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Teaching to the World

The Internationalization of a College of Education in the United States

A Thesis
Presented to
The Faculty of the Social and Cultural
Foundations of Education
College of Education
DePaul University
In Partial Fulfillment of the Requirements for
the Degree of Master of Arts

by

Elizabeth Robbins

April, 2010

DePaul University
Chicago IL

I approve the thesis of Elizabeth Robbins.

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3-31-2010

Date

Abstract:

This study illustrates the presence and importance of an international perspective for educators in higher education. Taking into consideration the growth of internationalization in higher education, it is necessary to observe how Schools of Education incorporate that focus into their curriculum. In this study, the panelist investigates the extent to which a university School of Education in the United States has internationalized the curriculum for educators, both in theoretical discussions and in practice. The questions at hand are to discover how a school of education incorporates an international focus to the curriculum. What challenges do they encounter? What is the evolution and development of integrating that international focus? What are the faculty and student perceptions of the international focus, and the importance of such, within the curriculum at both the undergraduate and graduate level? Additionally, how does a school of education-sponsored study abroad opportunity contribute to the international focus of the curriculum? This case study of one university's School of Education seeks to offer insight into the internationalization process for educators through faculty and student interviews, analysis of websites, policies, and syllabi, and participant observation in a School of Education sponsored study abroad. Findings reveal a productive tension between a focus within teacher education at the local level, and internationalizing the experience which informs their teaching.

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Chapter I. Teaching to the World

Throughout the world, classrooms are diversifying at an accelerated rate as globalization encourages international trade and travel. The one-dimensional, homogeneous classroom is slowly becoming an endangered species. Students are growing up in neighborhoods with friends and neighbors from not just different family trees, but completely different countries. Student need is no longer limited to learning or physical disabilities. A typical K-12 classroom now caters to the needs of students who speak multiple languages, which often do not include English. These students come from a multitude of backgrounds, bringing to the classroom a rich and diverse foundation of global knowledge and awareness. Yet, for many of the K-12 teachers in the United States, this very classroom is now a foreign environment.

Take a look at Colleges of Education throughout universities in the United States. Chances are that, in teacher education programs, you will be greeted by classrooms of young, white, middle-class females. According to the National Council for Accreditation of Teacher Education,

over 40 percent of the students in P-12 classrooms are students of color. Twenty percent of the students have at least one foreign-born parent, many with native languages other than English and from diverse religious and cultural backgrounds. Growing numbers of students are classified as having disabilities. At the same time, teachers of color are less than 20 percent of the teaching force. (NCATE 2008, p. 36.)

How we approach this diversifying population is an essential question for United States schools and universities in the next decade. How are universities changing their teacher education programs to equip new teachers with the global perspective needed to work in such multicultural, multilingual, and multinational classrooms? How has globalization and the interest in

international education appeared within postsecondary Colleges of Education for teachers? What opportunities are these education students aware of, exposed to, or encouraged to participate in, which foster an international perspective and global awareness as they become multicultural educators in a diversifying world? How are teachers trained to work with students from countries around the world, both industrialized and non-industrialized, and what does the international focus of their curriculum look like?

In this study, I investigated the extent to which a university's College of Education in the United States has internationalized the curriculum for educators, both in theoretical discussions and in practice. The question at hand is how a College of Education incorporates an international focus into the curriculum. What challenges do they encounter? What is the evolution and development of integrating that international focus? What are the faculty and student perceptions of the international focus, and its importance, within the curriculum? Additionally, how does a College of Education-sponsored study abroad opportunity contribute to the international focus of the curriculum?

The rationale for this study is related to the large body of literature surrounding the internationalization of curricula in higher education. For many degree majors, including business and law, internationalization is perceived to be essential to maintaining competitiveness among a globalizing economy and world. Many universities internationalize curricula based on the need to increase prestige and competition in light of a changing political and economic world. There are various methods of internationalization, including infusing global perspectives into existing courses, creating courses with an international focus, increasing the importance or requirements of foreign languages, and offering more diverse study abroad options within departments (deWit 2002; Fischer 2007). The internationalization of teacher education, specifically, has become a

critical discussion throughout the past decade as the world globalizes and schools continue to diversify.

This study is important for teachers who are walking into United States classrooms that are more and more diverse in terms of cultural backgrounds and race, regardless of the location of the school. Teachers must first prepare themselves to create an environment where both they and their students can recognize, understand, accept, and respect the diverse nature of education in that common space. By offering a critical observation of one university's College of Education curriculum and conducting participant observation in a study abroad opportunity for education students, this study offers an understanding of faculty and student perceptions of the presence and importance of an international focus. Taking into consideration the growth of the internationalization movement in higher education, it is necessary to observe how Colleges of Education incorporate that focus into their curriculum.

Internationalization takes many forms: in course directives and material, in international faculty members, in study abroad opportunities, in diverse student and faculty populations, and in other manifestations. This study investigated which of those methods of internationalization are being incorporated into one College of Education curriculum.

Chapter II. Review of Literature

The prominent literature on internationalization is about higher education as an institution, rather than for individual Colleges or programs of study. As this study focuses on the implications of internationalization for Teacher Education specifically, it is important to establish a foundation for internationalization, as well as the forms it takes for teachers in higher education. The literature presented here will highlight A) the definition of internationalization for this study, B) the goals of internationalizing Teacher Education, C) the use of study abroad as a method of internationalization, and D) the future of the process of internationalization.

A. Internationalization: Definitions and Initiatives for Higher Education

1. Terminology

Within the field of international education lie various terms which are commonly perceived as interchangeable, and if not interchangeable, only vaguely defined. As a result, perceptions of internationalization are often misdirected or misunderstood. DeWit (2002) Mestenhauser and Paige (1999), and Knight (1997, 2002, 2004) provide this study's accepted definitions and understandings of the concepts commonly referred to in this discussion of internationalization, namely, globalization, internationalization, and multiculturalism.

a. *Globalization v. Internationalization*

Globalization, perhaps one of the most widely used terms in international discussions, is seen as a very discrete and yet related process to *internationalization*. According to deWit and Knight (1997), *globalization* is the “flow of technology, economy, knowledge, people, values, [and] ideas...across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities” (p. 6). *Globalization* refers to the

contextual processes within which educational policy is created and plays out. Where *global* often refers to a worldwide scope, focusing more on the world as a whole than on individual nations and interstate relations, *international* “emphasizes the notion of nation and refers to the relationship between and among different nations and countries” (Knight 2004, p. 8).

Understanding this distinction between *global* and *international*, and therefore the relationship and difference between *globalization* and *internationalization*, is essential, specifically for universities as they seek to forge international relationships which focus on the distinctions between countries and cultures. The literature on international education, globalization, and internationalization offers much debate around the definition of the term *internationalization*. While the word has been used for centuries in economic and governmental concerns, it has only become popular in education in the past thirty years (Knight 2004, deWit 2002, Haraari 1992). Unfortunately, as higher education endeavors to *internationalize*, the definition of this process is still unclear and, often, university-specific. The fact that internationalization is a process, but a process without a simple, clear definition is echoed across the literature (deWit 2002; Schoorinan 1999; Knight 1997, 2004; Haraari 1992). A comprehensive and useful historical overview of the terms *internationalization*, *international education*, *comparative education*, *multicultural education*, and other related terms may be found in deWit (2002).

This study accepts Knight’s (2004) definition of internationalization: “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education” (p. 2). This study focuses on internationalization through The University’s process approach of effectively integrating global learning throughout the curriculum and campus activities. Knight’s (2004) definition, coupled with her

Internationalization Circle (1994)¹), offer a clear foundation for analyzing where The University stands in the internationalization process.

b. Internationalization vs. Multiculturalism

Higher education administration, specifically in the field of education, often have difficulty with the internationalization process due to disagreement about the difference between *internationalization* and the other terms relating to diversity such as multiculturalism. The American Council on Education (ACE) (2007) offers a dialogue on the intersection between internationalization and multiculturalism for higher education (Olson, Evans & Shoenberg 2007). As will be seen in this study, often when those in higher education discuss *internationalization*, they fall back into the commonly used language of *multiculturalism*. Multiculturalism has been a curricular priority in the United States for a long time, where internationalization is a relatively new initiative. The intention behind multiculturalism is an awareness and understanding of diversity, which can be, but is not necessarily, international. Similarly, internationalization doesn't necessarily speak to the types of diversity that are typical in multicultural-oriented work (most often cultural and language diversity) although these may be embedded in international education initiatives.

2. Initiatives

Internationalization has been motivated by the progress of globalization in the world, and the value that institutions and corporations are placing on their employees' awareness and ability to communicate cross-culturally. Gutek (1993) remarks that as corporate and political leaders recognize the value of international education, universities respond with various approaches and

¹ See Figure 1 , herein, for more discussion of Knight's Internationalization Circle (1994).

strategies of internationalization (p. 235). These strategies are essential to the world of higher education in terms of preparing university students to approach their future careers with a wider understanding of the world. According to Joann McCarthy (2007), “at its best, internationalization is a campus-wide undertaking that challenges institutions to view their fundamental missions from a new perspective, to rethink what is learned and how, to redefine their boundaries, and to consciously extend their global reach and impact” (p. 1).

A variety of approaches have been implemented to encourage internationalized curriculum in higher education, including building study abroad experiences, offering courses designed with an international and interdisciplinary focus, hiring international faculty members, encouraging peer interaction between American and international students, and strengthening foreign language requirements and degree programs (Altbach & Knight 2007; Gutek 1993; Mestenhauser 1998; Gaudelli 2003). Through international university partnerships, exchange programs, and technological connections and advances, higher education administrations have begun to address the challenges of globalization for students and the greater society.

Within postsecondary Colleges of Education, internationalization is a priority. Education administrators recognize a need to offer teachers and students an international perspective. Kubow & Fossum (2003) advance that: “the heightened interest in and concern over education has prompted educators to re-examine, in light of new global realities, the purposes of schooling, the underlying assumptions about the relationship between education and [international] development, and questions about educator professionalism” (p. 4). This outlook on education as an international endeavor is a vital component of the revision of teacher education (Gutek 1993, p. 1). However, the extent to which that internationalization comes to fruition varies depending on the university. According to Longview (2008), “as institutions

embrace the goal of graduating teachers with knowledge of the world and the skills to teach about it, gauging the impact of new teacher education practices becomes ever more important” (p. 29). This, however, is just one of the many motivations and goals that inspire internationalization within Colleges of Education.

As we progress through the twenty-first century, educators realize the necessity of viewing education through an international lens (Kubow & Fossum 2003; Gaudelli 2003, Gutek 1993). Colleges of Education work towards fostering an expanded vision of multiculturalism, instructing new teachers how to both teach and better understand students coming from different backgrounds (Longview 2008, p. 5). Comparative educators engage in policy deliberation, research, and participation in projects around the world in an effort to discover both similarities and differences among methods of teaching and learning, and to improve educational systems. In all regions of the world, we recognize how education is changing and progressing not just for the students, but also for those who educate (Kubow & Fossum 2003, p. 6). Organizations such as the National Association of State Universities and Land-Grant Colleges (NASULGC) have begun to refine the idea of *global competence*. In the “National Action Agenda for Internationalizing Higher Education,” NASULGC (2007) defined *global literacy* as including a diverse worldview, comprehension of one’s area of study, an ability to communicate in multiple languages, cultural sensitivity, adaptability and experience outside the U.S., and continued learning throughout one’s career and life (p. 3). With this in mind, Colleges of Education in the United States have begun internationalizing the process of teacher training in order to produce educators who are able to cultivate globally competent students.

