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LOYOLA UNIVERSITY CHICAGO

INTERNATIONAL MINDEDNESS:
PHENOMENOLOGICAL INQUIRY INTO TEACHER CANDIDATE EXPERIENCES

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN CURRICULUM AND INSTRUCTION

BY

KATHLEEN P. CASTILLO-CLARK

CHICAGO, ILLINOIS

MAY 2018

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ABSTRACT

This dissertation contributes to the scholarship surrounding the development of international mindedness in teacher candidates. Phenomenological interview techniques were used to explore the experiences and perceptions of teacher candidates who enrolled in an undergraduate teacher preparation program leading to the International Baccalaureate educator certificate. By highlighting the teacher candidates, this study captured the strengths, challenges, and needs unique to this group. The findings can inform an understanding of how international mindedness develops in teacher candidates and subsequently how it is enacted, identifying curricular and instructional supports in practice that best support this learning. This study will also inform teacher educators and policy makers who are considering integrating the IB teacher certification into existing curriculum.

CHAPTER I

INTRODUCTION

Statement of the Problem

In our interconnected and multicultural world, educational scholars, organizations, and schools of education are searching for new ways to help students develop as global citizens in order to prepare them for life in the 21st century. Many educators seek to develop the concept of international mindedness amongst students so they can learn to engage in the community with individuals of varying cultures and obtain a greater understanding of their part in a global, ever-changing world. Kagan and Stewart (2005) suggest that it is time for the educational community to adopt a new worldview, meeting the demands of globalization and adjusting our educational systems accordingly.

Globalization refers to the process of integrating people politically, economically, and culturally without the confines of a geographic location (Levitt, 1983; Zhao, 2010). Globalization (Nordgren, 2002) dominates economic, political, cultural forces. Thomas Friedman (2005) popularized this concept in his best-selling book, *The World is Flat: A Brief History of the Twenty-first Century*, calling for organizers to internationalize teacher preparation and meet the demands of our rapidly changing world. Globalization has potential to transform critical, ethical dimensions of education (Heilman, 2010) and students need the opportunity to understand these global interconnections (Tye, 2009) in order to take an active role in global markets. In *Global Achievement Gap*, Wagner

(2008) describes skills students need to possess for continued learning, careers, and citizenship arguing that students need more than basic reading, writing, and math: they need an opportunity to develop global mindedness, cultural pluralism, and shared responsibility (Hett, 1993; Walker, 2013).

The educational system in the U.S. has been criticized for its slow response to globalization (Barker, 2003; Tye 2009). Education and globalization share the mutual goal of preparing students for living and working in an interconnected, global society, and success in a global society requires teaching and learning from a global perspective (Crawford & Kirby, 2008). Schukar (1993) attests that “children in this country must be provided an education that more than adequately prepares them for citizenship in the society and world they will soon inherit” (p. 57). With changing demographics and the current political climate, the push towards an international curriculum is perhaps more important now than ever.

The demographic profile of classrooms across the world has changed (Banks, 2008), and in the United States alone, the Census Bureau estimates that the population is expected to be a majority-minority by 2044 with more than half of the nation’s children part of a minority race or ethnic group by 2020 (U.S. Census Bureau, 2010). In the United States, 20% of children ages 5-17 have a foreign-born parent (Capps et al., 2005), and likewise, the number students who speak a language other than English has also grown exponentially (Ladson-Billings, 2004). The changing demographics and diversity within schools require that educators be culturally competent and teach from an international perspective, reexamining curriculum and pedagogy to better equip all

students with knowledge, attitudes, skills, and behaviors needed for life in a global era (Zhao, 2010). To develop internationally minded students, our teacher preparation programs must first develop internationally minded and globally competent teachers.

There is an established demand to prepare globally competent students, however, there is considerable variance on the approach and opportunities to achieve this goal. Teaching in a global era requires a shift in pedagogy that incorporates critical thinking, problem-solving skills, and explicit instruction of global concepts (Suarez-Orozco & Sattin, 2007). Hill (2000) and Walker (2004) recommend emphasis on teaching the four core concepts of international mindedness: emotional intelligence, communication, cultural understanding, and collaboration (Hill, 2007; Walker, 2004). Research suggests that culturally responsive teaching can improve academic performance amongst diverse populations, however, scholars (Sleeter & Owuor, 2011) express a need for more research to be conducted. Santoro (2013) suggests that teachers must possess pedagogical strategies and skills to meet the needs of all students, with consideration for those whose beliefs, values, and practices are not of the dominant cultural majority arguing that “the development of culturally responsive pedagogies is no longer a choice, but a professional imperative embedded in teacher standards” (p. 429). Globally educated students possess a set of skills and dispositions that set them apart from their peers. Goodwin (2010) suggests the following:

globally educated graduates will be better prepared to work in today’s global economy and work force, while contributing to their individual growth and to

their society's economic growth; to play a role as knowledgeable citizens in an increasingly global society. (p. 25)

The Association of International Educators (NAFSA) recommends the following elements are basic to successful teacher candidates' development:

Coursework that has integrated global competence into both content and pedagogical development; Clinic and field placements in schools that model effective global education; Professors and mentors who value global competence and seek out global contexts in all aspects of the teacher preparation curriculum; Application of theories of cross-cultural learning, communication, and adjustment across the program; Learning about other regions of the world and global current events; Reflection on one's own culture and its impact on daily choices and classroom practice; Opportunities for experiential learning in other countries and cultures through study abroad, teaching practicums, and/or internships. (Moss, Manise & Soppelsa, 2012, p. 4)

Understanding this call for students to live and work in an interconnected world, it is critical for departments of education, schools, colleges, and universities to build a foundation for successful and internationally minded teacher candidates. According to research conducted by NAFSA (2012), there is great variance amongst teachers and teacher candidates' global competence; some teachers feel prepared to embrace the challenge of teaching for global competence whereas others feel increasingly less equipped. Teaching for global competence is "an approach to teaching and learning that provides students with the skills, knowledge, and attitudes necessary to understand how

the world works and prepares them to participate in an interconnected society” (Moss et. Al., 2012, p. 2). Despite teachers’ interest in global issues, studies revealed a lack of confidence in subject knowledge, concerns about sharing personal views on controversial topics, and uncertainty about the capacity for facilitating challenging discussions (Davies, Harber, & Yamashita, 2005; Holden & Hicks, 2007; Yamashita, 2006). In a study Robbins, Francis, and Elliott (2003), found that only 35% of 187 teacher candidates surveyed felt confident to enact international education in the classroom. The researchers assessed participants’ attitudes toward education for global citizenship using an eight-item, Likert scale. The teacher candidates included those trained as both primary and secondary school teacher.

For over two decades, researchers have focused on teacher candidates’ worldviews, analyzing and interpreting their worldly knowledge in order to improve teacher education programs. Parker, Glenn, Mizoue, Meriwether, and Gardner (1997) state that teacher candidates tend to be “only moderately world-minded” (p. 305) while others emphasize that candidates seem to possess less world knowledge, are less traveled, and do not participate in civic, national, or international events (Torney-Purta, Lehmann, Oswald, & Schultz, 2001; Wartella & Knell, 2004). They argue that world citizenship is often omitted from secondary institutions, and, therefore teacher candidates would benefit from targeted learning within teacher education programs (Turner & Baker, 2000; Welton 2002). Gallavan (2008) found that teacher candidates want to teach their future students about world citizenship; however, they do not “see a clear definition of world citizenship in the curricular content or their instructional strategies” (p. 251). Gallavan offers six

major implications from this research suggesting that teacher educators must adjust their existing programs and pedagogy (Kirkwood-Tucker, Morris, & Lieberman, 2010; Ukpokodu, 2003) which include the following: “1) Multifaceted world citizenship in the twenty-first century, 2) Meaningful curricular content, 3) Engaging instructional strategies, 4) Authentic field experiences, 5) Real or perceived concerns, 6) Changes in programs” (p. 251).

Studies have converged on the value of preparing internationally minded teachers, though limited research explores the infusion of global education into teacher preparation programs in the U.S. In particular, there is a gap in literature on the preparation of candidates for teaching in the International Baccalaureate (IB) program and teacher candidates’ understanding of international mindedness. The IB centralizes the concept of international mindedness through its mission statement and is embedded throughout each of the four programs. The IB learner profile is the IB’s mission statement in action. According to the IB, “the aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IB, 2013). This mission statement is realized through the learner profile, which describes “attributes and outcomes for education for international mindedness” (IB, 2013).

Scholars (e.g., Cushner & Brennan, 2007) suggest direct experience and interaction with culturally diverse populations may help teachers’ understandings of difference and diversity, challenging them “to read and interpret their experiences with diversity and understanding of self, and the interconnectedness with their own students’

lives and school opportunities” (Dantas, 2007, p. 76). Informed by Ladson-Billings, Liebttag (n.d) argues that teacher preparation programs should provide educators with “opportunities to acquire intercultural and/or global competency skills as well as the ability to apply those skills to their classrooms.” She asserts that intercultural competence is one component of culturally responsive teaching (Ladson-Billings, 1994) and should be a primary consideration for teacher education programs. Marx (2008) furthers this argument stating, “to teach in culturally responsive ways, teachers must be interculturally competent” (p. 38).

Responding to the need for international skills and knowledge in teacher education programs, school systems and institutions of higher education are turning to International Baccalaureate (IB) programs. At Kent State University, the first university in the world to offer an undergraduate program certified by the IB, the faculty made curricular modifications to align their early childhood education program with the IB philosophies, including international mindedness (Lash, 2014).

Founded in Europe in 1968, the IB Diploma Programme (IB DP) was originally developed for the children of diplomats; it included a rigorous curriculum and standardized testing to demonstrate college preparedness. The IB is a non-profit educational foundation whose philosophy is based on the foundational principle of international mindedness and offers four programmes of international education aimed to develop the “intellectual, personal, emotional and social skills needed to live, learn, and work in a rapidly globalizing world” (IB, 2017). The IB provides a framework and working definition of international mindedness which “aims to develop inquiring,

knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IB, 2013). George Walker (2002), director general emeritus of the IB, defines an international education as one that offers students the possibility of “discussing major world issues and knowing they can solve problems through cooperation at the local, national, and international level” (p. 20). For the purpose of this dissertation, I will utilize the IB framework of international mindedness. Global awareness is situated within the framework of international mindedness and is defined as “an understanding that engagement with another country is no longer a matter of choice...we are all inextricably bound together in the process known as globalization” (IB, 2012c).

Charged with the task of promoting international mindedness, IB schools are becoming an increasingly popular option in the U.S. and throughout the world. Within Chicago Public Schools (CPS), IB schools are expanding across the city. Currently, CPS offers the Primary Years Programme (PYP) programme in eight schools, the IB Middle Years Programme (MYP) in 21 schools and the IB Diploma Programme (DP) in 19 high schools (IB, 2015). Practitioners who teach in IB schools worldwide are required to undergo professional development training that promotes a uniform framework on teaching international mindedness. The IB has an established history of providing continuing educational opportunities for teachers to become certified to teach in IB authorized schools. Universities across the globe have caught on to this trend, providing continuing education courses, graduate level classes, and alternative pathways for IB teacher certification. In the United States, two post-secondary institutions have set

themselves apart with respect to IB educator certification programs. Kent State University in Ohio and Loyola University in Illinois are the only two universities in the U.S. that provide IB teacher training and certification as part of an undergraduate teaching degree (Lash, 2014; Ryan, Heineke, & Steindam, 2014).

Extant literature has demonstrated a demand for globally minded teachers and a call for increased internationalization of teacher education. Regardless of whether a teacher candidate teaches in an IB certified school, receiving IB training at the undergraduate level will better prepare new practitioners to meet the demands of promoting international mindedness and preparing students for the 21st century. This dissertation will continue the exploration of the concept of international mindedness, highlighting one particular group of students, teacher candidates. Research surrounding teacher candidates' conceptual development and perceptions of international mindedness is limited.

Significance of the Study

Current literature examines characteristics of teachers along with their perceptions and understanding of international and global mindedness; however, the focus is on in-service teachers rather than those in an undergraduate setting or those yet to teach in a formal setting. This dissertation aims to fill a gap in the literature and focuses on the conceptual development of teacher candidates, those not yet in practice. This research highlights teacher candidates who are enrolled in an undergraduate teaching program that leads to the IB educator certification. I am interested in how, in particular, these teacher candidates have come to develop the concept of international mindedness. Previous

research has focused on global education in the classroom, teacher education programs, and factors that influence the development of global-mindedness (Anderson, 1982; Hett, 1993; Kirwood-Tucker, 2006; Lamy, 1983; Torney-Purta et al., 2001). However, few research studies address these concepts as they pertain to teacher candidates. More empirical research is needed to examine the relationship between teacher candidates' levels of international mindedness, global awareness, and intercultural competence.

As the popularity of IB schools increases in the United States, so does the need for trained and certified IB educators (Twig, 2010). The number of IB schools has grown over 40% percent in the last seven years with over 6,000 programmes offered worldwide. Practitioners wishing to teach in IB schools must undergo professional training to develop the knowledge, skills, and attitude that promote the uniform IB framework.

Research (Hill, 2007; Pink, 2005; Wagner, 2008; Zhao, 2010) suggests that international and global mindedness would be beneficial for all students to possess and the IB argues that through implementation of its programmes, students are more likely to be globally minded citizens. This dissertation will apply this line of thinking to undergraduate teacher candidates, examining their understanding and conceptual development of international mindedness. If an IB programme is suggested to help K-12 students become internationally minded, then taking IB teacher preparation courses might produce similar results for the teacher candidates working towards the IB educator certificate. Educators tasked with promoting international mindedness, such as those teaching in IB schools, should hold these philosophies and explore their own perceptions of international mindedness (Ukpokodu, 2003). The IB teacher preparation certification

curriculum at Loyola University Chicago incorporates the ideals and principles of social justice, requiring an in-depth focus on Ignatian Pedagogy concepts such as valuing diversity and advocating for all students (Traub, 2008). By participating in courses that lead to an IB teacher certificate, I argue that teacher candidates are explicitly learning how to teach with a social justice and IB framework while implicitly becoming globally aware and developing international mindedness. Through the process of learning *how* to teach using the IB curriculum, undergraduate teacher candidates have the potential to internalize the concepts of international mindedness and global awareness.

This investigation will spotlight the voice of students who aim to become teachers and who have enrolled in and taken courses required for the IB educator certificate. Present literature surrounding international mindedness focuses on K-12 students, namely those that are enrolled in IB programs. This study will centralize the teacher candidates, focusing on their role as students and learners rather than that of a teacher. Sociocultural theory provides a framework guiding this research and a means of understanding teacher candidates' development of international mindedness. Vygotsky (1987) argued that individuals construct knowledge through social interactions with others, making meaning through collaboration and discussion. Sociocultural perspectives are drawn on to help explain how the participants define and understand international mindedness through their varied backgrounds and shared experiences in the teacher preparation program. This study will inform educators and policy makers who are considering integrating the IB teacher certification into existing curriculum. I argue that taking undergraduate level IB educator certification courses (*and the manner in which these courses are taught*) will

better prepare teacher candidates to be global citizens and meet the demands of working and teaching in the 21st century.

Research Questions

1. Do teacher candidates develop an understanding of international mindedness?
 - a. If so, what does this understanding look like?
2. How do teacher candidates make meaning out of their lived experiences in the teacher preparation program leading to IB certification?
3. What beliefs do the teacher candidates hold about teaching in global contexts?
 - a. What elements of coursework do the students identify as promoting their conceptual understanding of international mindedness?

Implications of the Study

Preliminary research has been conducted evaluating the teacher candidates' initial understandings of global awareness, but further research is needed to assess the degree to which the concepts of global awareness inform future practice. A goal of this research is to provide insight into the successful pedagogical strategies and understandings of international mindedness as perceived by teacher candidates to replicate them for other educational programs wishing to incorporate the IB. This study may inform schools of education that seek to adopt a teacher preparation curriculum intended to promote international mindedness amongst their teacher candidates.

Considerations of the Study

The phenomenological method used for this study providing descriptive cases that can be used as a basis for conducting future research. Phenomenology in qualitative

research has its origins in the school of philosophy and beliefs associated with the principal founder, twentieth-century German philosopher Edmund Husserl (Merriam, 2009). Phenomenology prioritizes a focus on “the experiences itself and how experiencing something is transformed into consciousness” (p. 24).

A consideration to take into account is my shared experience with the participants of the study. I have both personal as well as professional ties to the IB. My interest in IB education stems from my experience as an IB Primary Years Programme (IB PYP) certified teacher in North Carolina for two years. I had the opportunity to undergo a series of professional development trainings that lead to the IB level I and level II teaching certificate during my tenure as a third and fourth grade teacher in an IB world school. My positive experiences with IB education influence my desire to research IB as a curriculum reform as well as my overall perspective of IB education at the elementary level. As an adjunct professor, I have taught the course “Teaching with a Global Framework,” which is the second of two course modules leading to the IB PYP teacher certification. This course is housed in a Chicago public school that recently adopted the IB curriculum. Additionally, I co-authored the course syllabi for an undergraduate School of Education IB on-line PYP and Middle Years Programme (MYP) certification programs. This dissertation will provide descriptive cases to draw upon as a basis for conducting future research. As a result, this will pose a risk to the generalizability of the research because it will detail the experience of only one specific group of teacher candidates.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This section is divided into two major parts: the literature review and the theoretical framework. I frame the literature review around the present argument for global education, responses to this call, and lastly an exploration of IB teacher preparation. I begin with a brief history of the IB, a description of teacher preparation programs follows along with an in-depth explanation of the study of international mindedness. I intend to examine the broader context of global education and to explore the development and study of international mindedness from the context of teacher preparation.

