from my teacher, too. My teacher was actually three hours from my hometown. She’s from Rochester where I grew up.”

One requirement of the ISTE was for the pre-service teachers to complete a documentary type video on a topic of their choice. Melissa and Tonya chose to study the “street children” who sell jewelry to tourists. They go to school during the day and sell jewelry until 10 or 11 at night to help support their families. During the process of creating the documentary, the two participants developed relationships with their subjects and got to know them and their families very well. The ISTE reinforced the importance of developing positive relationships with students in and out of the classroom.

As pre-service teachers, the contact the participants have had with students is limited to their stateside and ISTE. Their methods of interacting with students are still developing. Nowhere in the data did the participants refer to a specific student from their stateside
experiences; they only mentioned Belizean student relationships. For many, the reception they received from students while abroad was much more positive than in the States, particularly for the elementary teachers. The interactions with students in Belize impacted the participants professionally in that they are more equipped to meet the needs of diverse populations. Also, several participants realized how much impact they can have on the life of student.

**Developing relationships with colleagues.** During the ISTE, the participants had an opportunity to forge new relationships with their partnership teachers and with each other. Other than the pre-departure meetings, many of the participants did not know each other. However, they had to live and work together for five weeks. In the pre-interviews, the participants were asked what anxieties they have about the ISTE. Five of the eight said they had concerns about their partnership teacher in Belize. Some of their fears were the partnership teacher “doesn’t want [them]” or will they make them “just observe.” Additionally, their anxieties ranged from being accepted and liked by the group and partnership teacher to being thrown in the classroom with no guidance. However, at the completion of the ISTE, their fears were not realized.

Jennifer said, “I must admit it was challenging to gain the trust of the teacher to introduce my style into the classroom, but once I did I could tell it was greatly appreciated. Not only did the teacher tell me she liked my ideas, but she actually used them. That was the biggest compliment I could ever receive.” She went on to say, “I have seen that I can make a difference with my students and with fellow teachers. My partnership teacher and I had such a reciprocal relationship and that was a great feeling. It is nice to know that I have made a lasting impact with Ms. Mandy and her class. I have really proven to myself what I am capable of and I cannot wait to get into my own classroom and see what else I have to offer.”
Rene mirrored a similar reaction to her relationship with her partnership teacher. “Not only was I affected by this experience, but so were the teachers and the children in Belize. Right before I left, my teacher told me how grateful she was for all of the materials that we brought her and all of the new strategies that I introduced to her. I am in no way an expert teacher, but it was really amazing to hear her say that I taught her something. She also talked to me about how her students learned a great deal just by interacting with a different culture…and that different culture was me.”

Kaitlyn noticed the relationships among teachers and the sense of community within her school. “One concept that I will always remember from my internship at San Pedro High School (SPHS) would be forming the relationships with other members of the faculty and also with the students. Getting to know and appreciate all of the staff at SPHS helped me to realize integration and cross discipline teaching. These teachers are constantly helping each other on lessons in the staff room, and sometimes even teaching a class for someone who is absent that day. This mutual respect and sense of responsibility is a wonderful notion and you can see the way it benefits the students.”

Furthermore, like Kaitlyn, Tonya took away a teaching ideology from the Belizean teachers. “Every morning I watched teacher Hector be excited to teach, even though he has another career and a family of five to take care of. He showed me that when you don’t sweat the small stuff, everything is so much more enjoyable!”

For Nancy, the relationship she developed with her partnership teacher was quite special. Therefore, leaving was an emotional experience for her. After saying her goodbyes, she said “I hid my face in my stuffed animals and just cried for a while. When I got my voice back, I said ‘If they weren’t so darn special!’ which is fully the truth. They each are such special people and
they honestly do feel like family. [My partnership teacher] even calls me her ‘daughter’ even though she is still in her late 20’s. This was one of the hardest goodbyes or rather ‘See ya later’ of my life. I had to keep telling myself, ‘I will come back.’” These examples recount positive experiences with the Belizean partnership teachers. However, the overall data from all sources indicate mixed results. Regardless of the relationship with the Belizean teacher, most participants found it challenging to adapt to another classroom. Overall, each experience was unique because every participant had a different partnership teacher. Some gave free reign and were highly collaborative while others were more prescriptive about what they wanted the participants to do.

In addition to the partnership teachers, the participants also had the other pre-service teachers with whom they could collaborate. As a result, they developed relationships as colleagues and friends. Several participants commented on how these relationships were pivotal in making the ISTE successful to be able to engage in meaningful conversations about their experiences and feelings.

For example, Janie said, “The fellow teachers that I traveled with also taught me a lot about myself as a person and a teacher. I was able to open up and work cooperatively with 17 other people. I got to know my group members in such a short amount of time and each different person taught me something important whether it was how to get along with a clashing personality or how to communicate effectively. All of these things are useful in everyday life along with in the classroom.”

For Allison, not having resources readily available made her reach out to her peers. She said, “Without the Internet at your fingertips you come to rely on the people around you for answers and ideas. That was a great feeling to really be able to pick the brains of the people around you. That is an invaluable thing I have learned through this experience. Before, I would
hesitate to ask people for ideas or appear to be clueless about a lesson I had to teach. Now, I can confidently ask a friend what in the world can I do with a lesson about any given topic. Being able to rely on your colleagues is something I will have with me forever.”

Additionally, Rene felt supported by her colleagues in Belize. “It is very comforting knowing that I am surrounded by people that are all here for the same purpose. We all want to learn and grow from this experience and have our eyes opened to things we never thought before.”

The international student teaching experience created an opportunity for the pre-service teachers to live and work together, which does not typically happen in pre-service experiences. Having this closeness and common experience with the partnership teacher and each other created opportunities for the participants to learn and grow from their interactions with each other.

Developing relationships with community. During their five weeks in Belize, the participants had multiple opportunities to interact with the community. For example, the pre-service teachers completed service learning projects and they walked everywhere, so they were able to engage with the community. The reception of the pre-service teachers into the community was something the participants noted in the interviews, teacher identity papers, and blogs.

Being from a small town Sara embraced her time in Belize. “I just love the small atmosphere, small community. I think that was one of the best things and how we became so accepted there, is because they truly wanted us and liked us being there and just took us in, and that was nice. I hope I find that in a school.”
Nancy commented on the positive community atmosphere. “Even people from the community would recognize me or us and say “Hello, Teach!” The vibe from every direction was respectful and appreciative. I learned a lot about each of my students, met some of their family members, and understood them on a personal basis.”

Barbara said, “I learned so much from my students, teachers, parents, and community in that amount of time that it is amazing. I want to teach in a school where I am appreciated and treated like a celebrity. The students are so excited to see you outside of school and they yell at you because they are so excited. It is just a wonderful sense of community and everyone is helping everyone.”

Sara, who had struggled with parent communication prior to the OSTE, said “Not only did we touch the lives of our students, but also the parents and community. As the first week passed, I soon felt at home walking down Front Street of San Pedro Town. I loved being recognized as a teacher, and people were very grateful and happy that we were there to aid in their children’s lives. Most of the time it was not even parents of children in my class, but parents of children in other grades or schools. I will always remember walking around town the last few days we were on the island, and thinking about everyone I needed to say goodbye to. And then realizing there were so many people that I had forgotten. The small atmosphere of this community was a huge component for us not only being welcomed into their community, but also into their schools. The town accepted all of us as individuals and teachers, and because of this I have made lifelong friends.”

Many of the participants also addressed the strong parental involvement in the schools, which strengthened the sense of community. Betsy said, “I love [being recognized in the community] and think that in the United States we need a little more appreciation as teachers.
Even the parents are more respectful and helpful. I can sense it whether or not they can speak English. It is just the way they talk to us and support us. I love the laid back environment and the sense of community.” The length of the ISTE and the level of immersion the participants had while in Belize had an impact on the building of these community relationships. A shorter stay would not have produced as many opportunities for the pre-service teachers to engage with the Belizean people. As Melissa said, “. . . being there for five weeks we got to adapt to it and live in it, and let it become our environment as well.”

The data clearly show how the strong sense of community impacted the participants. In fact, several noted that they wish to find an environment like that in which to teach. The ISTE showed the participants the importance of belonging to a community and the effect that can have on a teacher’s feelings of professional worth. They felt valued and respected in the community and the school. These were not sentiments that were expressed about their stateside experiences.

**Vignette # 3**

A natural part of a new experience is to connect or compare it to prior knowledge. The pre-service teachers compared and contrasted the curricular and instructional practices in Belize to those they experienced in the US. Also, many comparisons were made in regards to US and Belizean students.

Table 4.4

**Vignette # 3**

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Instructional Practices. In the Belizean classroom, direct instruction is the primary mode of teaching. Students take notes and are tested on the information. Common classroom practices do not include cooperative learning or interactive lessons. The pre-service teachers were informed of this reality prior to the ISTE. However, because the participants had not learned to teach this way, nor had they seen it in action, it was difficult for them to adapt.

Allison discussed trying to implement cooperative learning strategies into the classroom. “It was hard to adapt to [the Belizean classroom] because I’m a very active teacher. I like to get students up and moving around, and so my partnership teacher was really flexible and she wanted new ideas about what to do because she’s never had any formal training for teaching and she has been doing it for a few years, so that shows that experience. You know I did stick to some of the direct instruction because that is what the children were familiar with, but I would do some cooperative learning strategies too. So, it was hard for them to adjust to that and I didn’t realize that would be hard for them to do that. So in terms of adaptation I had to learn that if I’m going to get them to get out of their seats, I have to give very direct instructions and if you don’t do this then this is what is going to happen. You have to be very explicit about everything that I wanted them to do was one way I adapted.”

Rene spoke about her first experience with direct instruction and note taking in the Belizean classroom. “As I was writing the notes on the board, I kept thinking that if I taught like this at home, I would lose my job! My teacher has some great projects on the walls in the room and her math lesson that day was very hands-on, she definitely knows how to have these activities. I just think that the focus or objective is on having the students write down the notes in the notebook and not necessarily retaining information and doing informal assessments during class to check their progress.”
Nancy said, “The instruction used mostly was direct instruction. So, I got to check out how that worked in classrooms and also trying new methods with the children and seeing how they react. When I tried new and interactive activities, I was surprised to see how the students reacted. They seemed to feel like it was a lot of work. They said they wanted ‘to write,’ meaning take notes, which is what they were used to.” The students of other participants also made similar remarks about wanting to take notes instead of other activities.

Harris made the observation that in the Belizean classroom “Nothing [is] student-centered. No group work or if there was, it was a very, very rare occurrence, whereas my teacher back in the States would do that almost every day.”

Rene also commented on the differences between the two internships- stateside and Belize. After her stateside internship, she said she felt “physically and emotionally exhausted.” This was a sentiment a few other participants echoed. She went on to say, “No matter how many resources I used or how many creative lesson plans I made, I never felt like I had done enough.” However, after her experience in the Belizean school, she “finally felt like what [she] did was enough” and her students did learn.

Jennifer commented on how she perceived the difference in the purpose of education. “In Belize education is important, but in a different way than I believe education is important in the US. I believe that education is powerful because it can open the door to endless opportunities. In Belize, I felt like children were sent to school so that they could learn how to survive and live in San Pedro for their whole life.”

Furthermore, several participants remarked on the lack of special services for students. Because the teachers in Belize typically only have a high school diploma, there are not many, if any, teachers who are trained in identifying and helping students with special needs. Nancy
recalled one such student. “I’m not sure what Nikki’s disability is exactly, but I do know that she doesn’t talk much, doesn’t have a lot of physical strength or kinesthetic capability.” When discussing the situation with the classroom teacher, she said “she doesn’t know what to do with Nikki, other than be patient with her and give her extra time on work.” Nancy said she feels “. . . sad there are no special needs services here for sweet students like Nikki. She has lots of potential and is a precious girl. She just needs a little extra help in school and some one-on-one work with someone who can define her specific needs.”

Another specific difference was that all materials had to be portable. Cathy said, “I took everything home [to the hotel]. All the students took home all their books because they didn’t lock the schools, so you would see little kindergartners with their paper bags.”

A common theme about the instructional practices was in regards to the primary use of direct instruction. This methodology runs counter to what the pre-service teachers learned in their education courses. Many acknowledged that Belizean teachers do not have any formal training; they only have high school diplomas. Therefore, the only training the Belizean teachers have are their classrooms experiences. The participants realize this and acknowledge the difficulty of adapting to this way of teaching as compared to how they taught in the States.

**Student Behavior.** During the pre-interviews, participants were asked two questions in regards to the area of student behavior. First, they were asked to discuss their expectations in regards to discipline and then how they think Belizean students would differ from and be similar to US students. All participants commented that the similarities lie in the fact that “kids are kids.” They will “act out,” “be silly”, and be “easily distracted.”

Additionally, the participants made similar assumptions about how Belizean students would differ from American students. For example, six of the eight interviewees stated they expected
the Belizean students to be more respectful or have more motivation. The participants thought that since “education is a privilege” in a third world country like Belize that students would be “more motivated to learn” and “want to be there” more than their American counterparts. The data support both of the participants’ assumptions— that “kids are kids” and the aforementioned differences. Largely, the elementary teachers found the kids more respectful while the high school teachers seemed to struggle a little more to garner respect and attention.

Nancy found her Belizean elementary students to be more docile than her American students. “There was no struggle to be respected or looked at as a teacher— I simply was the teacher when I walked through the door. The students were respectful from the beginning, and everyday it seemed that I was a blessing to their classroom, or at least they made me feel that way. A bit different from the [stateside school] scene. The sense of appreciation of me as a teacher was present everyday by everyone.” Simply put, she said, “Here, the students are quiet and respectful, and totally give their attention to you.”