B. Goals of Internationalized Teacher Education

What will be the focus for educators who are entering internationalized educational practice programs? What goals will universities set for teacher education as they internationalize the curriculum? Qualitative inquiry into the processes and methods of internationalization within Colleges of Education is necessary to learn how educators can better address the needs of students in U.S. schools. As the Longview Foundation (2008) discovered, “the critical role of teachers in internationalizing P-12 education has never been clearer, yet today’s educators rarely begin their careers with the deep knowledge and robust skills necessary to bring the world into their classrooms” (p. 3). Through research on the condition of the curriculum in educational practice, Colleges of Education can assist educators in becoming active participants in a progressive world and in developing a new international perspective through which to teach. The goals of internationalizing teacher education include the increasing need to teach immigrant children, to cultivate global citizens, and to decrease ethnocentricity through world experiences.

1. Teaching Immigrant Children

Schools in the United States are becoming more and more diverse in terms of cultural backgrounds, race, ethnicity, language, and national origins, as well as in terms of educational opportunities and resources (Planty, et al. 2008, p. 154). Due to this increasing diversity, one of the goals of Colleges of Education is to focus on the need to teach the growing number of children who immigrate to the United States. According to the Office of Immigration Statistics, a division of the U.S. Department of Homeland Security, a total of 48,217 refugees were admitted into the United States in 2007, and 20,892 of those refugees were children (Jefferys and Martin 2007, p. 2). In addition, 1,932,075 temporary workers and families, 841,673 short-term students, and 76,158 long-term residents were admitted in 2007 (Barr, Jefferys, and Monger 2007, p. 2). Among these millions of immigrants, a significant proportion are children who, as

temporary or permanent residents of the United States, are required to attend schools according to individual state regulations. As these children enter our classrooms, it is essential for educators to be prepared to cater to the needs of a diverse population of students beyond the state-mandated curricular content. As Gutek (1993) states, “school administrators and teachers throughout the world are now experiencing the need to develop multicultural sensitivity and pedagogical skills to educate diverse groups” (p. 227). Internationalizing teacher education means offering new teachers the means to learn and understand the students in their classrooms in order to provide a cross-cultural, communicative teaching approach.

2. Cultivating Global Citizens

In many United States schools, the focus of literacy is on reading, writing, technology, and occupational skills, while the focus of teacher education is becoming more content-oriented, sometimes at the expense of culturally-sensitive pedagogies. In the wake of the No Child Left Behind Act (2002), many schools in the United States are leaving behind bilingual or multilingual education, and focusing on producing effective workers for the American workforce (Longview 2008, p. 5). Yet there is a deeper ambition in education, which has also become one of the goals of internationalizing teacher education curriculum in order to produce global citizens. Teacher education has begun to re-focus on creating a student body of citizens of the United States, as well as citizens of a larger world:

While schools cultivate particular kinds of citizenship, they can also provide the means for enlarging our sense of time and space by creating an international perspective. Our world can be viewed in many dimensions, each of which can be understood by bodies of disciplined knowledge. The school’s curriculum, as it reflects such disciplines, can be infused with an international sense. (Gutek 1993, p. 19.)

Colleges of Education are beginning to look beyond the content of what is taught in the classroom and to focus also on the population of students who will be educated.

3. Decreasing Ethnocentricity through World Experience

Teachers are those persons officially assigned responsibility of educating the young so that they can participate in their culture; hence the teacher has an important role in equipping students with skills that will enable them to think, reason, and manipulate ideas. (Kubow & Fossum 2003, p. 182.)

Some Colleges of Education have approached internationalization from a global education perspective, focusing on how to instruct educators to teach about the world (Kauffmann, et al. 1992, p. 56). One opportunity for educators to acquire these skills is to complete student teaching practicum as a study abroad experience. However, for students unable to teach abroad, whether for financial reasons or time-constraints, universities also offer more directed, short-term study abroad options. As Kauffmann, et al. (1992) describe, study abroad is designed to give students an international perspective through: “knowledge, attitudes, and skills which presumably lead to a better educated citizenry and ultimately to improved international relations and global understanding” (p. 56). Study abroad programs, short- or long-term, offer students an opportunity to explore their own global awareness, and, for education students, to incorporate that global awareness into their philosophies and ideologies within the field of education.

C. Study Abroad as International Instruction

In a study of university students in England and France, Bruce (1991) determined that “teachers were less likely than their peers to consider study abroad since, however good the teaching they received elsewhere, it would not prepare them for the highly specific requirements of the examination they would face” (p. 168). This is also true within the United States. Student

teaching opportunities abroad seem to offer a positive opportunity to gain valuable international experience by teaching in another country, but according to the findings of the Longview Foundation (2008),

Course requirements and student teaching take up significant space in most pre-service teachers' schedules, leaving little room for study abroad, world language study, or internationally-oriented electives...the culture of teacher education is local and therefore has advanced policies that serve the neighborhood schools but not the needs of future citizens of the world. (p. 6.)

In the state of Illinois, for example, student teachers are required to complete a state-approved university teacher education program, take a basic skills assessment test, a content test (for any and all areas of certification), and an assessment of professional teaching prior to being awarded a teaching certificate (www.isbe.net/certification/pdf/testreq.pdf). While study abroad is an excellent way for teachers to supplement their teacher education, many student teachers are unable to find the time and the funds to participate.

However, for those able to participate in long-term international student teaching, the experience abroad portrays "how the process of seeing themselves as the 'other' paradoxically helps them to identify with the students that they teach" (Ljungdahl 2006, p. 74). By struggling to understand the diverse community within which they are working as well as balancing cultural misunderstandings and behaviors, educators gain a perspective of understanding that translates into their teaching practices. Families and communities rely on schools and teachers to simultaneously provide instruction to students and delve into issues of diversity and intercultural relations (Dooly & Villanueva 2006). Therefore, educators benefit from experience with internationalization beyond basic classroom discussion.

Craig Kisko's foreword to the collection *Intercultural Student Teaching* (2007) reminds teacher educators that in order to be successful, new teachers must recognize and adapt to the changing global community within which they work. As schools continue to diversify, teacher educators must help students to understand and adapt to an interactive multicultural environment. One of the most positive ways to encourage this is through international student teaching. Cushner (2007) responds to this call for international experiences: "student teaching overseas provides the opportunity for students to live and work in a significantly different community for an extended period of time and to stretch beyond their traditional zone of comfort" (p. 28). Teachers are put in a space that allows them to question their own traditional beliefs and expectations in terms of education. Through exposure to another culture in the context of education, educators gain a broader perspective and understanding of different methods of teaching, attitudes towards academic success, perceptions of teacher-student roles and relationships, and approaches to teaching the prescribed curriculum (Cushner 2007; Schukar 1993; Dooly & Villanueva 2006; Longview 2008). Teachers are faced with the responsibility of combating racism, stereotypes, and other types of discrimination within the diverse classroom of their chosen career (Longview 2008). A long-term student teaching abroad or short-term study abroad experience offers educators the opportunity to experience what their future students experience, and therefore helps them to develop teaching strategies to approach those students and challenges.

1. Study Abroad: Shaping Teacher Education

According to Cushner (2007),

teachers who study abroad return with a new sense of authority and a greater desire to share their knowledge and experience with others, have greater academic prestige

because of their participation in an overseas program, and are more likely to apply and be selected for additional opportunities for international travel and study. (p. 29.)

For students who take the opportunity to study abroad, the university experience becomes internationalized through an increased awareness of other cultures and the perspectives that pervade those cultures. The study abroad experience for teachers is two-fold: first as students in the host country, and then upon return home as teachers in the classroom (Mahon 2007). In addition, students are able to learn about both a new culture and their own. Mahon and Cushner (2007) explain that students recognize disparities between their host culture and their home cultures through the study abroad experience, both in a positive and negative light. However, this can also inform their teaching upon returning home, shedding new light on the students that they teach in terms of looking critically on their own cultures in comparison to others both within the United States and outside. As Brungardt (1991) reflects, “students who travel abroad are often forced to confront social issues more directly. Their international experience sharpens their critical faculties and offers them a wealth of knowledge in dealing with some of the most serious problems of our time” (p. 90). For educators, those serious problems arise, in part, due to multicultural nature of their classrooms, and the necessity to understand student backgrounds before attempting to teach them the required content.

2. Education-Focused Short-Term Study Abroad Initiatives

While there is much literature surrounding the importance of student teaching or studying abroad long-term, the consideration of time constraints and financial limitations allows shorter study abroad sessions to take a much more practical position for pre-service teachers. Fischer (2007) describes possible opportunities for students to approach study abroad without spending a semester or a year in a student teaching post. For many students, taking the time to teach abroad

is impractical. Therefore, short, directed study abroad trips provide the opportunity to interact with another culture in a meaningful way, without compromising the time required to complete their degree (Longview 2008, p. 22). Students participate in projects directed specifically towards the purposes of their degree. This experience offers a chance to connect in an international setting in a shorter and more focused manner (Fischer 2007).

Kauffmann, et al. (1992) explains that an international perspective requires “changes in students’ perception and understanding of the host culture and of the home culture, and the development of global understanding” (p. 58). Bringing students to another part of the world, even for just a short time, encourages them to re-evaluate their own understanding of how others live and co-exist in their world (Gaudelli 2003, p. 175). While short-term study abroad is not the only method of acquiring a full understanding and awareness of cultural differences, it can be an essential form of exposure for those training to teach in multicultural classrooms. When students participate in traditional semester-long study abroad programs, the tendency is to create small enclaves of the “familiar,” that is, groups of American students who treat the experience more as a vacation than a learning environment. Mestenhauser (1998) offered a survey of internationalization strategies on university campuses, and found that in a short-term study abroad experience this is less of a problem, considering the experience is more focused and specifically directed towards observing the differences between our preconceptions and the reality of this other culture. In terms of teacher education, any exposure to another culture should plant the seeds of challenge for those preconceptions. Short-term study abroad programs also offer follow-up meetings to evaluate what was seen and to compare the experience to the world awaiting them as teachers.

D. Internationalization: An On-Going Process

Due to the recent attacks on public education that depict schools as factories for future workers and education's failure to teach critical thinking, there is an abundance of research debating teaching methods and curriculum foundations within the schools. According to Schukar (1993), one of the principal responsibilities of educators in the United States is to prepare students for decision making and participation in a society where conflicting perspectives and controversial issues are a part of life. Schools must emphasize the knowledge and skills essential for understanding multiple perspectives, making decisions, and resolving conflicts. (p. 55.)

However, in terms of teacher training, there is limited research concerning the internationalization of the curricula within education programs. At the same time, many universities are subscribing to the necessity of internationalizing curricula at the higher education level. The Longview Foundation (2008), in a study of departments of education in North Carolina,

...uncovered interest in schools, colleges, and departments of education in internationalizing the curriculum, supporting faculty, and strengthening advising to encourage students to take globally themed classes and participate in international experiences. But found few resources to do so. (p. 6.)