Literature Review

Globalization and the Call for Reform

In a policy brief, National Education Association (NEA) President Dennis Van Roekel (2010) argued that “public schools must prepare our young people to understand and address global issues, and educators must re-examine their teaching strategies and curriculum so that all students can thrive in this global and interdependent society” (p. 3). The coalition for international education furthered this argument suggesting that global competence should be incorporated into the core mission of education, encompassing K-12 through graduate school. The NEA offers four factors that have led to policy-makers

focusing resources and attention to promoting global competence: “(1) economies are becoming more interdependent, (2) American society is now more diverse, (3) global challenges are becoming more complex, and (4) global competence enhances overall academic achievement” (p. 3). The NEA (2010) suggests several approaches to promoting global competence including aligning teacher preparation programs with global perspectives stating that such an “alignment offers educators the opportunity to transfer the acquired skills into their classrooms and schools” (p. 2). Individual states are responding to this need, calling for comprehensive approaches integrating international education throughout the curriculum. In Ohio, the International Education Advisory Committee released its strategic plan for 2009 in which they state that global awareness can and should be developed within the context of a school day rather than a stand-alone course (Ohio Department of Education, 2009). This mirrors the IB PYP framework allowing for international mindedness to be woven throughout the transdisciplinary curriculum. Other schools are choosing to adopt the IB curriculum as a reform effort. Within the last few years, there has been rapid growth of IB schools worldwide. As of December 5, 2017 there were 6,395 IB programmes offered across a combined total of 4,783 schools. Between December 2009 and December 2014, the number of IB programmes offered worldwide grew by 46.35% and between 2012 and 2017 this number grew by 39.3%. As of March 2017, there are a total of 1471 IB PYP programmes in 108 countries worldwide with eight in Chicago alone (IB, 2017). Schools are reforming their existing curriculum to adopt the IB model to promote academic rigor, develop international mindedness, and promote the IB status that helps students excel in

universities (IB, 2015; Spahn, 2000; Sperandio, 2010). In a case study analyzing school program choice in North America, Spahn (2000) offers the following reasons schools are electing the IB curriculum: (1) promotion of academic excellence, (2) the IB Diploma Programme (DP) standardized exam, (3) the IB brand, and (4) marketing to foreign students. In an analysis of 336 nationwide Middle Year Programs (MYP) programs, Sperandio (2010) concluded that the primary determinant factor in adopting IB MYP was “a perceived match between the existing school philosophy and program elements that supported it” (p. 138). Of the eight factors offered for choosing IB, the study revealed the two most predominate were (1) [teachers] “believed the program would increase multicultural/ international/global awareness of the school community (36.9%)” and “the program was described as challenging students and requiring high academic standards (32.0%)” (p. 139). The third most common response was “schools believed the program would give them a distinct international image/focus and prestige (23.4%)” (p. 139). School districts and schools of education are turning to IB programs to respond to this call for reform. In major U.S. cities, such as Chicago, schools are expanding their long-standing IB presence and including IB teacher preparation programs at the university level.

Chicago Public Schools

Chicago Public Schools (CPS) have been a part of this reform effort dating back to 1981 with the opening of the first IB high school, Lincoln Park IB (IB, 2015). The initial goal was to increase predominantly low-income and minority students’ access to academically rigorous curricula in neighborhood high schools and, thereby, increase their

academic achievement and college preparedness (Saavedra, 2011). This non-magnet high school was the first of its kind in Chicago and made its academic mark – achievement scores quickly surpassed those of students in non-IB schools, making IB a desirable and noteworthy program for Chicago (Saavedra, 2011). Based on the success, CPS began to increase the number of neighborhood IB-accredited schools. CPS put forth the following statement about the IB curriculum:

The IB curriculum is vital as it prepares youth for higher education. IB Diploma Programme graduates are better prepared for college courses, and attend and successfully complete college/university study at a higher rate than their peers. Furthermore, they enter the world being culturally and internationally aware, open-minded, and confident in a language other than English. (IB, 2015)

From the initial goal of providing a rigorous curriculum for all students, CPS has adopted the rhetoric that IB schools are preparing students to become globally minded citizens who are prepared to live and work in the 21st century. Currently, CPS offers the PYP programme in eight schools, the IB MYP at 21 schools and the IB DP at 19 high schools (IB, 2015). CPS plans to add an additional three IB PYP schools by Fall 2017 (CPS, 2012).

As the effects of globalization take hold and the increasing need to prepare students to live and work in the 21st century, schools of education are called to prepare their teachers to meet this need. If educators are expected to prepare candidates to teach students to be internationally minded in global contexts, then they too, should have a working understanding and conceptual development of international mindedness.

Teacher Preparation Programs in the U.S.

Current climate. The literature has demonstrated that some teacher preparation programs within the United States are ill equipped to meet the demand of preparing teachers who can in turn prepare students to live and work in a global community and that there is a demand for globally minded teachers (Colón-Muñiz, SooHoo, & Brignoni, 2010; Cushner, 2007; James & Davis, 2010, Ryan et al., 2014; Van Roekel, 2010). As this concept of global education builds, researchers are beginning to examine teachers' perceptions and ability to foster and promote global citizenship amongst students. Gallavan (2008) found that teacher candidates lack clarity about what a global education means and how to enact such a curriculum. Despite teacher candidates' desire to prepare students to be globally minded citizens, Robbins et al. (2003) found in a study that only 35% of teacher candidates were capable of implementing education for global citizenship and teach an international curriculum. In this study of 187 recently trained teachers, the researchers collected data to assess the participants' attitudes toward education for global citizenship. Questionnaire items were rated on a five-point likert scale. James and Davis (2010) argue that teacher educators are "challenged to rethink their role in preparing teachers capable of fostering global citizenship among their students" (p. 4). Teacher preparation programs play a critical role in preparing teachers to teach with an international framework. O'Connor and Zeichner (2011) have argued that:

without broadening the context of their self-awareness beyond the nation's borders, teachers will not be able to cross the 'us/them' boundary that impedes the development of a global consciousness among many Americans and prevents

meaningful connections among the world's people. (p. 32)

Teacher preparation curricula often include coursework on preparing students to live and work in the 21st century, helping future students become culturally aware through culturally relevant pedagogy. Instead of focusing on the students these teacher candidates may one day teach, teacher preparation programs should highlight the teacher candidates as *students*, shifting the focus to that of the undergraduate students' conceptual development of these topics. Research has demonstrated that knowledge the teacher possesses is the greatest contributing factor influencing what students are learning (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Bright, 2011; Darling-Hammond, 1997; Goldhaber & Brewer, 2000; Kaplan & Owings, 2001; Wang, Spalding, Odell, & Klecka, 2011). Given this claim, the teachers' cultural knowledge and international mindset have the potential to greatly influence their students' development of international mindedness. To prepare all students for a globalized world, teachers need to possess global competences and have knowledge of global issues such as health, economics, geography and foreign languages (Zhao, 2010). Merryfield (2002) argues that teacher preparation programs should include opportunities for teacher candidates to participate in communication such as faculty cross-cultural exchanges that can aid teacher educators to teach from global perspectives and practice global pedagogy. Here, she argues that the teacher educators can participate in faculty exchanges and utilize strategies employed by global educators such as confronting stereotypes, incorporating cross-cultural learning, and researching multiple perspectives claiming that these pedagogical approaches will lead to individuals who are open-minded and less likely to stereotype. Similarly, Wilson

(1997) studied the impact of a school-wide program infusion of global perspectives on university students. Her research revealed that pre-service teachers were more likely to teach from global perspectives when they were taught using global perspectives in their university courses. This study suggests that a curriculum and pedagogy that is designed around global perspectives has the potential to impact how teacher candidates will approach teaching in their own classrooms post-graduation. In a study of 53 pre-service elementary and secondary teachers, Kirkwood-Tucker (2004) found that the teacher candidates developed open-mindedness, increased concern for issues of human rights and global stability, and further included themes of interconnectedness within student-created lesson plans. In 2010, Jean-Francois completed a dissertation on perceptions of global education initiatives by U.S. college professors. The study included 418 college professors using a Faculty Motivational Factors toward Global Education Survey, which was adapted from Hett's (1993) Global Mindedness Survey. The research highlights the critical role of college professors naming them "direct initiators of global education" and supporting the notion that the professors' global behaviors are likely to include their students to be "global-ready graduates" (p. 22) His recommendations include introducing global practices and policies in all university and college educational functions; embodying global education in the mission statement; modifying vision, mission, strategic goals, and administrative policies and procedures to support global education; creating an institution-wide interdisciplinary council; creating incentive programs and platforms for academic exchanges; recognizing global initiatives and achievement; revising and adapting curricula with global perspectives; mentoring and engaging

professors in international scholarships; and supporting global activities on and off campus. Avery (2004) provides six components that teacher education programs should incorporate to prepare teacher candidates to be “engaged and enlightened citizens in a global society” (Avery, 2004). These recommendations include adapting curriculum to include global issues, developing perspective consciousness (Hanvey, 1976), and a study of marginalized groups and civic identities.

Current opportunities. Schools of education in the U.S. have long provided opportunities for all students to develop intercultural awareness. These opportunities include foreign language studies, student teaching abroad, and changes to the teacher preparation curriculum. Cushner (2007) argues that there is no substitute for “direct intercultural immersion” through study abroad and overseas student teaching. Study abroad can provide tremendous benefits to students such as increased autonomy and increased cultural sensitivity. Scholars have argued that firsthand experience in a cultural immersion program is a critical component to intercultural development (Billigmeier & Forman, 1975; Cushner & Karim, 2004; Landis, Bennett, & Bennett, 2004). Hanvey (1982) introduced the phenomenon of *perspective conscious*, which results from teaching abroad and subsequently becoming immersed in the daily lives of others, reflecting on these experiences and forming a different point of view. This paradigm shift mirrors Bennett’s (1993) findings that individuals develop along a continuum of cultural sensitivity through study abroad. Others have explained this shift in perspective and worldview as transformative learning (Taylor, 1994), which accounts for the ways that intercultural communication is suited to stimulate personal change. The American

Council on Education published a report analyzing benefits of a study abroad program. This study analyzed four components including: benefits of study abroad, an analysis of foreign language instruction, introducing the topic of international studies using world studies curriculum at Eisenhower College in Seneca Falls, NY, and institutional priorities. This analysis reported the following benefits of a study abroad program: “Students changed their perceptions on stereotypes, improved working habits, and became immersed in foreign cultures; however, there was not enough research on academic benefits, such as the positive effect of instruction in their overseas studies” (Lambert, 1989, p. 107). In a study investigating the differences in global-mindedness, Kehl and Morris (2008) recommend that students participate in a semester-long study abroad. They also suggest modifying existing curricula to add a requirement for developing global mindedness. Rios, Montecinos, and van Olphen (2007) investigated overseas teaching experiences in Latin American countries and concluded that for international teaching experiences to be meaningful, teacher education programs needed to highlight the following aspects: “reflective practice to reconsider assumptions and clarify expectations; flexibility and creativity in recognizing an evolving identity; understanding teaching as a political activity; and seeking and strengthening authenticity without trivializing the experiences” (p. 71). However, these recommendations are for teaching abroad programs; therefore, they suggest it is not sufficient to include a study or teaching abroad program within a school of education. Rather, the local program must include these supports and scaffold this experience.

Schools of education have been including global educational courses and international curricula into existing teacher training programs (Cushner & Karim, 2004; James & Davis, 2010; Landis et al., 2004; Ryan et al., 2014; Van Roekel, 2010). In Barnes and Curlette's (1985) study analyzing the effectiveness of graduate level global education courses, the students reported an "increase in global-mindedness and an increased awareness of world issues...this increased global-mindedness did not diminish a sense of national identity or patriotism" (p. 58). Though advances in technology allow for access and the creation of intercultural relationships, scholars (Cushner & Brislin, 1996; Landis & Bhagat, 1996; Landis et al., 2004) argue that firsthand experiences and experimental learning through person-to-person immersion are critical in developing intercultural understanding. Ample research demonstrates the benefits of studying abroad and cultural immersion creating a paradigm shift for those teaching and learning abroad. However, study-abroad is not an option for all universities nor for all students. Incorporating the underlying philosophies of international mindedness into the existing curriculum through IB teacher preparation can provide teacher candidates with the opportunity to learn how to teach with a cultural lens, increase intercultural sensitivity, and develop the concept of international mindedness. Zahn, Sandell, and Lindsay (2007) recommend creating international learning experiences and partnerships that can facilitate teachers' development of global-mindedness.

Schools of education must find ways to prepare teachers within the context of the undergraduate curriculum, prioritizing international mindedness and increasing access for all students. One method of cross-cultural learning includes incorporating technology into

the curriculum. In a study, Merryfield (2002) found that utilizing online discussions led to an increase in cross-cultural learning and a breakdown of stereotypes. In a similar study, Zong (2002) studied the impact of teacher candidates participating in a computer-mediated international communication project. The data analysis suggested that the use of technology has the potential to improve pre-service teacher's awareness of "global issues, gaining an appreciation of other people's perspectives, and may be a motivator in teaching from global perspectives in the classroom" (p. 60).

Globally competent educators. To prepare students for success in a globalized world and develop the concept of international mindedness, teachers need to be globally competent. Scholars have identified criteria and characteristics that help to define what constitutes a globally competent teacher. In a report by the Longview Foundation (2008), a globally competent teacher should possess the following:

Knowledge of the international dimensions of their subject matter and a range of global issues; Pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping; A commitment to assisting students to become responsible citizens both of the world and of their communities. (p. 7)

Zhao (2010) calls for a "new generations of teachers" who are able to not only act as global citizens but to deliver a globally oriented curriculum. This requires both determination and perseverance to make significant shifts in philosophy, organization, and curriculum. Zhao suggests that traits of globally minded teachers are not inherent, but

rather they must be adopted in order to develop their own conceptual development and understanding.

Research demonstrates that pre-service and in-service teachers are committed to teaching students within a global context, but they need on-going support and specific training to maintain this goal. In a study, Gallavan (2008) examined teacher candidates' views on world citizenship. The survey data of 148 participants revealed that despite teacher candidates' desire to teach students to be world citizens, they indicated the field experiences and teacher education programs had not prepared them to do so and there was no consistent definition of what constitutes world citizenship. Teacher candidates need support and targeted instruction in order to develop these concepts and to teach their future students to be globally minded. In another study examining global knowledge, Holden and Hicks (2007) conducted surveys and interviews of 856 teacher candidates. The results revealed that global knowledge amongst the teacher candidates was varied depending on the context. For example, the participants had global knowledge with respect to topics of war and famine, but they knew the least about reasons for economic problems in developing worlds and human rights. This indicates that global knowledge and global awareness is wide-ranging and dependent on a variety of factors. Kirkwood-Tucker et al. (2010) conducted a study of 644 teacher candidates' global mindedness and found that specific factors such as age, foreign language skill, international experience, and membership in professional organizations were significantly correlated to global-mindedness. Teaching in an IB school is one option for educators who wish to teach with international perspectives.

International Baccalaureate Schools

Brief history of the International Baccalaureate Program. The IB was developed in 1968 in Geneva, Switzerland as a non-profit educational foundation with the initial goal of creating a pre-university curriculum for international schools that would be recognized by universities around the world. The International School of Geneva (ISA), a K-13 institution with a dual-language secondary school program, is recognized for creating the first IB Diploma Program. A group of history teachers from the school, unsatisfied with the existing curriculum, garnered support from the ISA and funding from The United Nations Educational Scientific and Cultural Organization (UNESCO) to create a set of syllabi to be used for international schools (Fox, 1985). Robert Leach, known to some as the ‘father of the International Baccalaureate,’ led the group of teachers in the development stage of the IB. One of the early goals of the IB was to help foster a sense of citizenship and international understanding amongst students (Peterson, 1972). At its inception, the program consisted of the pre-university curriculum and a set of examinations aimed at providing students with an international education. Trial exams were given to students in 1967 and the first official IB diplomas were awarded in 1968 (Hill, 2004; Walker, 2000). Today, over half of all IB World Schools are public, state-run institutions. What started as a single pre-university curriculum for international students has transformed into four unique IB programs for students grades K-12 (IB, 2013a).

The IB remains a non-profit educational foundation whose mission is to provide a high-quality education based on the principles of intercultural understanding and global-mindedness. Governed by an elected 17-member Board of Governors, the organization

has garnered a reputation for rigorous high standards, leadership in the field of international education, and encouraging students to become engaged, globally-minded citizens who are compassionate, active, and lifelong learners. The Board of Governors along with the director general are responsible for making policy, enacting the mission statement, overseeing financial management, and setting the strategic direction of the organization. The IB defines its mission statement as:

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the, IBO works with schools, governments, and international organizations to develop a challenging program of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IB, 2013a)

The International Baccalaureate Program. The IB focuses on four main areas: (1) Development of curriculum, (2) Assessment of students, (3) Training and professional development of teachers, and (4) Authorization and evaluation of schools. At present, the IB works with 4,783 schools in 152 countries serving over one million students (IB, 2017). The mission and principles of the IB are represented through the IB learner profile (see Appendix A). The learner profile is a set of ten learning outcomes and ideals for the 21st century, which serve to “inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose” (IB, 2013a). The ten aspirational qualities

of an IB learner are *inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective* (IB, 2013a). The Learner Profile attributes are the underpinning of all IB programs and are expected to be taught and used explicitly throughout school and classrooms settings.

The IB provides four models for international schools, the primary years programme (PYP), middle years programme (MYP) and the diploma programme (DP). The fourth programme, Career-related Programme (CP) was first offered in 2012 for students aged 16-19 for students who wish to “engaged in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement” during their final two years of a secondary authorized IB school (IB, 2013). For these programs, international mindedness has different applications, but the underlying framework and meanings remain the same. The PYP is offered for students, ages 3-12 and “focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside” (IB, 2013). Offered since 1997, inquiry-based learning is the leading pedagogical approach and framework for the PYP. Once a school has become authorized by the IB as a PYP school, teachers are required to undergo training if they are not already certified to teach in an IB school. Teachers are then encouraged to engage in on-going professional development through attending IB conferences, participating in online discussions, and reviewing relevant IB materials (IB, 2013c). What is unique to the PYP is that it provides a transdisciplinary curriculum that is embedded throughout and is not a stand-alone opt-in program. The program itself is defined by six transdisciplinary themes of global significance, explored

using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning (IB, 2013c). As an embedded transdisciplinary program, all teachers must undergo certification training regardless of subject or grade taught.