Similarly, Tonya spoke about the respect issue and how her experience in Belize will make her have higher expectations for her students in America. She said, “I believe that in order to get respect you must give respect, even with children. In relation to behavior, students know that I do not tolerate any disrespect in my classroom. From my Belize experience, I have seen how respectful students can be, and I will have nothing less from my future classes.”

In contrast, in the high school setting, some of the participants struggled with student behavior. As the pre-service teachers learned, the behavioral expectations in Belize are different than in the US. Talking and moving around while the teacher is teaching is not uncommon. Melissa discussed how she dealt with these challenges. “Classroom management strategies differ in Belize, and the sooner I could learn their strategies the better. One rule for managing a class is
to pick and choose your battles with students. When I first started taking over classes for
teachers, I was getting ripped apart by the students. They were talking while I was talking, they
were standing up and walking around, they were unprepared for class, and etcetera. And of
course, I let every little thing bother me; stopping the class to correct or call out every bad
behavior I could see. I wasted almost the whole period disciplining students and showing my
vulnerability towards this behavior. I quickly learned that this was not the way to handle the
students at San Pedro High. The teachers here are so used to this behavior that they almost
ignore it so that they can teach to the students who are paying attention and those who are there
to learn. If the behavior gets to a point where the student is disrupting many other students, then
the teacher would normally step in and say something, or would go stand by the group of
students while continuing to teach. The Belizean teachers just did not choose to fight all the
battles with the students, and this seemed to work well for them. So I figured I would try it out
and it worked like a charm. The students were actually more behaved when I did not pay
attention to their bad behaviors. It is like the students were craving attention, and through the
bad behavior they got my attention. But when I did not show them any attention for their
behavior, they ceased to act up during my class. I know that I can implement this classroom
management strategy into my classes in the States.”

Melissa admittedly had a difficult time with the differences in behavioral expectations.
She feels that “[students should] not talk when the teacher is talking, it’s just one thing that
almost every teacher really harps on [in the US]. It is like a respect issue. Well [in Belize] the
teachers, the ones that I asked about it just told me that she didn’t think it was that they were
being disrespectful. She just, it was like oh they are just being kids, like they are going to talk
when adults are talking or they are going to have their side conversations, and I was just but
you’re teaching. I don’t understand, that’s being rude you know they’re not listening. She was like; well if they don’t listen that’s their fault. You know . . . and then they miss the information. So it was really strange to me because when I first started teaching the forty-five minute classes that we had, I probably literally spent thirty minutes trying to get students to stop talking while I was trying to teach, and then it just slowly became like where you got adapted to it and was like okay whatever, if they miss the information then they miss it. I tried to realize that they weren’t being disrespectful even though that is not what we would have ever thought, but their culture is just like you know they’re not. They are kids; they are just being kids; they are going to talk. So a lot of teachers there just realized that with the short forty-five minute periods that they had . . . they needed to get through so much information that they didn’t waste a lot of time on like disciplining the students or anything like that. So it was strange and took some time to get used to, but even here . . . we just don’t let that happen because if one person lets that happen then all the other teachers would probably get really upset so, we have to keep the standards here.”

Like Melissa, Betsy and others noticed the “lack of discipline in the classroom” and how it was in direct contrast to their stateside experiences. Harris developed a theory about why discipline was an issue in the Belizean schools at times. He said, teachers “not having their own classroom I think was probably the biggest difference, because there is just that attitude shift where it seems like students are in control of their classroom because they stay there all day and it’s their classroom. The teachers are the visitors, which I think kind of leads to some discipline problems that I noticed at least, because you know the teachers didn’t get to own their own space, which I think is really important.”

Nancy made additional comparisons between the US and Belize in regards to student behavior. She felt that Belizean students “seem to be more respectful in general.” However, she
also noted that “behavior takes priority over education as a whole” in Belize. In contrast, based on her experiences in the US, Nancy thought that parents are more concerned with what and how their child is learning and have a “lesser concern for behavior.” She went on to say, “The morals and ethics of becoming a good and caring citizen are not as enforced in America it seems. Just in general. As long as you’re smart, as long as you’re number one, so what about the rest.”

The participants had varied experiences in regards to student behavior in Belize. The elementary pre-service teachers felt their students were much more respectful than the students they taught in their stateside practicum. As a result, several said they would have higher behavioral expectations for their future students. Furthermore, the secondary pre-service teachers, who experienced more behavioral challenges, also took away lessons for the future. First, participants were able to view a different philosophy of behavior expectations, which they had to mesh with their prior knowledge and experiences. Secondly, participants were able to gain more experience with classroom management strategies with a diverse population. Therefore, the ISTE had a direct impact on the professional growth of the participants in regards to their expectations and evolving views of student behavior.

Research Question # 2

The next vignette addresses the second research question: does an international student teaching experience impact the personal growth of pre-service teachers? As mentioned earlier, the participants experienced the realities of a third world country while in Belize. They worked and lived in the San Pedro community for five weeks with inland excursions to other parts of the country. As the data show, these experiences impacted the participants’ personal growth, behaviorally, cognitively, and affectively.

Table 4.5
Vignette # 4

Vignette # 4: Who Turned Out the Lights? (Personal Growth)

Category 11  Laid back attitude

Category 12  Impact on Flexibility/Adaptability

Category 13  Grateful of U.S.

Vignette # 4

Laid back attitude. During the five weeks in Belize, the participants encountered new people and new experiences. The most noted experience was the inconsistency of water and power service. According to participants, the water went out for days at a time along with the power. During the Belizean summer, temperatures can reach into the 100’s. For many, this was a difficult adjustment.

However, even through the intense heat, the participants were attuned to the laid back attitude of the Belizean culture and people. For example, Melissa noted that “Everything and everyone in San Pedro Town is so laid back. Nothing ever happens when they say it will happen. And you cannot get angry or upset because they will tell you it is Belizean time.”

Cathy was also shocked by this aspect of the culture. She enjoyed it, but she did note some inconveniences about the concept of Belizean time. “Everything is so laid back; it was just amazing. You don’t have the stress . . . I didn’t have the stress other than like the money thing. That was hard because their ATM machines would run out of the money and then you might not have money for the rest of the weekend, especially when it came to Easter you really needed to get your money out Wednesday because Thursday is Holy Thursday, Friday is Good Friday, and Saturday and Sunday. So that was that. So I wasn’t stressed. I was stressed about money, but
that stress was overcome because it was just so laid back. We were supposed to be there at 8:30, teach at 8:40 and [some teachers] just walked in at 8:40; [they] just kind of came and [went]. If you made an appointment with anybody, add two hours to that and they would be there. It was just laid back; it was nice.”

In contrast, Tiffany thoroughly embraced the laid back attitude of the Belizean people. In fact, she mentioned having trouble readjusting to the US concept of time again after the ISTE. “Just seeing and meeting with those people and spending time with them and seeing how, just how laid back they are and how friendly and welcoming they are, just made me really . . . respect that, and I feel like I fit in more with those people than here in America. Now being back here, I’m . . . still, although I’ve been back for two weeks now, I just feel like I’m still . . . having a hard time getting in the swing of things here. I was just so used to everything. San Pedro, everything is so laid back, and everyone is just . . . you know, drive your golf cart around, so I’m still . . . getting used to it here now.”

Melissa also embraced the Belizean way. She mentioned trying to bring some of the Belizean practices back with her to the US. “Well, over there I was very laid back, again flexible I guess. Whereas you didn’t really have a cell phone, you didn’t use the Internet too much, and so when I was over there I was a much happier I feel like person. I didn’t really have any stress or anything, and so the first week when I . . . got back here I tried not to use my cell phone or the Internet very often. So over there, I guess once I’ve been over there and coming back I have realized I think the pace of life here is a lot different, which causes us sometimes to be more stressed . . .”

Barbara surmised similar things about the laid back attitude in Belize. “There are just so many great things about Belize that I wish I could transfer to the United States, but I don’t think
that it would work the same here as it does in Belize. There is more trust in the students and the teachers in Belize. The students are allowed to go home for lunch and are expected to walk themselves back to school. If they need supplies for a project, they just walk to the store down the street and buy it during class. Also, we are allowed to take the students out to the beach for a lesson without any letters sent home to the parents. It is just a really laid back environment where learning is very important.”

The Belizean culture is in direct contrast to the American lifestyle of most of the participants. The pre-service teachers function in a collegiate and public school world of meetings, deadlines, timed assessments, and hectic schedules. However, while in Belize, many of these stressors were removed and the participants moved beyond the initial frustrations of the laid back Belizean attitude. As the next category suggests, this laid back attitude is something the participants adjusted to and began to embrace.

**Impact on flexibility/adaptability.** The first vignette offered examples of how the ISTE impacted the flexibility and adaptability of the participants in regards to their professional development. As the following data show, the ISTE also impacted the flexibility and adaptability of the participants on a personal level.

Cathy discussed the hardships of adjusting to the realities of a third world country and how she brought that adaptability back with her to the US. “Our water went out for four days, I had to shower in the pool and I couldn’t do laundry but in a bucket, and the water smelled like sulfur because they had to use well water, and the power went out several times because Mexico has all the power. So, I definitely don’t take advantage of that now. Like I do turn off the lights and all, and . . . when the lights went out and the power went out at [stateside school] the other day, I didn’t think anything about it because we’re used to teaching and the power would go out
for three hours and it’s like one hundred degrees out there, hot, open up the windows and there is no wind.”

Allison also mentioned some of the ways she adapted to third world conditions. “I guess I learned how resourceful I was. I didn’t realize I was that resourceful you know, like if we got stuck somewhere. Being able to get us out of a certain situations, like getting directions or finding some place or like what do you do when you don’t have water for five days? You know that is something that I had never dealt with before and so I think just becoming a very resourceful person.”

For Tiffany, the personal change was in her new feeling of independence, being able to adapt to a new environment so far away from home. “I feel like such a more independent person, now that I've went over there . . . I really felt good about what I was doing . . . I was there away from my family; I was in a completely strange environment, and I just, it made me feel like so much more of an independent person. I got to find out more about myself and figure out more of what I want out of my future.”

Similarly, Harris had personal revelations about his capabilities. “Well, it definitely showed me how; it was more like proving things to myself. It showed me how patient I am. Okay, I can last a few days without water, because we lost water for a few days. We [were] doing all the excursions. I know those are all touristy things like going spelunking or snorkeling, but those weren’t things that I thought I could do . . . swimming with sharks and that kind of stuff and I did it. I was gung-ho about it. When you’re not in that environment you don’t know what you can handle. You see it on the Discovery Channel and go, like oh how do people do that and then you do it. So personally, it was just a good way to know how or what I’m capable of.”
Furthermore, Betsy felt pride about what she found herself trying while in Belize. “I have been so surprised at how brave I have become . . . I have tried so many new things since I got to Belize. I have tried snapper, grouper, plantain chips, mangos, and new kiwis. I love them all! I was so surprised by myself. I never try new things, so it was a great experience.”

Sara noted how she admires the Belizean people for their ability to adapt. At the same time, she remarked on what the American response would be to losing utilities for any length of time. “This is one thing I really like about the people in San Pedro. If the electricity, water, Internet, or phone was not working in America, there would be an uproar. Here people make do with what they have and are more flexible. When in San Pedro, you just never know, and I have quickly learned to adapt.”

In his blog, Harris detailed ways he, too, learned to adapt to the Belizean culture. “We’re so plugged in all the time. However, I realize I can live without three square meals a day. I can live without ever even touching a computer or knowing what the Internet is. I can live without a hot shower every day, or even a shower at all. Sure, these things make life easier, but once you strip everything down, you realize that you are a person, and you don’t need all this ‘stuff’ to get you through.”

One of the most significant changes occurred with Cathy, a self-admitted germaphobe. She said, “Before I went I would not have used the sheets. I would have put down a blanket and I did that somewhat. I don’t like dirty street water touching me. I don’t like my toothbrush touching stuff. I am very germ phobic. Kids handing me candy and wanting me to eat it, cookies—wouldn’t eat it. Down there, if the kids hand you a cookie and gave you new dishes, out of respect you did eat it, but I didn’t worry as much. You know eating cans out of a rusty, I mean beans out of a rusty can kind of pushed my germ level and cleanliness. Not being able to shower
for four days, my straightener not working, my curling iron dying, the humidity, being sweaty all the time. I don’t like being sweaty all the time unless I’m working out. I think I’ve grown more as a person not to be, I wouldn’t say high maintenance, but stuff like that doesn’t bother me anymore.”

For Nancy, the ISTE changed her in tangible ways. Upon her return, she continued to record thoughts in her blog. Here, she recounts a conversation with her mother about her difficulty adapting to being back in the US. “I was telling my mother yesterday that when I left Wilmington, I fit into this shape, and now that I am back, I am not that shape anymore, but still trying to fit into that original one. I was expressing my tough feelings of not fitting in here right now. [Her mother] replied with ‘Some of your previous shape will fit back in, some of it won’t though, because you have new parts now.’ I think that philosophy is perfect to describe the changes I have been through.”

The international student teaching experience put the participants in situations they simply would not have experienced in the US. Being in another culture gave the pre-service teachers an opportunity to push themselves outside of their comfort zones- to engage in new experiences, to redefine who they are. As a result, the participants have a broader and even grander view of what they can personally accomplish.