While Colleges of Education and their faculty recognize the necessity of international experiences for future teachers, the limited resources for international mobility constrain the possibility of offering such experiences on a regular, integrated and professional basis.

This study focuses on one College of Education's curriculum as it relates to international content and the nature of its students' internationally-focused experiences and exposure. The University has begun the process of internationalization by offering a study abroad trip to Mexico for its education students. The Mexico study abroad program offers both current and

prospective students a wide range of experiences and communication opportunities to begin to compare their ideas and viewpoints with those of another culture. However, a more expansive case study of the degree requirements, curricular content, faculty and student perspectives, and College philosophies concerning the integration of international elements will offer a broader understanding of how a College of Education is internationalizing the curriculum.

Chapter III. Research Design

A. Methodology

In order to investigate how internationalization and the interest in international education has been incorporated within a university College of Education, this case study uses qualitative inquiry through active field work, including interviews, participant observations and document analysis. It is a case study: “a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes” (Creswell 2007, p. 73). The bounded system in this study is the College of Education at The University (a pseudonym), a private university in a major metropolitan city in the Midwestern United States. I believe that our experiences and social contexts inevitably become a part of our own lens through which we approach the world. Thus, a case study of this College of Education offers a context for encouraging the discussion of internationalization.

Schram (2006) explains that in a case study “the researcher is focused on developing insight into an issue or external interest” (p. 107). For this particular study, I am interested in how the College of Education has incorporated international elements into their curriculum for educators. Using interviews and participant observation to examine the experience of faculty, administrators and students within the College of Education, I explore the elements and processes of internationalization within that curriculum. In addition, document analysis allows me to observe the evolution of the College’s internationalization process in light of the recent university focus on internationalization and higher education as revealed on University web pages and in program documents.

The focus of this study is a private university in a large United States city. The University services over 20,000 students, with over 200 undergraduate and graduate programs. The College of Education services over 2,000 undergraduate and graduate students. The sample for the study includes all of the eleven graduate student participants of a 2009 study abroad trip to Mexico. The students' perspectives of their experiences in the study abroad program provide student insight to the study. I approached the student participants before the study abroad trip took place, described the study and explained what I expected of participants. All the students volunteered to participate. I obtained IRB approval for the study on June 12, 2009. (See Appendix A.)

The initial interview occurred within the first week of the trip, with a follow-up interview within three months of our return. In addition, I interviewed ten faculty members in the College of Education who are either involved in courses which offer international elements, and/or have shown support for The University's internationalization efforts. I approached these faculty members in early June, prior to the end of the spring term, in order to generate interest. Interviews with these faculty members occurred during the fall term, 2009.

B. Methods

The methods of data collection for the case study included document analysis, interviews, and participant observations (Creswell 2007, p. 132).

1. Interviews

Interviewing is essential to determining the perceptions of student experience because it allows the researcher to collect specific data from each individual. Each of the student respondents participated in two forty-five-minute interviews, one during and one after the study abroad trip; the interviews were audio-taped and later transcribed. I interviewed the students

individually about their ideas on their study abroad experience using questions about why they chose to study abroad, reflections on that experience, current programs of study at The University, and perceptions of internationally-focused content since the study abroad trip. (See Interview Protocol, attached as Appendix B). The eleven students, including myself, are members of four graduate degree programs: four students from Cultural Studies, five from Bilingual Education, and two in Curriculum & Instruction. One student from Cultural Studies and two from Bilingual Education were also in the Teacher Education program. One student was a doctoral student, where the other ten students are Master's candidates. The individual interviews provided personal perspectives on their participation in their individual degree programs in the College of Education and on the study abroad trip.

The ten faculty members were interviewed individually concerning their perceptions of the international focus of the College and The University, as well as their own course offerings. The professors work within the College of Education and offered an institutional history of the internationalization processes at The University. They are members of the Bilingual Education, Cultural Studies, and Teacher Education programs. Four of the faculty members are founders or advisors of study abroad programs sponsored by the College of Education, and five participate in internationally-focused curriculum committees within the College. Six faculty interviewees hold both teaching and administrative positions within the College, and two professors are not directly involved with the internationalization process either in their teaching or committee work. The particular faculty members were chosen purposefully in order to provide multiple perspectives. Interview questions explored the professors' perceptions of internationalization in the curriculum, their projections of the potential for the future of the College of Education in terms of internationalizing the curriculum, the challenges and progress the College met so far, and the

potential roadblocks and successes in the future. Also, I asked them to explore their own perceptions of what the College curriculum would ideally look like, and what needs to happen for it to improve upon its current condition, and eventually attain its ideals (See Appendix B).

All of these interviews, of both students and faculty, were recorded electronically and transcribed manually. Once the study is complete, these audio recordings and transcripts will be destroyed. The transcripts do not include real names or any personally identifying information; all personal and institutional names are pseudonyms.

2. Participant Observation

Creswell (2007) describes participant observation as a method in which “the researcher is immersed in the day-to-day lives of the people and observes and interviews group participants” (p. 68). I am one of eleven students from the College of Education who participated in the 2009 Mexico study abroad program. The student participants include graduate students in various programs within the College of Education at The University. I was a participant observer in the informational meetings, required courses, and the trip itself. I observed the activities of the study abroad trip, spoke informally with the other participants throughout, and related that observation to the student and faculty interviews and document analysis. The trip took place in early summer 2009, and for the three weeks we were housed with local home stay families near the campus of the cooperating university located in a large city in Mexico. We attended daily Spanish language courses and visited local urban and rural schools in order to examine educational issues, settings, and practices in the context of Mexico. Prior to leaving for the trip, the student participants met for four course sessions in which we discussed course readings on current issues of education, culture, and schools in Mexico and the United States. While in Mexico, we formally met five additional times to discuss relevant readings as well as our experiences in the country.

My observations during the Mexico trip focused on our course meetings, school visitation trips, and extra-curricular, University-sponsored tour activities. I took field notes of and observed only public behavior public spaces; for example, the interactions and questions which were discussed in and out of class in relation to our school visitations and coursework. However, I did not conduct observations or record field notes when the participants engaged in private activities, including time in the home stay, free time activities, and informal, unrelated conversations, in order to reduce the potential risk of indiscretion or of recording behavior which might have been an infringement on student's expectations of privacy. The ten students who chose to participate in post-trip interviews had the opportunity to share relevant information concerning these times or activities if they so chose. I also made my role clear to the participants at any time in which I was a researcher, so that they clearly understood that I would be observing for this study.

As a participant observer, I was a student first and foremost. My class notes, syllabi, and observations served as data, and then secondarily I took field notes. At no time did my role as a researcher interfere with my coursework in the class or on the trip. I manually took detailed field notes both in the class meetings and during the study abroad trip. These field notes were later transcribed into full narratives of my experience, which were then coded for analysis.

3. Document Analysis

In addition to interviews and participant observation, I looked at syllabi from College of Education courses which offer an international focus. I gathered information about these courses from their titles, The University course catalog, and suggestions from faculty members. Courses suggested by faculty included Culture and Society, History of Bilingual Education, Math Education, Literacy and Culture, and Children's Literature. From my own participation in the Cultural Studies program, I also analyzed syllabi from my Philosophy in Education, Comparative

Education, Culture and Society, and Educational Theory courses. In addition, of the over fifty undergraduate courses and over seventy graduate courses offered in the College of Education for the fall term, I reviewed the requirements for the fifteen which included the words “culture,” “society,” “multicultural,” “bilingual,” or “language” in the course titles. I looked into the College of Education website for their mission statement, philosophy, and course requirements for various degrees. Additional documents of interest include the state policies for teacher education and university accreditation, as these documents may offer perspective on how teacher certification and state accreditation requirements shape the international or global content and focus for The University College of Education.

While looking at these documents I took notes on the elements of internationalization that I observed, which were coded as data for my analysis.

C. Data Analysis

Data analysis is the process of interpreting patterns and meaning from raw data. According to Rubin and Rubin (2005) “Analysis entails classifying, comparing, weighing, and combining material from the interviews to extract the meaning and implications, to reveal patterns, or to stitch together descriptions of events into a coherent narrative” (p. 201). For this study, the transcripts and field note narratives were coded, or labeled, according to specific concepts, themes, and events which appeared across the different data sets. These codes were later translated into the interpreted themes discussed in the final study.

Through the interviews, observations, and document analysis, I hope to offer a deeper understanding of The University’s internationalization of educational practice. The interviews reveal faculty and student perspectives, whereas the website information and my participant

observation on the study abroad trip provide insight into how the College of Education integrates a global perspective into their curriculum (Denzin and Lincoln 2005, 25).

D. Quality and Ethics

To ensure credibility, this study draws from various perspectives: students, faculty, and my own participant observation. The students chosen are currently enrolled in the College of Education and participated in a study abroad program, and the faculty members hold various teaching and administrative positions within the College of Education. During the interview and analysis process, I engaged in member checking to ensure the honesty and integrity of my understanding of each interview, and I discussed the emerging and completed analysis with peers to determine whether my themes are clear and coherent, the evidence is strong and believable, and the argument follows the initial research question.

While I am both participant observer and student participant in this study, I needed to separate my role as researcher and student participant. As previously mentioned, in class and on the trip I was student first, researcher second. While my notes and other class materials served as data, my research did not interfere with my coursework. In class or during the study abroad trip there were times when students could have revealed information that would be inappropriate to use as a part of this study, and it was regarded as such. When I was researcher I made my intentions known to the other participants, ensuring that I had the students' best interests at heart while I observed and participated in the program. Additionally, I was not recording field notes or observing activities when participants had an expectation of privacy, including home stay time or during free time.

E. Positionality

As a white, middle-class female with a teaching certification from an undergraduate education program at a rural state college in the northeastern region of the United States, I have been immersed in various types of teacher education and teaching for the past eight years. While my undergraduate program was rigorous and well-planned, the international component of it was sparse. Some of the faculty had international or urban teaching experiences which they shared in class; however, the question of how to integrate international issues or materials into the curriculum in our own classrooms was not addressed. Prior to graduate school I had the opportunity to teach abroad, and there I recognized the necessity of incorporating an element of internationalization in university education programs. When I began graduate school, I entered a unique program that allows students to explore the social contexts of education through a critical, comparative lens. Students are directed to take five requisite courses, and are encouraged to explore outside of the College of Education in order to expand their perspectives of education and its relationship to other disciplines. It was through this program that I came to realize the importance of implementing an internationalized curriculum for university education students.

As a participant observer on the Mexico trip, I took the opportunity to engage in conversations with other education students about their motivations and experiences on the trip and in their current programs. In this ethnographic research I employed the aphorism of making the familiar strange (further discussion can be found in Geertz 1973, 1983; Clifford 1988). This study focuses primarily on student and faculty perspectives of the international focus within the curriculum, and the impact that participation in an international study abroad program has on that perspective.

Chapter IV. Findings

This study investigated the presence of an international focus from multiple points of view within the College of Education. Students were interviewed based on their participation in College departments, as well as their involvement on the Mexico study abroad experience. Faculty members were interviewed concerning their awareness of international elements within the College. In addition, course syllabi, The University website, and international committee meeting notes were analyzed for their reflection of this international presence. As a result, the findings for this study are best assessed in three parts: student perspectives, faculty perspectives, and the international opportunities currently available in the College.