The MYP is designed for students ages 11-16 and provides a framework for learning that encourages students to become “creative, critical, and reflective thinkers” (IB, 2013c). This program builds upon the knowledge, skills, and attitudes developed in the PYP programme and serves as a foundation to prepare students for the rigorous academic challenges of an IB diploma. The three major concepts of the MYP are communication, holistic learning, and intercultural awareness. MYP teachers follow a standard global approach to planning units of work that arise from vertical and horizontal curriculum overviews. The IB requires that at least one teacher per subject group and the MYP coordinator is a trained IB teacher.

The DP is an opt-in stand-alone programme for students ages 16-19 and is considered by the IB to be an “an academically challenging and balanced programme of education with final examinations that prepares students for success at university and beyond” (IB, 2013c). IB diploma students choose IB certified subject courses and undergo rigorous written exams and assessment tasks as part of diploma requirements. The IB diploma is considered a “passport to higher education” (IB, 2013c) with several universities accepting the DP as equivalent to college credits. Similar to the PYP and MYP, educators who teach DP courses must undergo IB educator training.

International Baccalaureate certified educators. Through targeted professional development and training, IB certified educators worldwide set themselves apart from

other practitioners. Bergeron and Dean (2013) highlight a skill set specific to IB educators, as practitioners they:

teach students to think globally through examining a variety of global issues and encouraging an awareness of and respect for other cultures; are open to new ideas, new experiences, new cultures and changing teaching approaches; are flexible and exercise professional judgment to meet student needs and align with the IB philosophy; use pedagogical approaches that are based on concepts and inquiry in authentic contexts; collaborate in planning instructional activities and sharing resources and reflections on teaching; care for the whole student; demonstrate love for learning and teaching. (p. 62)

In addition to a standard curriculum, IB certified teachers are trained in promoting student engagement through inquiry-based teaching (Stillisano, Waxman, Hostrup, & Rollins, 2011; Twigg, 2010). Twigg puts forth that administrators need a tool to help identify teachers who can adapt to this inquiry-based structure, arguing that educators must be self-empowered, but a dialogue structure for collaboration must be in place. Siskin, Weinstein, and Sperling (2010) suggest that professional development and a supportive school is critical for successful educational reform and embracing the IB. In a case study of Texas schools implementing the IB, Stillisano et al. (2011), found that the “IB training has helped them [principals, IB coordinators, teachers] to become lifelong learners and the school to become a collaborative learning community” (p.177). Other teachers made claims that IB professional development “changed their philosophy of teaching and had given them ideas and tools to change the way they planned their lessons

and taught their students” (p. 177). IB certified educators are defining themselves with a specific set of skills.

International Baccalaureate teacher certification. At all levels of the IB program, teachers are required to have a deep understanding of the international mindedness framework and philosophy. Teacher preparation programs can play a critical role in preparing teachers to teach with an international framework. Professional educators are provided with multiple pathways to obtain IB certification and promote international mindedness in their classrooms.

The IB provides practitioners with opportunities to become trained as an IB teacher at all levels and provides on-going professional development for teachers and administrators wanting to improve upon their practice. As a global organization, the IB believes that it is imperative that practitioners develop the same understandings of the IB programmes no matter where they access IB professional development. The IB provides Category 1 workshops intended for schools that are applying for IB authorization. These workshops are for either novice or tenured educators who are interested in joining an IB school or for current teachers at a school transitioning to IB. The workshops provide program frameworks for different ages and education levels and are appropriate for teachers, counselors, administrators, and heads of school. The overarching goal of the Category 1 workshops is for IB educators to gain a deep understanding of the IB philosophy and the implementation process specific to the type of IB programme and is required for authorization. Category 2 workshops focus on the specific program delivery. They emphasize assessment, methodology, and best practices in the classroom. The IB

provides ongoing in-depth professional development through the Category 3 workshops, which help experienced educators enhance their professional portfolios. These workshops are designed for leaders and teachers in both IB and non-IB schools as a means of examining specific educational interests through an IB lens. In order to positively impact student outcomes, enhancing and improving teacher professional development is a priority of the IB. IB educators receive specific training on theoretical frameworks of international mindedness and as such are able to situate their methodology and pedagogy through a global mindedness lens (IB, 2013c). In addition to the IB workshops, practitioners can undergo IB training through recognized courses of studies at a growing network of IB recognized post-secondary institutions. The IB educator certification training is aimed at increasing teacher capacity in all areas, including international mindedness.

Answering the call to promote global mindedness, select universities across the globe offer professional development for pre-service and experienced practitioners to obtain IB training certificates. Presently, universities are able to offer two distinct certificate programs: the IB Certificate in Teaching and Learning which is designed for pre-service student teachers, new teachers, and experienced teachers, and the IB Advanced Certificate in Teaching and Learning research which is designed for experienced IB educators to delve deeply into their own IB practice and explore relevant literature.

In order for a university course to be officially recognized by the IB, the universities must be able to demonstrate that course participants will be able to gain a full

understanding and knowledge of the IB programme. The IB requests that each institution follows a set of key values in each of the IB courses with respect to the following four areas of inquiry, “curriculum processes, teaching and learning, assessment and learning, and professional learning” (IB, 2013b). The key values as defined by IB are, “supporting effective teaching and learning, communication and collegiality, innovation and risk-taking, inter-cultural understanding and respect, acknowledging diversity and multiple perspectives, and reflection and professional learning” (IB, 2013b).

The IB officially recognizes university programs and courses across 36 universities worldwide. In the United States, the 12 university institutions that are officially recognized by the IB vary in the specific program offerings leading to the IB certificate. Two U.S. post-secondary institutions have set themselves apart by offering a pathway to IB teacher certification at the undergraduate level. Kent State University in Ohio and Loyola University Chicago in Illinois are the only two universities in the US that prepare teacher candidates to become IB educators at the undergraduate level (IB, 2013; Lash, 2014; Ryan et. al, 2014). These institutions have embedded the IB certification program into their undergraduate teaching degrees.

Undergraduate university IB program. As part of a complete re-design of the teacher preparation program, Loyola University Chicago School of Education faculty created a field-based teacher preparation program spanning four years. Responding to the local demand for IB trained educators, Loyola University created partnerships with IB authorized schools for teacher candidates to receive targeted field based experiences. Undergraduate and graduate teacher candidates at Loyola can receive the IB certificate in

teaching and learning for the PYP, MYP, and the DP programs (Ryan et. al, 2014). As a Jesuit Catholic University, Loyola University follows the principles and beliefs of transformative education. As outlined in the university's strategic plan, a Jesuit education seeks

A Hunger for a Global Paradigm: Having seen the limitations and the dangers of ethnocentrism, our students want to embrace a more cosmopolitan perspective; they see very clearly that each of us dwells in many communities, from the community of our birth to the community of the human family, and we have duties to all of them. (“www.luc.edu”)

This educational mission is in line with the IB philosophy of international mindedness and the aim of developing “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IB, 2013).

Kent State University in Ohio was the first university to incorporate the IB into their undergraduate teacher preparation. Through intensive reflective inquiry, faculty in the early childhood teacher preparation program realized that their existing teacher preparation curriculum was a close match to the IB PYP teacher certificate program focusing on inquiry, backwards design, and transdisciplinary themes. Incorporating the IB teacher certificate into the early childhood teacher program serves as a means for teacher candidates, many of whom are first generation college students, to differentiate themselves from other teacher candidates upon graduation. All teacher candidates in the early childhood program at Kent State receive the IB PYP teacher training as part of their

undergraduate degree. The first class of undergraduates worldwide receiving the IB teacher training prior to embarking upon their teaching careers graduated in 2014 (Lash, 2014).

Upon completing a certification program, teacher candidates and professionals can apply to gain an IB certificate in teaching and learning in a three-step process. The steps are as follows: (1) Enroll in a course of study at an IB-recognized university, (2) Complete the IB enrollment form, and (3) Register for a certificate (IB, 2013b). The IB organization states

Students in a Graduate Continuing Professional Development course of study, for example a graduate certificate, diploma or masters program, must successfully complete an IB-recognized course of study and either hold a national teaching qualification/license or have a minimum of three years full-time professional teaching experience in a government-approved/registered school in the subject or age domain in which they intend to register for the certificate. This experience can be within an independent or private school provided the school is registered by the relevant national education authority. (IB, 2013b)

As more schools across the United States develop IB programs to prepare students for the 21st century, teacher education programs are charged with preparing internationally minded teachers who will be well suited to teach the next generation of global citizens. Regardless of whether teacher candidates pursue a career in an IB school, I argue that IB trained educators as a whole are better prepared to meet the demands of international education. The impact of integrating the IB educator certificate at the

undergraduate level will require further research. Incorporating the IB teacher certification curriculum into an existing undergraduate teacher preparation program is one method of aligning current programs with global perspectives.

Incorporating the IB teacher certificate into the early childhood teacher program serves as a means for teacher candidates to differentiate themselves from other teacher candidates upon graduation and meeting the local demand for IB certified teachers (Ryan et al., 2014).

Research on IB. Research on the IB program and its students is diverse; studies range from the perceptions of the IB program, implementation practices, IB educators, student performance and engagement, to student and district-wide outcomes, impact on teachers and students, and individual philosophies, perceptions, and dispositions. Studies (Barnett, 2013; Beckwitt, VanCamp, & Carter, 2015; Gough, 2014; Sizmur & Cunningham, 2012; State of Texas, 2010) revealed that implementing the IB PYP program has a positive impact on school culture as well as teachers' beliefs and practices. School administrators and principals attributed school-wide IB implementation to an increase in teacher collaboration, overall team planning, and teacher engagement. In these studies, the schools also reported an upturn in both horizontal and vertical alignment as well as increased collaboration amongst teachers and IB coordinators. Research on IB program implementation reveals benefits from participating in IB programmes including overall favorable perceptions of students enrolled in the programs (Barnett, 2013; Beckwitt et al., 2015; State of Texas, 2010). The studies indicated that IB students can be described as more confident, responsible, and possess an increased

commitment to learning. Additionally parents/guardians perceived a positive distinction between IB and non-IB students. The teachers and parents of IB students in the studies reported an increase in student motivation and the development of critical thinking skills as well as an overall increase in the IB students' global and cultural awareness (Barnett, 2013, Beckwitt et al., 2015; State of Texas, 2010). IB students were also found to have favorable perceptions of the IB program, positive feelings toward the school, and high levels of autonomy regarding classroom pedagogy. MYP and DP students perceived the IB program to be more rigorous when compared to non-IB programmes (Pushpanadham, 2013; Sizmur & Cunningham, 2012; Wade & Wolanin 2013). However, IB implementation can lead to perceptions of preferential treatment and increased tensions within a school community. Negative impacts of implementation include discrimination and envy from non-IB teachers, perceptions of preferential treatment for IB teachers and students, and strained relationships between IB and non-IB teachers in the early stages of implementation. Additionally, there is a perception of an 'internal class system' where schools have made structural accommodations for the DP program (Barnett, 2013).

Other studies (Barnett, 2013; Beckwitt et al., 2015; Gough, Sharpley, Vander Pal, & Griffiths, 2014; Pushpanadham, 2013; Sizmur & Cunningham, 2012; State of Texas, 2010) reveal distinguishing features of IB program and curriculum as described by IB teachers and parents/guardians of IB students. Perceptions include a global significance, development of international mindedness, a focus on high level of student engagement, student autonomy, and increased motivation, developing independent thinking, active inquiring, and a holistic pedagogical approach. In addition, IB programs are considered

prestigious when compared to non-IB programs (Barnett, 2013; Beckwitt et al., 2015; Gough et al., 2014; Pushpanadham, 2012; Sizmur & Cunningham, 2012; State of Texas, 2010).

The Development of International Mindedness

Defining international mindedness. International mindedness is a frame of mind, a deep understanding that we are part of the greater global community, and the belief that individuals have the capacity and responsibility to bridge social and cultural differences. Despite the absence of a universal definition (Cause, 2011) it is generally accepted that international mindedness reflects cosmopolitan values, global citizenship (Doherty, Luke, Shield, & Hincksman, 2012), and a specific set of competencies, understandings, awareness, and actions. International mindedness embraces critical knowledge and is the goal of international education (Cause 2011; Harwood & Bailey 2012; Hill, 2007). Originally coined by the former director of the IB Ian Hill, the concept of international mindedness has become an essential philosophical underpinning of the IB programs. The IB Programme Standards and Practices policy document requires that all IB accredited schools acknowledge the important role that both holistic education and international mindedness play in curriculum development. From a broad perspective, international mindedness is defined as an awareness and recognition that other people, communities, and cultures are significant. The definition of international mindedness has evolved and changed but consistent is its reflection of a unique set of skills, dispositions, and actions that are deemed integral to becoming a model citizen. Hill (2012) says this about international mindedness:

international mindedness is also a value proposition: it is about putting the knowledge and skills to work in order to make the world a better place through empathy, compassion, and openness - to the variety of ways of thinking which enrich and complicate our planet. (p. 246)

Civic-mindedness is broadly defined as the inclination to take action and meet a community's need (Billig & Good, 2013). This definition is distinct from international mindedness because the focus is on meeting the immediate needs of the community rather than a focus on interdependence valuing outward actions as articulated in definitions of international mindedness. Other scholars (Skelton, Wigford, Harper & Reeves, 2002) assert that having an international perspective includes both an understanding beyond one's nationality as well as an understanding of interdependence amongst peoples. This idea is consistent with previous definitions of international mindedness, prioritizing interdependence within the classroom, communities, and nations. Internationally minded individuals reflect their attitudes, perceptions, and values outwardly through actions and behaviors. This might include volunteering, making monetary contributions to world service organizations, seeking out information about current events and the political climate, and learning about various cultures. Duckworth, Levy, and Levy (2005) put forth that an internationally minded individual implicitly believes that the actions of one person can make a difference. IB schools and those who promote international mindedness must include specific language in mission statements and an explicit plan for how this philosophy is embedded throughout the curriculum. Without such a structure, international mindedness is nothing more than a lofty goal.

The IB's mission in action (the learner profile) describes the attributes and outcomes of education for international mindedness, yet many IB educators do not have a clear definition or understanding of this philosophy. In her thesis on making sense of international mindedness, Rodway (2008) found that the majority of the IB teachers in her study were unfamiliar with the Learner Profile document and did not mention its influence on their conception of international mindedness in the DP classrooms. Again we see widespread interpretations of and even perhaps misrepresentations of the learner profile. The IB provides the Learner Profile document to specifically outline and explicate the characteristics of international mindedness, however, many IB educators do not use the resource. The Learner Profile represents the IB mission statement in action with 10 attributes valued by all IB world schools. The learner profile attributes are as follows: inquirers, knowledgeable, open-minded, caring, thinkers, risk-takers, communicators, balanced, principled, and reflective (IB, 2012). There is a need in IB professional development to devote significant time to articulating this concept of international mindedness and further train teachers how to foster it and interweave it in their instruction.

Teaching international mindedness. International mindedness is an abstract concept with an evolving and changing definition. As a result, teachers may find it difficult to translate their understanding of this concept into practice. In a study focusing on the enactment of international mindedness in the IB DP in Hong Kong, Lai, Shum, and Zhang (2014) revealed a set of challenges teachers faced enacting this concept. The challenges included the teachers' educational experiences, pedagogical beliefs, and their

own interpretations of international mindedness. The participants were found to use several strategies to enhance the “perceived compatibility and relevancy of international mindedness in the curriculum. Strategies included balancing educational approaches and curriculum demands, enhancing communication with the school community around international mindedness, and providing school-based on-site training and monitoring” (p. 15). The researchers recommend providing support for teachers and identifying models and pedagogy that are specific for their particular teaching contexts. Professional development or coursework designed to help educators teach for international mindedness is one method of accomplishing this goal. In a similar study, Doherty and Mu (2011) found great variance in IB DP teachers’ interpretation and enactment of international mindedness. Some teachers interviewed believed that international mindedness would develop naturally through the specific content areas subjects, whereas other teachers focused on pedagogical practices including critical inquiry and student reflections. Still, other teachers interpreted the concept as one that could be taught through international experiences and transnational student communities. This research shows three distinct interpretations of how teachers enact and teach international mindedness within the same IB DP school. Other studies of IB DP teachers (Gigliotti-Labay, 2010) found that teachers’ enactment of international mindedness was “most often superficial and reflected a ‘travelogue approach’ towards international mindedness” (p. 84). Incorporating curricular activities relating to cultures, clubs, and learning events were the best approaches for integrating international mindedness in the classroom (Gigliotti-Labay, 2010). What is needed is a focused, explicit curriculum and professional

development specific to understanding these core values of the IB and how to enact it in the classroom. Not only are teachers inconsistent with enactment of international mindedness, other studies have found that it is not given priority in the lesson planning and developing stages of the IB DP programs (Rodway, 2008). Tarc and Beatty (2012) found that IB DP students were unaware of international mindedness as a goal of an IB education and some teachers did not perceive the significance of this concept in their instruction and pedagogy. Lai et al. (2014) suggest that international mindedness in the IB DP is still compartmentalized by subjects. The current research suggests that there are several factors impacting teachers' enactment of international mindedness within the IB program. These factors include teachers' pedagogical beliefs, educational experiences, context and nature of the subject matters, perceptions, the role of teachers and support, broad definitions of international mindedness, and lack of support in the school (Gigliotti-Labay 2010; Halicioglu, 2008; Hayden & Thompson, 1996). The research on the importance of teaching international mindedness is overwhelmingly positive, however the studies that analyze the direct instruction/teaching of international mindedness suggest that it is challenging and teacher candidates are not fully realizing it as a critical component to an IB education. For this reason, prioritizing this training at the undergraduate level can provide the designated time and space to teach and develop this concept amongst teacher candidates.