Grateful of US. The majority of the participants had not travelled extensively outside of the US. Most of their international experience was in high school through school trips or Caribbean vacations with family. Only one of the 17 participants had spent any time in a third world country prior to the ISTE. Therefore, the only exposure the pre-service teachers had to third world countries was what they had seen on television or read about independently.
Cathy stated it simply when she said, “I’ve gotten more . . . aware of what we have here in the United States, so I think I’ve grown as a person as far as . . . being more thankful of where I am and where I live . . . It just makes you more aware of what we take for granted, which they don’t necessarily have.”

Sara followed the same sentiment, “just knowing how good we have it here, just, you know, how people say, I don't have this, and I don't have that. They had nothing there really. Like, they had a pencil, and they had one eraser to share for the whole class. Just being very aware how wealthy we are here, and they just didn't care, and they just went on with their life, and they lived . . . a rich life still, and I loved that. I love that feeling.”

After recounting how Belize lost power and water indefinitely due to an American company dredging to build a luxury hotel, Harris had this to say. “We forget that we come from one of the most, if not the most, privileged country on the face of the planet. People simply don’t live like this everywhere else in the world. And yet, people survive. Being down here is one of those interesting experiences that makes you think a lot about the state of life.”

Another experience that impacted the participants’ feelings of gratefulness toward the US was the inland trip to the Mayan ruins in Guatemala. While driving, Melissa saw what true third world conditions looked like. “These homes were literally pieces of wood laid up against each other--no lie! I just feel sooooo privileged to live where I do and own what I do. We frequently forget how lucky we really are. I mean I complain about not having a washer and dryer, a dish washer, and little things like this...driving today we saw people washing their clothes in a river that I would not dare even swim in. It is definitely an eye opener!”

The pre-service teachers realized the wealth of what US classrooms have as compared to Belize. Rene stated that “Educators in the United States are swimming in resources and have
materials at our fingertips that we do not even know are there. My internship in Belize has opened my eyes to the massive amount of resources I have. Before I left, I remember looking in my room and thinking that I hardly have any children’s book and not enough teacher books to get me started my first year. At Ambergris Caye Elementary School, there is one computer that I never saw anyone on. The teachers hardly have an associate’s degree if any degree at all, and there are no school or class libraries available to the teachers or the students. There are a few teacher guide books in the hallway, but that is it.”

Experience is the best teacher as the adage suggests. The participants lived and worked in an environment that made them realize all of the privileges we have in the US. Without experiencing the realities of this third world culture, it is difficult to develop a sense of gratitude and awareness. The ISTE exposed participants to a life outside of the US, a life much less privileged than the one they lead. Without this experience, the participants would not have another point of reference, this juxtaposition of place, to develop their sense of gratefulness about life in the US.

Vignette # 5

As a group, the 17 participants are not culturally diverse. The group was comprised of one African American female, one American Indian female, and 15 whites, with only one white male in the group. From their accounts, they are largely from middle to upper middle class backgrounds. In the pre-interview, participants were asked about any experiences they have had with people of diverse cultures. Two noted their high school experience where there was at least a 50% minority rate in the school. Kaitlyn was a resident assistant at the university for several years where she had to “mesh all of those cultural diversities and backgrounds together to form a community.” Overall, the experiences were varied but not robust in exposure to diverse cultures.
Table 4.6

Vignette # 5

Vignette # 5: “We are the diversity now” (Professional & personal growth)

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<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>14</td>
<td>Language as a barrier</td>
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<tr>
<td>15</td>
<td>Impact on teaching</td>
</tr>
<tr>
<td>16</td>
<td>Being the minority</td>
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**Language as a barrier.** Another category that emerged from the data was the language barrier. The pre-service teachers had little to no background in Spanish or Creole. Only one of the 17 participants took a Spanish class prior to the ISTE. However, this class did not create a fluent speaker. When asked if they could change something about the ISTE, several participants said they would have wanted some language instruction prior to the international experience.

As Melissa said, “It was scary at times with them somewhat speaking a different language . . . I mean you are trying to teach them a lesson and they are constantly saying what, what or you know they have questions and they are asking you and you’re like, wait slow down, I can’t understand you. The frustration . . . there was definitely very difficult, but you get used to it. I mean they are really nice . . . I would have to say the language barrier was a little more challenging than even the being white. It was challenging, very challenging.”

Emma internalized the language experience. Because she struggled with the language barrier, it made her have empathetic feelings toward non-English speakers. “So, being the only white one in the classroom where I definitely stood out and where they would slip into Spanish
in between classes and stuff, and I would feel lost and things like that. You know, so it makes you consider how do those people who visit here feel like [when] they're trying to buy something, and the cashier is getting frustrated with them, because they don't know what they're saying. You know, when I went up to Mexico and no one spoke English, and I'm trying to . . . really talk to them, and it's like complete . . . I can't.”

Additionally, Sara wanted to be able to communicate with the Belizean people. “I would have loved to have been able to have talked to them in their native -- well, one of their languages. I mean, we ran into so many people where they felt, not ashamed, but that they weren't speaking good enough English for us to understand, and I want to be like, Dude, you know two languages, I know one, you know what I mean?”

Similarly, Melissa experienced frustration with the language barrier. “In Belize all the students and teachers spoke Creole and Spanish. I do not know either language at all! This language barrier made it very difficult at times to understand what the teachers and students were talking about. Even though the teachers are supposed to teach in English, and they do 90% of the time. There are those few words here and there that they throw in that I could not understand! I was very ashamed that I did not even know conversational Spanish. Looking back on this field experience, not knowing some Spanish is the one regret that I have. But now that I am back in the States, I am ready to start learning.”

This was the first time the participants had been in a situation where they could not communicate easily with others. As the data shows, being in an environment where English was not the primary language caused the participants frustration. This frustration, other than financial issues, was the only negative experience participants mentioned about the ISTE.
**Impact on teaching.** For five weeks, the pre-service teachers lived and taught in a culture where communicating with others was often a challenge. As a result, several of the participants developed professional goals in regards to students who are English as Second Language learners (ESL). Also, several participants developed empathetic attitudes towards ESL students after experiencing the frustrations of not knowing the language. They feel they will be better equipped to address the needs of ESL students.

Emma said, “If I have an ESL student, I'm going to do what I can to make them or to help them instead of just being like, alright, just go over here and read, which I've seen teachers do. [Teachers think] I can't relate to this kid, so I just got to deal with you for a hundred and eighty days. You know, so I think I'll actually be able to reach out to those kids better.”

On a similar note, Kaitlyn said “I have learned how to communicate more efficiently with ESL learners. I am able to give clearer and more concise directions without the use of PowerPoint and handouts, which cuts down on confusion and time efficiency.”

For Melissa, the ISTE facilitated the creation of professional goals in regards to her own language learning. “As teachers, we need to be able to fulfill the needs of all of our students and we should be able to connect with them no matter their language, race, or background. I want to learn a few different languages conversationally, enough to be able to communicate with an ESL student in my class or school. This is something that I have become very passionate about and I look forward to continuing my professional development and taking on a few courses to learn a different language.”

Having a sense of discomfort about communication made the teachers develop a sense of empathy for ESL students they will have in their classrooms. For several, having this experience
was also an impetus for their desire to learn another language. The ISTE impacted their professional development goals in regards to specific students and their own learning.

**Being the minority.** As mentioned earlier, the participants are not a diverse group nor do they have diverse travel experiences. Therefore, living and teaching in Belize was the first real sustained experience the participants had with diversity, and being the diversity, in particular.

For the first time, some of the participants felt what it was like to be treated unfairly because of the color of their skin. Allison said, “. . . it is intimidating at first, but you know we did stick out. The people knew who we were as teachers, which is a good and a bad thing, but being the minority really opens up your eyes to what is going on around you because not everything is fair to you . . . We might get in a taxi to go somewhere and the man would charge us twice what he would charge local people, and you learn these things about how you can be taken advantage of. So you say no this is not right and so you kind of learn to speak up for yourself as a minority in a culture.”

Kaitlyn also noticed the difference in how she was treated. “I mean, it felt different at first, because you are treated differently; you were treated as a minority, but you were also kind of stereotyped if you were white on San Pedro that you were a tourist and you were a rich tourist.” She went on to recount an experience she had upon return to the States, which captures how she adapted to being a minority. “I went to [the on-campus dining hall] with one of my friends, and I looked around, and I'm just like, wow, there are a lot of white people here . . . because I felt like I didn't really know -- I wasn't really used to seeing that many people that were the same as me because I was used to being the minority.”
Rene discussed her feelings about being the minority. “I am getting used to our little room in our hostel, the dirt roads that we have to walk on to get anywhere, and the diversity of the people. I am not used to being a minority and so far my eyes have been open to that feeling. The feeling of standing out everywhere you go and knowing that people are looking at you like, "Who are they?" I must say that the people here are so friendly and so welcoming, way more than I imagined, but I still know that I am a minority.”

Emma recounted what her experience was like and how it will impact her teaching. “For the first time I was able to experience a life that I was the minority and had to adapt to another's culture. When you have never been the minority, can you really understand what that person feels? My understanding of being a minority will enable me to relate in ways I never would have if I stayed in my own town. Being in a completely different country, I had to embrace the land and its people and by doing that the knowledge I gained was immeasurable. I will be able to pull from the experience that I gained during my five weeks in Belize in so many areas while I teach.”

Rebecca also saw how experiencing being a minority will impact her teaching. “I was the visitor in their school, and I was the minority bringing new experiences and new ways of life into their eyes. That was so incredible to realize! I have never been a minority before, but that moment really made it sink in. I will take that feeling with me into my classroom as I have students of different races and coming from different parts of the world.”

Cathy, who was the only ethnically diverse member of the group, had a different experience being viewed as a minority. “So it was very interesting because I kind of got, when I was with the group everybody knew that I wasn’t [a Belizean]. They either thought that I was a tour guide or I was a part of their group, but when I wasn’t I got the discounts. I got out of the
country I think for a cheaper rate. They asked me if I was an American or a Belizean when I was leaving the country and all. So in the group I didn’t notice much as a minority because everybody around us they were more of the minorities and I blended in. So yeah it was nice.”

Overall, being “the other” for the first time impacted the participants professionally and personally. Again, their empathy for others has been heightened because of their experience of being a minority. Some of the participants suggest this will translate to being more aware of responding to the needs of culturally diverse children in their classrooms. Also, on a personal level this level of awareness may transfer to their personal lives and the way they view “others.”

**Research Question # 3**

**Vignette # 6**

In vignette six, the final research question is addressed: does an international student teaching experience impact the global awareness of pre-service teachers? The idea of global perspective or awareness is a difficult trait to identify and define, particularly when trying to determine if an experience had an impact on this illusive trait. Therefore, the five dimensions of Hanvey’s (1982) definition of global perspective are used as the categories for this vignette in order to ground the data in identifiable terms.

**Table 4.7**

**Vignette # 6**

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<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Category 17</td>
<td>Perspective Consciousness</td>
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<tr>
<td>Category 18</td>
<td>State of the Planet Awareness</td>
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<tr>
<td>Category 19</td>
<td>Cross Cultural Awareness</td>
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**Perspective Consciousness.** According to Hanvey (1982), perspective consciousness is when individuals recognize they have views of the world that are not universally shared. In fact, the realization should acknowledge that others have views of the world that are profoundly divergent from one’s own (Hanvey, 1982). Additionally, Hanvey makes the distinction between perspective and opinion, suggesting that opinion is the “surface layer, the conscious outcropping of perspective” (Hanvey, 1982, p. 162). In essence, the awareness of how individual perspectives are influentially shaped and knowledge that those perspectives differ from others is perspective consciousness.

After the ISTE, Janie said, “I feel much more culturally aware and understanding now that I have experienced firsthand that not everyone lives like I do and thinks the way I do. This was an extremely important journey for me and has opened my eyes to a lot of things.”

Rene said, “I have learned so many life lessons, professionally and personally, while teaching in the States as well as in Belize. Once I realized that people are just people, we all just live a little differently, my eyes were opened.”

Melissa said she found it “interesting” that all of the challenges of living in a third world country do not “faze” the Belizeans while her response was “What? I don’t understand” in regards to the inconsistency of water, power, and other situations we take for granted. Her statements get at the heart of perspective consciousness. She realized that her American view of the world and the way she feels things should be are much different from the views of others.

Furthermore, throughout the ISTE, all participants developed perspective consciousness in regards to how education is viewed in other countries. The US approach is more “stressful” as several pre-service teachers suggested. In Belize, the teachers care for the students as we do in the US; however, their instructional approaches are different. The participants noted that even
though the strategies teachers used were totally divergent from the way they learned to teach, students were still learning.

As a result, some participants said they do see the value in direct instruction as a viable teaching method. Cathy said, “I think that it’s made me more aware in different strategies because you don’t always have to rely on technology and stuff like that.” Their experiences in the Belizean classrooms allowed them the opportunity to add additional teaching strategies to their repertoire.

Because the ISTE was the first experience abroad for all but one of the participants, the potential for change in perspective consciousness was great. The fact that the ISTE was situated in a context much different from what the participants were used to helped to facilitate this growth in global perspective, or awareness.

**State of the Planet.** Hanvey (1982) defines state of the planet awareness as having awareness of “prevailing world conditions and developments” (p. 163). This includes knowing about such topics as political and economic conditions, science and technology, international conflicts, and environmental concerns. As Hanvey points out, most people live their lives in rather prescribed local communities. However, the participants in this study have broken away from that stereotype and experienced a third world country while completing their student teaching. The participants recount the varied ways this experience impacted their state of the planet awareness.