A. Student Perspectives

The student population for this study was the 2009 Mexico Study Abroad group. These eleven students, including myself, are members of four graduate degree programs: Teacher Education, Cultural Studies, Bilingual Education, and Curriculum and Instruction. One student is in a doctoral program, and the others are in the process of acquiring Master's degrees in their perspective areas (See Table 1). In our discussions, the students focused on three major concepts: their degree programs, their purpose for studying abroad, and their awareness of internationalization at The University.

Table 1: Student Information

Student Name (Pseudonym)	Degree Program	Teacher Experience and Certification
Researcher	Cultural Studies	Has teaching experience Certified
Shalena	Cultural Studies	Has teaching experience Certified

Rachel	Cultural Studies	Has teaching experience Certified
Sara	Cultural Studies and Teacher Education	Certification in-progress
Julie	Bilingual Education	Has teaching experience Certified
Bridget	Bilingual Education	Has teaching experience Certified
Catie	Bilingual Education	Has teaching experience Certified
Nicole	Bilingual Education and Teacher Education	Has teaching experience Certification in progress
Mary	Bilingual Education and Teacher Education	Has teaching experience Certified
Megan	Curriculum and Instruction	Has teaching experience Certified
Susan	Curriculum and Instruction	Has teaching experience Certified

1. Perceptions of Degree Programs

In our initial discussions, the participants were invited to discuss their perceptions of their chosen degree programs, in light of an international focus. As most of the students were participating in either the Bilingual Education or Cultural Studies programs, their responses about the international focus were somewhat surprising, ranging from “There was none,” to “That’s the only thing we talked about!” Throughout these discussions, students offered essential insight about their program experiences. The essential themes which emerged concerned the structure of the four programs: discussion-based classes and professor- and student-directed research projects.

a. Discussion-based Class

When asked to describe the international content of their degree programs, students often commented on the structure of their courses. One of the major themes present in our discussions about these programs was the discussion-based nature of their classes, which allowed for the integration of international components. Whether professor-dictated or student-requested, in all

four degree programs the students reported that in each class, sharing personal experiences was encouraged. As a result, the students reported that in each class of the four degree programs, sharing personal experiences was encouraged, either by professor dictation or student request. As Sara, a dual-program student in both the Teacher Education and the Cultural Studies program, states,

having multiple perceptions of the same phenomenon in the classroom adds to the discussion, you know, and it creates a platform for people to argue their ideas, and it deepens your understanding, and deepens the foundation of what you're talking about, in your own experiences.

For the Cultural Studies, Curriculum and Instruction, and Bilingual Education programs, these discussions drive the course and allow the syllabus to take form based on student and professor interests and experiences. Shalena concurs, "that was pretty much true of all of my education courses...it was, bring your experiences, tell us what you think, discuss your ideas, etc."

The students reported that it often contributed depth to the assigned readings and assignments. While discussing the methods portion of a Bilingual Education course, Bridget reflects that "everyone has their own experiences and things that have happened to them in different places, and how to work with international students, so that adds a lot to the discussions."

In contrast, for Rachel, another Cultural Studies student, these discussions also highlighted deficits in available information concerning international students:

I mean there was an acknowledgement that we have this growing Mexican population, there's an acknowledgement that we have this Asian population, that we have African American students and things like that, but this was all, I think that information was limited, and it was also how they are making their way in a mainstream school. You

know, so not, what's being done to accommodate them, but how they are making their way through a school that was not intended for them.

Rachel's program provided a space to explore her own interests in relation to her teaching experiences, and she used her electives and research projects to fill the gaps that may have arisen in class discussions. She added, "I don't really know how it's going to inform my teaching, you know, but it's giving me a stronger foundation just for why my kids are in the schooling context that they're in."

Nicole, Sara, and Mary are study participants from the Teacher Education program. Mary and Nicole paired Teacher Education with the Bilingual Education program, Sara with Cultural Studies. According to these three students, the format of these Teacher Education courses was not as open to discussion. Sara offers her opinion: "The [Teacher Education] students that I have come into contact with want to get in, tell me what I'm supposed to do, and let me out and have a job...it's practice over theory." The purpose of the Teacher Education program is often regulated by state standards that must be met both for teachers and for the students they will soon teach. As a result, much of the freedom that is expressed in class discussions for the Bilingual Education, Cultural Studies, and Curriculum and Instruction programs is instead offered through course papers and independent research for Teacher Education students. Mary explains (in relation to international perspectives), "I feel like a lot of it is your choice to study it, it's not really something professors have in their curriculum. It's something you can explore when you choose your own research topic."

Overall, the freedom and encouragement to discuss their own personal experiences in class dictated the amount of international content students perceived. Those who had courses with either internationally-focused themes or internationally-experienced professors reported

more international content within their classes, while those who were in classes that were less internationally-driven reported a lack of content in this area. However, for all students, the chance to choose the topics discussed offered the opportunity to incorporate their own interests into the class. In addition to class discussions, students also commented on the freedom to choose research topics in all four programs, which further afforded them opportunities to explore international content if they chose to do so.

b. Professor and Student-Directed Research

The option to choose what one focuses on and conducts research on was also a common topic of conversation when describing programs. Most students recalled professors or students sharing experiences or interests with the class. As Mary, who received her teacher certification in Spanish and is working towards a bilingual endorsement, remembers in her Teacher Education program, “I do remember in the induction class, someone bringing up, it was one of those classes where it could go where you want it to, and one student was talking...about how other countries value more student things, and I did a paper on international education...where the focus is preparing students for the global world.”

In the Bilingual Education program, many students reflected on the importance of the professors’ international experiences in driving the classes. As Julie, a Bilingual Education student and high school Spanish teacher, recalls,

Well, that’s the only thing we talk about...a lot of the professors, um, are either...well, the head of the program is from [another continent], Dr. Wu, and Dr. Gonzalez [who taught in yet another continent] brings his experiences into the classroom. Um, Dr. H taught English as a second language all over the Middle East, so we’re constantly inundated with internationalization. Like we talk about globalization, we talk about being

a global citizen, how our kids need to be global citizens; it is literally 3 hours, 2 nights a week of international talk.

For the Bilingual Education students, the professors' experiences and their willingness to share those experiences provides a chance for students to personally relate the information to their own experiences with immigrant and international students, and therefore substantiates the curricular requirements.

The Cultural Studies program is heavily electives-based to encourage individual student goals. So, as Sara explains, "our cohort is very diverse in what they want to do with their education, but they are all there because they want to consider these deeper meanings and understandings in education, and really reflect on their practice, and consider the wider implications of what they're doing." For Cultural Studies students, the open discussion of different goals and personal experience allows students and professors to build a platform on which to compare and debate issues. For the Curriculum and Instruction students, discussion happens both within the diverse nature of the classroom and in conference discussions. Susan described a student conference where international faculty presented sessions on education in the U.S. and various different countries. In Megan's Curriculum and Instruction courses, "they talked about understanding where kids come from, and multicultural lens...at least understanding that your scope of how things happen isn't necessarily how everyone's scope of how things are, which is something I had learned the hard way, teaching in the [Southwestern U.S.]." Through discussions directed by professor and student experiences, the programs are easily accessible to students with different directives and career initiatives.

2. The Choice to Study Abroad

The Mexico trip was a three-week study abroad experience, which specifically focused on observing and discussing the Mexican education system and social context. We were housed with local families, and we spent our days observing schools in the city, attending Spanish classes, and meeting together as a group. Eight afternoons of the trip were spent in Spanish class, where we were split into three groups based on our language abilities. These three-hour classes were designed to give us the individualized help we needed to survive the three weeks. For the fluent students, the class was an opportunity to practice a more academic Spanish, for the intermediate students it was a grammar review, and for my class, it was a chance to learn enough Spanish to help us communicate with our families and students.

Over the course of the three weeks, we visited a government-sponsored preschool, a public elementary school, a shelter for street children, and three schools in a poor, rural area. We traveled as a group to the schools for observations, in which we had the opportunity to tour the schools, speak with administrators, and observe and interact with classes. Many of our experiences within the schools seemed unorganized and unexpected, due mainly to the fact that the children were in their final weeks of the school year. In many schools, participants found themselves teaching or keeping students occupied, while in others the students inundated us with questions and giggles.

We met as a class five times to discuss the readings we were assigned in conjunction with our daily experiences. During these class meetings we found it difficult to stay focused on the assigned articles and books we had read, and instead spent more time discussing our reactions to the school observations and daily interactions we were having in the city. The conversations often branched from personal experiences into more complicated social issues of race relations,

social justice in schools and city organizations, and general impressions of the Mexican education system.

Four major themes arose in our conversations about choosing to study abroad as graduate students. During the first week of our Mexico trip, the students echoed in a chorus of responses concerning the purpose of study abroad and travel. First and foremost, ten of the eleven student participants reported a desire to learn and practice Spanish every day. (The eleventh was not interested in learning Spanish on this trip. She was motivated not by language learning, but by the opportunity to travel outside of the United States.) For those ten students, the chance to acquire linguistic skills in three weeks was a sincere draw to the program. In our follow up interviews, the common response concerning their language abilities is best summarized by Mary, a Spanish minor and Bilingual Education student: “I think I definitely gained confidence, and got a lot of practice while I was there. I think I just feel more confident, like even coming back here [to the U.S.] and speaking Spanish with people...before I might have been more timid.”

Other than the chance to learn and practice the language, each student, in her own words, mentioned the importance of immersing oneself in another culture in order to better understand not only this new, unfamiliar culture, but to re-examine perceptions of one’s own culture. As Bridget says,

I think it’s to broaden your horizons about different cultures, what it’s like to be immersed in a different culture and for me not being the majority. What it feels like to not know the language, to be the different person, and more so than just traveling, you experience it more so because you’re staying in a home. Yeah, for me it’s to really experience life as an insider, not an outsider.

Upon returning from the Mexico trip, the participants and I discussed the purpose of this experience. Though their initial definitions of study abroad were broad and all-encompassing, the responses after the trip became more personalized and directed to this particular three-week trip. Students described experiences which highlighted the importance of comparing Mexican classrooms to those they are familiar with, gaining a sense of empathy and identification with students, synthesizing class with experience, and becoming “global citizens.”

a. Comparison to the Familiar

“I think it’s impossible for you not to compare as a teacher.” Julie’s statement so clearly defines many of the student participants’ recognition of their observations. In describing their experiences in the Mexican schools, many of the participants who are already teachers found themselves comparing the classrooms, teachers, methods, and students to their own. Some experiences were eye-opening in a positive way; for example, to Bridget’s surprise:

I’m always told to get my students engaged, and meaningful activities, and then to walk into a classroom where they’re just doing rote exercises, of course that’s going to skew how I view what they’re doing. At the same time, you have to look at it and recognize that it may be working for them, or for some of the students...they’re learning how to read, they’re learning how to write...