Researching and studying international mindedness. Research seeks to understand former and current IB students' development of international mindedness. Perhaps one of the most widely used instruments for measuring international mindedness

comes from Hett's (1993) Global Mindedness Survey (GMS). Hett argues that the goal of global education in the United States is to "foster a sense of global belonging through lessening ethnocentrism, increasing knowledge of other cultures and promoting a concern for the global ecosystem" (p. 1) yet there is limited research on programs whose goal is the development of international mindedness. Hett defines global mindedness as "a worldview in which one sees oneself as interconnected to the world community and feels a sense of responsibility for its members which is reflected in attitudes, beliefs, and behaviors" (p. 143). Within this definition, Hett identifies five dimensions of global mindedness:

1. Cultural Pluralism: An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accomplished by taking pleasure in exploring and trying to understand other cultural frameworks.
2. Efficacy: A belief that an individual's actions can make a difference and that involvement in national and international issues is important.
3. Global Centricism: Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric standards.
4. Interconnectedness: An awareness and appreciation of the interrelatedness of all peoples and nations, which results in a sense of global belonging or kinship with human family.

5. Responsibility: A deep personal concern for people in all parts of the world, which surfaces as a sense of moral responsibility to try and improve conditions in some way. (p. 143)

The GMS was developed to evaluate the effectiveness of attempts to develop a global worldview in university students including the possibility that it is possible to teach from a global perspective. (Hanvey, 1982; Hett, 1993). The GMS is a 30-item survey using a five point Likert-type scale that is intended to measure behaviors, attitudes, and values related to the development of global mindedness (Hett, 1993). The GMS has been replicated through various empirical studies examining global mindedness for university faculty, administrators, and undergraduate students (Duckworth et al., 2005; Gillian, 1995; Smith, 2008). Duckworth et al. (2005) conducted a study of pre- and in-service teachers that included an analysis of beliefs about teaching and learning with a sense of international mindedness. Kirkwood-Tucker et al. (2010) used the GMS to examine the degree of world mindedness amongst 644 undergraduate secondary and elementary teacher candidates across five public universities. They used the GMS to score the participants and found outcome variables that significantly related to higher scores on the survey, “the ability to speak two or more languages, taking courses with a global orientation, high grade point average, progressive political orientation, country of birth outside of the United States and similar to previous findings - female gender” (p. 20).

Other studies have focused on stakeholders’ understanding of international mindedness as a facet of the IB program. In one study, Wright (2015) interviewed former IB students and found that participants who had attended international schools “found it

difficult to separate the influence of the IB programme from the overall ethos of their school or the international environment in which they were studying” (p. 17). The researcher claimed that the former IB students attributed the IB programme to the development of international mindedness. Wright suggests that curriculum, cultural diversity, administration, and the vision and ethos of the school impacts its ability to promote international mindedness. One major finding from this study revealed, “the capacity for critical thinking was acknowledged in many participants’ accounts of international mindedness as pivotal in the shaping their understandings of history, politics, culture, and their place in the world” (p. 3). The participants discussed international mindedness beyond the theoretical concept and referred to the practical effects and the impact on their working lives. The students referred to specific dispositions such as “understanding of cultural difference, the capacity for analytical and critical thinking, the development of high-level written skills, and the acquisition of foreign languages” (p. 3) that were directly influenced by IB. In another study, Stevenson, Thompson and Fox (2014) investigated how IB MYP students developed open-mindedness (one of the learner profile attributes), something they describe as central to the development of international mindedness. In their mixed-method design, they used a questionnaire and school visits to identify the schools’ practices on implementation of international mindedness. The results of the study furthered the notion that the concept of open-mindedness, like international mindedness, is a complex concept with a unique set of challenges for those trying to develop the attribute in the classroom. They conclude that with the IB curriculum, “open-mindedness has a dual dimension in

that it combines both a commitment to international mindedness with the pursuit of open-mindedness as an intellectual virtue” (p. 2). The authors recommend a more multi-modal approach to studying the development of international mindedness integrating the dual dimensions within the learner profile. The researchers argue that “developing a more nuanced understanding of open-mindedness amongst teachers may help them to better identify and exploit opportunities to develop open-mindedness amongst students as they present themselves in the curriculum” (p. 3). This study furthers the argument that the enactment of international mindedness as well as the learner profile attributes is impacted greatly by the teachers’ own conceptual development and understanding of these concepts. Schools of education incorporating the IB teacher certification as well as professional development specific to the IB teacher certification should include unique courses or program models focused on the teachers’ understanding and development of these concepts.

Research surrounding IB programs focuses on IB students’ understanding of international mindedness at the school level, often through self-reporting, personal interviews, and surveys. Sriprakash, Singh, and Jing (2014) conducted a study interviewing IB partners, teachers, and students at six IB schools in Australia, China, and India. This study centralized the correlation between international mindedness and the role of service. The results indicated that participants viewed service as the “practical implication of international mindedness” defining an individual as internationally minded if they participated in community service” (p. 35). This research provides a practical application for integrating international mindedness into the curriculum. The IB students

who participated in service learning in their IB programs revealed a personal and ongoing commitment to service in their future careers. The results of this study help those responsible for enacting and promoting international mindedness in the curriculum with a tangible and practical connection to the theoretical concept. Sriprakash et al. revealed a variance across school contexts depending on the level of commitment from teachers, the school culture, and the level of integration and promotion across school activities. They found higher levels of perceived international mindedness when the schools “embedded international mindedness into their long-term strategies by clarifying and supporting the place of international mindedness in relation to the school’s curricular planning” (p. 5). Wright (2015) furthered this claim arguing that the individual IB school’s philosophy and culture play a significant role when integrating international mindedness. Walker (2013) furthers this adding that if teachers are expected to prepare students to live and work in globalized contexts, they, too, should be able to “demonstrate the values and understandings necessary to manage the imperatives of a globalized world: diversity, complexity, sustainability and inequality” (p. 23).

International mindedness is the theoretical underpinning of the IB program. IB PYP students are taught to *be* internationally minded through a set of dispositions and actions outlined in the learner profile. While a uniform definition of international mindedness does not exist, what is clear is an understanding that individuals are a part of a greater global community to which there is a social obligation. In the IB community, teaching this concept requires professional development and targeted IB educator certification. Research suggests that although IB educators regard teaching international

mindedness as important, they lack the confidence, skills set, and curricular materials to do so. There is considerable research focusing on IB students' development and understanding of international mindedness, however, there is scant research available on the IB *teachers'* own understanding and autonomy with the concept.

Theoretical Framework

Developing global awareness through IB teacher certification is part of a process whereby individuals acknowledge how one's own culture can influence and provide a lens through which individuals approach teaching and students. A sociocultural theory is an appropriate foundation for this research because the focus is on how the learner (teacher candidates) is developing global awareness (the learning) through interactions and collaboration in the classroom prior to working in the field. Sociocultural theory states that learning is a product of the interaction between the individual and the social contexts (Vygotsky, 1987). Vygotsky argued that learning is primarily social and mediated by others; learning is considered a process "that involves direct transmission of knowledge through the unique interaction of the individual and the specific social context" (Monzó, & Rueda, 2006, p. 192). Current applications of this theory emphasize coparticipation, cooperative learning, joint discovery, and teachers' co-construction of knowledge (John-Steiner & Mahn, 1996). Using this theoretical framework, I argue that the context in which future teachers learn about international mindedness (in the undergraduate course in this example) has a significant impact on how individuals begin to understand and internalize these concepts. The social learning environment of an undergraduate in-person course provides individuals with a platform with which to

discuss and develop the concepts of international mindedness, global awareness, and social justice.

International mindedness is intrinsically both a social and cultural construct focusing on the notion that all individuals are part of a greater, global community. Incorporating an IB teacher certification curriculum demands that teacher candidates engage in ongoing self-reflection and examination of themselves as social, political, and cultural beings. Learning how to teach with an IB framework requires that the candidates gain an implicit and often explicit understanding of globally competent teaching. This concept of international mindedness and globally competent teaching is situated within a sociocultural framework. As Monzó and Rueda (2008) describe, a sociocultural framework “advocates for the comparison of cultural practices across contexts and the analysis of social transitions as they mediate learning” (p. 201). Rogoff (1995) argued that understanding others’ cultural norms requires a study of one’s own culture and self-exploration. Zapata (2013) argued that the “sociocultural attitudes and beliefs [teachers] bring to the learning environment will directly impact their interactions with students” (p. 780). Incorporating the IB teacher preparation curriculum at the pre-service teacher level provides the opportunity for an entire course devoted to learning, discussing, and incorporating the curriculum as opposed to an in-service or a stand-alone workshop for practitioners. This model provides undergraduates with a context to learn about international mindedness, as well as how to teach it, in a group setting.

Scholars have put forth the notion that in order to connect with and understand their students, teacher candidates need to examine their own sociocultural identities

(Banks, 2008; Zeichner & Hoefft, 1996). It is critical that teacher candidates become aware of and understand how their own cultures and backgrounds provide a lens through which they perceive the behaviors, social interactions, and learning of their students (Lucas & Villegas, 2011). Lucas and Villegas argue that future teachers must possess and expand their sociocultural consciousness in order to connect with and teach their students. They define social consciousness as “an understanding that people’s way of thinking, behaving, and being are deeply influenced by factors such as race/ethnicity, social class, and language” (p. 21) and argue that without this understanding teachers are “unable to cross the sociocultural boundaries that separate too many of them from their students” (p. 22). It is important for future teachers to explore how social inequalities are perpetuated in a school and the teachers’ role in challenging such inequalities *prior* to working in the field so they are aware of the impact their social identities have on the classroom context. Zapata (2013) uses Bryan and Atwater’s (2002) research to argue that there is a critical need for future teachers to examine their own beliefs to avoid perpetuating negative cultural stereotypes within the community. In line with sociocultural theory, an exploration of international mindedness centralizes the learner (the teacher candidates) and aims to bring to the foreground the learners’ understandings of how their own beliefs and culture can influence their teaching practice.

Scholars have used attribution theory to study global mindedness and global education. Attribution theory addresses how individuals explain events that are taking place in their lives (Bruning, Schraw, Norby, & Ronning, 2004). Carano (2010) used this theory to determine the “causes to which a global educator may attribute his or her

acquisition of global mindedness” (p. 6). In his research, Carano argues that teacher education programs can gain valuable insights for curriculum planning if the teachers attribute their development of global mindedness to a specific university course in which they participated in cultural discussions and challenged their own perceptions. This dissertation focuses on exploring the undergraduate teachers’ conceptual development of international mindedness within the context of the IB aligned university courses. The primary focus is exploring students’ perceptions and knowledge of this concept rather than attribution.

Summary

Incorporating the IB teacher certification curriculum into an existing undergraduate teacher preparation program is one method of aligning current programs with global perspectives. Kent State University in Ohio and Loyola University Chicago are the only two U.S. universities that currently provide the IB teacher training and certification as part of an undergraduate teaching degree (Lash, 2014; Ryan et al., 2014). These two universities are pioneering the way in which teachers will prepare students for the 21st century. Through intensive reflective inquiry, faculty in the early childhood teacher preparation at Kent state program realized that their existing teacher preparation curriculum was a close match to the IB Primary Years programme teacher certificate program focusing on inquiry, backwards design, and transdisciplinary themes. As part of a complete re-design of the teacher preparation program, Loyola University Chicago created partnerships with IB authorized schools in order for teacher candidates to receive targeted field-based experiences while simultaneously earning an IB teacher certificate.

Incorporating the IB teacher certificate into the early childhood teacher program serves as a means for teacher candidates to differentiate themselves from other teacher candidates upon graduation and meeting the local demand for IB certified teachers (Ryan et al., 2014).

Incorporating the IB teacher certificate training at the undergraduate level as a curriculum reform has the potential to inform and impact teacher candidates' understanding and development of international mindedness. In developing this global awareness within an internationally minded framework, teacher candidates become critically self-aware and examine how their own privilege and access impacts the lens through which they teach. An IB teacher certification curriculum has the potential to impact teacher's self-awareness and global consciousness. I argue that by virtue of taking courses in how to explicitly teach an IB curriculum, teacher candidates are implicitly gaining valuable knowledge and becoming more internationally minded. As teacher candidates are learning how to teach concepts of global awareness through the IB curriculum, they are also provided with a critical lens to view their own teaching practice and developmental understanding of what is meant by a global education. Recognizing the social construction of culture and its influence on one's own interpretations of the world, teacher candidates will be able to better understand the manner in which culture has the potential to shape perspectives of others and the learning process.

With this concept in mind, I analyzed the literature surrounding the "need" and call for global education. There is a current trend in U.S. schools to "prepare students for the 21st century" and to incorporate global perspectives; however, the research

demonstrates that there is not much consensus as to how this is enacted. Even within the IB, there is no uniform definition for what educators mean by a “global education” or preparing students for 21st century. Schools are working to define global education, and institutions of higher education are re-designing teacher preparation programs to incorporate global contexts. I believe that taking courses where the students are learning how to write transdisciplinary units incorporating global themes and social justice dispositions better prepares teacher candidates to teach regardless of whether they go on to teach in an IB school. Some teacher preparation programs are resorting to stand-alone courses on global education that are often disjointed and do not incorporate concepts of international mindedness with practice. It is critical for teacher candidates to learn how to incorporate issues of social justice and global awareness into their practice, and the IB teacher certification curriculum has the potential to do just that. There is a notable difference in taking a university education course that focuses on concepts of international mindedness and a course that focuses on *teaching* international mindedness. Learning how to teach an IB curriculum requires incorporating concepts of international mindedness *into* practice.

CHAPTER III

RESEARCH METHODOLOGY

This dissertation continued the exploration of the concept of international mindedness, highlighting one particular group of students, pre-service teachers. The purpose of this study was to explore the concept of international mindedness as it develops in teacher candidates enrolled in coursework leading to the IB educator PYP certification. Extant research examines the development of international mindedness via the learner profile, with the focus primarily on the IB DP students and learning outcomes. Research surrounding teacher candidates' conceptual development and perception of international mindedness is limited. This research aimed to fill a void and explore how this concept is realized in adult students, specifically teacher candidates. More empirical research is needed to examine pre-service teachers' levels of international mindedness, global awareness, and intercultural competence. To this end, the following research questions guided this phenomenological study:

1. Do teacher candidates develop an understanding of international mindedness?
 - a. If so, what does this understanding look like?
2. How do teacher candidates make meaning out of their lived experiences in the teacher preparation program leading to IB certification?
3. What beliefs do the teacher candidates hold about teaching in global contexts?

- a. What elements of coursework do the students identify as promoting their conceptual understanding of international mindedness?

Following a qualitative model, this study explored the way in which the concept of international mindedness is developed amongst teacher candidates. Additional consideration was provided for how undergraduate teaching and classroom ecologies can better support teacher candidates.

Research Design

This qualitative research design employed a phenomenological approach. In qualitative research, studies prioritize context and interpretations of particular points in time (Merriam, 2009). Patton (1985) explains that qualitative research:

is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting-what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting....The analysis strives for depth of understanding. (as cited in Merriam, 2009, p. 5)

Another characteristic of qualitative research is the role of the researcher. In qualitative research the researcher is responsible for data collection and analysis. The inquiry is richly descriptive (Merriam, 2009). Creswell (1998) identified five “traditions” within qualitative research – biography, phenomenology, grounded theory, ethnography and

case study. Phenomenology underpins all qualitative research as a school of philosophical thought focusing on the essence of an experience (Merriam, 2009).

Phenomenology in qualitative research has its origins in the school of philosophy and beliefs associated with twentieth-century German philosopher Edmund Husserl (Merriam, 2009). With its roots in philosophy and psychology, this research design typically involves collecting data in the form of interviews where the researcher describes the lived experiences of individuals (Giorgi, 2009, as cited in Creswell, 2014; Moustakas, 1994). Phenomenology prioritizes a focus on “the experiences itself and how experiencing something is transformed into consciousness” (Merriam, 2009, p. 24). Therefore, one can only understand a particular phenomenon by describing it exactly as they appear in an individual’s consciousness (Willis, 1999). As Patton (1990, as cited in Merriam, 2009) described, phenomenological research is based on:

the assumption that there is an essence or essences to shared experience...The experiences of different people are bracketed, analyzed, and compared to identify the essences of the phenomenon, for example, the essences of loneliness, the essence of being a mother, or the essence of being a participant in a particular program. (p. 7)

The role of the phenomenological researcher is to depict as purely as possible the essence of the participants’ lived experiences from the point of view of those who experience it, thus arriving at the *essence* of the phenomenon (Groenewald, 2004; Merriam, 2009; Willis, 1999). The phenomenological researcher must “temporarily put aside, or ‘bracket,’ personal attitudes or beliefs about the phenomenon” (Merriam, 2009,

p. 7). I chose a phenomenological approach for this study because phenomenology “begins with the assumption that multiple realities are rooted in subjects’ perspectives” (Ary, Jacobs, Razavieh, & Sorensen, 2006, p. 33). Phenomenology is unique from other qualitative approaches in that the “subjective experience is at the center of inquiry” (p. 461). Husserl (as cited in Groenewald, 2004) argued that individuals “can be certain about how things appear in, or present themselves to, their consciousness” (p. 4). In line with this thinking, employing a phenomenological perspective for this study allowed for the data to stem from the perspective and experience of the individual teacher candidates.

A phenomenological approach is consistent with sociocultural theory, which provides researchers with a more informed and in-depth understanding of motivations that cause a person or persons to behave, act, and think in a particular way. In describing the participants’ lived experiences, I utilized a sociocultural framework to highlight how the concept of international mindedness developed through interactions and collaboration in the classroom. Sociocultural theory provided a conceptual starting point for this research as a means of understanding the teacher candidates’ experiences and development of international mindedness. In his dissertation, “Tensions in Developing International Mindedness in International Baccalaureate School,” Poonosamy (2014) drew upon sociocultural theory as a conceptual base to investigate IB DP students’ understanding and experiences of international mindedness. In his case study research, he used sociocultural perspectives to explore the participants’ understanding of themselves within the contexts of where they live and study as well as their understanding and development of international mindedness. Stemming from the

literature (Chick, 2002; Hall, 1997), Poonoosamy (2014) furthers the notion that cultural identities are informed by values, families, upbringings, and backgrounds. Therefore, the development of international mindedness is informed by the social and cultural contexts. For this study, he used four dimensions of sociocultural theory including culture and sets of cultural practices, institutionalized practices, societal standards and practices, and historical factors (Bourdieu & Passeron, 1990; Cole, 2012; Dirlík, 1994) following Wertsch and Toma's (1995) analysis of how behavior and mental functioning relates to institutional and cultural contexts. Poonoosamy (2014) used the theory to describe how the context (the school setting) shaped the way the DP students interpreted and generated ideas about international mindedness.