The awareness the pre-service teachers gained from the ISTE was largely centered around finances, resources, and technology. Belize does not engage in conflicts with other countries nor is it a major player on the world’s stage. Therefore, politics and conflicts, as
Hanvey suggests as part of state of planet awareness, were not identified themes within this category.

When asked if the ISTE changed her level of global awareness, Sara said, “I've never been out of the States, so I honestly didn't know what was out there except for what's being portrayed on TV. You know, if something happens somewhere, then you see that. So, you don't really know. You hear about third-world countries and how people live, and you don't really know what it is until you've seen it . . . I was able to like comprehend more of like what it means to be . . . living in poverty, but still doing everything and . . . getting things done. So, just understanding how the people live and how they can still survive and stuff like that. I think that's kind of like just understanding it and being there living it instead of seeing it on TV . . . I think that's kind of how, more global, I think that's kind of what I got out of it.”

Sara went on to say that “Being in San Pedro, Belize has drastically opened my eyes to what life really is for most Belizeans. I know I have stated it before, but I am still blown away by how simple and adaptive the people are here. Knowing what there is out there, it still saddens me by how little the people have here.”

The reality of the third world conditions really resonated for Emma while in Belize. “When you hear about other countries and . . . things that are happening to other countries . . . that's kind of like an abstract feeling. Oh, these people here need help, but when you actually go down there . . . that's something that's real to me. So, helping [her partnership teacher get a laptop to continue school] becomes real, and I want to help her, and it's like, let me get -- let me do whatever I can to help you get a laptop. I want to send school supplies, and I want to send them resources and not even just to that school, but to all of Belize as of right now. And then I actually see what other countries need. So, I'm more willing to help. I'm not saying, I wasn't willing
before, but it actually becomes more concrete that the people you're helping is no longer like this abstract feeling. So, I think as a person, I've grown, and I've been able to connect more with the worldwide view of things.”

During the ISTE, the participants ventured into Guatemala. For Rene and others, this was their first look at different world conditions. She said, “From this experience, I have learned that people are people. No matter where you go or who you talk to, we all are basically the same, just living different ways. We might have different cultures or different past experiences that make us believe one thing from another, but we all need the same basic resources to survive. I think the first time that I truly realized this was driving through Guatemala. I noticed all of the clothes that people had hanging on clothes lines outside of their houses. I thought about how we see this in America and how we saw that in Belize. If you do not have a dryer, you hang up your clothes to dry. It seems simple and an obvious solution, but that's just it. You do what makes sense and what you have to do to get by. We all do just that, get by.”

Rene also talked about the impact of tourism on the local people. During a trip through the lagoon, she was got to see some of the local neighborhoods. She said, “Some of the houses were in such bad condition, you cannot imagine people living in them. We found out that prices for everything on the island are so inflamed due to the tourism, the locals can hardly afford to love on their own island.”

Holly recounted how the entire island went without water for an entire weekend. At the same time, she marvels at how the Belizean people accept this as a normal part of their life. “[Not having water] means that to flush our toilet we must pour bottled water in to the tank, to brush our teeth we must use more bottled water, and showering is basically not an option. This weekend will be the longest I have ever gone without a shower in my entire life. However, the
people in this third world country experience challenges like this on a regular basis. In fact we experienced a five hour power outage earlier in our trip as well. It has been an eye opening experience for me to see the way that the people of the island cope with these constant challenges that we as Americans very rarely face. I will have to admit that I am missing the luxuries of America quite a bit, but I also know that this experience is one that will change the way that I experience those luxuries for the rest of my life. It is incredible to me the positive attitude that the people have here in the face of so many obstacles.”

The data clearly show how the ISTE contributed to the increased global awareness of the participants. Without the international student teaching experience, the pre-service teachers would not experience how people live much differently from themselves and how it is their normal. These types of experiences would be difficult to simulate. The ISTE is the cause of the impact on their increased global awareness.

**Cross Cultural Awareness.** According to Hanvey (1982) cross-cultural awareness may be more difficult to attain than the other dimensions because it goes beyond of just having knowledge, or state of the planet awareness. Hanvey states that “human groups commonly have difficulty in accepting the humanness of other human groups” (p. 164) meaning that those not like us have less human status than us. To circumvent this way of thinking, Hanvey suggests that we must be able to look at the world through another’s eyes and find it believable. In essence, walk a mile in another’s shoes.

Through the ISTE, the participants were able to experience life as the Belizeans did. Therefore, during their time in Belize, they were able to attain certain levels of cross-cultural awareness. Hanvey offers four levels within this one dimension. Table 4.8 depicts the four levels of cross-cultural awareness as suggested by Hanvey.
Table 4.8

*Hanvey’s 4 Levels of Cross-Cultural Awareness*

<table>
<thead>
<tr>
<th>Level</th>
<th>Information</th>
<th>Mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>awareness of superficial or very visible cultural traits: stereotypes</td>
<td>tourism, textbooks, National Geographic</td>
<td>unbelievable, i.e. exotic, bizarre</td>
</tr>
<tr>
<td>II</td>
<td>awareness of significant and subtle cultural traits that contrast markedly with one’s own</td>
<td>cultural conflict situations</td>
<td>unbelievable, i.e. frustrating, irrational</td>
</tr>
<tr>
<td>III</td>
<td>awareness of significant and subtle cultural traits that contrast markedly with one’s own</td>
<td>intellectual analysis</td>
<td>believable, cognivity</td>
</tr>
<tr>
<td>IV</td>
<td>awareness of how another culture feels from the standpoint of the insider</td>
<td>cultural immersion living the culture</td>
<td>believable because of subjective familiarity</td>
</tr>
</tbody>
</table>

Prior to the ISTE, participants made comments during the pre-interviews that were reflective of level one cross-cultural awareness, which includes stereotyping. For example, while the participants thought that “kids will be kids”, they still imagined that the students would be more respectful than their US counterparts. Additionally, the interviewees voiced that they thought the students would “value education more” because it is a “privilege to attend school” in Belize; all families must pay for their children to attend school. This line of thinking is representative of stereotypes about third world countries. Furthermore, because only one of the 17 participants had traveled to a third world country, any prior experience was based on what was seen or read about before the ISTE.

Once immersed in the culture and the schools, some of these stereotypes began to fall away, which created frustration for some, as level two cross-cultural awareness suggests. As
mentioned earlier, some of the secondary pre-service teachers had students who were not as docile as they expected. The high school students would talk and move around without purpose. For the participants, this was in direct contrast with their expectations and the way US classrooms typically function.

Also, the concept of Belizean time was a cultural trait that required some adaptive behavior from the participants. Melissa said, “This ‘Belizean time’ became sort of a guessing game for us while we were there. In reality though, this is their way of living. Belizeans do not take a second of their life for granted, and we had to conform to this quickly.”

After the initial frustration passed, the participants began to adapt to their environment. As level three states, participants began to think intellectually about these differences and how they compare and contrast with what they already know.

Cathy exemplifies level three of being cognitive about her experience and the differences therein when she said, “Overall I believe that my trip to Belize has helped me grow as a person and as an educator. I have seen how others teach, learn, and function, which makes you more aware of your own actions and approaches on teaching and life.”

Rene said, “When I have my first classroom, I am going to remember that people, children included, see the world differently. Every person sees something different when they look outside. These sights or views are based on a person’s culture and personal experiences with life. No matter where you are in the world, each class is made up of a diverse group of students. Even if every student in the class has the same ethnicity, they are each individual people with unique experiences and learning styles to bring to the table.”

Melissa’s ISTE fueled in her a desire to do more. The experience for her was real and believable. As a result, she wants to continue to help in third world countries, as many other
participants indicated. She said, “Going [to Belize] has definitely made me want to visit other third world countries or other countries that are . . . less fortunate than we are here . . . So it has made me definitely want to keep traveling now that I’ve seen places like this and just keep going around the world and see what you can do because we were able to make such an impact there.”

Nancy alludes to having a new level of understanding after the ISTE. “It always seems that unless you have that experience, you can’t really relate; therefore, it is hard for you to care when you can’t be on that level of understanding, such as with many things in life. We all have to broaden our experiences so that we may be open to understanding others and accepting of our similarities and differences.”

As Hanvey (1982) suggests, the fourth level of cross-cultural awareness can be obtained through cultural immersion as the pre-service teachers were. The majority of the participants specifically referenced the importance of the first-hand experience in their new learning. Nancy voiced that “This [experience] has put me at an advantage, I believe, because I have a broader understanding of my students and a more globalized approach to teaching now. One could sit in a classroom and be told over and over to be understanding and open to others cultures and differences in people, but until there is a first-hand experience, one could never truly comprehend or empathize.”

Similarly, Allison also referenced the importance of a first-hand experience in developing global awareness. She said, “So being able to kind of actually live in [a third world country] and experience [third world conditions] in one region of the world, and being able to apply it to the region here in Wilmington makes you see the inner-connectedness of everything.”

Emma actually participated in a home stay with one of the Belizean teachers. This was not a requirement or a pre-arranged experience for the ISTE. However, Emma embraced the
opportunity when offered. When asked what images or experiences stayed with her from the
trip, she described that experience. “I was actually invited to go stay with my teacher in her
village up in northern Belize, and I was the only one who went up there . . . When I went to
Corozal alone, and I was a minority, I was probably the only white person in the entire area. I
was about the only other person who didn't speak Spanish, and like people just slip into Spanish
and stuff, I really got that experience of what it is to be in another country. You know, like,
official third-world feeling, because in San Pedro, sometimes you're more like on vacation . . . a
lot of people spoke English, and they cater to the American way. So, I guess the image that has
stayed with me is being in a village that's an actual village and . . . seeing the way they had
chickens running around that they were making for dinner the next day, and that they grew their
produce and that people just kind of came to the window, like hey, do you have this and wanting
to buy a hot tamale off of them. I took a shower out of a bucket . . . I slept in a hammock. You
know, so it's like, that image there of actually getting to see what that side of Belize looks like,
not the touristy side that a lot of people see I think when they go to Belize, but getting the chance
to be the minority, live in a village, getting to see how that side lives and how -- what we don't
see, because you see the outside of Belize, you know, or I guess what they want you to see in
Belize. You see like the main front streets and the people who are doing this or doing that, but
like getting to go behind those doors and stuff and seeing how, we're complaining we don't have
water and electricity. Well there's people who've never had water and electricity. So, I guess
that's stayed with me.”

Because Emma was the only one who had this experience of a home stay, she had the
highest level of immersion. Undoubtedly, a longer immersion period “behind the doors” as
Emma states, would enhance the ISTE through allowing the pre-service teachers to be more fully immersed in the culture.

It is important to note that Hanvey (1982) actually proposed five levels of cross-cultural awareness. However, only three of those levels were identified in the data. Knowledge of global dynamics and awareness of human choices are the fourth and fifth levels. The former Hanvey (1982) defines as having “some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change” (p. 165). The final dimension is defined as giving “some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands” (Hanvey, 1982, p. 165). These levels of cross-cultural awareness require deep knowledge of the world beyond just one travel experience. However, the ISTE could be the impetus for moving the participants forward in that journey to global cognition.

The data show the participants gained a higher level of cross-cultural awareness through the international student teaching experience. They moved from having a perspective consciousness about the world, which relied on media images and convenient stereotypes, to having real knowledge and real first-hand experiences. The ISTE is the vehicle for the changes in the participants’ changing global awareness.

Quantitative Results & Analysis

Introduction

For the quantitative portion of this study, the short form of the Miville-Guzman Universality Diversity Scale-Short (MGUDS-S) was used for analysis. An original written survey was validated that contained 45 questions. From this, a short form of only 15 questions
was derived, which also underwent validity and reliability testing. The M-GUDS-S measures an individual's universal-diverse orientation (UDO), which is defined as “an attitude of awareness and acceptance of both similarities and differences that exist among people” (Miville et al., 1999, p. 294). Singley and Sedlacek (2009) suggest that the UDO can be used by practitioners and researchers as the basis for creating multicultural programs. The UDO construct is measured by the MGUDS-S (Fuertes et al., 2000), which consists of three subscales that identify behavioral, cognitive, and affective aspects of diversity perceptions (Singley & Sedlacek, 2009). Additionally, researchers state this survey measures personal and social development with respect to diversity (Fuertes, Miville, Mohr, Sedlacek, & Gretchen, 2000).

This instrument was chosen for this study because it measures issues of diversity and personal growth. The MGUDS-S provides data that addresses two of the three research questions for this study: (1) does an international student teaching experience impact the personal growth of pre-service teachers? (2) and does an international student teaching experience impact the global awareness of pre-service teachers?

The MGUDS-S is composed of three 5-item subscales: Diversity of Contact (interest in and commitment to participating in diverse, intentionally focused social and cultural activities), Relativistic Appreciation (appreciation of both similarities and differences in people and the impact of these in one’s self-understanding and personal growth), and Comfort with Differences (the degree of comfort with diverse individuals) (Singley & Sedlacek, 2009). These three subscales were created to measure the behavioral, cognitive, and affective components of the UDO. By summing the three subscale scores a total score is derived. Participants respond using a 6-point scale where a response of one indicates strong disagreement and a six indicates strong agreement. The higher scores are associated with higher levels of development with respect to
diversity. As mentioned in chapter three, the MGUDS-S was administered to participants at three different intervals. The first was administered in November 2009 prior to any student teaching or pre-departure meetings. The second was in March 2010 at the conclusion of stateside student teaching. The final was after returning from the ISTE in May 2010.