For others, the difference between Mexican and United States schools was shocking. Megan found herself in a situation where a teacher left her alone with a class full of students so that she could run to the bank for an hour, and Sara was equally surprised at the number of teachers who simply did not show up to school. Other participants, like Mary, expressed a desire to see more teaching, in order to offer a comparison: “I was hoping to see their methodologies of teaching, just learn from other teachers, maybe.” Whether due to the fact that it was June and many

schools were near the end of the year, or that teachers saw us as volunteers in their classrooms for the day, many of us found ourselves teaching rather than observing Mexican teaching methodologies.

It was almost impossible for student participants with teaching experience to avoid comparing more than just the teaching methodologies implemented in the classrooms. Similarly, many of these teachers explained that after having observed in Mexican schools, they had acquired a better sense of understanding and empathy for their immigrant students.

b. Empathy and Identification

Megan, who is a former high school English teacher, explains that the choice to study abroad in Mexico had much to do with her past and present experiences with immigrant children, and the inevitable empathy she acquired for them.

I think the biggest impact would be empathy for students coming from that, where I now understand a bit more, whereas before it was, teaching in Southwestern U.S. I had a lot of students from Mexico, from all different parts of Mexico, and um, one of the most frustrating things was that they weren't necessarily participating, they weren't asking questions. Their parents didn't seem to care, but that was from my perspective of what I'm used to in education. And now that I know a little bit more about their culture, and their expectations as far as teachers and students, etc, I think that will help a lot when working with these students who really do need a lot more support...because they don't necessarily have the same academic foundations, and those sorts of things, but now I understand why.

Overwhelmingly, on the trip and in interviews, participants talked about their realizations about specific children, or a new understanding of a past episode with a Mexican student in their class.

Sitting outside of an elementary school one afternoon, Julie talked about her own Hispanic high school students, and how after visiting a few schools in Mexico, she realized why they were so quiet in her class. Many of the classrooms we saw were built on rote memorization, a style very different from many of our experiences in the U.S. In one second grade classroom I observed, the teacher rarely spoke to the students after assigning them pages to work on, unless to scold them for talking or moving around. After the trip, upon returning to her classroom, Julie told me, “I know a lot more about my students this year than I have in the past, because I’m just, like, asking more questions. Not in an invasive way, but in a caring way.” Rather than pushing these students to work in groups and speak in front of the class, Julie decided to get to know them individually, a result of her observations in Mexico. While Julie, Bridget, Megan, and Shalena work directly in language-based schools or organizations, Rachel, a public school art teacher, found that while the experience wasn’t directly related to her teaching methods, it did provide her with an “in” to conversations among her Mexican immigrant students. As Susan, a former teacher, told me, “I think that Mexico just adds on to me being more compassionate, understanding, and respecting people and differences.”

The University, and specifically the College of Education’s graduate departments, is heavily founded in pedagogical theory. Some of the students on the trip did not have teaching experience, so their purposes for traveling to Mexico were slightly different. While they were able to experience some of the comparison and empathy of their peers, Mexico was more of an opportunity to see the theories and pedagogies from class come alive.

c. Synthesizing Class and Experience

Some of the participants, specifically Nicole, Sara, and Mary, are not currently teaching, and have little, if any, experience in the classroom. For them, the choice to study in Mexico was

a chance to synthesize what they were reading and discussing in class with real experiences. This opinion is in line with the College of Education's conceptual framework, which in part dictates that students should: "Engage in critical and creative thinking. Operating from an interplay between theory and practice requires that students think critically and creatively. They must be capable of integrating knowledge and making reflective judgments" (University Website). Prior to our observations in the schools, Sara talked to me about what she hoped this trip would offer her:

...it kind of synthesizes, I think, a good mesh of the two programs [Teacher Education and Cultural Studies] that I'm doing because it is sort of very practice-based, because we are visiting a lot of schools and we are interacting with other teachers and other school systems, and so it brought in a more practical look at the theories that we've been doing, and so I felt that it was a good kind of melding of what we were doing.

During many of our class meetings, Nicole brought up concepts, specifically of transformative learning, which were strongly integrated into the Bilingual Education curriculum. For her, the study abroad program was a chance to really see those concepts reinforced, or in her words, a "believe-it-when-you-see-it" kind of thing.

Bridget, Catie, and Julie, all currently teachers and Bilingual Education Master's students, were adamant, both in our class meetings and in our interviews, about the importance of being a language learner before you can teach language learners. Mexico was Catie's first study abroad and early in the trip she found herself, as a bilingual teacher, wishing it was a requirement for bilingual students. Bridget noticed that she was looking for ways to improve her own teaching in her bilingual classroom, especially because she had little English as a Second Language (ESL) teacher training prior to taking the job. Julie, a high school Spanish and ESL

teacher, became a vocal advocate for the study abroad program among her Bilingual Education peers: “The idea of [Bilingual Education] is that we’re going to be teaching kids that are second language learners, but I feel you need to feel what those kids feel, or you’ll never get it...just putting yourself in that awkwardness...I don’t think you should be able to get through a program like this without feeling that way...for me, that was really important.”

d. Becoming a “Global Citizen”

The final recurring theme in the choice to study abroad was the opportunity to truly become a “global citizen.” Sara told me, “I think [study abroad] is important because I think eventually as a teacher I want to have this more, this is so cheesy, ‘citizen of the world’ mentality, to help my students see themselves as part of this bigger whole.” Having stories to share with their students, and recognizing the larger world from which those students come was an essential part of the choice to study abroad for these students. For many of the students, particularly Sara, Megan, and Susan, one piece to becoming a “global citizen” was taking the chance to affirm or deny common stereotypes about Mexico. Megan explains,

I think it’s really easy to, especially with the issues that Mexico has been having as a country, it’s really easy to lose the faces of the people. And I think through this experience we were able to put faces with the country, and have it not just the stereotypical, oh there’s drug dealers and cartels...but rather say no, they’re decent people, they’re good people. They work hard, they have values, they have families, and to really, not that I forget that, but to affirm it.

Four of the students in Bilingual Education took the opportunity to be “global citizens” to a higher level. Nicole, Julie, Bridget, and Catie worked together to begin an organization, Bilingual Teachers for Transformative Learning, during their time in Mexico. They told me that

the three-week experience gave them the time and the space to really observe, discuss, and organize around issues facing bilingual and immigrant children every day. According to Nicole, “the big picture is not only to do it [Bilingual Teachers for Transformative Learning] through Mexico, but to be a globalized organization in terms of education and the transformative learning theme.” Their organization has met a few times since their return from Mexico, and they are working to take their ideas and mission to an international conference in 2010. For these women, the issues they observed in their short time in Mexico, when combined with their own class discussions and personal experiences as teachers, was the catalyst they needed to truly become “global citizens.”

The student participants did not invent the term “global citizen” on the trip. It was a term that surfaced many times, and in many aspects of our discussions of their degree programs and course experiences as well as on the trip. Throughout their programs, students recognized an encouragement to pursue activities and research projects which would enable them to become “global citizens.” This theme continued into our discussions of internationalization at both The University and College level.

3. Perceptions of Internationalization at The University

One of the questions that produced a great variety of responses was about the concept of internationalization at The University. After the Mexico trip, the student participants had a myriad of opinions of what The University is doing and could do, specifically the College of Education, in the future in order to offer its students a more global perspective.

I think when you get to see other examples of schooling, and education and curriculum even, it opens your eyes to other possibilities, and maybe you make changes and adjustments, or, um, even just start talking about it. (Sara, Interview 2).

In the above quote, Sara was responding to a discussion that ensued in one of her Teacher Education courses where the professor brought in a Japanese math curriculum. As she talked about the experience, her suggestions for future classes increased, because “being able to see that really opens your eyes to changes that could be made in your own classroom or your own district or your own school.”

To many of the students, internationalization means a curriculum which presents an international and multicultural perspective. For those students in the Cultural Studies and Bilingual Education programs, this was standard. Mary, who works for The University, recognized internationalization through clubs, events, and offices which cater to the diverse student population. Megan, a Curriculum and Instruction student, told me “I think every class I took started with the idea of globalism and the idea of thinking globally, as well as the...philosophy of multicultural and looking at everyone.” For many of the students, the opportunity to travel to Mexico was a current example of internationalization, as it was the motivation for this study. However, the students were not shy in offering opinions concerning what more The University, and the College of Education, can do. As Nicole mentions, “I would hope that the courses would reflect the theory that we aren’t the only ones here. Um, that you know, while we might be developing something that can help kids, how could we alter it or change it or develop it more to help somewhere else in the world, not just [our own] country.”

Bridget summarizes her feelings about the reasons to internationalize a Master’s program for educators: “A lot of teachers don’t take the time to really learn the backgrounds of their students, and where their students are coming from, and I think that really hinders them, their teaching, because if you don’t know your students, it’s really hard to teach them. So I think this type of program is really important.” She went on to explain that in learning about her students,

they were able to learn about her, and in essence about her experiences in the world, perpetuating the “global citizen” idea, and internationalizing her teaching methods.

B. Faculty Perspectives

The faculty in the College of Education provides another viewpoint to the internationalization movement at The University. As Carter (1992), explains,

There is no question that faculty have played a critical role in the definition and implementation of academic international programs nation-wide. Through the development of curricula, area-studies, comparative studies and international studies courses and programs, faculty stimulate student interest in the field of international relations and generally serve as a catalyst for the overall internationalization of the institution. (p. 39.)

For this study, the ten faculty members who were interviewed offered unique perspectives on the state of the College of Education as it internationalizes. Many of the faculty members are active, vocal advocates for incorporating an international focus: participating in study abroad programs, teaching internationally-related courses, and acting on international committees. Others also hold administrative responsibilities within the College, including positions such as department chairs, program directors, and members of the Dean’s office. They hold integral positions in terms of what the College of Education prioritizes and offers its students. Two of the faculty members interviewed do not teach internationally-focused courses or participate in related committees. They offer a view of the general faculty awareness of internationally-related activities and opportunities within the College. (See Figure 2.)

Table 2: Faculty Information

Faculty Name (pseudonym)	Position	Program	International Involvement within The University
Dr. Dabblers	Faculty Administrator	Teacher Education	Study Abroad International Committee
Dr. Camille	Faculty	Teacher Education	Study Abroad International Committee
Dr. Valdez	Faculty	Teacher Education	Study Abroad International Committee
Dr. Georgios	Faculty Administrator	Teacher Education	Advocate for internationalizing curriculum
Dr. Wu	Faculty Administrator	Bilingual Education	Study Abroad International Committee
Dr. Gonzalez	Faculty	Bilingual Education Teacher Education	International Committee Advocate for internationalizing curriculum
Dr. Powers	Faculty Administrator	Teacher Education	International Committee Advocate for internationalizing curriculum
Dr. Autumn	Faculty	Teacher Education	Advocate for internationalizing the curriculum
Dr. Booker	Faculty Administrator	Teacher Education	N/A
Dr. Ready	Faculty Administrator	Teacher Education	N/A
Dr. K	Faculty Administrator	Multiple Disciplines	International Committee Study Abroad
Dr. N	Faculty Administrator	Multiple Disciplines	International Committee Study Abroad

The faculty interviews often intersected with my document analysis. All ten faculty members made reference to The University Mission Statement and the College's Conceptual Framework, and many made reference to The University strategic goals and initiatives. Faculty in the Teacher Education program also called attention to state standards for certification and accreditation, which influenced their perception of curricular content. As a result, much of the evidence presented in the faculty data section is coupled with document analysis of The University website, state standards, and committee meeting agendas and minutes.