Developing international mindedness is part of a process whereby individuals acknowledge how one's own culture can influence and provide a lens through which individuals approach teaching and students. International mindedness is both a social and cultural construct focusing on the belief that all individuals are part of a greater, global community. In line with sociocultural theory, the design of this study centralized the learner and aimed to bring to the foreground the learners' understandings of how their own beliefs and culture can influence their teaching practice. This research focused on how using an IB curriculum framework prepares teacher candidates to be global citizens, teach with a global perspective, and come to develop international mindedness. Current applications of sociocultural theory emphasize coparticipation, cooperative learning, joint discovery, and teachers' co-construction of knowledge (John-Steiner & Mahn, 1996). In line with this framework, I argue that the *context* (in this example the undergraduate in-

person courses) in which individuals learn about international mindedness has a significant impact on how individuals begin to understand and internalize these concepts. Cole and Engeström (1993) and Lantolf and Thorne (2000) discuss the view that sociocultural theory stresses the understanding of the identities, beliefs, attitudes, and social practices of individuals within a particular context as constructing their identities. Rogoff (2003) contends that individual development can be impacted by learners' "collaboration and relationships with others and the cultural, institutional, historical factors, community or cultural or contextual focus of analysis, affects their development" (p. 158). The social learning environment of an undergraduate in-person course provides individuals with a platform for such collaboration where students can explore the concepts of international mindedness, global awareness, and social justice. The goal of phenomenology is to explain an experience from the perspective of the individuals living in it, in the purest form possible. The data collection and data explication procedures of this dissertation embrace the phenomenological research approach.

Participants

This research focused on one subject group: teacher candidates. Purposeful sampling was used to ensure the individuals had experience with the phenomenon that was being studied (Patton, 2002). The participants were recruited from a pool of 26 current School of Education seniors and recent graduates. Accordingly, the participants who were selected met the following criteria: (1) seniors enrolled in the School of Education working towards a degree in elementary education or recent graduates with a degree in elementary education; (2) successful completion of program requirements of

the teacher preparation program leading to the IB certificate in teaching and learning in the PYP; and (3) and successful completion of a field-placement module teaching and observing in an IB PYP programme. Participants who completed the PYP educator certificate online or through alternative means were not included. The first criterion was vital to the research proposed in the study, emphasizing the new context of the participants, the university classroom. The second and third criterion emphasized the importance of the PYP placement. Teacher candidates working towards the IB teacher certificate in teaching and learning in the MYP and the DP were excluded from this sample. The IB sets forth that a PYP school is one that regardless of location, size, or constitution, strives towards developing an internationally minded person. The PYP program is underpinned by the following six common transdisciplinary themes around which all curriculum and learning takes place: (1) Who we are, (2) Where we are in place and time; (3) How we express ourselves, (4) How the world works, (5) How we organize ourselves, and (6) Sharing the planet. Therefore, all certified PYP educators share the responsibility of teaching and planning the transdisciplinary units, thereby promoting and embedding the IB philosophy of international mindedness throughout the curriculum. The MYP programme differs in that the curriculum shifts from transdisciplinary to that of interdisciplinary. Contrary to PYP and MYP programs, DP programs can stand alone within a traditional high school setting (IB, 2017).

The participants were recruited, some referred by professional acquaintances and others through the university's secure email server. Participants were emailed an invitation to participate in the research and offered a gift card incentive for their

participation in the study. When participants expressed interested in the study, they were furnished with informed consent documentation, the Hett Global Mindedness Survey (1993) to complete, and interviews were arranged. On the day of the interview, the study was explained as well as the participants' role and responsibilities. In qualitative research, the aim is to reach saturation of information (Seidman, 2006). In a phenomenological study, a sample size of eight to ten participants is considered an appropriate sample size to accomplish this goal (Merriam, 2009). In the end, the participant group was comprised of seven teacher candidates who fit the inclusion criteria.

Setting

The study took place in Chicago, Illinois. The location was chosen based on convenience for the students currently enrolled in the university. Participants were given the option of participating at the school campus, at a location of convenience, or using video-conferencing software. Web-based interviews were offered for all participants who preferred this method of communication and to account for participants who may have relocated.

Data Gathering and Instrumentation

To understand the experience of the teacher candidates, I conducted in-depth phenomenological interviews as described by Seidman (2006). Prior to the interviews, each participant was given the Hett Global Mindedness Survey (GMS) (1993) to complete and return with the consent form. This 30-item survey uses a five point Likert-type scale that is intended to measure behaviors, attitudes, and values related to the

development of global mindedness. The GMS provides a score ranging from 30-150 where a higher score indicates a higher level of global mindedness (Hett, 1993). The survey has been replicated through various empirical studies examining global mindedness for university faculty, administrators, and undergraduate students (Duckworth et al., 2005; Gillian, 1995; Smith, 2008).

The survey was administered to help frame the participants' thinking prior to the interview and to provide a means of personal reflection and assessment of their global mindedness using a common protocol. The assessment scores were not explicitly used in the analysis phase of the study. The participants reflected on their own GMS score as part of the in-depth interview. Table 1 below reveals the total score for each participant. The scores from the GMS ranged from 99-140.

Table 1

Results of Hett Global Mindedness Survey

Participant	Pseudonym	Score
Participant 1	Maria	123
Participant 2	Rachel	128
Participant 3	Noelle	128
Participant 4	Kate	125
Participant 5	Claire	140
Participant 6	Hannah	107
Participant 7	Jane	99

Each participant in this study was interviewed and the data was audio recorded and later transcribed. All participants were interviewed once using the same format. DiCicco-Bloom and Crabtree (2006) suggest that a single interview may be preferred when the topic being explored can be analyzed in a single interaction. The participants were willing to be interviewed once, however, scheduling and recruiting multiple interviews was not feasible per the participants' requests and availability. Follow-up interviews were scheduled providing an opportunity for clarification, reflection, and further analysis. I utilized a semi-structured interview to allow participants the opportunity to describe their experience and allow them the opportunity to make sense of the phenomenon. Semi-structured interviews contain a combination of specific questions determined ahead of time and less structured questions (Merriam, 2009). The interviews also included open-ended questions as proposed by Moustakas (1994) and the questions were used flexibly (Merriam, 2009). The time frame for all interviews was approximately four months, allowing time to for follow-up interviews or questions. Siedman (2006) recommends a 90-minute interview; the length of time for each interview was approximately 60-90 minutes. This was done based on the practicality of scheduling and ability to participate in an in-depth conversation for the duration of time. The interviews provided insight into the teacher candidates' sociocultural attitudes and beliefs that they bring to the learning environment. The questions that guided this research are listed in the interview protocol (see Appendix B).

Data Collection Procedures

As a researcher, it was imperative that I provided an appropriate space and designated time for participants to share their experiences. During a qualitative interview, Kvale (2006) suggests that the interview is an opportunity for the researcher to understand the experience from the subjects' point of view and a conversation with a mutual theme. In line with this thinking and due to the potential sensitivity and nature of the interviews, I was purposeful in the manner in which the data was collected.

Following the submission of consent forms, interviews were scheduled during late Summer for the recent graduates and Fall 2017 for seniors. Participants had the option to meet in-person or to participate using a video-conferencing platform. Interview data was collected in two forms, the first of which was a digital on-line audio recorder. I utilized the video conferencing tool, Zoom, to audio record the interview; this afforded the ability to record each utterance as well as the chance to refer back at any point in the analysis. Interviews were paced approximately one week apart.

The secondary medium for interview data collection was note taking. Note taking is valuable as it can slow the pace of the interview, allowing time for the participant to think through responses and facilitate researcher analysis. Another benefit of note taking is the ability to highlight particular phrases/comments and to capture my own perceptions during the interview. The notes serve as a supplementary source of information and were intentionally left to a minimum so as to not interfere with the two-way dialogue. A final piece of data was the GMS. The participants were emailed a blank copy of the GMS and asked to return the completed survey via email prior to the scheduled interview. All data,

documents, and any other information pertaining to each participant was kept a password-protected file on the researcher's computer. The files will be kept for a period of five years.

Data Analysis

As Merriam (2009) describes, in qualitative research the data analysis and data collection are simultaneous, allowing for the researcher to “make adjustments along the way...and to ‘test’ emerging concepts, themes and categories against subsequent data” (p. 14). In phenomenological studies, specific techniques such as bracketing and epoche are utilized to analyze experiences. The data explication followed this procedure recommended by phenomenological qualitative researchers (Creswell, 2012; Merriam, 2009; Seidman, 2006) to organize and explain the phenomenon:

1. Horizontalization - I looked for questions and statements that explained the experience of the participants.
2. Clusters of meaning - I categorized significant statements that resulted from the horizontalization stage and developed themes.
3. Textural description - I described in writing the experience of the participants.
4. Structural description - Using the textural description, I explained how the specific context could affect the experience of the phenomena.
5. Composite description - Here, I combined the textural and structural descriptions centralizing the *essence* of the experiences of all participants.

The aforementioned steps informed the coding and interpretation of the data. The coding was completed via a web-based application. The results of the GMS were calculated by the researcher and the results are included in Table 1.

Validity

Issues of validity in qualitative research are not without controversy (Maxwell, 1992; Merriam, 2009; Seidman, 2006). Threats to validity can be resolved through authenticity, trustworthiness, and member checks. For authenticity to occur, I modeled openness in my dialogue with the participants. Utilizing a dialogue model allowed for a more authentic and natural conversation, rather than a strict set of questions and answers. During the interview, I shared my own experiences as an IB teacher along with my qualifications and background in an attempt to gain trust through openness. During the interviews, I used member checks (Merriam, 2009) to ensure that my findings were reflective of the participants' experiences. This involved summarizing interviewee's statements after a response to make sure I was accurately interpreting the participants' voices. These checks occurred approximately two to five times per interview if I had a question regarding a response, if I wanted to re-state for clarity, or after a particularly lengthy response. Validity was also met with the use of the digital audio recordings of the interviews.

Methodological Considerations

Qualitative research offers the opportunities for researchers to focus on how individuals construct their own worlds and how they interpret their own experiences allowing for them to extract meaning from their personal experiences (Merriam, 2009).

This limits the application of the study's finding to other situations. Merriam states that generalizability in a qualitative study is often considered as a limitation due to small sample sizes and the inability to make predictions about comparable populations. This study poses a risk to the generalizability of the findings as it will detail the experiences of a single group of participants, that of the teacher candidates from one university. This research took place with a targeted population and a specific sample size. Though the sample size was small, it satisfied the recommendations for phenomenological studies. In addition, I offered rich, thick descriptions of the participants' experiences in addition to detailed descriptions of the findings.

Ethical Considerations

As an adjunct professor, I have taught and helped to write curriculum for the IB teacher certification program. However, none of the participants in this study were students of mine, past or present. I obtained consent from the participants and they were reminded at the onset of the interviews that their participation is voluntary. I used pseudonyms when discussing this research and in writing as to protect the confidentiality of all participants. All digital materials and documentation collected were stored on a password-protected file when not in use.

CHAPTER IV

DATA EXPLICITATION AND FINDINGS

Overview of the Study

The purpose of this phenomenological study was to explore the concept of international mindedness as it develops in teacher candidates enrolled in coursework leading to the IB educator PYP certification. A phenomenological study captures the manner in which individuals experience a phenomenon share their lived experience (Patton, 2002). This study allowed for the participants to discuss their experiences as teacher candidates in a program that is pioneering the IB PYP teacher preparation. Through the use of in-depth interviews and the Hett Global Mindedness Survey (GMS), the participants described and made meaning out of their teacher preparation courses, coursework, and methodology related to developing international mindedness. Participants were able to express their beliefs and understanding of international mindedness as it relates to their professional careers as well as personal growth and development. Additionally, participants identified components of undergraduate university courses that contributed to their ability to teach international mindedness and better prepare them to teach within global contexts.

The participants' responses and direct quotes were used to emphasize major themes that emerged from the research. One of the guiding tenets of sociocultural theory, the framework used in this study, is the interaction between individuals and that learning

is a social process (Vygotsky, 1987). In line with sociocultural theory, this study centralized the learner (the teacher candidates) and their experience developing international mindedness within the social (course) context.

This study was conducted during late Summer and Fall 2017. The recent graduates were interviewed in late Summer, allowing for minimal time to elapse between graduation and the onset of their teaching careers. All participants were interviewed once using the same format. The participants were recruited through professional acquaintances and through the university email. All participants were contacted first by email and consented to participate in the study. The participants completed the GMS prior to the interview. Each interview was conducted through teleconference and lasted between 60 and 90 minutes. All interviews were audio-recorded and transcribed. All names, including the name of the undergraduate university, are pseudonyms.

Description of Participants

The participant pool was composed of four current seniors in an undergraduate program leading to the IB certificate in the Teaching and Learning department, and three recent graduates of the program. Seven participants agreed to participate in the study, all females. Table 1 lists the participants who participated in the study.

Research Questions

1. Do teacher candidates develop an understanding of international mindedness?
 - a. If so, what does this understanding look like?
2. How do teacher candidates make meaning out of their lived experiences in the teacher preparation program leading to IB certification?

3. What beliefs do the teacher candidates hold about teaching in global contexts?
 - a. What elements of coursework do the students identify as promoting their conceptual understanding of international mindedness?

Table 2

List of Participants

Participant	Pseudonym	Gender	Race/Ethnicity	K-12 Setting	Year in School
Participant 1	Maria	Female	Latinx	Suburban	Senior
Participant 2	Rachel	Female	Caucasian	Suburban	Senior
Participant 3	Noelle	Female	Caucasian	Suburban	Recent Graduate
Participant 4	Kate	Female	Asian	Urban	Recent Graduate
Participant 5	Claire	Female	Caucasian	Suburban	Recent Graduate
Participant 6	Hannah	Female	Asian	Urban	Senior
Participant 7	Jane	Female	Caucasian	Urban	Senior

Explicitation of Data Collected

Phenomenological interview techniques were utilized to provide an emic account of teacher candidates' understanding of international mindedness, personal experiences, and undergraduate course work. The data consisted primarily of audio-recorded interviews, although detailed notes were taken during the interviews. The results of the GMS served as a secondary source of data and provided a framework for the participants prior to the interviews. The interviews consisted of one in-depth interview lasting

approximately 60-90 minutes with follow-up interviews lasting approximately 25-30 minutes. The interpretations of data composed of relationships and shared qualities are presented below.

Research Question 1

Do teacher candidates develop an understanding of international mindedness? If so, what does this understanding look like?

Participants shared their own definitions, interpretations, and understanding of what it means to be internationally minded. The teacher candidates also reflected on their development of this concept and how they came to these unique definitions and perspectives. All seven participants generated their own definitions of international mindedness and share the belief that this concept is pertinent to teaching in the 21st century.

“International mindedness is a frame of mind.” Kate took a philosophical approach to her definition, describing international mindedness as a state of being. She explains, “someone who is internationally minded is aware of what is happening around the world... aware of the different things that are going on whether it’s culture, language, food, and to just go and share those things that you have learned with other people as well.” This notion of ‘awareness’ was pervasive among participants. Noelle furthers this definition adding:

It’s being aware that there are other cultures besides your own and having an interest in knowing about these other cultures and feeling that your life is better and enhanced. It’s about highlighting those similarities and celebrating the

differences and using relationships to have a more broad perspective of the world and who you are.

In defining this concept, all seven participants used the term 'awareness' in their definitions. Hannah discussed the importance of going beyond an awareness that other cultures and countries exist adding "one must have knowledge about cultures other than your own, know their experiences, understand them and truly learn about their heritage...it's not enough to know they exist." She expressed that cultural awareness isn't enough. She emphasized that we have a responsibility to "truly learn" about others, not just know they exist. She added that in order to be internationally minded "you also have to have a sort of mutual understanding with other countries, like with respect to education, ethically, morally, and moral principles ... it's important to have a mutual foundation of respect that everyone has agreed upon." Kate expanded on this idea of "knowing" about other cultures to include self-awareness. If you are globally aware you "learn a lot about who you are through other people and people who are different from you. They can teach you a lot about yourself as well." Jane focused her definition in terms of the IB learner profile, which articulates the IB's mission statement in action.

Jane explains:

international mindedness is often talked about with the learner profile, it describes all these characteristics of a good, globally aware person...someone who is open-minded and self-less, but really these are just qualities of a good human being. I don't think it has to be necessarily considered internationally mindedness it's just being a socially just person.

The participants shared the idea that there is a need to be aware of other cultures, not only that they exist, but also that we are all global citizens and interconnected. The idea of interconnectedness and global impact was a common theme. Rachel echoed this idea stating:

when you are more internationally minded you are aware how what we are doing in the United States is interrelated with other parts of the world. You have to just be mindful of what's going on in the world around and not have a one-sided perspective.

Maria expressed a similar definition and also shared the theme of impact and interconnectedness.

Being internationally minded means you realize that the United States isn't the only country- that there's people all over the world that we need to be mindful of. Many times we tend to think of ourselves as a first world country and we over dominate and we don't take time to step back and realize what we are doing to other countries. We have to be mindful of the footprint that we are leaving behind.

Kate and Jane included the ideas of action and information seeking to their definitions. They both expressed the ideas that international mindedness doesn't just mean being *aware* of other cultures, they suggest that individuals must play an *active* role in learning and sharing this knowledge. Jane stated:

Because you can't be a global citizen of the community if you aren't informing others about it because then that's how we all become more international and

more global. You have to play an active role in the local community and global community and to really take and explore ideas from different places in the world and compare it to what you have just to see the contrast of values and beliefs that are around the world.

Several of the participants expressed the theme of appreciation and celebration of other cultures in their definition. For instance, Noelle added, “If you are an internationally minded person, you celebrate multiculturalism. You focus on other cultures. It’s knowing that there are people different from you and appreciating that.” Claire articulated a similar mindset. Her definition focused on being open-minded and perspective sharing. She explained:

for me, it’s having a global perspective and making sure not to be ethnocentric or having a narrow mind. Instead, it’s about being open-minded and worldly in your teaching and in your learning. It’s trying to look at things from a broader perspective.