**Statistical Analysis**

After the raw data from the MGUS-S was compiled, it was entered into the Statistical Package for Social Sciences (SPSS) software. Because the survey was administered at three different intervals, a repeated measures ANOVA was used. SPSS was used to examine the statistical significance of the data from each subscale: Diversity of Contact (DC), Relativistic Appreciation (RA), and Comfort with Differences (CD). The following tests were run on the data: mean and standard deviation, Mauchly’s Test of Sphericity, tests of within-subjects effects, and tests of between-subjects effects. The following tables include the statistical output followed by a descriptive analysis. Table 4.9 shows the mean and standard deviation results for the all three subscales.

Table 4.9

**Means & Standard Deviations**

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC initial</td>
<td>23.29</td>
<td>3.77</td>
<td>17</td>
</tr>
<tr>
<td>DC mid</td>
<td>22.88</td>
<td>3.89</td>
<td>17</td>
</tr>
<tr>
<td>DC final</td>
<td>26.24</td>
<td>2.99</td>
<td>17</td>
</tr>
<tr>
<td>RA initial</td>
<td>25.35</td>
<td>3.08</td>
<td>17</td>
</tr>
<tr>
<td>RA mid</td>
<td>24.94</td>
<td>2.73</td>
<td>17</td>
</tr>
<tr>
<td>RA final</td>
<td>26.71</td>
<td>2.73</td>
<td>17</td>
</tr>
<tr>
<td>CD initial</td>
<td>25.47</td>
<td>2.58</td>
<td>17</td>
</tr>
<tr>
<td>CD mid</td>
<td>24.82</td>
<td>3.09</td>
<td>17</td>
</tr>
<tr>
<td>CD final</td>
<td>26.65</td>
<td>2.69</td>
<td>17</td>
</tr>
</tbody>
</table>

The final mean in each subscale was higher than the initial mean, which demonstrates growth over time. The highest possible mean is 30 and the lowest is 5. A standard deviation
(SD) depicts the distance from the mean. Within each subscale, it is clear that the SD results are clustered around the mean. In each subscale, the final SD is less than the initial SD. For the first subscale (DC), the variance within the SD is .78. The second subscale RA has a variance of .35 while the final one CD has a .51 variance.

Table 4.10
Tests of Within-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC Sphericity Assumed</td>
<td>2</td>
<td>8.13</td>
<td>.001</td>
</tr>
<tr>
<td>RA Sphericity Assumed</td>
<td>2</td>
<td>5.41</td>
<td>.009</td>
</tr>
<tr>
<td>CD Sphericity Assumed</td>
<td>2</td>
<td>5.94</td>
<td>.006</td>
</tr>
</tbody>
</table>

The within-subjects effects test examines how much a study participant changes over time. In this study, the participants are examined at three different points. The results of the repeated measures ANOVA are statistically significant and indicate a high probability that the ISTE, rather than other variables, affected the scores. The DC subscale results are as follows: F (2, 32) = 8.13, p = .001. The RA subscale results, F (2, 32) = 5.41, p = .009, are also significant as well as the final CD subscale, F (2, 32) = 5.94, p = .006. The results for each subscale are statistically significant because the p value for each subscale is less than .05. The highest significance, .001, corresponds to Diversity of Contact subscale, which will be discussed later, shows the highest growth for participants.

Also, the F ratio for each subscale is significantly above 1.0. The larger the F ratio the greater the chance the difference between means is due to something other than chance (Myers, Well & Lorch, 2010). It can be assumed that the effects are real. As a result, the null hypothesis that all means are equal can be rejected. Again, the highest F ratio, 8.13, is for the first subscale, which has the highest growth in overall scores.
Table 4.11

Tests of Between-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC</td>
<td>1</td>
<td>1223.05</td>
<td>.000</td>
</tr>
<tr>
<td>RA</td>
<td>1</td>
<td>1764.43</td>
<td>.000</td>
</tr>
<tr>
<td>CD</td>
<td>1</td>
<td>1811.40</td>
<td>.000</td>
</tr>
</tbody>
</table>

A test of between subjects-varies from the within-subjects test in that it examines differences between the individuals instead of the individual. This test offers data on how the participants’ survey responses were different from each others. In the first subscale, DC, the results are as follows: F (1, 16) = 1223.05, p = .000. The RA subscale shows significance as well, F (1, 16) = 1764.43, p = .000. The final subscale, CD, results are F (1, 16) = 1811.40, p = .000. The SPSS results for this test are extremely significant because the p value for all three subscales is less .05. Furthermore, the F ratio for all subscales is large; therefore, it can be assumed the results are not merely chance.

Table 4.12 depicts the raw data from the MGUDS-S. Scores from each administration were tallied and recorded. As mentioned earlier, the survey is a 6 point Likert scale. Each subscale contains 5 questions. Therefore, the highest possible score is 30 and the lowest is 5. The table shows the increase or decrease in each subscale over time. Each subscale is totaled and averaged to illustrate where there was growth or decline in overall scores. For the purposes of this study, the main focus is on growth over time. As the table shows, there were dips in the scores from the first to the second survey administration. However, data was not collected about the stateside student teaching experience that would provide evidence for those changes.
Table 4.12

*Individual MGUDS Data & Averages*

<table>
<thead>
<tr>
<th>Name</th>
<th>Subscale 1: Diversity of Contact</th>
<th>Overall Increase (OI)</th>
<th>Subscale 2: Relativistic Appreciation</th>
<th>OI</th>
<th>Subscale 3: Comfort with Differences</th>
<th>OI</th>
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<tbody>
<tr>
<td></td>
<td>Initial</td>
<td>Mid</td>
<td>Final</td>
<td>Initial</td>
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<td>Janie</td>
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<td>Totals</td>
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</tr>
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Diversity of Contact

The Diversity of Contact subscale measures any change in a participant’s interest in and desire to participate in diverse social and cultural activities. This construct measures a change in behavior of the participants, which is personal growth. Additionally, these changes can also be tied to changes in global awareness, which is also supported in the qualitative data. As discussed in vignette six, some of the changes in participants’ behavior are due to the changes in their perspective consciousness, state of the planet, and cross-cultural awareness. These terms were used to define global awareness in this study. The five questions for this subscale are as follows:

1. I would like to join an organization that emphasizes getting to know people from different countries.
2. I would like to go to dances that feature music from other countries.
3. I often listen to music from other cultures.
4. I am interested in learning about the many cultures that have existed in this world.
5. I attend events where I might get to know people from different racial backgrounds.

This subscale had the highest overall growth with 2.95 points from the first survey (23.29) to the final survey administration (26.24). Again, the highest possible score per subscale is 30. Fourteen of the 17 participants showed growth in this area. It is worth noting that this subscale had the highest growth, but it also started with the lowest initial average after the first administration (23.29), while the other two subscales came in at 25.35 (RA) and 25.47 (CD).

One of the participants who did not show growth is a non-traditional student. Leslie is older and more experienced than the other participants. She has travelled internationally before and spent time in third world countries. This may explain why she did not show any growth in any of the subscales. Also, on the day participants signed their Institutional Review Board (IRB) consent forms, Leslie came to me and said she may be an “outlier” because of her background and asked if I still wanted her to participate.

The other two with negative growth, Sara and Cathy, both showed growth after the second administration, but ultimately ended up with negative growth, -2 and -1, respectively, after the final administration. As the researcher, I found it interesting that Sara and Cathy did not show growth because I used numerous quotes from them in the qualitative data that illustrate their desire to continue learn more about other cultures and even learn a new language. Throughout the qualitative section, I used quotes from their interviews, philosophy, and teacher identity papers, and on-line blogs. In this case, the survey results for these individuals does not support the qualitative findings.

The MGUDS-S survey showed the ISTE elicited changes in the participants behavior related to engaging in activities of a diverse and global nature. Because 14 of the 17 participants
showed growth in this subscale, from one point up to 10 points, it is clear that the ISTE was the impetus for this change. Participants record that they now have a higher interest in participating in cultural activities and learning about other cultures, which demonstrates an increased global awareness. The qualitative and quantitative data support the fact that the pre-service teachers have grown personally and their global awareness has been enhanced. This is demonstrated by their desire to learn about others and participate more fully in cultural activities.

Furthermore, as mentioned in vignette five, the participants said they felt more empathetic toward English as a Second Language (ESL) learners and want to do more in their classrooms to support these students. This new learning supports the change in the participants’ perspective consciousness, which is the realization that others have views and experiences different from one’s own. The ISTE made the pre-service teachers more aware of the feelings of others, thereby increasing their global awareness and their personal growth. Because the pre-service teachers struggled with the language barrier, they are more sensitive and attuned to the needs of others different from themselves. This international experience made several participants develop a personal goal of learning “a new language.”

Moreover, the ISTE instilled a desire for more international travel. Specifically, five of the eight interviewees said they want to teach overseas now but would not have considered that before the international experience. This finding supports the increase in state of the planet awareness. Because of the ISTE, participants desire to continue their travels and their exposure to different peoples and cultures. The ISTE has “opened [their] eyes to what is out there” and they just want “to do more” because they were able “to make such an impact” while in Belize. The data from the Diversity of Contact subscale directly supports the findings in the qualitative data and supports the impact the international student teaching experience had on the personal
growth and global awareness of the pre-service teachers.

**Relativistic Appreciation**

The second subscale, Relativistic Appreciation, measures the appreciation participants have for the similarities and differences of others and the impact of that on personal growth. This subscale measures a change in participant’s thinking over time and directly addresses the impact an ISTE has on the personal growth of the participants. Again, this too correlates with an impact on the global awareness of the participants by connecting with Hanvey’s (1984) dimensions of global perspectives. This subscale measures the extent to which students value, or think about, the impact of diversity on self-understanding and personal growth. The questions for this subscale are as follows.

1. Persons with disabilities can teach me things I could not learn elsewhere.
2. I can best understand someone after I get to know how he/she is both similar to and different from me.
3. Knowing how a person differs from me greatly enhances our friendship.
4. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.
5. Knowing about the different experiences of other people helps me understand my own problems better.

The RA subscale had the second highest level of growth with an increase of 1.36 points, from 25.25 to 26.71. Twelve of the 17 participants showed growth; two had no growth and three saw decreases in scores. As mentioned earlier, Leslie, the non-traditional did not show growth in any subscale. Again, Sara showed a decrease of two points even though she went up in the second administration. Tiffany was the third participant, who did not show growth; she decreased by one point, from 22 to 21. As before, these results are surprising because it contradicts the qualitative findings on these two participants. Tiffany was even quoted as saying the ISTE “changed [her] and [her] views about [the world]” as well as several other salient points in regards to her personal growth and understanding of diversity.
While abroad, the participants naturally reflected on the differences between their American experiences and their Belizean ones. Noticing differences was part of the ISTE; it is how the pre-services teachers were able to assimilate into a different environment. Throughout the qualitative data, participants consistently reference the experiences of the Belizean people, from their instructional practices to their concept of time. It is these experiences that allow the participants to juxtapose their “problems” or their American reality with a different perspective, therefore impacting their personal growth and global awareness in the process.

The ISTE appears to have created an opportunity for pre-service teachers to think about issues of diversity and how they relate to their own understanding of self. It is this type of thinking that also seems to impact the global awareness of the participants, specifically their perspective consciousness. Also, the participants appear to have a greater awareness of the similarities and differences of another culture.

Additionally, many of the participants returned to the US with different perspectives on time, instructional and behavioral management strategies, and what is really essential in life. They stated they now realize the importance of being “open to understanding others and accepting our similarities and differences.” As one participant said, she has “new parts now” as a result of the ISTE.

The Relativistic Appreciation subscale also provides additional support for the impact on global awareness. In vignette six, the concept of global awareness was defined using Hanvey’s (1984) five dimensions. The RA subscale connects to the ideas of cross-cultural awareness presented earlier. Many of the participants cite having a “first- hand experience” as a pivotal reason for the changes in their thinking. Several of the participants indicated that having the first hand experience of the ISTE was pivotal in changing their views of people different from them.
Barbara said, “People are people regardless of where they are.” She stated that she experienced another culture and another people through the ISTE, which she realized had more similarities than differences. This type of immersion experience is key for developing cross-cultural awareness as Hanvey (1984) suggests.

Experiencing the lack of resources in Belize, from classroom supplies to reliable utilities, made the participants think about their own experiences in the US. As a result, the participants stated “feel[ing] more confident” and “more creative” about their abilities in the classroom. Also, they realized how “privileged we are in the US” because of our wealth of resources and strong infrastructures. The relationships the participants developed with the Belizean teachers, students, and each other helped to shape their relativistic appreciation for diversity, therefore increasing their personal growth and global awareness.

**Comfort with Differences**

The final subscale, Comfort with Differences, measures how comfortable the respondents are with people different from themselves. This subscale measures the affective domain of the participants. Also, this subscale provides similar data in regards to personal growth and global awareness as the first two subscales. The questions are as follows:

1. Getting to know someone of another race is generally an uncomfortable experience for me.
2. I am only at ease with people of my race.
3. It’s really hard for me to feel close to a person of another race.
4. It is very important that a friend agrees with me on most issues.
5. I often feel irritated with persons of a different race.

Within this subscale, the participants grew 1.18 points, from 25.47 to 26.65. It is noteworthy that the CD subscale began with the highest initial average (25.47) compared to the other subscales: DC (23.29) and RA (25.35). Continuing the trend from the first two subscales, three
showed negative growth, Leslie, Kaitlyn, and Tiffany; five had no growth and nine showed positive growth.