Throughout the interviews with faculty, a few significant themes arose. Specifically, when discussing the College's priorities, the professors identified the need for 1) student and faculty interest, 2) resources, and 3) curricular coherence. In addition, faculty discussed the implications of 4) the mission statement and the conceptual framework at a course, program, and department level, and 5) offered suggestions for future internationalization at The University.

1. Interest

“When opportunities are presented, people who are interested will take them, and people who aren't, won't.” Dr. Booker's simple statement is a sentiment shared, to varying degrees, among College of Education faculty. The level of interest expressed by a faculty member or student dictates the level of financial support and sustainability given to initiatives within the College, and within The University as a whole. As Dr. Dabblers states, “We could probably do anything, as much as we wanted, if people are interested.”

For internationalization, student and faculty interest comes first and foremost. While there are other challenges in creating and sustaining new directives, without interest and participation from both faculty and students, the other challenges do not have time to materialize. Dr. Dabblers mentions, “[Study abroad] is like anything else here at The University, if you have students who want to do it, it can be done because that's where the revenue comes from. The key here is building capacity, and as you're building capacity, being able to support any new initiatives you pick up with the existing initiatives.” The University is a tuition-driven institution, and many of the initiatives which are sustained long-term are those that attract students. As a result, faculty and administration are working to provide students engaging opportunities to incorporate a global awareness into their education. The College of Education philosophy reflects the motivations in the mindset of many of the faculty and administrators:

Never have more people been interested in [education], and its significance has by no means been greater...The field of education, consequently, is filled with interesting possibilities, perhaps more today than ever before. Education offers the prospect of making a difference, helping people, and improving the prospects of a better world. It is a growing area of research and development. And it is a global concern, reaching out across the old boundaries of time and space. (University Website.)

What professors strive to do is offer a myriad of “interesting possibilities” for students, but without interest and participation, many of those initiatives fall flat. When asked about her participation on the Mexico Study Abroad program, Dr. Camille explained, “Like if it had been a study abroad in Jordan, I wouldn’t have gone...people aren’t just going to go anywhere in the world. They are looking for ways for this to be coherent with their work or desired direction.” Dr. Camille’s statement is not one of disinterest, but rather a desire to find and support activities which are coherent with her own research interests and have a clear connection to her students’ experiences. The University is located in a heavily immigrant-populated metropolitan area, where a significant portion of the population primarily speaks Spanish. Student and faculty interest is generated through a clear recognition of interest, coherence, and accessibility to that population.

Much of the internationalization movement in the College is facilitated by faculty currently invested in international endeavors, mainly drawn from the Bilingual and Cultural Studies programs. Dr. Gonzalez, a professor in Bilingual Education, explains his involvement:

...my identity is entirely international...I think everything I do comes from that perspective, as someone who sees themselves as someone who’s intercultural, navigating

multiple cultures, cultural identities at once, bringing that to what we as a College of Education do.

In other words, initiatives, like internationalization, first gain interest through the enthusiasm and commitment of those willing to dedicate themselves to the goal. Dr. Gonzalez's involvement is inherent; it's simply a part of who he is and what he does. The same sentiment is echoed by Dr. Wu, the department head, "I think it's just [internationalization] is not part of what [other faculty] do. For me, it is part of what I do. So it's an interest that pulls right in."

Dr. Ready, a professor in the Teacher Education program, explained to me that much of the College's initiatives work on a referral system. In other words, there are faculty members who specialize in areas of technology, assessment, international issues, and reading skills. When students express an interest in pursuing one of these venues, faculty may not be able to personally advise them, but they are able to direct them to faculty who can. This referral system, while rudimentary, is the basic level of building an initiative. As Dr. Powers told me, "Not everyone has to do it. You just have to find some people who'd be willing to do it, to take students there and work." Dr. Booker defended the referral system. She told me that the Teacher Education program had recently reorganized to give faculty more time to advise students on individual research projects and interests, integrating more theory with practice. In this way, students know that if there is something they are interested in, including international work or research, they can find the avenues through which to pursue it.

Dr. Dabbler is hopeful about the internationalization initiative, and its ability to build interest. He concludes, in relation to the future development of international concentrations, "Everything depends on need, and we need to demonstrate that there will be students there, so things move sort of slowly, but I think that if the international education program strands, if

those are successful, I think that it would be good impetus for developing more programs in international education and comparative education.”

2. Resources

Once student and faculty interest has been recognized, initiatives face another challenge: resources. According to faculty, regardless of the proposal, challenges include financial support, time commitments, and communication. According to Dr. Dabblers: “There’s sort of a cumulative effect, where if you’re interested in this topic, or this type of endeavor, then you continually have to look for opportunities to sort of broaden your experiences, but also make it part of the institutional structure of The University.” Finding the resources to make international endeavors a “part of the institutional structure” is where many faculty members found the biggest challenge.

The goals of the College of Education are clearly delineated on The University’s website. One of these goals promises “To promote scholarly activity which may lead to the improvement of educational practices (e.g., research, inquiries leading to understanding and insights into current practices or changes in education, projects resulting in innovation or improvement in schools, or collaborative endeavors with professionals in schools)” (University Website). As many professors work to provide research projects and opportunities, they struggle to balance time commitments. Dr. Autumn, from Teacher Education, directs an international professional organization, a global network of math and science teachers. He showed me the many programs and materials created by this organization, and he explained that other endeavors to internationalize the curriculum could be hindered by a lack of time and connections. Dr. Autumn told me, “One of the challenges is, usually, these programs use individual faculty who have connections, so it’s difficult to make a system of sustainability...the teachers have a responsibility to teaching, so that might be difficult to make connections.” Dependence on

faculty connections is a great obstacle in the success of sustainable projects. Dr. Wu's biggest challenge was "Time. [Study abroad] takes a lot of time to do, and we are stretched thin with other responsibilities: committees, teaching, we have to do research...we all have great ideas and things we want to do, but we don't do them because nobody has time." Without having the time to dedicate to creating international opportunities, many of them do not sustain and grow.

When faculty found the time and the student interest, financial constraints set in. As Dr. Gonzalez admits, "Folks need money to do these things. You need money to travel; you need money to support the faculty and students on all sides." There is also a need for better communication within the College and University. Dr. Valdez, from the Teacher Education program, discussed the fact that the College of Education has grown significantly in the recent past, and communication within a unit of that size is difficult:

When you have exponential growth, you need to create new systems, and you need to create new ways...for becoming aware of efforts and initiatives...I don't think things are intentionally kept secret, I think that time and agendas and lists of things to do sometimes leads to less than stellar communication.

Many of the faculty mentioned the difficulty of both effectively communicating initiatives within the College and across The University. At a meeting with the international office on campus, faculty mentioned that they were unaware of many of the opportunities and resources available to them. Comments throughout the meeting included, "This [procedure for hiring international faculty] would have been good to know..." (Dr. Wu) and "If [policies for international study abroad] could be publicized, it would help..." (Dr. Camille) These comments were made in regards to the processes for hiring international faculty and funding international projects.

Time, faculty connections, financial constraints, and communication all contribute to the challenges of creating sustainable initiatives for the College. However, once these challenges were addressed, many of the faculty members interviewed also expressed concern about the coherence of international strands and experiences for students as a part of each program. In other words, how would these opportunities work within the curriculum as it stands? Would they be woven into the curriculum as it stands, or would they be stand-alone opportunities for interested students? Curricular coherence was an important conversation before implementing any international initiatives College-wide.

3. Curricular Coherence

Curricular coherence is a major factor in embarking on any initiative in higher education. Administration is concerned at many levels, specifically: Do the goals of the initiative incorporate federal accreditation standards? Are faculty participants using the initiative to inform and enhance their teaching? Do students draw clear connections between the opportunities presented and the theories discussed in class? Faculty addressed each one of these concerns for internationalization, both in positive and skeptical lights, and from both within Teacher Education and other degree programs.

a. Teacher Education

One of the committees in the Teacher Education program is focusing on the issue of curricular coherence. Dr. Ready explains, “We’re looking at every course, and the standards in each course, the kinds of assignments, the textbooks, looking for redundancy and holes.” This committee was designed to ensure that student teachers graduate prepared and qualified according to the federal accreditation standards in addition to The University’s mission. Teacher Education is highly restricted by the government standards imposed on education. One of the six

standards of the National Council for Accreditation of Teacher Education (NCATE, 2008) is diversity, and is defined in part below:

The unit has the responsibility to provide opportunities for candidates to understand diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice must be designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic/racial cultural and linguistic differences, and gender differences, and the impact of these factors on learning. (NCATE 2008, p.35.)

This standard, effective as of 2008, allows proponents of an internationalized curriculum the space to incorporate research, study abroad, and teaching opportunities for students. However, this is only one of six standards imposed at the national level. Students in the Teacher Education program are required to meet not just the six NCATE standards, but also the state and institution level standards. This significant set of requirements leaves little time for travel or electives, and professors often find it difficult to incorporate more than what is required by government standards. Dr. Camille recognizes a need to think creatively: “If it’s not a direction in U.S. education policy, then I think that it’s for us to be creative about how we make these opportunities possible...I think we could work creatively on it, I just think...this whole certification thing is a huge obstacle.”

Some of the professors do find ways of incorporating international elements that work with the standards. For Dr. Camille, that “thinking creatively” is encouraging students to think about the connection between education policies in the United States with global capitalism. Dr. Autumn uses his math courses to introduce teacher candidates to teaching methods he has

observed around the world. Dr. Ready was fairly confident in recognizing the presence of multiple perspectives in Teacher Education courses: “I think [awareness of English language learners] is pretty much integrated into all the courses. I think every course talks about differentiation based on a variety of factors: socioeconomics, language, culture, different learning abilities.”

Another piece to the curricular coherency challenge is student awareness. Federal and state standards govern Teacher Education, and professor experiences inform classroom teaching, but if students are not interested and engaged, the global awareness can suffer. Dr. Georgios explained that while undergraduate students have the option to study abroad through their liberal studies courses, many graduate students work full-time and are pursuing a higher degree for different reasons. In Dr. Georgios’ opinion, the lack of opportunities for graduate students to study abroad most likely stems from the lack of interest and time. Dr. Ready, as she looks at the Teacher Education courses, has heard students complain of redundancy in multicultural education. She explains, “I don’t think that they feel like they already know it all, or that they’re not interested in it, I think they are, but they want to know more about it in the context of what the class is supposed to be. So if this is a middle school class, they want to be talking about middle school kids, and not just again about general gender, class, race.” In order to truly attain curricular coherency, students must be aware of the goals and intentions of the international focus.

b. Other Degree Programs

For all programs, a concern in curricular coherence is the influence of initiatives on professors’ roles in the classroom. The University is primarily a teaching institution, as opposed to research-oriented, and therefore faculty’s first priority is teaching. Dr. Dabblers’ justification

for attending the Mexico study abroad program was that it was his obligation, as a professor, to ensure that his students understand education more broadly, and understand different perspectives about education. He asserted, “The international experiences relate in any way you [professors] want them to relate. I think with the bilingual education program, with the experiences that I’ve had, this study abroad [in Mexico], and the interest of faculty in developing international concentrations in Curriculum and Instruction and Cultural Studies, they all in some way sort of inform one another.” Dr. Wu also believed that her international life informed her teaching in invaluable ways. She had spent most of her life traveling and attending international, bilingual schools, and explained that her experiences afford her global perspectives. Her exposure to other countries, languages, and cultures enrich her bilingual education courses. For Dr. Valdez, it is essential for students to understand the larger picture. Her international experiences, both personally and professionally, help provide that, and they affirm that “every student, be they SOE or University at large, needs to have an international perspective. They need to understand that yes, they might be a citizen of the U.S., but they are also a citizen of the world.” Dr. Powers summarizes the need for curricular coherency well:

To me, what we’re talking about with having students experience different cultures is so that our students are better prepared to teach children and work with adults. So if we’re sending faculty there, I want to know how that reduces to teaching students in the schools, or working with counselors in the schools. If we’re sending students out there, I want to know what outcomes we’re going to achieve that are going to help them better.