Her definition was the only one to include the word "teaching" or make any reference to being globally aware in practice.

“An internationally minded person is open-minded, principled, aware, and socially just.” The teacher candidates’ collective understanding of international mindedness included a series of attitudes, adjectives, and dispositions. When the participants defined this concept, I asked them to also think about what an internationally minded person looks like asking, “how would you describe someone who is internationally minded?” The participants offered the following 12 attributes of an

internationally minded individual: principled, socially just, open-minded, impactful, appreciative, aware, respectful, passionate, caring, reflective, culturally aware, and selfless. Three dispositions reflect the IB learner profile, (IB, 2013). Kate added “basically it’s the same traits of learner profile.” Noelle, Maria, and Rachel discuss how the learner profile attributes, such as caring and principled, are the most tangible and accessible ways to describe an internationally minded individual. Kate added, “open-minded is the most important attribute and the biggest part. You have to be open to other cultures around the globe and children from around that world that are in these schools. We have to have an open-mind.” Out of the 12 descriptors the following were mentioned more than once: *open-minded* (5 participants), *socially-just* (3 participants), and *aware* (5 participants).

After each candidate provided their own descriptions of an internationally minded individual, I asked each participant the following two-part question, “*Now that you have described someone who is internationally minded, do you consider yourself to be internationally minded? Do these attributes apply to you?*” All but one participant considers herself to be (or striving to be) internationally minded. Noelle stated, “I think of myself as an internationally minded individual, but I can always be better. I have room to grow but I would consider myself a global educator with room to grow and improve.” Other participants echoed similar statements: they mostly consider themselves to be internationally minded, but perhaps not fully. They discussed their learning on a continuum. Jane added:

I don't know if I'm fully internationally minded, like it's not something I think you can say one person can fully achieve. But, I think I'm somewhere on the way to becoming internationally minded. It's important to be and I consider myself a global educator. Well I want to be, but you can't really say that someone is 100% internationally minded.

Hannah, the only participant who attended an IB DP school and graduated with her IB diploma, does not consider herself to be internationally minded. She expressed the following "the school system I was put through, there's a filter in what is considered a 'normal' public school and they teach you whatever." She goes on to express her feelings toward the IB program.

The IB has an end ideal student and a universal curriculum. They have a factory model of what an ideal student should look like with the learner profile, being globally aware and internationally minded. But it's not realistic. It's a bunch of words intended to make everyone the same and I'm not that.

Hannah described this 'ideal' model for a student that she felt the IB program was trying to create:

there is overuse of terminology, posters, and lip service...instead of focusing so much on the curriculum we need to learn about how to live in the real world and deal with problems...so less emphasis on the class work and more on the actual students.

She expressed the idea that many IB programs and ones similar to IB that intend to promote global awareness miss the mark. She does not consider herself to be

internationally minded as defined by the IB DP program she attended. However, through her interview, she recognized the importance of a global education and said that she does want to be considered a global educator. The remaining six participants affirmed that they consider themselves to be internationally minded.

The GMS was administered before the interviews to offer a chance for reflection and to help frame the participants' thinking and focus prior to the interview. For Noelle and Jane, the GMS helped them to think about global mindedness and their own perspectives. Jane commented:

I didn't think too much about it at first, but when I was taking the survey, wow, I mean I forget that there are so many people who would've answered that the US is the most important country or that our values are the best.

Noelle echoed a similar sentiment:

The survey was interesting because it pointed out a way that other people might think. It really made me think about our position and how so many people are egocentric and view the United States as more valuable than other countries and ignore our impact and other countries' issues.

All of the participants shared the thought that the GMS didn't help them to become more internationally minded, but expressed that it could be used in a classroom to help students "see where they are and what they really think" (Jane).

"It's hard to define international mindedness, but you can tell by someone's actions and how they behave." The participants reflected on the difficulty of defining international mindedness and expressed the collective idea that the concept is more a

state of mind rather than a goal to achieve. Jane stated, “its not like you can be internationally minded like on the survey we took and then be done. You have to constantly be growing and learning and doing things, it’s about how you think about the world.”

Following the discussion about a definition and understanding of international mindedness, I asked the participants the following two-part question, “*How did you come to have this understanding of international mindedness? What factors or experiences in your life have influenced this thinking?*” Three key themes emerged from the participants’ responses: personal background, exposure, and school experiences.

“I think my background has a lot to do with it. So it’s been a lot of growing up and realizing that like we are a big population. But in retrospect, we have to look at what a small population is doing to the rest of the world.” Maria shared that her background and upbringing was the single most important factor that helped shape her perspectives and ideas surrounding international mindedness. She goes on to discuss, “The civil war that was in my mom’s country was done by the United States. And you know I’ve heard many common stories and all of the stories in the Middle East. A lot of times you hear it starting because of another country.” From an early age, her mother shared countless stories about her home country and Maria believes that this contributed to her worldview and global mindset. At home she speaks what she refers to as Spanglish, with her Salvadorian mother and Puerto Rican father. She identifies herself as Hispanic, but did not directly attribute this to her worldview. Kate also believes that her home life and

upbringing contributed significantly to her quest for learning and global curiosity. She speaks two languages at home and grew up celebrating other cultures. She shared:

My parents aren't from this country. I've always been very open to other cultures. I find myself researching a lot. I'm really interested in rituals about what happens in other cultures. I haven't left the country but I've googled things and you-tubed things about different types of greetings around the world. I'm someone who is curious and am very open-minded about it because I've been curious. I've taken that knowledge with me and I share it with people randomly.

Noelle, Maria, and Kate all discussed the importance of speaking multiple languages at home and the impact it had on their overall understanding and global perspectives. Noelle described the linguistic culture of her household:

My mom speaks another language and she studied French. My dad studied Spanish and they always talked highly of speaking another language. My brother majored in Japanese and I majored in Spanish. My parents instilled in us this idea of learning another language opens a lot of doors and it's a gift and a talent that a lot of people don't have. It's something that you should be really proud of. I have been fortunate to have a family that has exposed me to a lot of different cultures.

Noelle's quote above reflects the belief that exposure to and learning multiple languages is an asset and something to be valued. Rachel was explicit in describing how a lack of diversity impacted her experiences as a child. She recognized the importance of exposure to others and other cultures in developing her own identity as a "global citizen" through

her church community. Rachel was the only participant that identified a church community as being a major influence. For her, international mindedness is:

something that I've grown up with...I've been very self-aware I guess just my experiences growing up have formed my opinion. In my hometown, the majority of the population is affluent, white Caucasian. So I was not necessarily exposed in the classroom to diversity or to the idea of being internationally minded. My experiences mostly came from church.

Hannah described her household and upbringing as “traditional” stating, “my household was really traditional so all of these ideas are relatively new for me. I didn't learn about international mindedness or global awareness from my childhood or family.” In this quote, Hannah expressed a shared idea among participants that exposure to other cultures and languages doesn't have to be present in the household for an individual to gain international perspectives. All participants were firm in the belief that individuals can become internationally minded and think globally through exposure and interactions with others. Four of the participants attributed their definitions and attitudes about international mindedness to exposure.

“I went on a mission trip to Mexico and have been on multiple different trips where I was exposed to different parts of the world and what's going on and what we can do to help. I think that kind of formed my perspective and I realized how important it is to be internationally minded.” Three of the teacher candidates shared their experiences of exposure through travel. In the above statement, Rachel identified how traveling abroad for a mission trip contributed to her own growth and perspective forming. She discussed

how this trip was the first time she was working alongside individuals from another country. She attributed this face-to-face interaction with aiding her development of global perspectives and her own identity. Jane also shared that being immersed in another culture and “just exposure to others that are different from you and making real-life connections helps you to develop these ideas.” Claire conveyed similar sentiments, “I learned international mindedness from traveling. From study abroad in Rome to traveling to other countries-it all gives me better perspectives.” She goes on to express that it is the genuine interactions with individuals from other countries, not just the travel abroad that has impacted her the most. She reflected on her study abroad experiences:

Interactions with people from other countries like the exchange programs and just interacting with others, and like learning about other countries. It’s more than just being there, it’s working with friends from other countries, exposure from the university and even working with students from other backgrounds. Like working with ESL students and working with immigrants. Interactions with people was the most significant contribution to me developing international mindedness.

Other participants echoed the theme of exposure through other means. Noelle shared, “my parents are very educated and they exposed me to other cultures.” Claire offered other examples including specific teachers from her undergraduate course work. She reflected on her IB student-teaching course.

“The professor challenged our perspectives. He was from another country. He modeled by example...he was always bringing up global issues and modeling the learner profile.” (Rachel) Overall, the participants discussed travel and direct interactions with

individuals of differing cultures as an ideal method of becoming globally aware. Through our conversations, they did provide other examples of ways they developed their understanding of international mindedness, and, more specifically how to cultivate it in others. The examples included reading books about other cultures, inviting families to come in and share their cultures with students, watching videos capitalizing on and celebrating happenings around the world, social media, access to technology, diversity nights at schools, student-teaching, and learning a foreign language.

Another prevalent theme amongst the teacher candidates was exposure through their schooling, both high school and undergraduate experiences. Hannah shared her experiences attending an IB MYP school and graduating with her IB diploma. As previously mentioned, Hannah does not consider herself to be internationally minded, however, she did attribute her development of these ideas and learning specifically to the IB programs and her overall school experiences. She reflected:

Both my high school experience in MYP and DP programs helped to develop these ideas. There was such a big emphasis on the traits of international mindedness and global mindedness and just being in a diverse community helped too. You really learned to understand other people and our role in society. These ideas all came from schools.

Students provided myriad examples of what several professors (not all in the School of Education) did to engage them and promote global awareness, open-mindedness, and international mindedness. Claire shared her experience:

From Crandall University having the international mindedness and IB in the sequence, that's where I learned it. And, the school in general had a focus on being mindful and living for others. My mind was opened to global issues when I was at Crandall. Crandall opened my mind to being aware of social inequality and social justice.

Noelle also commented on her undergraduate experience and discussed how it helped to frame her thinking and helped her to become globally aware.

At Crandall, there's exposure to so many different schools and seeing different racial backgrounds and socioeconomic groups. It's also in a really large city. Undergrad is definitely a big part of it and seeing diversity and how to foster international mindedness especially during the IB modules. You get the experiences of seeing different ways that teachers are working towards curriculum design and collaborative planning.

The teacher candidates depicted experiences they had with professors in their school of education program. Hannah, Jane, and Noelle all mentioned the same professor who they reported as contributing significantly to their learning: they felt engaged, supported, and challenged. The teacher candidates believe that their undergraduate experiences contributed to their definitions and understating of international mindedness.

Interestingly, Maria, Noelle, and Jane all shared how the same environmental science class made a lasting impact on their broadened perspectives. Jane explained:

At first I didn't think about classes other than ones in the School of Education, but really my science classes make me really think about social justice, and, well

environmental justice. Just being in that classroom and learning about real-world scenarios and environmental impact, it makes you look at the world differently. It makes me like really think differently about like my own view and contributions.

Maria spoke specifically about this environmental science class:

I also took an environmental science class. And we discussed the giant footprint that we leave as a country and like how that is starting to affect other countries and how like we are all interrelated. This class and I guess just being in classes like this helped me form my ideas.

The participants made clear that there are limitations or factors that could hinder an individual's ability to become (or learn about being) internationally minded. All seven of the teacher candidates discussed the importance of exposure and the positive impact of traveling outside of the US. Conversely, they shared the same belief that a lack of exposure (to other people, cultures, travel) would limit a person's ability to have global perspectives. Claire specifically addressed gentrification and a lack of diversity within schools, neighborhoods, and communities. She articulated:

Well, first I'd say the biggest limitation is gentrification and people just not having first hand experiences interacting with people from other cultures. People live in the same areas with people of the same race and they don't have firsthand experience. Islamophobia is a real thing. People grow up not interacting with others and are fearful of them. Also there's a lack of travel because it's expensive.

There are people who have never traveled outside of the U.S., and that's one of the biggest hurdles of seeing a broader perspective.

Noelle responded similarly, adding that an individual's socioeconomic status can negatively impact their ability to be internationally minded or their exposure to "global perspectives and worldview." She shared:

Socioeconomic status affects it. Like I said, I've been very fortunate to have experiences where I've traveled and got to see other experiences first hand. But that's not the case for a lot of people, it's expensive. So it's really like the school's responsibility to make opportunities more prevalent. Whether it's showing videos or having speakers come in... it's about people, it's about meeting people and forming relationships not out of a textbook but real life experiences. As best we can, we need to formulate real-life experiences for people.

A sociocultural perspective recognizes that learning extends far beyond the classroom. Indeed, the participants highlighted stories from their childhood, family and linguistic backgrounds, and travel abroad as significant factors contributing to their development of international mindedness. Several of the participants shared detailed examples of conversations and interactions with family members, colleagues, and friends that helped to shape their attitudes and beliefs about international mindedness, giving credence to the sociocultural concept that learning is inherently social (Landtolf & Thorne, 2000).

Research Question 2

How do teacher candidates make meaning out of their lived experiences in the teacher preparation program leading to IB certification?

The teacher candidates reflected on their collective experience in the teacher preparation program that positioned them to become IB PYP certified educators. In addition to reflecting on their coursework, the participants shared specific examples of student teaching experiences and other university programs they felt helped them to develop as educators. The participants shared the sentiment that the social justice and Jesuit philosophies of their university played a significant role in helping them to be “culturally and globally aware” (Jane). During the interview, we focused specifically on the courses related to the IB educator certificate and the IB student-teaching experiences. Here, the teacher candidates shared their understanding of the IB program and their desires to pursue the IB educator certificate.

“During the semester module of IB, I really learned to cherish like every student’s diversity because that’s what IB is” (Kate). Kate shared her experiences taking courses leading to the IB educator certificate, and particularly the modules where her course placement was an IB PYP school. She, along with her peers, had the opportunity to observe and work alongside IB PYP teachers. Kate and Jane described this course in detail. The teacher candidates learned the IB vocabulary, developed a transdisciplinary unit, and learned how to use inquiry-based teaching. Hannah reflected on the course, “you are learning about IB philosophy, the IB principles, the learner profiles, and just IB ways of educating so you are including multiple perspectives.” Kate offered her own description of the course:

You can create different units, and plan it and you are encouraging curiosity. There's inquiry and the overall point of IB is to be able to take what you are reading and put it into action in real-world experiences. You can't just read something and call yourself IB. You have to go outside what you are learning and put it into action, like talking to someone or visiting someplace but to really just go outside of the box.

Similar to Jane, Kate describes the IB model of inquiry to action. She discussed her own growth and learning, in addition to sharing the specific activities from her classes. Claire offered, "we learned more the nuts and bolts of IB. Global mindedness perspectives weren't explicitly taught to us or really international mindedness. We were more following the logistics of IB." All seven of the participants mentioned the same coursework activities: creating the IB unit, learning about the learner profile, and learning "all about IB." Claire was firm in her stance that the coursework focused on the "logistics of IB." She added, "we were taught everything to know about the IB framework, filling out the templates which we had never seen before and all of the things you had to put in your lesson plan and the buzz words. It was much more procedural than any kind of abstract thought." She spoke highly of the classes and enjoyed her experience in the IB PYP school, but felt that it offered mostly an opportunity for her to learn a new way of teaching. Other participants shared their own learning discoveries as a result of participating in these courses.

"Writing the unit on IB helped me to learn and understand how to bring that into the classroom and how to hold discussions and lessons based on different cultures." In

addition to the “procedural” knowledge gained from learning how to write IB PYP curricular unit plans, Rachel (quote above) discussed her own learning. In reflecting on this class and the coursework, she shared that writing the IB planner helped her to “think about global issues and reflect on my own perspectives.” Jane confirmed this line of thinking adding, “when you write a lesson asking your students to be internationally minded and have that in your lesson plans, it sort of helps you become it, too.”

Following the conversations about the coursework and the class requirements, I asked the participants to reflect on their experiences and interactions with the professors in their teacher preparation programs. Four of the participants specifically connected their “becoming internationally minded” with one professor. Noelle, for example, shared:

Dr. Jenkins talked about global mindedness and how to be globally aware as what we can do, and how the learner profile is related. The professor really helped with that because he would tap into what we know and force us to think deeper and deeper. He got us to think more and more and constantly reflect. My development of international mindedness came from these experiences and even during student teaching.

Maria added to this, “the professor offered other perspectives and a chance to discuss in class with others.” Rachel described the professor in this way:

Dr. Jenkins is very into detail and being very purposeful about what you say and how you say it. The professor pushed me and the students in this sequence. We were challenged in a positive way, and have a deeper understanding of the topic and about IB and international mindedness and global mindedness. When we

would send in drafts of the IB unit, he would push us to add more, always questioning us...like well what about this? He makes us think of unique perspectives. He always asked a lot of questions, and like forced us to look at other perspectives even just in our units.

Jane shared that being in the IB PYP school and having professors that were knowledgeable helped provide her with “real-world scenarios.”

“We aren’t just learning about it [global awareness] you are becoming it yourself. You are seeing it in action in real-world scenarios.” Jane talked about her positive experiences in the IB PYP course and focused primarily on the interactions with her peers, her professor, and the students. Again, the theme of exposure emerged. She offered:

being in the class and then even being in the IB classes, you get to see what this looks like in real-life and we just get exposed to so much more. So we write these units, but then we get to see it.

Two of the participants referenced another course at the university that they felt “helped us to really see our impact on the world.” Maria went into great detail about an environmental science class that she and several of her fellow teacher candidates completed. Again, the conversation focused on the coursework activities and the role of the instructor. She shared, “The instructor was from Australia. He just offered a different perspective being from another country. He showed us videos about global warming and an activity to see our own individual footprint we were doing in the world. We had a lot of conversations about our footprints and we even compared them to another

[international] student in our class.” In this part of the interview, Maria and Noelle centralized their learning with respect to the interactions they had with their peers as well as the professor. They both attributed their global perspectives and a “more open mind” (Noelle) to these course interactions and activities. Other participants shared examples from other courses such as reading methods classes where they learned how to cultivate diverse perspectives via classroom libraries. Hannah mentioned that international mindedness and social justice were infused in all of her undergraduate courses. She offered “we took a course in children’s literature and multicultural literature but we didn’t discuss it through the lens of IB framework. It was more what good teaching is. Like, we were learning about global perspectives but not specifically IB or international mindedness.” When reflecting on all of her teacher preparation courses, Maria shared how she established her own sense of identity through her coursework activities.