When inputting the data for this subscale, the survey responses had to be reverse coded. In this subscale, the survey statements are negatively worded. If a participant indicated they strongly agreed (6) with a statement, it would merit a high score. To reflect the negative stance, a Likert scale 6 is coded as 1 instead. Also, because these questions are negatively worded, some confusion about what the Likert number represented could have occurred.

For example, Kaitlyn showed a three point decrease in this final subscale, which was the highest decrease in any subscale, other than with the non-traditional student, Leslie. Looking back at Kaitlyn’s individual responses to the questions, there is an unusual rate of change in her response in comparison to the other participants. In the first survey administration, Kaitlyn responded to the question “I am only at ease with people of my race” with a 1 (strongly disagree), which was reverse coded to a 6 to reflect a positive stance. However, in the last two administrations, Kaitlyn responded to the same question with a 5 (agree) and then with a 6 (strongly agree), which were then reverse coded as scores of 2 and 1, respectively. While it cannot be ruled out that Kaitlyn’s perceptions about race were negatively impacted by the ISTE, no other data corroborates this finding.

Based upon Kaitlyn’s pre and post interviews, philosophy and teacher identity papers, her ISTE was highly positive, “the best of [her] college experience.” By her accounts, she embraced being the minority and the ISTE exposed her to “diversity all around the world.” Therefore, as the researcher, I must consider the possibility that the survey scores are not an accurate depiction in this case. Negatively worded questions can create confusion. Also, this question was one of the last questions in the survey, which may have contributed to not paying close
attention to the wording. Again, this is all supposition, but the qualitative data gives support to the positive impact the ISTE had on her personal growth.

Based upon the positive qualitative data, I would have anticipated higher growth for Sara in this subscale. Specifically, Sara stated one of the reasons she chose to participate in the ISTE is because she felt “insufficient as a teacher” when dealing with diversity in the classroom. She wanted to be “able to adapt to those kids” and “step in their shoes.” Also, she communicated a fear about conferencing with English as Second Language (ESL) parents. Admittedly “shy and reserved,” after the international experience, she showed pride about her ability to open up with the community and parents. The ISTE made her “more confident in being able to talk with parents and individuals” different from herself. These quotes support how the ISTE impacted her feelings about diversity, thereby impacting her personal growth and global awareness.

For the nine participants who demonstrated growth, two had five points of growth, Barbara and Betsy. For their service learning project, they interviewed, recorded, and spent time with some of the street children in Belize and their families. Through this experience they became very comfortable interacting with people different from themselves. The participants were able to engage in meaningful conversations about the work the children do and how they manage to work and go to school. This first-hand experience supports the idea of cross-cultural awareness as a means of global awareness.

In the post interviews, participants were specifically asked what it felt like to be a minority while in Belize. As mentioned earlier, 15 of the 17 participants are white; therefore, this was the first time they had been in an environment where they were the “other.” Therefore, the participants became the minority in the culture, which relates again to the idea of cross-cultural awareness. This dimension of “otherness” as it relates to global awareness was created through
the immersive aspect of the ISTE. Without this experience, the participants would not have engaged in the multiple first-hand experiences, such as the service learning projects. In turn, the impact on their global awareness would not have happened solely through a stateside experience.

**Summary**

This chapter presented the qualitative and quantitative results and analysis for this study. The findings showed that an international student teaching experience has direct, positive impacts on the professional and personal growth and the global awareness of pre-service teachers. The categories and themes that emerged from the qualitative data clearly support the changes in the participants’ behavior, cognition, and affective feelings as it relates to their professional and personal growth and global awareness. Similarly, the quantitative findings from the Miville-Guzman Universality-Diversity scale support the qualitative findings and analysis. Even though there were a few examples of negative evidence in survey results for a few individuals, the strength of the qualitative findings give credence to the qualitative data as reported earlier in this chapter. Overall, the positive findings about the international student teaching experience clearly support the benefit of this experience for pre-service teachers.
Chapter Five

Conclusions and Recommendations

Introduction

Research suggests that teachers are ill-prepared to meet the needs of 21st century demands because most are not familiar with the interconnectedness and complexity of the global world in which we live (Cushner & Mahon, 2002b). In our ever flattening world, it is imperative that schools of education produce teachers who are trained and capable of handling the dynamic classrooms of the 21st century. One way to address this need is for pre-service teachers to participate in an international teaching experience (Cushner & Brennan, 2007). The goal of this study was to examine the impact of an international student teaching experience (ISTE) on pre-service teachers. Specifically, this study attempted to answer the following research questions:

1. Does an international student teaching experience impact the professional growth of pre-service teachers?

2. Does an international student teaching experience impact the personal growth of pre-service teachers?

3. Does an international student teaching experience impact the global awareness of pre-service teachers?

To answer these questions, I conducted a mixed methods study. In total, there were 17 pre-service teachers, who completed 5 weeks of their student teaching practicum in Belize. I conducted pre and post interviews with eight of the participants. Also, all 17 participants completed pre and post philosophy papers, a post ISTE teacher identity paper, and five weeks of on-line blogs while abroad. These qualitative sources allowed me to triangulate the data. Furthermore, the quantitative data consisted of the Miville-Guzman Universality-Diversity Scale,
which was administered at three different intervals: prior to stateside student teaching, after stateside student teaching, and after the international student teaching experience.

This final chapter is based on the results presented in chapter four. The results were divided into vignettes and the corresponding research question(s). This chapter offers a summary of the findings followed by recommendations. The recommendations section includes implications, which offers suggestions to the target audiences of this study: pre-service teachers, K-12 teachers and administrators, study abroad program directors, and college faculty in teacher education programs. The chapter concludes with suggestions for further research.

**Summary of Findings**

The study presented supports, refines, and adds to the literature on this topic. It supports the literature by demonstrating general and positive effects on pre-service teachers associated with the international student teaching experience in Belize. It refines the literature by rigorously addressing international student teaching experiences within the domains of professional growth, personal growth, and global awareness. Finally, this study adds to the literature by using a valid and reliable quantitative measure to examine the behavioral, cognitive, and affective changes in pre-service teachers.

**Research Question # 1.** Common outcomes were described by the participants in regards to their professional growth. While in Belize, the pre-service teachers were in classrooms much different from the ones they experienced in the US. The lack of educational resources was something all participants experienced and noted. Because the pre-service teachers did not have access to computers, copiers, technology, or even sports equipment, they found themselves becoming much more flexible, confident, and creative in their professional lives. Mahan & Stachowski (1992) reported similar findings where their participants had to
adapt to not having all the “teacher goodies” they were accustomed to during their stateside practicum, and how that made them more creative and resourceful (p. 338). Not having resources at their disposal changed the way they thought, felt, and planned. Most notably, the participants realized they do not need scores of resources to be effective teachers. For the first time, they could only rely on their knowledge and creativity in the classroom. As a result, the participants felt empowered by their creativity, which contributed to increased feelings of confidence as an educator. Other studies (Cushner 2007; Cushner & Mahon, 2002a; Walters, Garii, & Walters, 2009) drew similar conclusions about the impact of an international student teaching experience on pre-service teachers. Specifically, Cushner (2007), who conducted research on the COST program participants, stated that an ISTE “facilitates growth of self-confidence and esteem, increased adaptability, resourcefulness, and persistence” (p. 32).

Another contributing factor to the professional growth of the pre-service teachers was the development of relationships with partnership teachers, students, colleagues, and the community. The pre-service teachers taught a range of grade levels and content areas. Typically, the elementary class sizes were smaller than the secondary classes, which allowed those teachers to really connect with those students. As one participant pointed out, the teachers form strong bonds with the students at all levels because the students are truly the focus. In Belize, there are not all the additional responsibilities and expectations that pull teachers away from the students as there are in the US. The participants were also able to form strong relationships with their Belizean partnership teachers and their peers. A study conducted by Firmin, Mackay, & Firmin (2007) supports these findings. The pre-service teachers viewed their relationships with each other, the students, partnership teachers, and the community as pivotal in creating a sense of social support. Echoing the participants in this study, Firmin et al. (2007) noted that the
international student teaching experience would not have been the same without the relationships that were established.

Prior to the ISTE, participants voiced anxieties about forming those relationships. Will they be accepted by the teacher and accepted by the group? While there were varying accounts of how much freedom the pre-service teachers were given in the classroom, there were no glaring negative experiences in the data. All of the participants found the community to be very welcoming and accepting of them. The participants were recognized in the community as teachers and were treated with great respect by all accounts. Several noted their desire to teach in schools with the type of community and parental support they experienced in Belize.

The participants were immersed in classrooms with different instructional practices and different expectations for student behavior. In Belize, the primary mode of teaching is direct instruction, which involved copious note taking and many formal assessments. The participants noted the difficulty of teaching in this manner; therefore, many worked with their partnership teacher to incorporate more hands-on and cooperative learning. Several of the pre-service teachers said the students had a difficult time adjusting to this way of learning; they would often ask to take notes instead.

While the elementary teachers were amazed at the attentive and respect of their students, the secondary teachers had a different experience. The behavior issues typically occurred in the secondary classrooms, which often had close to 40 students per class. The students would talk and move about without permission. The participants said this was counter to the expectations in a US classroom. However, participants did learn to adapt and learn from these new methodologies. As a result, they have grown professionally by adding new skills, attitudes, and dispositions to their teaching repertoire. Results from years of research on the Overseas Student
Teaching Project (OSTP) support some of these findings in regards to student behavior and how it impacts the participants. Mahan and Stachowski (1992) report that OSTP participants struggled with maintaining a balance between being firm and nurturing, and having difficulty adapting to the host schools philosophies of discipline.

In preparation for the ISTE, participants were not required to take any foreign language classes. In Belize, Spanish and Creole are spoken even though English is supposed to be the language of instruction. However, the Belizean students and teachers often spoke in their mother tongue. The desire to communicate was strong on the part of the pre-service teachers, which contributed to increased frustration with the language barrier. In Firmin et al. (2007), participants mirrored a similar reaction to the language barrier, feeling overwhelmed and frustrated. Not having any Spanish experience was the one regret participants in this study stated, but several did indicate their professional goal of wanting to learn another language after the ISTE.

Moreover, the language barrier created other positive professional outcomes in regards to teaching. Several said they developed goals in regards to English as Second Language (ESL) learners, who will undoubtedly be in their classrooms. The participants felt empathy toward this type of learner because they have experienced what it feels like not to understand or to be understood as a minority in a culture. Cushner’s (2007) findings indicated the same development of empathy in his participants for ESL students. They communicated the same desire as participants in the current study to better serve the diverse students in their future classrooms.

The professional experiences the participants had in Belize could not easily be reproduced in a stateside setting. It was the international student teaching experience that created
the opportunity for the professional growth of the pre-service teachers. If these participants completed their entire teaching practicum in the US, they would not have had the opportunities to grow professionally as they did in Belize. As a direct result of the ISTE, the pre-service teachers now have greater flexibility, creativity, and confidence. They have a deeper understanding of the value of building relationships with peers, students, and community. Also, the participants have a more developed skill set in terms of curriculum, behavior management, and working with diverse students because of the ISTE.

**Research Question # 2.** In Belize, the participants encountered a new culture with new people and new experiences that impacted them personally. The participants learned to adapt to the Belizean culture and most especially to the concept of Belizean time. Their concept of time is in direct opposition to the American view. Therefore, this was noted by all participants as something to which they had to personally adjust. Initially, some were frustrated by this lack of structure; however, they began to adapt to and then embrace the Belizean philosophy of time and flexibility. Several noted that they wanted to be able to incorporate this laid back attitude more into their lives, by not always being so “plugged in”. They want to enjoy the simple things more as the Belizeans do.

This flexibility also manifested itself in other ways. The participants found themselves engaging in activities and trying new foods they would never have considered doing in the States. Many noted how proud they were of their new found flexibility in adapting to the Belizean culture. Another new experience for the participants was the inconsistency of water and power. For the first time in their lives, they had to go without showers and other modern conveniences. As a result, the participants realized how grateful they are for what we have in the US from consistent utility service and infrastructure to well funded schools and decent housing.
Moreover, being immersed in an environment where they could not speak the language and where they were the minority was disconcerting for many of the participants. As a result, many noted having empathetic feelings towards diverse people in the US. The participants realize what it is like to be in an environment where they are the minority. None of the participants, except for one African American, have ever experienced this. Similar feelings of discomfort as the minority were reported by participants in a study by Pence and Macgillvray (2008).

The quantitative data also gave evidence on the personal growth of the participants. Specifically, the Diversity of Contact (DC) subscale from the MGUDS-S measured the participants’ interest in and commitment to participating in diverse, internationally focused social and cultural activities. This subscale elicited the highest growth of all three subscales. As previously mentioned, several participants mentioned their desire to learn a new language as a result of the ISTE. Also, five of the eight participants interviewed indicated an interest in teaching overseas after their international experience, which they did not have prior to the ISTE. The international student teaching experience exposed the participants to a different culture, which heightened their desire to engage in these types of activities. Because this subscale focuses on changes in behavior, it is clear that the international student teaching experience impacted the personal growth of the participants.

The second subscale, Relativistic Appreciation (RA), measured appreciation of both similarities and differences in people and the impact of these on the participant’s self-understanding and personal growth. The focus of the questions in this subscale was how participants felt about people who had different viewpoints and experiences. This subscale had a 1.36 point growth in scores from the first to the last survey administration. The ISTE created the
opportunity for participants to be immersed in a culture where they could experience these similarities and differences and juxtapose them against their personal ideologies. In the qualitative data, the participants noted being “more open to others” and realizing “we are all the same” regardless of how or where we live. Several other studies also came to similar conclusions regarding the impact of an ISTE on these areas of personal growth (Cushner, 2007; McKay & Montgomery, 1995; Pence & Macgillivray, 2008; Phillion et al., 2009; Quezada, 2004; Vall and Tennison, 1992). Moreover, the survey results and the qualitative data clearly support that the ISTE impacted the personal growth of the pre-service teachers.