Addressing the issues of curricular coherency, interest, and resources in implementing international components throughout the College were all essential steps in the process. Whether advocates of internationalization or not, all faculty members interviewed recognized the equal

importance of these elements, and the necessity to fully consider each before taking action.

However, though addressing these elements is essential, each faculty member also discussed the alignment of an internationalization movement with the College of Education's mission and conceptual framework.

4. Mission and Framework

The University has a long-standing dedication to social justice and a commitment to serving a diverse and underserved public. The College of Education at The University claims to prepare “urban, multicultural, professional educators” (University Website), and offers a detailed conceptual framework and mission which guide the College's curriculum, initiatives, centers, and research opportunities. The conceptual framework, the guide to preparing urban, multicultural, professional educators, sets six principles for educators: diversity, integrated inquiry, theory, and practice, multiple perspectives, positive transformation, compassion and personal responsibility, and lifelong learning (College of Education Philosophy, University Website). Any initiative passing through the College of Education must align with these principles, and work towards preparing “urban, multicultural, professional educators.” Faculty members believe in and support the mission and framework of the College. As Dr. Gonzalez related, “[The University] can't remain somehow not international, just by its mission, about being engaged and working for social justice and empowering the marginalized to empower themselves. It's all about international education, I think.” For internationalization supporters, this framework provides a solid foundation of support for future efforts. The Dean, in his welcome address on the College's website, encourages students and faculty to bridge personal experiences with theory in the classroom:

[University] graduates - teachers, counselors, and administrators - want to make a difference. We provide many experiences in an effort to nurture this desire in our students: every kind of classroom, the best instruction, meaningful fieldwork, and opportunities for service learning. We work to bridge our instruction to "real world" experiences by linking theory and best practices. (University Website.)

The “many experiences” that the College offers include possibilities for students to become better, more informed educators.

For Dr. Ready, in Teacher Education, alignment with standards in conjunction with the College’s mission prepares students for a future in education: “Students leave our program having a good sense of themselves as a reflective practitioner, as somebody who weighs and chooses multiple perspectives, so all those parts of our conceptual framework.” The College’s diversity principle encourages students, as future educators, to examine their own beliefs about culture, ethnicity, race, gender, groupings, and ability. In an effort to guide students’ progress, the College provides courses, symposia, and other opportunities which address personal development and the impact of that development on professional goals. Dr. Gonzalez explains,

Education in general, not just study abroad, is to develop the self. And so you cannot understand yourself until you engage the other. So it requires you to do things in situations that are different from what you know. And I keep saying people should go abroad, but you know...another way to internationalize is for our students to go into really underserved, difficult, sometimes scary school districts and work with these kids, become a part of those communities, to see that they’re resilient communities. And then, it’s in that process that they really change. That’s the point, that’s the purpose.

The internationalization initiative aligns with the College's mission to develop critical educators who approach situations with multiple perspectives, compassion, and personal responsibility.

The rationale for offering an international focus in courses and international travel opportunities is supported by the framework; the challenge is in finding a proper balance between international initiatives, standards, requirements, and interests. As Dr. Dabblers explains, "One of the goals of [The University] is to internationalize the curriculum across The University. So there's support and resources for that...but the concern is, well, once we move past [the next few years], will it still be the focus?" In other words, while internationalization is a priority for The University, and corroborates with the mission of The University, will it gain the interest and support needed to remain a priority in the future?

The mission and conceptual framework are strong guidelines for any university initiative, and internationalization is no different. As faculty members and students show interest and support for international components within their programs, each opportunity must have direct ties to these philosophies. While internationalization is a University-encouraged initiative, the College of Education is working to incorporate those elements in a cohesive, resourceful, and beneficial way for both faculty and students. This is elaborated on in our discussion of faculty members' awareness of internationalization at the College level.

5. Internationalization: Awareness and Understanding

The final theme in faculty interviews and analysis of The University mission and frameworks is a general understanding of internationalization within the curriculum. While there are initiatives and committees in place, there is still a fragmented understanding of the concept and its implications within the faculty.

Many of the faculty in Bilingual Education and the Cultural Studies program expressed a desire to see students have field experiences in diverse communities, whether abroad or locally. Dr. Wu told me, “Internationalizing means a lot of things. One very concrete component would be to have students go abroad. But another component would be for students to go to enclaves within the city, where the people, communities are from abroad, you know? And then, within the curriculum itself...to have readings and discussions about what it is to be an outsider...these are all international issues about policy, human rights, linguistic rights.” This sentiment was echoed by the other professors in Bilingual Education and Teacher Education, which both require students to complete field experiences. The need for students to apply Geertz’s (1973, 1983) philosophy of making the familiar strange and the strange familiar was prominent in discussions of internationalization.

For Dr. Camille, internationalization for Teacher Education also includes providing an awareness of the intersection of global policies: “it’s figuring out how to run an educational institution so that it’s integrated meaningfully across borders...The University has international relevance...and the students begin to see themselves as having access to the relevance of their experience beyond the city.” Professors across the College discussed encouraging students to situate and recognize themselves as part of a larger world, and to identify and value difference as a tool to becoming a more informed teacher in the classroom. Dr. Valdez focused on the necessity of the word “perspective:” that in any initiative, specifically internationalization, it is essential to develop ways to understand issues of class, power, history, and social context through multiple perspectives.

Study abroad programs, internationally-focused courses, international concentrations, and encouraging students to become “urban, multicultural, professional educators” with diverse and

multiple perspectives are some of the ways faculty members have recognized an internationalized component in the current College of Education curriculum. According to some faculty members, these programs are available but the international mindset is not necessarily integrated in a coherent way throughout the curriculum. The referral process in Teacher Education, described by Dr. Ready and Dr. Booker, does show an awareness of the opportunities for students, but at the same time both professors admitted to a limited knowledge of international opportunities on campus. In this way, the process of internationalization could be construed as fragmented or disconnected within the College. On the other hand, while an international focus has not been completely implemented within courses and requirements in the College, the current programs do offer multidimensional opportunities for students who are interested in pursuing education as an international endeavor. These opportunities were further examined and explained in an observation of a meeting between College faculty and The University International Office, the College of Education website, and specific courses in the College.

C. International Opportunities at The University

Dr. K, one of The University administrators, defines internationalization:

[Internationalization] is about transforming ourselves; it's about an exchange of ideas and that exchange has to necessarily result in some sort of transformation. It's about the movement of students and faculty back and forth; whether we're bringing international students here, whether we're sending our students out. It's about sending faculty out into the world, and it's about having those faculty bring the ideas that they get out in the world back into their classrooms." (Video, University Website, 2009).

Dr. K and his office are working with the various Colleges at The University in order to encourage and enable the process of internationalization to grow and take root. In a meeting with the College of Education, he outlined the possibilities available through his office: hiring processes for international faculty, recruitment of international students, study, research, and work abroad opportunities for faculty and students, among others. This cooperation of the International Office with the College of Education is one of the building blocks for the internationalization process within the College. At the same meeting, the director of Study Abroad, Dr. N, also introduced program ideas for future study abroad collaborations. One of the programs, specifically geared towards generating much needed student interest, was a first year abroad program. This program offers first year undergraduate students the chance to participate in a short-term study abroad experience, which is intended to plant the seed of interest in future, long-term experiences prior to graduation.

Specifically within the College of Education, study abroad opportunities include the 3-week program in Mexico to observe schools and social context, and a term-long collaboration with the Counseling program to work at a community center, also in Mexico. According to the curriculum all undergraduate students in the College of Education are required to take a course during their second year on multiculturalism, though not necessarily international education, in the United States. According to the course catalog,

Courses will: pay attention to the history of multiculturalism; examine the experiences and perspectives of at least three distinct cultural groups; develop a critical perspective about meanings of multiculturalism; and investigate the historical roots of inequalities related to differences in class, ethnicity, gender, age, language, religion, ability, and sexual orientation. (University Course Catalog.)

Graduate students in all teacher training programs are required to complete a course on education and society, “A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions” (University Course Catalog). The Cultural Studies program embeds the goals of this course throughout the whole program. Of the almost 150 courses offered the term of this study, there were fifteen which included the words “culture,” “society,” “multicultural,” “bilingual,” or “language” in the course titles. These courses included some suggested by the faculty participants interviewed for this study. They often required either student observation or fieldwork in underserved or diverse communities, projects with international research or comparative analysis, and theoretical foundations based on international philosophies and theories.

In addition to study abroad and course requirements, students and faculty mentioned other partnerships through which to gain a more multicultural, if not international, experience. Students are encouraged to work with underserved populations through internships and field experiences, specifically in communities unfamiliar to them. For example, some of the professors plan to send students to Mexico to complete their field experience. Dr. Dabblers mentioned a series of symposia offered by the College of Education, which focus on the integration of language and society. These annual symposia, are open to the community and include topics such as language and policy in education, power in education, multiculturalism, and bilingual education policy. The University initiative to encourage internationalization has materialized within the College of Education, and each opportunity offers a new branch to the movement and its growth.

The integration of study abroad programs, international curricular requirements, language symposia, and multicultural or international field experiences offers a basic outline of the foundations to the internationalization movement within the College of Education.

Chapter V. Discussion

The guiding definition of internationalization for this study was that of Knight (2004), who describes internationalization as a term generally applied to university programs for attempts to integrate an international, intercultural, or global dimension into the process and functions of the curriculum (p. 11). Universities have begun the internationalization process through hiring international faculty, offering courses with international themes and perspectives, and opportunities to study or intern abroad. The purpose of internationalization is to expand the perspectives of students who are graduating into careers that are increasingly globalized, including education (Summerfield 1991, Kauffmann 1992, Gutek 1993, Knight 2004). The University follows this trend, offering its students and faculty a variety of opportunities which provide the multiple perspectives necessary to develop a sense of being in the world and to enter globalized careers.