We did a project where we had to look at ourselves and who we are and where we came from. Before you can come in and teach like students about themselves and about others and stuff you need to know as a teacher your own identity and the values and baggage that you bring to the classroom. In all my courses they always talked about like students aren’t blank slates, they come with their own stories and baggage and problems. Crandall really stressed this sense of developing some identity in yourself as an educator and helping your students to establish their own identity.

Maria echoed Jane’s sentiments when discussing her undergraduate experience. They both emphasized the importance of learning about oneself in order to be open to learning

about other cultures. Over half of the participants attributed the university's social justice mission as a major factor in their own personal development. Noelle sums it up in the following statement:

The whole social justice framework from the very beginning, just being exposed to so many different schools and so many different types of schools I feel like you can't leave Crandall without being a globally minded person. They make us take so many core classes and stuff that make you a well-rounded, globally-minded person. I feel like it would be very hard to leave Crandall as not a globally-minded person.

The participants offered examples of opportunities they were afforded through their undergraduate programs. Again the theme of exposure to diversity was mentioned. The teacher candidates referenced study abroad experiences, partnering with students who are studying abroad in the U.S. and learning about their cultures, and enrolling in an interdisciplinary honors program. All of the participants shared that they felt being in a diverse city afforded them the "first-hand exposure to different cultures." Claire offered, "just student teaching and being in the schools from the beginning we see the socioeconomic inequalities and how it can impact learning. We get to actually see the things we are learning about."

Sociocultural perspectives highlight the context surrounding how international mindedness is developed and interpreted. The teacher candidates made meaning of the sociocultural contexts in which they were trained to become IB educator certified: the IB school teaching placements and the IB courses. The participants shared multiple

anecdotes and personal examples revealing the role that interactions between the professors the teacher candidates played in their development. Additionally, the participants centralized the importance of the context in which this learning took place. The teacher candidates emphasized the interactions with others as well as pedagogical tasks that required self-reflection of their own impact on the global community.

Research Question 3

What beliefs do the teacher candidates hold about teaching in global contexts?

The teacher participants shared their long-term goals, plans, and whether they felt prepared to teach in global contexts. Participants reflected on their roles as educators, their interests and perceptions of the IB program, and the challenges of teaching international mindedness in the 21st century.

All seven participants stated that they were planning on pursuing teaching careers and saw themselves in the classroom five years from now. For the recent graduates, they discussed finding permanent jobs. One participant landed a job as a temporary substitute teacher but hopes to find a full-time elementary education position. Noelle shared, “I hope to continue to do dual language throughout my career. I want to stick with a dual-language model then I’m hoping down the line to go back to school to get my license in administration and become a principal.” Kate also shared her desire for higher education. She wants to be a classroom teacher for a few years but plans on going back to school to obtain her Master’s degree in education. I asked the participants whether they pursued (or intended to pursue) the IB educator certificate. All three recent graduates did pursue the IB educator certificate and are IB certified though none of them has specific plans to

teach in an IB school. They reflected on their decisions for obtaining the certificate.

Noelle shared:

I thought I was really marketable and I already did the work for it, so it didn't really make sense for me not to do it. It's something that helps you on a résumé and you know it's different. The IB curriculum is very global and principals are supportive of multiculturalism and the principals are impressed with what you know.

All three teachers who obtained the certificate talked about marketability and boosting their résumés. Claire added, "the principals all like seeing the extra credentials. It made sense to just pay for the certificate after we did the work." Noelle discussed getting the certificate although she doesn't have immediate plans to teach in an IB school adding, "I would definitely teach in an IB school. It would be an incentive to go teach there but it obviously wasn't a deal breaker to work at a school that wasn't." Hannah, Rachel, and Maria were confident in their decisions to not pursue the certificate. Hannah shared that it was cost prohibitive whereas Maria and Rachel didn't provide any specific reason for their decision. Jane was undecided and wanted more information about the requirements before making any decisions. The conversation about long-term goals and plans shifted to the participants' view of themselves as global educators and their roles as teachers.

"International mindedness can't be taught, but what can be taught is how you can get yourself to be a globally aware citizen and then it comes from there." When discussing her perceptions of international mindedness and her role as a teacher, Kate had strong convictions that she (and all educators) should be globally aware regardless of the

IB status of a school. She doesn't believe that this concept can be taught (to her students) but felt strongly that if teachers become globally aware, they would serve as role models for students who would internalize these ideas. Claire offered her perspective:

My role is to fight to give students who are underrepresented and underserved a quality education that they would receive if they were in a higher socioeconomic status. Just don't lessen standards for them because of what they face. As a teacher, I have to combat inequality and combat the opportunity gap.

For these questions, I asked the participants what they felt *their* role was, rather than asking "what is the role of a teacher?" This allowed for the participants to make meaning of their own experiences personalizing their goals and beliefs. Earlier in the interview Maria discussed being an internationally minded person, however, when the conversation shifted to *teaching* these concepts her self-description changed.

I don't consider myself to be a global educator. I still have a lot to learn about the world. I'm not trying to teach someone something I don't know. So I'd rather be like honest and be like I'm still learning all of these things but we can learn it together.

She talked about the need for teachers to be internationally minded and discussed the "difference between knowing about international mindedness and being international minded." Rachel felt that her confidence in teaching about international mindedness improved after taking the undergraduate course focused specifically on IB. She said being a global educator depends on the context. Both she and Jane think it's easier to

teach these concepts in an IB school. Noelle felt confident in her ability to teach these concepts and discussed this in relation to her undergraduate experiences.

When you are in a school program that makes you focus and when you already have something like an IB framework and you've written a plan like that- you more intuitively integrate those things into your lesson plans. It becomes more natural to you and you make sure that becomes a priority. It wouldn't be used in my lessons if I wasn't ever exposed to IB.

Again, the theme of exposure was expressed. Her exposure to the IB curricular unit writing helped to frame her thinking and integrate global mindedness into her lesson plans, even if they are not specific IB units. "Because of my desire to be globally minded myself, my students benefit because I subconsciously put those decisions into the curriculum." (Noelle) Noelle talked about her desire to be globally minded and how this infiltrates into her teaching. Several of the participants discussed how their own knowledge and perceptions of international mindedness get "brought in to the classroom even if you aren't like explicitly teaching it" (Jane). Maria added to this talking about her perception of herself as a "lifelong learner teacher," she added "everyone has their own opinions and definitions but the world is large and I think we can be mindful of global awareness and know what it is. But there's always more to learn and ever-changing things that we can adapt to. It's not an end-goal."

All seven of the participants believe that teaching international mindedness and global perspectives are both important and valuable. Interestingly, they shared similar ideas about the importance of being open-minded and fostering global awareness in their

classroom and teaching students to “be engaged global citizens” (Noelle). The participants talked openly about transforming their ideas into action in the classroom, moving from the theoretical to the practical, as well as the challenges in doing so.

“There used to be maps. Like the presence of physical maps in the classroom. We just don’t see those anymore.” Kate reflected on her early elementary classroom experiences as a student. She shared a specific memory of classrooms that included maps, both of the U.S. and the globe. She added “this really helps to foster international mindedness, when the classroom environment reflects the world, you have to do more. You have to give examples. You can teach it, you just have to be explicit and work together as a classroom.” Jane shared:

you can teach this framework through the curriculum and the texts I am able to expose children to seeing how they are alike and different. They can discover their own identities. Before you are globally minded, you kinda have to know who you are and what your identity is in relation to others.

Jane expanded on this explaining that it’s not only important for her to know who *she* is but that her future students also learn about themselves so they too, can be more open-minded. For her, international mindedness is implicit and occurs in everyday conversations in the classroom, but she does believe that teachers should afford students a designated time to explore their own identities and cultures. Maria focused on classroom activities that made an impact on her in the teacher preparation program. She hopes to bring similar ideas to her classroom.

[International mindedness], “It’s something that is self-taught. I’ve been told and I always knew about these things and how they impacted the world. But, I don’t think it ever truthfully stuck in my mind until I realized what I was doing.” Maria went on to share a classroom activity where she investigated the U.S.’s global footprint and reflected on the fact that she had never thought about her own footprint or contribution to the global community before participating in that activity. It resonated with her and she sees the value in replicating similar activities for her future students. She expressed:

well for my students, international mindedness, it’s also something they have to do on their own. They have to start questioning their lives and what’s going on around this. Teachers can help them do this by bringing in perspectives from others, incorporating real-life experiences, and connections.

Three of the participants mentioned these ideas of making real-world connections and sharing personal experiences in their future classrooms.

The participants offered several practical examples for teaching international mindedness in their future classrooms. They discussed exposing students to other cultures through videos, multicultural literature, technology such as *Skype* to interact with students across the globe, inquiry projects, holding international days at school, and celebrating major cultural holidays. Rachel suggested showing current events arguing that “you have to expose students to news they can approach, CNN for kids is something tangible you can incorporate in 4th grade.”

“The learner profile gives you more concrete ideas. International mindedness sounds lofty, students might not know what it means to be internationally minded or

globally aware, but they know what it means to be caring and principled.” (Claire)

Teacher candidates shared ways to expose students to other cultures and discussed professional development for teachers. “If we had a planning curriculum or a framework to follow that would be easier. It’s easier to teach this in an IB or dual language schools where the curriculum is always transdisciplinary or global.” (Rachel)

The conversation shifted from their own identities as global educators to the realities of *teaching* this concept. We moved from ideologies and faced the practicality and feasibility of modeling this in the classroom and how, if at all, it can be taught. Claire said, I want my students to be “someone who doesn’t think the United States is the best country. Someone who considers other perspectives and is open to new ideas and has a sense of justice instead of entitlement. We can do this if we have a framework to follow, it can be taught.”

In addition to discussing the practicality of teaching international mindedness, the participants reflected on what this might look like across the curriculum. All participants expressed in some way during their interview that they felt international mindedness was important to teach and they shared ideas on how to do so. When asked whether this concept could be incorporated across the curriculum and content areas, the responses were mixed. Kate, Hannah, Rachel, and Jane were confident that international mindedness could be infused throughout any curriculum. Kate’s perception is that since all subjects go “hand in hand” this could be taught in any content areas. Hannah offered specific example:

You can expose students through literacy and in all areas of the curriculum, math being the easiest. You just have to bring in different perspectives, the way in which professors and teachers phrase their questions and shape lesson plans is a way to use it in any class. You can expand textbooks that are bland with better questions and spark curiosity.

Here, Hannah focuses on how teachers can engage her students through higher level questioning (something she says she learned in her teacher preparation courses) and by modifying curriculum. Both Claire and Noelle differed from Hannah expressing that teaching international mindedness is possible across the curriculum with the exception of math. Claire said, “You can teach it in reading and social studies, but it’s harder in science and in math. Math class is just numbers and there isn’t any person centered learning. There’s no talk about anything related to the bigger world.” Maria focused on the feasibility of teaching international mindedness in a non-IB school. “You can’t really teach it across the board. If you are not in an IB school it’s really hard but I don’t think it can be taught in all the content areas.” All of the participants were able to provide examples of how to teach international mindedness in the classroom and its feasibility across the curriculum. Interestingly, not one of the participants mentioned learning about this or even discussing it in their classes. Jane mentioned:

in our teacher prep classes, we don’t really talk about this stuff directly, but we just get exposed to it. Like in student teaching we get exposed to so many different types of students and schools starting freshman year. We just see examples of different ways of teaching.

All seven of the participants readily identified challenges and necessary supports for teaching international mindedness and teaching from a global perspective.

“The memo right when you walk in the door is that you are in a place that celebrates different language and cultures and that's just the highlight and you know that going in. But, I don't think it matters what school you are at. It can be incorporated anywhere. It's just nice to have the support of the administration and to have the whole school on board.” (Noelle) Noelle recounted walking into an IB school, “It really sets a school-wide tone when it's an IB school or a dual language school.” All of the participants agreed that IB schools inherently foster international mindedness by virtue of being an IB school. The participants identified four significant challenges to infusing these concepts into the classroom: curricular materials, diversity, parents and families, and school faculty. Hannah, Kate, and Rachel felt that the lack of sufficient materials or a curricular framework was a major roadblock. Kate stated:

Not having sufficient materials is a big problem. Teachers need a curriculum or direction for how to do this, language on *how* to teach it. It would help teachers that didn't know anything about IB or have a background in it. It's hard for teachers that want to know how, even if they aren't in an IB school. They need some sort of guideline or curriculum for teachers who struggle to bring it in the classroom.

Rachel adding to this, “textbooks can be one-sided, and the school and curriculum and limited resources like technology are the biggest challenges.” Rachel offered an opportunity to overcome this in the classroom, “conversation is the best way to get it

through to your students, even with roadblocks. The power of the words the teacher speaks can help push past it.” Hannah reflected on her own upbringing and lack of diversity in her community and related it to her future classrooms. “The school setting and the demographics are challenges. If the classroom isn’t diverse or it’s a private, all-white school it would be different.” Kate echoed this sentiment adding, “If a school is majority Caucasian, it limits it even more when you aren’t talking about other countries or not having an international night or not talking about it in the schools. If you aren’t taking it to the next level and aren’t learning about foods and festivals, that’s limiting and it’s hard. You have to be engaging and it’s challenging when there isn’t diversity.” Five of the seven participants discussed the potential pushback from parents and families and differing sets of values. Noelle spoke about this, “there are families that don’t believe in global mindedness and don’t want students to be exposed to other things and not thinking globally minded. Parents and the values and beliefs that they have can be a big challenge.” Rachel and Maria expressed concerns about pushback that they might encounter from students and parents, though they both agreed they needed parents support in addition to a supportive family and administration. Maria spoke about this at length, “the faculty and administration need to have your back. You need support, you never really know the risk of being an internationally minded teacher, teachers have to model things and it’s extremely important but you can get a lot of push back.” Jane shared similar thoughts:

The faculty and administration can be the biggest support and the biggest challenges. You really need a supportive principal, especially if the parents and

families don't agree with you teaching this. If the administration isn't on board or isn't supportive, then you just can't do it. You need the support.

All participants agreed that they needed support for any curricular programs, but especially for those that could be perceived as “controversial or personal” such as international mindedness (Jane).

In line with sociocultural theory, centralizing the teacher candidate revealed a deeper understanding of how their own beliefs, culture, and efficacy can influence their teaching practice. The teacher candidates reflected on their identities as global educators and the direct impact on their future practice. Sociocultural theory stresses an understanding of the identities, beliefs, attitudes, and social practices of individuals within a particular context as constructing their identities (Cole & Engeström, 1993; Lantolf & Thorne, 2000). Participants stressed the importance of developing their own self-identity as educators in order to be internationally-mindedness as well as an understanding that this directly impacts interactions with their students. Utilizing current applications of sociocultural theory, the participants provided pedagogical activities that would allow for a co-construction of knowledge and joint discovery of international mindedness.

Summary

The goal of this study was to explore the concept of international mindedness as it develops in teacher candidates who enrolled in and/or completed coursework leading to the IB PYP educator certification. This research was conducted to examine the overall experiences of the teacher candidates, provide insight into successful pedagogical

strategies and share their definitions and understandings of international mindedness. Seven participants agreed to participate in the study. The participants were interviewed once using a phenomenological approach during the late Summer for the recent graduates and Fall 2017 for the seniors. Throughout the interviews, the participants described and defined their understanding of international mindedness. Participants identified elements of the teacher preparation program that promoted or could better promote international mindedness. To this end, they articulated aspects of their coursework, their interactions and experiences with professors, and the social components of the undergraduate experiences. Furthermore, the participants described the experiences that shaped their perceptions and reflected on whether they identified themselves as internationally minded. The participants were able to identify three major factors that contributed to their definitions and perceptions of international mindedness; exposure, upbringing and family life, and the teacher preparation courses. Six of the seven teacher candidates perceive themselves to be internationally minded and all participants believe this to be an important attribute for teachers in the 21st century, regardless of their teaching placements.

Several themes emerged when the participants were tasked to make meaning of their experiences in the teacher preparation program. Overall, the participants shared overwhelmingly positive beliefs about the IB programmes and specifically about the infusion of the IB dispositions throughout their teacher preparation program. When speaking of the contexts of their teacher preparation program, the participants highlighted several factors that contributed to their learning and development of international

mindedness. The teacher candidates again discussed the importance of exposure (to diversity), curricular activities, and coursework that help to shape learning. Several participants also discussed the interactions between the professors in the school of education and highlighted successful pedagogical strategies.

Finally, the participants reflected on their capacity for teaching international mindedness in their future teaching contexts. The teacher candidates offered specific pedagogical strategies for teaching this concept, often mirroring their own undergraduate coursework activities. Overall, they believed that teachers should be internationally minded regardless of their IB educator status or their teaching contexts. Whereas the majority of the participants consider themselves to be internationally minded, their confidence in preparing their future students to become internationally indeed was not as high. The participants offered suggestions for how to teach the concept and were able to identify perceived challenges in doing so. Lastly, the teacher candidates offered suggestions for future supports on how they can best introduce this concept and promote international mindedness in their classrooms. The following chapter expands on these conclusions, situates the implications of these findings in the broad landscape of teacher preparation for global contexts, and identifies areas in need of future research.

CHAPTER V

SUMMARY AND CONCLUSIONS

This final chapter presents a summary of the study and the major findings of the previous chapter. Findings related specifically to sociocultural theory are also discussed. The conclusions section offers implications for practice as well as recommendations for further research on teacher preparation. The present study contributes to the scholarship surrounding the development of international mindedness in teacher candidates.