The final subscale, Comfort with Differences (CD), measured the participants’ feelings about people different from them. This subscale elicited a 1.18 increase in scores. While in Belize, the participants met, worked with, and taught people of various races. One of the elementary teachers even said each of her students in her small classroom of nine was each from a different background. The focus of this study was not on race; however, the participants’ affective feelings about people from other races can directly impact the way they relate to diverse students in their classrooms and their community. Having positive growth in this area also impacts the personal growth of the pre-service teachers in that they have interacted with more races through the ISTE.

Research Question # 3. In terms of global awareness, Hanvey’s (1984) dimensions were used to categorize this impact on the participants: perspective consciousness, state of the planet awareness, and cross-cultural awareness. From the data, the impact on global awareness can be traced from perspective consciousness to cross-cultural awareness. Much of the support offered in the previous section also applies here. The nature of global awareness requires personal growth in ways participants think, feel, and act.
From the pre-interviews, it was clear that the participants were functioning at a level of perspective consciousness because of their lack of prior international or global experiences. This dimension is awareness that one’s view of the world is not universally shared, that others may have views very different from one’s own. Many participants voiced stereotypes in regards to the expectations they had about Belizean children and their behavior because it was a third world country. All the interviewees indicated they thought the students would be “better behaved” than their US counterparts, and they would value education more because it is a “privilege.”

As the ISTE progressed and the participants were exposed to more people and situations, they became more aware of the state of the planet by being in this third world country. For many, this was an eye opening experience. As the participants indicated, it is one thing to see it on television, but a totally different experience in person. This type of first-hand experience is critical to developing cross-cultural awareness as Hanvey suggests. This first-hand experience also let the participants be the “other” or a minority within a culture for the first time. These findings corroborate those of Cushner (2007) who stated that an ISTE creates “firsthand understandings of what it means to be marginalized, to be a victim of stereotypes and prejudice, and how this might affect people” (p. 36). By living in the culture for an extended period of time, the reality of the lives Belizean people lead became real and familiar. The participants experienced a shift in their perspective consciousness, which allowed them to move into higher levels of global awareness. Many researchers support the premise of having a prolonged, immersive experience in another culture to support this type of growth (Cushner & Brennan, 2007; Hanvey, 1982; Stachowski & Sparks, 2007). Additionally, the participants in a study by Cushner and Mahon (2002) also experienced this same change as a result of their international student teaching experience. It was suggested that the pre-service teachers “exhibited a shift in
perspective consciousness both in how they viewed their host country and its relation to the United States, as well as their own beliefs about diversity” (p. 54).

Additionally, the quantitative data from the MGUDS supports these findings. The Diversity of Contact (DC) subscale measures participants’ interest to engage in diverse cultural and social activities. Using Hanvey’s (1982) dimension of cross-cultural awareness, it is clear that the MGUDS Diversity of Contact subscale supports the construct of cross-cultural awareness, which is an awareness of the diversity of ideas and practices found around the world and how these might be viewed. The results for this subscale were positive, showing the participants grew in their desire to participate in diverse events with diverse people. The awareness of other people and practices the participants gained through the ISTE instilled in them a desire to engage in these types of global activities, thereby increasing their global awareness.

**Conclusion**

This was a mixed methods study that explored the impact of an overseas student teaching experience on 17 pre-service teachers who spent five weeks in Belize. The sample size was relatively small; therefore, drawing conclusions about the generalizability of the results to similar programs is difficult. Furthermore, this study is limited to the experiences of the pre-service teachers prior to stateside student teaching and directly after the ISTE. This study cannot draw any conclusions about the impact of this experience on future professional and personal growth and global awareness.

The data show that the ISTE impacted the professional and personal growth and global awareness of the participants. Additionally, the data indicated the participants became comfortable teaching students from another culture in a diverse setting. If this perception is
accurate, this acquired comfort should help them become better teachers regardless of whom or where they teach. Several participants also voiced they would be interested in teaching overseas, whereas that was not an interest before the experience. This comfort with differences will help the pre-service teachers teach their students to function more effectively in a global world.

Of course, the struggle of how to accomplish this is complex. The ISTE has several key points that help facilitate the professional and personal growth of the pre-service teachers. First, the length of the ISTE is important. The immersive aspect of the five week experience in Belize was pivotal. A shorter experience would not have allowed the pre-service teachers to become immersed in the community and the school culture. They would only have had superficial experiences. During the five week period, the pre-service teachers experienced some frustration with the concept of time and the language barrier but were able to move beyond that because of their extended stay. Also, the five week ISTE was not too much of a financial burden and it did not disrupt timelines for graduation.

Another advantage of this ISTE was the flexibility the participants were afforded in their instructional practices. Because this international experience took place in a third world country, the participants did not have the resources available to then in the US. As a result, there was not an amassed collection of resources from which they could pull. Instead, they had to rely on their own creativity for planning. In turn, the participants felt their creativity was enhanced and their professional confidence as educators.

**Implications**

**Pre-service Teachers.** Teachers entering the profession have new standards and new curriculum to which they must adhere. The field of education is constantly in flux. From national curricular reform with the Common Core to changing state teacher evaluation standards,
teachers must learn how to adapt to this profession of constant change. Additionally, pre-service teachers must become more globally aware and strive to develop professionally and personally as they model these characteristics for their students.

Pre-service teachers can benefit from this study by realizing the importance of selecting an international student teaching experience that takes them out of their comfort zone. Completing an ISTE in an environment filled with resources and similar teaching practices would not result in the same types of growth the participants experienced in this ISTE. Participating in an ISTE in a diverse setting allows the participants to compare their own cultural and personal beliefs with that of the host country. Pre-service teachers become more aware of the need to vary their teaching methods to address the needs of diverse learners.

**Current K-12 Educators.** Even the most accomplished educators can struggle with issues of diversity and how to address and teach global awareness. Without constant renewal and growth, educators can become stagnant or complacent in their instructional practices. Therefore, participating in an overseas teaching experience could create the impetus for professional and personal growth. It would allow teachers to create new perceptions about their own culture and a cross cultural awareness of another culture. As Hanvey (1984) suggests, immersion in another culture is essential for developing this type of awareness. If this theory holds true, an overseas teaching experience would be more beneficial than taking courses in need of diverse students or in developing global awareness.

**K-12 Administrators.** One of the best ways to meet the demands of high stakes testing is to build a staff of teachers who are sensitive to the needs of all students and who are adept at facilitating a global approach to education. When hiring, administrators should give credence to teachers who have participated in overseas teaching and/or travel experiences. Additionally,
administrators should advocate for teachers to participate in study abroad opportunities. If possible, funding could be allocated and extended time off arranged. Lastly, administrators could support having teacher exchanges with sister schools in other countries.

**Directors of Study/Teaching Abroad Programs.** Directors should work with program directors to develop ISTE’s that require immersion for at least several weeks. Also, they should ensure the designed programs are not merely tourist offerings as opposed to a continuation of educational pursuits or requirements. The host setting should be vastly different than that the student’s own culture to create opportunities for maximum growth. Furthermore, directors could benefit from this study by learning about what participants actually feel and experience during a prolonged ISTE, from frustrations to the personal and professional growth. Lastly, it is important that ISTE are designed with clear goals in mind and methods for measuring whether these goals were met.

**College faculty in teacher education programs.** In response to NCATE standards and other educational reform initiatives, schools of education have added courses about global awareness and diversity. This study might encourage college faculty to examine the content of these courses and if it does create a change in the way pre-service teachers think and feel about these concepts. Pre and post surveys, like the MGUDS, could be utilized to record any changes in their students’ thinking.

Furthermore, college faculty could use this study to identify the changes in the participants and develop stateside opportunities that could attempt to simulate a common experience. Pre-service teachers could have multiple placements during their practicum period from affluent schools to those in dire poverty. Also, attention could be given to place pre-service teachers in school with highly diverse populations.
Further Research

The research findings from this study have limitations. This grounded theory mixed methods study was comprised of 17 participants who described their experiences while completing an international student teaching experience in Belize. Findings of this study are based solely on their experiences and my interpretations of them. Based on my findings and relevant literature, I recommend the following for further research.

- A longitudinal study on the 17 pre-service teachers who participated in this study. Do they still display tendencies of creativity, confidence, flexibility/adaptability? Are they still interested in teaching abroad? Do they still remember and refer to their experiences one to three years after the experience? Do they continue to seek out professional development and cross-cultural experiences? Have they continued to travel abroad? How many have learned another language?

- An identical study in an English speaking industrialized nation like England or Australia. Do they have similar experiences? Does not having a language barrier lessen the impact? Does having similar modern conveniences and resources lessen the impact?

- Further studies on the amount of pre-departure preparation pre-service teachers should be given. Can they be prepared too much? Would the impact be greater or less if little information was shared in terms of what to expect?

- Compare a full ISTE with a split ISTE practicum as was designed in this study. What are the differences? What are the differences in teaching practices? What did the OSTE pre-service remember and use from their methods courses?
References


McKay, J. & Montgomery, J. (1994). *Confronting issues of diversity: Putting the pieces together with programs at homes and abroad*. Paper presented at the meeting of the Association of


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Appendix A
Pre-Interview Questions

Before the interview, remind participant . . .

- Totally confidential
- I will be the only one to see the tape
- You will be given a pseudonym in the dissertation
- If you do not understand a question, please let me know (to help me revise questions for other participants)
- I will conduct member checking when you return from Belize for pre and analysis to make sure I interpreted your interview correctly
- Any questions about this process or anything else before we begin?

1. Tell me about why you chose to participate in this overseas student teaching experience.

2. Tell me about any travel experiences you have had?

3. What professional preparation (specific courses/methods) have you had to prepare you for this experience?

4. How do you currently evaluate your own overall competence as an educator (scale 1 to 10?) AND why?

5. Tell me about what you think it means to grow professionally and personally?

6. Describe what you think it means to be globally aware?

7. What you expect this overseas teaching experience to be like in regards to (hand over index card with list)
   - Curriculum
   - Materials
   - Teaching methods
   - Discipline
   - Student readiness
   - Teacher preparation

8. Tell me about any experiences you’ve had with people of diverse cultures?

9. What do you expect to observe in a Belizean school that you would not observe here?
10. In what ways do you think Belizean students/teachers would differ from US teachers/students? In what ways would they be similar?

11. How do you expect this experience to change you? If so, how?

12. Do you have any expectations for this experience? If so, what are they?

13. What are your anxieties and feelings about this experience?

14. Is there anything else you would like to add about how you feel about this trip?
Appendix B
Post interview questions

1. Did the overseas experience impact your student teaching? If so, what circumstances stimulated this experience?

2. Did the overseas experience affect you as a person? If so, what circumstances stimulated this experience?

3. Has your trip experience in Belize changed your outlook on education? If so, how?

4. Has your trip experience in Belize changed your level of global awareness? If so, how?

5. Given all the experiences you had in Belize, what images or experiences have stayed with you?

6. Have you (or do you plan to) use your experiences abroad to enhance the educational experiences of your peers and students and teachers you interact with in the schools?

7. Has the study abroad experiences impacted your career goals or the type of schools where you might be willing to work? If so, in what ways

8. What have you learned about yourself as a result of your study abroad in Belize?

9. How did it feel to be in a country (classroom) where the majority of the people are not white but Hispanic?

10. Were there any experiences on the trip that have helped prepare you to be a teacher? If so, what were they?

11. What sort of teaching strategies did you find teachers use in the classroom in Belize? How do they compare and contrast with instructional practices you have witnessed/practiced in the US?

12. Tell me about how you adapted to your host classroom in terms of organization, subject matter, methods.

13. How prepared were you for this experience?
14. What preparation for this overseas experience would you have liked to have that you didn’t?