Summary of the Study

Overview of the Problem

Scholars (Friedman, 2005; Tye, 2009; Wagner, 2008) have called for the internationalization of teacher preparation programs arguing that students need opportunities to take a role in active global markets and an opportunity to develop global and international mindedness (Hett, 1993; Walker, 2013). Research in the past two decades has focused on teacher candidates' worldviews, analyzing and interpreting their worldly knowledge in efforts to improve teacher education programs (Parker et al., 1997; Torney-Purta et al., 2001; Wartella & Knell, 2004). Studies have converged on the value of preparing internationally minded teachers though limited research explores the infusion of a global education into teacher preparation programs in the United States. Studies (Davies et al., 2005; Gallavan, 2008; Holden & Hicks, 2007; Yamashita, 2006) indicate that although teacher candidates express interest in teaching for global

competence, they lack the necessary skillset, confidence, and preparation to do so. This research highlights the lived experiences of teacher candidates who enrolled in a teacher preparation program leading to the IB educator certificate.

Significance of the Study and Research Questions

Ample literature focuses on the factors that influence and contribute to the development of global mindedness and global education in the classroom (Anderson, 1982; Hett, 1993; Kirkwood-Tucker, 2006; Lamy, 1982; Torney-Purta et al., 2001); however, scant research addresses this concept as it pertains to teacher candidates. The IB and others (Hill, 2007; Pink, 2005; Wagner, 2008; Zhao, 2010) argue that through the implementation of IB, students are more likely to be internationally and globally minded. This dissertation applies this line of thinking to undergraduate teacher candidates, examining their understanding and conceptual development of international mindedness. This research highlights the voice of teacher candidates who have completed coursework leading to the IB educator certification, focusing on the participants' roles as *student* rather than that of *teacher*. This study can inform practitioners and policy makers who are considering integrating the IB teacher certification into existing curriculum. To explore these topics the following research questions were posed:

1. Do teacher candidates develop an understanding of international mindedness?
 - a. If so, what does this understanding look like?
2. How do teacher candidates make meaning out of their lived experiences in the teacher preparation program leading to IB certification?
3. What beliefs do the teacher candidates hold about teaching in global contexts?

- a. What elements of coursework do the students identify as promoting their conceptual understanding of international mindedness?

Major Findings

The findings reveal that teacher candidates attribute their learning and development of international mindedness to the social nature of the undergraduate classroom experience and exposure to diverse cultures. The participants in this study defined in their own terms what it means to be internationally minded and explored how they came to develop this conceptual understanding. In addition, the participants made meaning of the sociocultural context of the teacher preparation courses in two meaningful ways: learning through exposure and learning through meaningful interactions with professors and colleagues. Lastly, the participants highlighted learning from their teacher preparation courses they felt prepared them to teach in global contexts. They shared pedagogical practices and recommendations for future professional development.

Defining and Developing International Mindedness

The teacher candidates who participated in the study reflected on the GMS, their background, the teacher preparation program, and offered their unique interpretations and understandings of what it means to be internationally minded. One broad implication comes from the finding that all participants expressed difficulty in defining international mindedness. Participants continued to emphasize the challenge in articulating this concept. Indeed, existing research reveals there is an absence of a universally accepted definition (Cause, 2011). Findings made clear that the teacher candidates view international mindedness collectively as a concept and frame of mind, taking a theoretical

approach rather than a practical one. They defined international mindedness along a growth continuum and shared a common belief that no one person can fully become internationally minded. The term “awareness” was identified as a core component of international mindedness among several participants.

When asked to describe an internationally minded individual, the participants offered a set of 12 attributes: principled, socially just, open-minded, impactful, appreciative, aware, respectful, passionate, caring, reflective, culturally aware, and selfless. The following descriptors were repeated by more than one participant: open-minded (5 participants), socially-just (3 participants) and aware (5 participants). Many participants built their sense of international mindedness based on what they perceived are values associated with the IB learner profile. A shared sentiment among participants was that it is easier to define and teach international mindedness through a set of attributes. As expressed in the interview, Claire shared: “The learner profile gives you more concrete ideas. International mindedness sounds lofty, students might not know what it means to be internationally minded or globally aware, but they know what it means to be caring and principled.” An important finding is that three of the descriptors the participants mentioned (principled, open-minded, caring) are also IB learner profile attributes. The IB learner profile represents the IB mission statement in action. In effect, the learner profile outlines 10 attributes and definitions of what constitutes an internationally minded individual (IB, 2012). This finding is itself important because it reveals a common language between the IB’s definition of international mindedness and those of the teacher candidates eligible to receive the IB educator certificate. This finding

is consistent with the argument that broad definitions of international mindedness are one of the contributing factors that negatively impact teachers' enactment of this concept (Gigliott-Labay 2010; Halicioglu, 2008; Hayden & Thompson, 1996).

Exposure

A reoccurring theme throughout the study is the notion of learning through exposure. The teacher candidates attributed their understanding of international mindedness to: (a) personal background, (b) exposure, and (c) school experiences. Importantly, this research revealed that there are individual differences in teacher candidates' understanding and development of international mindedness based on their different backgrounds. According to participants, having immigrant parents and speaking multiple languages are significant contributors to promoting cultural awareness, open-mindedness, and an overall appreciation of other cultures. Participants reported that growing up in multi-lingual households and foreign language acquisition in schools "impacts one's overall understanding and global perspectives." Many participants identified their family background as having a direct impact on their development of international mindedness. This was evident in reflections on family cultural celebrations, vivid memories of story-telling related to their parents' native countries, and an overall shared feeling of value and appreciation of other cultures. Family values, background, and culture were dominant forces in influencing the teacher candidates' ideas and perceptions. While only a small number of participants identified second language acquisition having a direct impact on their development of international mindedness, many teacher candidates noted that exposure to foreign languages whether at home or

school can have a positive and direct impact on individuals global awareness and open-mindedness. Findings made clear that exposure to other cultures is key to developing international mindedness. When probed and asked to describe their own understanding, participants shared examples of travel, both personal and study abroad, that they felt had a direct impact on their global perspectives. All participants were firm in the belief that an individual can learn to become internationally minded through direct exposure and cross-cultural interactions. This finding echoes the Association of International Educators' recommendation that successful teacher candidate development hinges on "opportunities for experiential learning in other countries and cultures through study abroad" (as cited in Moss et al., 2012, p. 14).

Another finding was that participants attribute their international mindedness to their formal educational experiences. Again, the theme of exposure was revealed. One participant attributed her learning to her times spent as an IB MYP and DP student. For other participants, it was the mentorship received from professors within the school of education who "challenged our perspectives and helped us to be open-minded" (Maria). Other contributing factors included exposure to diverse school communities through field-based placements, IB curricular projects and experiences in IB schools, and coursework activities related to global impact. Participants articulated the significance of completing "global footprint projects" (Hannah) and coursework activities where they engaged in "real-world scenarios" (Maria). These findings are consistent with research suggesting that direct exposure to and interactions with culturally diverse populations can promote teachers' sense of interconnectedness and understanding of diversity (Cushner &

Brennan, 2007; Dantas, 2007). Over half of the participants described the social-justice mission of their university as having a major influence in their development of global perspectives and international mindedness. Other participants made clear links between the IB coursework, the social justice mission of the university, and their personal development of international mindedness.

Efficacy

Hett's (1993) definition of global mindedness includes a worldview where an individual recognizes their interconnectedness to the global community. Within this definition, Hett identifies efficacy as one of the five dimensions, defining it as "a belief that an individual's actions can make a difference and that involvement in national and international issues is important" (p. 143). Six of the seven participants identified themselves as internationally minded. Jane stated, "You aren't just learning about [global awareness], you are becoming it yourself." This finding supports the previous claim that by virtue of taking courses in how to explicitly teach an IB curriculum, teacher candidates are implicitly gaining valuable knowledge and becoming more internationally minded. Another finding was that all participants believe teachers should promote global awareness, international mindedness, and global perspectives in their respective classrooms regardless of the IB status of the school. All teacher candidates reported confidence in their ability to enact an internationally minded curriculum. The participants shared the common belief that enacting a global curriculum and infusing international mindedness is more easily realized in an IB or dual language school environment. Outside of IB schools, the participants articulated factors critical to developing

international mindedness in their future classrooms: (a) exposing students to diverse populations, (b) culturally responsive pedagogy, (c) a specific curricular framework, (d) knowledgeable and supportive administration, and (e) school climate.

Findings Related to Sociocultural Theory

An exploration of the meaningful ways in which teacher candidates interacted in the teacher preparation program setting sheds light on how pre-service teachers understand and develop international mindedness. Participants reflected on their interactions with their professors, diverse populations of K-12 students, and their fellow peers. These interactions helped shaped the participants' global perspectives, giving credence to the sociocultural concept that learning is inherently social (Lantolf & Thorne, 2000).

The participants valued the social interaction with their collegiate professors. The teacher candidates named an environmental science professor as well as professors who taught the course focusing on IB PYP. Participants believed that the interactions between the professors and the teacher candidates provided them with global perspectives and a broader view of the world. These meaningful interactions included professors challenging student perspectives, asking thoughtful and engaging questions, and pedagogical tasks that required self-reflection and examination of the individual impact on the global community. Previous literature (Banks, 2008; Bryan & Atwater, 2002; Lucas & Villegas, 2011) has shown that teacher candidates need to examine their own sociocultural identities and expand their sociocultural consciousness *prior* to working in the field. The participants made meaning of their experiences in the IB teacher preparation courses and

IB placements and explored how these experiences enhanced their social identities.

Participants emphasized the importance of developing their own self-identity as educators in order to be open-minded, culturally responsive, and internationally minded.

The teacher candidates also made meaning of the sociocultural contexts in which they were trained to become IB educator certified: the IB school teaching placements and the IB courses. All participants identified the IB field-based placements as having a direct impact on their development of interactional mindedness and overall knowledge of the IB program. The participants noted the value of working alongside IB teachers, interacting with diverse student populations in the IB schools, and the IB school environment. A commonly held view was that “seeing IB put into action” within the field based placements was a significant factor in the teacher candidates’ own development of international mindedness. Participants reported a feeling of “becoming globally aware” by virtue of learning how to write IB transdisciplinary units. This finding is consistent with Jean-Pol Martin’s (1985, as cited in Grzega & Schöner, 2008) method of learning by teaching. The IB field placements provide teacher candidates with opportunities to interact with each other, IB teachers, and diverse student populations thereby helping them to develop intercultural understanding and respect.

Conclusions

Implications for Practice

Extant research on the conceptual development of international mindedness focuses on IB students in grades K-12. In his research on former IB students, Wright (2015) found that students attributed their development of international mindedness to

their IB program and were able to articulate specific and practical impacts it had on their everyday lives. The IB students in the study articulated specific dispositions, such as an increased cultural awareness, that was directly and positively impacted by their time spend in the IB program. The findings of this dissertation suggest that teacher candidates (students) can have a similar result from learning *how* to teach IB. The findings support this claim because several participants interviewed offered specific ways that the courses focused on learning how to teach IB helped them to become more internationally minded-namely exposure to the IB schools, learning “nuts and bolts” of the IB program, and writing the IB transdisciplinary units. Researchers such as Stevenson et al. (2014) argue that the enactment of international mindedness is greatly impacted by the teachers’ own conceptual development and knowledge. The findings from this research demonstrate that teacher candidates believe it is important to have a working knowledge of international mindedness and they perceive the IB teacher preparation courses as a tangible means of achieving this goal. The participants of the study aligned their definition of international mindedness with the IB learner profile attributes, demonstrating the application of knowledge gained in the IB teacher preparation coursework. The finding demonstrates that participants valued the social interaction and exposure, which gives credence to the idea of exposing teacher candidates to diverse teaching placements and centralizing curricular content on how to teach for international mindedness. Therefore, I propose that teacher educators wishing to promote international mindedness in the teacher candidates use facets of the IB educator program. Specifically, curriculum coordinators can incorporate the use of the IB learner profiles, writing IB

transdisciplinary units, and field work experience in IB schools.

Scholars (Banks, 2008; Zeichner & Hoefft, 1996) have argued that teacher candidates should participate in ongoing self-reflection of their own sociocultural identities to better to connect with and teach their students (Lucas & Villegas, 2011). Other scholarship (Bryan & Atwater, 2002; Zapata, 2013) argues that there is a critical need for teacher candidates to participate in self-examination of cultural beliefs in order to avoid perpetuating negative cultural stereotypes. This study supports these arguments that it is critical for teacher candidates to participate in on-going reflection to promote international mindedness and global perspectives. The results of the Hett (1993) GMS in this study demonstrated varying degrees of global mindedness amongst the teacher candidates. The survey was used as a tool for personal reflection and targeted conversation rather than an outcomes-based assessment. For those seeking to assess teacher candidates' global or international mindedness, it is recommended to use the survey as a foundational tool for engaged, critical conversations in practice. Teacher educators can use the survey to promote a uniform language surrounding international mindedness, sharing of ideas, and open and frequent conversations specifically related to developing global perspectives. Pedagogical activities involving focused interactions between teacher candidates provides a way to leverage the skillsets of teacher candidates to better prepare them for the classroom. Additionally, teacher educators can utilize targeted pedagogical activities in their classrooms such as engaging in meaningful conversations, utilizing the IB units as a model for teaching global perspectives, activities that involve self-identity exploration, global impact projects, and encouraging study

abroad and language acquisition where possible. For schools seeking to promote a global curriculum (regardless of the IB status of the school), school leadership and administrators should reinforce a unified definition of international mindedness along with clear curricular and pedagogical guidelines for its implementation.

A final implication for practice resulting from this study is that the voice of teacher candidates needs to be heard. Ample research on international mindedness focuses on K-12 students and in-service teachers, it is recommended that teacher educators treat the teacher candidates as *students* as well. Rather than focusing on instructing them how to *teach* international mindedness, teacher educators should focus on the teacher candidates own *learning* of the concept as it develops. Further, it is important to consider that the teacher candidates were able to articulate clearly what works and what can be improved in schools to better meet their needs and support them as they embark on their professional careers.

Recommendations for Further Research

The present study contributes to scholarship surrounding the development of international mindedness amongst pre-service teachers. It is recommended that future research prioritizes the study of development and understanding of international mindedness from the perspective of teacher candidates. This study focused only on a small group of teacher candidates, which is too small to be generalizable to the larger population of pre-service teachers. It is recommended to expand this research to include a larger population of teacher candidates in IB certification courses and those in undergraduate teacher preparation programs.

A recommendation for further research is to continue studying the IB teacher certification programs at the undergraduate level and its impact on teacher candidates' growth and development of international mindedness. Researchers and educators can continue to look at commonalities between the IB educator teacher preparation curriculum and the pre-service teachers' conceptual understanding.

A final recommendation is to conduct longitudinal studies examining teacher candidates' understanding of international mindedness from undergraduate experiences in the School of Education through their first three years in practice. Data can inform an understanding of how international mindedness develops in teacher candidates and subsequently how it is enacted, potentially identifying curricular and instructional supports in practice that best support this learning.

APPENDIX A
IB LEARNER PROFILE

The IB Learner Profile: A singular capacity for invigorating campus life
Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their

work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

APPENDIX B
INTERVIEW PROTOCOL

Demographics

- 1) Please tell me a little bit about yourself. Please include your age, year in school and anything you would like to tell me about you or your family.
- 2) Where do you see yourself professionally in the next five years?
- 3) Please describe the type of educator you hope to become.
- 4) Do you intend to pursue an IB educator certification or teach in an IB PYP school?

Questions related to developing international mindedness

- 1) Please describe your experience in the teacher preparation program. Thinking of your IB PYP placement, can you describe this placement. How was it different than other courses and student-teaching courses? What was it like being in an IB school?
- 2) What comes to mind when you hear the words ‘internationally minded’? What does it mean to be an internationally-minded person?
- 3) How did you come to have this idea of international mindedness? What sorts of things or experiences in your life have influenced your thinking?
- 4) Do you consider yourself to be an internationally minded person?
- 5) What are the limitations of the idea of international mindedness itself? (is it a realistic idea?) What factors hinder or limit the possibility of somebody being internationally-minded? What factors work against international mindedness?
- 6) How do your professors teach these ideas of international mindedness? Recent example from a lesson?
- 7) Can you assess whether a person is internationally-minded? How are these ideas around international mindedness tested or assessed in class? Examples?

Questions related to teaching International Mindedness:

- 1) Please describe your role as an educator in the 21st century.
- 2) What factors work against teaching international mindedness? How can you teach this concept?
- 3) What does an internationally minded student look like?
- 4) Do you believe that international mindedness can be incorporated in all areas of curriculum?
- 5) Can you give some examples of how you have taught for global awareness or international mindedness?
- 6) Would you consider yourself to be a global educator? Is that important to you?
- 7) Did you how learn to teach international mindedness? If so, how?
- 8) How does a student become more internationally minded?
- 9) Have your experiences contributed to how you develop international mindedness in your students? If so, how?
- 10) Have your beliefs contributed to how you develop global-mindedness in your students? If so, how?
- 11) What are the challenges and roadblocks in infusing global education in a classroom?
- 12) What do teachers need in order to teach students to become internationally minded?

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VITA

Kathleen P. Castillo-Clark is the daughter of Javier and Kathy Castillo. She was born in Madrid, Spain on April 2, 1984. A native of Greenville, North Carolina, Kathleen was raised along with her two older siblings Monica and Javier Jr. She currently resides in Chicago with her husband, Scott, and two daughters, Collins and Hazel.

Kathleen attended a Catholic K-8 school and a public high school in North Carolina. She graduated from the University of North Carolina at Chapel Hill with a Bachelor of Arts in Elementary Education and Spanish. In 2007, she earned a Master of Education in Language and Literacy from Harvard Graduate School of Education. Kathleen is a National Board Certified Teacher in Reading-Language Arts for Early and Middle Childhood. As a NC Teaching Fellow, she began her professional teaching tenure in an IB PYP school in Charlotte, NC. She and her husband moved to Greenville, NC where she continued working as an elementary school teacher. After relocating to Chicago, Kathleen enrolled as a full time doctoral student at Loyola University Chicago School of Education. She worked as a graduate assistant for four years in the Curriculum and Instruction program.

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DISSERTATION COMMITTEE

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