15. How do you currently evaluate your own overall competence as an educator (scale 1 to 10?) AND why?

16. Is there anything you would like to add about your experience that I did not ask you about?
Appendix C
Example of Interview Analysis Table

1. Did the overseas experience impact your student teaching? If so, what circumstances stimulated this experience?

<table>
<thead>
<tr>
<th>#</th>
<th>Codes/Quotes</th>
<th>Categories</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>indicated the OST made her realize why she is “so passionate about teaching.” After stateside experience, she was just exhausted and it wasn’t fun anymore. “Going abroad made [her] realize why [she] loves[s] to teach”</td>
<td>Passion for teaching (renewed)</td>
<td>TE</td>
</tr>
<tr>
<td>2</td>
<td>made her more flexible; everything as different-teaching styles, discipline, classroom management. We had to adjust to their ways of doing things; “we were the diversity now”</td>
<td>Creativity, flexibility, CCA- aware of how they do things in regards to teaching; Diversity-</td>
<td>CR</td>
</tr>
<tr>
<td>3</td>
<td>able to apply a lot of what he learned stateside; felt more like the real teacher; “it felt like doing the real thing even though I was in different environment”</td>
<td>Realistic experience</td>
<td>RA</td>
</tr>
<tr>
<td>4</td>
<td>became “ more creative and inventive”; had to keep students engaged; thankful for what we have</td>
<td>Creativity and gratefulness</td>
<td>CR AP</td>
</tr>
<tr>
<td>5</td>
<td>“allowed me to become a better teacher”; “actually had to use my own brain” instead of relying on technology; “I think I thrived”; feels she can go into any classroom in any culture and be able to handle it</td>
<td>Self-reliance; creativity; confidence; technology as a crutch</td>
<td>SR CR Tech</td>
</tr>
<tr>
<td>6</td>
<td>felt like a real teacher; felt like made more of an impact in Belize than here; focused on classroom responsibilities</td>
<td>Realistic experience</td>
<td>RA</td>
</tr>
<tr>
<td>7</td>
<td>More appreciative of what we have in US; “opened my eyes to how diverse the world is”; respect for teachers “making do with what they have”</td>
<td>GA</td>
<td>AP</td>
</tr>
<tr>
<td>8</td>
<td>“whole new view of teaching”; compared to what she learned in US; brought in hands-on activities; was able to make learning fun for Bel. kids</td>
<td>Comparison (of methods); Feeling good about teaching</td>
<td>CMe</td>
</tr>
</tbody>
</table>

All 8 interviewees had positive comments to make about the OSTE; 2 noted they felt like this was a real experience and felt like the real teacher. Others noted that it heightened their creativity in the classroom because they had a paucity of resources.
Appendix D
International Study Abroad Syllabus

INTERNATIONAL EDUCATION FIELD EXPERIENCE BELIZE
EDN 455 / 595: Selected Topics, Teacher Education Candidates, K-12
Spring, 2010
Instructor: Dr. Dennis S. Kubasko, Jr. Office Phone: 910-962-3367
Office: 373 New Education Building Cell Phone: 910-409-7436
Email: kubaskod@uncw.edu
Instructor Web site: http://people.uncw.edu/kubaskod/

Instructor: Dr. Susan Catapano Office Phone: 910-962-2321
Office: 208 New Education Building Cell Phone: 910-409-7436
Instructor Web site: http://people.uncw.edu/catapanos/
International Program Web site: http://www.uncw.edu/ed/international/

STUDENT ANECDOTE

“As a budding teacher, this chance to experience school systems and students that are out of my realm of familiarity would show how other countries and cultures conduct themselves in academic environments; this type of opportunity doesn’t come along often. The traditional internship gives me an opportunity to work with a local fellow teacher but the trip to Belize will take this one step further and give me the chance to interact with attending peers as well as teachers from Belize. I have the philosophy that people should travel and with the growing population of students that come from Central America and Hispanic backgrounds, everyone should be culturally aware. Travelling to Belize will forge new friendships and provides the opportunity for globally connected classrooms.”

COURSE DESCRIPTION
From the UNCW Catalogue: **EDN 455 / EDN 595. Selected Topics in Education.** Prerequisite:

- Only taken during practicum semester. Only Senior and Graduate student standing. Application process for enrollment. Permission of International Committee and Instructor. Three credit hours.

OVERVIEW
This International Field Experience (EDN 455 / EDN 595) will provide 5 weeks of daily experiences in selected primary or secondary schools in San Pedro, Belize. Students will keep electronic journals, provide documentation of the similarities and differences of the Belizean educational system studied, and develop curricula based upon their international experiences. Students will also engage in a service project in Belize that is student focused and serves the needs of the school-based community. This international field experience will focus on the following: current issues and trends in global education; the development, implementation, and assessment of curricular materials; and the evaluation and use of technology in the classroom as well as other effective instructional strategies.
“In the age of globalization, an intimate understanding of a foreign culture is both a valuable academic asset and an enriching personal experience. As a leader in education, the Watson School of Education is dedicated to providing education students with the opportunity to work and study in schools throughout the world.” (From http://www.uncw.edu/ed/international/)
“At UNCW, passionate and engaged teaching, learning and research matter. Students consistently praise the quality of their interactions with faculty and express satisfaction with their overall educational experience. The faculty culture emphasizes teaching and mentoring, incorporating research as an important component of the undergraduate learning experience and a service to the state. International experiences are encouraged through study abroad programs and language and culture studies on campus.” (From http://www.uncw.edu/facts/)

PURPOSE
The purpose of this course is to provide teacher candidates with: 1) active participation in a five week field experience in a Belize using their indigenous curriculum; 2) the opportunity to teach lessons during the field experience, thereby giving students an opportunity to instruct Belizean children, merging US teaching methodologies with Belizean strategies; 3) and negotiating understanding of each student’s conceptual framework with an international educational framework.

COURSE OBJECTIVES
1. Students will record and reflect on daily observational experiences in a selected school in an international setting.
2. Students will compare and contrast the Belizean schools of study using electronic journaling through reflective practice.
3. Present and defend a philosophy for teaching children at your assigned grade level.
4. Students will demonstrate knowledge, skills, and dispositions applying a variety of instructional strategies to novel settings.
5. Students will provide observable evidence of mastery of the North Carolina Professional Teaching Standards.
6. Students will provide a comparison between societal and cultural factors in the United States and Belize.
7. Students will prepare and thoughtful and reflective analysis on what you have learned to your own teaching experiences.
8. Students will engage in a service-orientated project and demonstrate evidence of having completed the effort.

MEETING TIMES
Fall Semester, 2009
- Students are expected to attend three organizational meetings during their methods semester.
  - Friday, October 16th: 3-5 PM
  - Friday, November 13th: 3-5 PM
  - Thursday, December 3rd: 3-5 PM
Spring Semester, 2010
- Students are expected to attend three in-service meetings during their student teaching semester.
  - Friday, January 8th: 4-6 PM
Students are required to attend a full day departure meeting on campus
Monday, March 15th: 9 AM-3 PM

Depart for International Field Experience in Belize – Wednesday, March 17th

Arrive back from International Field Experience in North Carolina – Saturday, April 24th

SUPERVISION
Instructor Availability: Supervisors “on site” for five weeks in San Pedro, Belize.

ASSESSMENT
1. Educational Identity and Philosophy (50 pts)
   A. Philosophy of Education (25 pts).
      o Submit prior to leaving Wilmington (Due 5:00 PM on Monday, March 15th)
      o Submit after returning to Wilmington (Due 5:00 PM on Monday, May 3rd)
      o Product should be 1-2 pages in length
   B. Teacher identity (25 pts)
      o Reflect on your current identity as an educator based upon the international field experience; include comments on what you learned in relationship to the time invested.
      o Apply international opportunities to past teaching experiences and contexts in the United States: What have you learned? How have you changed? What will you remember?
      o Prepare a thoughtful and reflective analysis on what you have learned and can apply to your future teaching experiences.
      o Product should be 3-5 pages in length.
      o Due 5:00 PM on Friday, April 30th

2. Field Experience and Practice (50 pts)
   A. Notebook (25 pts)
      o You will be expected to observe, document, and reflect on 5 lessons in Belize.
      o Where possible, teach 3 lessons at a selected primary or secondary school.
         ▪ Reflective comments on the positive and negative aspects of each of the 5 lessons you observe and 3 lessons you teach. These comments must be thoughtful and incorporate your past student teaching internship. Your analysis should incorporate the new 21st Century Standards. (1 page per lesson taught)
      o Extensive discussion will take place in a bi-weekly recitation class at a site to be determined.
      o Please see WSE field experience student evaluation form to be provided.
      o Due 5:00 PM on Friday, April 30th
   B. Blog and video journal (25 pts)
      o Using blogger.com to post and keep an electronic blog of your experiences in Belize
         ▪ Post to the electronic blog bi-weekly (2 posts x 5 weeks = 10 posts overall)
      o Using FLIP cameras as video recording devices to create lesson(s) that your partnership teacher in North Carolina can use with your past internship students.
      o Due During the field experience

3. Service Project (50 pts)
A. Students can either engage in a group effort or act individually to return something to San Pedro island’s schools and children
   - Examples can include (but are not limited to): Create and facilitate competitive academic events (i.e. Science Olympiad Science Fair, Math Counts), after-school tutoring programs, volunteering in literacy projects, theatre productions, environmental literacy programs, meet and greets, Habitat for Humanity type of work, etc.

B. Students will submit a log book and group report based upon the following criteria:
   - Prepare a short description of the service you’ve undertaken…this can be the same for students engaged in group projects.
     - The description should be no more than one page in length
     - The service projects will be posted on the website for public consumption, so choose wisely!
   - Each student should invest 20 hours into the project
     - Document your time invested using the following logbook:
     - Be sure to enter time devoted to service and activity undertaken

C. Due 5:00 PM on Friday, April 30th
Appendix E
Miville-Guzman Universality-Diversity Scale- Short Form

For formatting purpose, the ratings were abbreviated: SD= strongly disagree; D= disagree; DLB= disagree a little bit; ALB= agree a little bit; A= agree; SA- strongly agree

<table>
<thead>
<tr>
<th align="left">Indicate how descriptive each statement is of you by circling the number corresponding to your response.</th>
<th>SD</th>
<th>D</th>
<th>DLB</th>
<th>ALB</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">1. I would like to join an organization that emphasizes getting to know people from different countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">2. Persons with disabilities can teach me things I could not learn elsewhere.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">3. Getting to know someone of another race is generally an uncomfortable experience for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">4. I would like to go to dances that feature music from other countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">5. I can best understand someone after I get to know how he/she is both similar to and different from me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">6. I am only at ease with people of my race.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">7. I often listen to music of other cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">8. Knowing how a person differs from me greatly enhances our friendship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">9. It’s really hard for me to feel close to a person from another race.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">10. I am interested in learning about the many cultures that have existed in this world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">11. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">12. It is very important that a friend agrees with me on most issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td align="left">13. I attend events where I might get to know people from different racial backgrounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Indicate how descriptive each statement is of you by circling the number corresponding to your response.

14. Knowing about the different experiences of other people helps me understand my own problems better.
   1 2 3 4 5 6

15. I often feel irritated by persons of a different race.
   1 2 3 4 5 6
Appendix F
Institutional Review Board Consent Form

Consent to Participate in a Research Study

What Is The Research About?
You are being invited to take part in a study about international student teaching. If you take part in this study, you will be one of 17 people to do so.

Who Is Doing The Study?
The persons in charge of this study are Dr. Abdou Ndoye and Dr. Dennis Kubasko of the University of North Carolina Wilmington, and UNCW doctoral candidate student, Christy Stanley.

Do Any Of The Researchers Stand To Gain Financially Or Personally From This Research?
None of the researchers participating in this study stand to gain financially or personally.

What Is The Purpose Of This Study?
In this study, the international student teaching experiences of pre-service teachers will be examined to determine what impact an international component has on the professional and personal growth and global awareness development of beginning teachers. By doing this study, we hope to learn about the differences in professional and personal growth and global awareness in completing an international student teaching practicum.

Where Is The Study Going To Take Place And How Long Will It Last?
The three administered surveys will be given at The Watson School of Education at UNCW. Participants will take two surveys prior to the student teaching practicum and one upon return. The survey should not take longer than 30 minutes. Additionally, participants will be asked to give an interview and complete other course requirements.

What Will I Be Asked To Do?
Essentially, participants are asked to do the following: complete 3 surveys; take part in one interview (either pre or post); respond to on-line blogs and write reflective papers, which are course requirements. You give your permission for UNCW doctoral candidate, Christy Stanley, to have access to your blog and analyze your responses.

Participants who take part in the pre and post interviews will be video recorded. Christy Stanley, will be the only one with access to the tapes. After tapes have been transcribed, all recordings will be deleted. This will happen by the end of December 2010.

What Are The Possible Risks And Discomforts?
To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

Will I Benefit From Taking Part In This Study?
You will not get any personal benefit from taking part in this study.

Do I Have To Take Part In This Study?
If you decide to take part in the study, it should be because you really want to volunteer. There will be no penalty and you will not lose any benefits or rights you would normally have if you choose not to volunteer. No one on the research team will behave any differently toward you if you choose not to participate in the study. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

**What Will It Cost Me To Participate?**
There are no costs associated with taking part in this study.

**Will I Receive Any Payment Or Reward For Taking Part In This Study?**
You will not receive any payment or reward for taking part in this study.

**Who Will See The Information I Give?**
Your information will be combined with information from other people taking part in the study. When we write up the study to share it with other researchers, we will write about the combined information. You will not be identified in any published or presented materials.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what that information is. For the purposes of the survey, you will be assigned an ID. Lists linking names and numbers will be kept in a confidential location.

Additionally, for the interview and blog information, pseudonyms will be given if and when any of the information is published.

However, there are some circumstances in which we may have to show your information to other people. We may be required to show information that identifies you to people who need to be sure that we have done the research correctly, such as the UNCW Institutional Review Board and the research funding agency.

**Can My Taking Part In The Study End Early?**
If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. There will be no penalty and no loss of benefits or rights if you stop participating in the study. No one on the research team will behave any differently to you if you decide to stop participating in the study.

**What If I Have Questions?**
Before you decide whether or not to participate in the study, please ask any questions that come to mind now. Later, if you have questions about the study, you can contact the investigator, Christy Stanley at sensaiths@msn.com. If you have any questions about your rights as a research participant, contact Dr. Candace Gauthier, Chair of the UNCW Institutional Review Board, at 910-962-3558.

**What Else Do I Need To Know?**
I am required by federal law to provide you with a copy of this informed consent form.

---

**Research Participant Statement and Signature**
I understand that my participation in this research study is entirely voluntary. I may refuse to participate without penalty or loss of benefits. I may also stop participating at any time without penalty or loss of benefits. I have received a copy of this consent form to take home with me.

Signature of person consenting to take part: __________________________
Date: ________________
in the study

________________
Printed name of person consenting to take part in the study

________________
Name of person providing information to the participant   Date