Hans deWit (2002) provides a variety of models and approaches that universities use when beginning the internationalization process. His ideal outcome occurs when the process of internationalization moves from individual projects of integration into an essential part of overall university planning and development:

It is possible to see internationalization as a strategy in itself, without a conscious and deliberate strategy to integrate it into the teaching, research, and service functions of the institutions...in those cases where the main emphasis will be on the integrative factor of internationalization, the internationalization circle becomes part of the overall planning circle of this institution, with the integration phase as an external link. In this way,

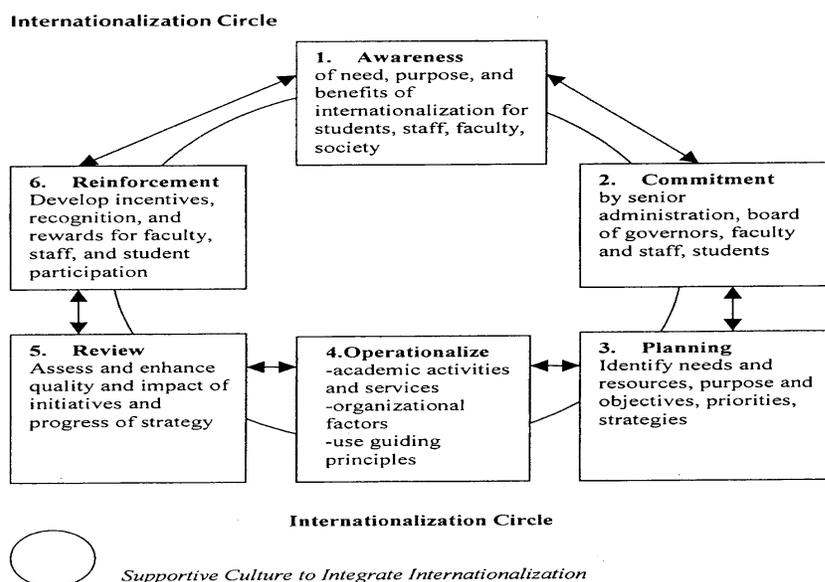
internationalization is no longer a part of an external relations policy, but...is an integral element of education development and innovation. (deWit 2002, p. 137.).

The College of Education has begun integrating internationalization as a strategy, as deWit describes. However, based on the student and faculty perceptions, it has yet to fully become a part of the institutional structure. Analysis of the data in this case study is offered through the lens of Knight's (1994) Circle of Internationalization model, as well as a discussion of the American Council on Education's (2007) focus on the intersection between internationalization and multicultural education.

A. Circle of Internationalization

The programs and courses presently offered in the College of Education are in the beginning stages of internationalization. Knight (1994, as quoted in deWit 2002) proposes an approach to the development of an organizational model of internationalization. Knight's model (See Figure 1) stresses that internationalization is a continuous cycle, not a linear process. Using this model and the data presented, we can begin to project where The University stands within this cycle. The stages of Knight's internationalization model are 1) Awareness and Commitment, 2) Planning and Operation, and 3) Review and Reinforcement. An analysis of the College of Education's internationalization cycle is discussed here.

Figure 1: Knight (1994) Internationalization Circle



Source: Jane Knight, *Internationalization: Elements and Checkpoints*, CBIE Research paper no. 7 (Ottawa: Canadian Bureau for International Education, 1994), 12.

1. Awareness and Commitment

The first phase in Knight's (1994) internationalization circle is awareness "of need, purpose, and benefits of internationalization for students, staff, faculty, society" (deWit 2002, p. 135). In order to begin the process of internationalization, it is essential for a university, and individual Colleges, to assess the need, purpose, and benefits for its community. In the discussions with students, faculty, and administrators, this phase has been established in the College of Education. The availability of the Bilingual Education program, a required comparative education course within the Cultural Studies program, and the Study Abroad program alone shows recognition of the need to offer students international experiences in multiple ways. In addition, while students, faculty, and administrators gave different definitions for the term "internationalization," they all discussed a need for students and faculty to approach education through a global lens.

According to the College of Education's mission statement, the College strives to provide the entire university community with programs and opportunities "for them to examine educational issues in larger social and cultural context" (College of Education Mission, University Website). Though "international" is not directly stated in the mission, students and faculty in this study felt that this directive encourages the community to foster a global awareness, and to situate oneself with a larger, more international context. Students reported this as a global awareness, a by-product of their courses formed by a general understanding from the theories and discussions they had in class, and verified by both field experiences and the study abroad program. Courses and other opportunities, including symposia, study abroad, and fieldwork, all require students to examine situations from multiple perspectives. For students in the Cultural Studies and Bilingual programs, these multiple perspectives led them to an awareness of being a "global citizen," discussing the implications of policies, methods, pedagogies, and experiences on a global scale. Faculty in all departments recognized the need for students to understand the cultural contexts of their future classrooms, and encouraged that through various projects, articles, and external activities. While those cultural contexts are not always explored as international, faculty found it difficult to discuss international elements of the College without aligning the internationalization initiative to the multicultural aspects of the mission statement and conceptual framework.

The second phase in Knight's internationalization circle is commitment "by senior administration, board of governors, faculty and staff, and students" to the process (deWit 2002, p. 135). The University articulated its commitment to the internationalization process in its strategic goals, specifically outlining an encouragement for Colleges to offer international

opportunities and global points of view to students. In addition, in 2006, The University established its International Office to

identify and promote effective strategy in international and global engagement matters, which transcend single academic and administrative departments... to deepen [The University's] international character, to promote its distinctive international identity and to fulfill the international components of [The University's] teaching, service, research and social justice missions. (University Website).

In an effort to support this, the College of Education's philosophy and conceptual framework reflect an institutional commitment to producing "urban, multicultural, professional educators" who take into account, among other things, "A learner's physical and mental health, personal and cognitive development, learning style, values, language, ethnic and cultural background, level of motivation, and background knowledge also impact each educational interaction" (College of Education Website). While this does not directly dictate an understanding of international social contexts, my discussions with students, faculty members and administrators highlighted the belief that it is difficult to fully understand students' language, ethnic and cultural background without recognizing and experiencing that international context. For students, their participation in the College and the study abroad program reflect a strong commitment to their own personal desires to see the College continue to internationalize. As they explained in their interviews, the study abroad trip was a chance to truly become "global citizens," a phrase they had heard and discussed in their courses. Beyond that, many of them have taken steps to encourage future students to participate, perpetuating the cycle of internationalization.

For faculty and administrators, commitment to the internationalization process was personal rather than institutional. Many of the faculty and administrators referred to The

University's goals when discussing the need to address international elements in the curriculum. There was a strong desire to see more international opportunities for both students and faculty, but a strained sense of commitment to the cause. Most of the faculty participants in this study were members of the International Committee, and had participated in international opportunities such as advising study abroad, organizing symposia, or teaching internationally-related courses. For these faculty members, the question of commitment lies in the hands of the College as a whole. In other words, while they expressed a desire to see the internationalization movement materialize in the College, the faculty members looked to the College for incentives, reinforcement, and resources. There was conversation about mutually beneficial partnerships with schools in Mexico, field work in bilingual or international schools, and internationally-related research projects for both faculty and students, but they could not move forward with these opportunities without the overall support and commitment of the faculty, administration, and students in the College.

2. Planning and Operation

The third and fourth phases of Knight's model are planning and operation. The College needs to first "identify needs and resources, purpose and objectives, priorities, strategies" and then put those strategies into operation through "academic activities and services, organizational factors, and guiding principles" (deWit 2002, p. 135). In other words, in what ways has the College been working to create opportunities to promote the awareness of and commitment to the process of internationalization?

In these stages, the College has established processes and opportunities to promote internationalization. In 2002 the Bilingual Education degree program was launched. Students can achieve a Master's of Arts or Education, or receive state teaching certification in bilingual

education. A comparative education course became a requirement for Cultural Studies students, and an elective course for other programs, in 2005. In 2006, faculty and administrators traveled to Mexico to meet with potential partner universities and learn about possibilities for future student and faculty travel, observation, and field work. The same year, the University established the International Office, enabling access to resources for the College of Education that may not have been accessible prior. In 2007 and 2009, the College of Education sent student groups to Mexico for a three-week summer study abroad experience. The students and faculty worked with a partner university on organized visits to observe local schools in Mexico. Also, the faculty's International Committee is actively working to assess and improve current opportunities, as well as build new opportunities, including the international concentrations for degree programs.

From a student perspective, there could be more work done in the planning and operation phases. Organizationally, the students who participate in the study abroad programs receive credit for core or elective courses. However, these students discussed a lack of available international opportunities other than the Mexico study abroad and their own elective choices. The faculty explained the challenges of internationalizing the College of Education, listing a lack of time, financial support, and interest as the most common difficulties. For example, though interested faculty and students can voice their opinions and suggestions for future international programs or courses, often a lack of time or commitment can hinder the movement of these programs. In response to this, the International Committee provides an organizational structure for future opportunities to arise, and is a space for faculty, administration, and students to work together to better meet the needs of all involved.

On a curricular level, both students and faculty recognize the need for synthesis and coherence between theory and practice. The College of Education's conceptual framework

claims a responsibility to integrate inquiry, theory, and practice in Teacher Education through “early and often immersion in clinical/field experiences [which give] our students many opportunities for developing skills, attitudes, and dispositions about teaching and learning” (University Website). For many of the Teacher Education students, the choice to study abroad in Mexico offered them that synthesis with the opportunity to see theories in action. The combination of discussion-based courses and a reflective experience in classrooms abroad gave them the bridge necessary to see connections between educational policy discussions on a local and international level. The professors highlighted the need for faculty and student interest in order to integrate international elements into the curriculum. For students, this was possible through professor and student-directed research; they felt that they were encouraged to pursue the topics which interested and applied to them most profoundly, and were supported in those ventures. This case study is an example of student freedom and support to do international-related thesis research. Synthesis and coherence were manifested for students through class discussions and the opportunity to study abroad, and for faculty through the freedom to integrate personal research and travel interests into their classes, student advising, and campus programs.

The guiding principles which encouraged the creation and implementation of these programs are found in the College’s mission statement and conceptual framework, which dictate a dedication to producing “urban, multicultural, and professional educators” (University Website). In the future, international concentrations within the programs, field work in other countries and communities, and additional course and study abroad offerings will expand the College’s commitment to internationalization.

3. Review and Reinforcement

Knight dictates that the final two phases of internationalization require time for assessment of present and future internationalization initiatives. The review phase is a chance to “assess and enhance quality and impact of initiatives and progress of strategy” (deWit 2002, p. 135). In this study, the most prominent spaces for the review phase to occur were within feedback conversations with study abroad participants, and the International Committee for faculty. Both the 2007 and 2009 study abroad groups were asked to complete course evaluations upon return to The University. Additionally, in Mexico, students were given a chance to discuss the purposes, benefits, and disadvantages of their participation in the study abroad program. They offered suggestions for future trips, and helped to forge relationships with future participants from their program courses. When I asked about the international awareness and presence in the College of Education in interviews, they listed the study abroad program, the Bilingual Education courses, some Cultural Studies courses, and the encouragement to become “global citizens,” however they also expressed a desire to see more programs and opportunities like the Mexico trip for teachers.

For faculty, the International Committee often discussed the programs which are presently in operation, and how they can be altered to provide mutual benefits for students and faculty at The University and teachers and students in schools in Mexico. There was a concern for the lack of student participation in study abroad, as 10-11 students is a small class in terms of enrollment and generation of tuition to support two faculty advisors. There was also concern for the difficulty of finding interested faculty to plan and implement future study abroad trips. Faculty members wear many hats at The University, teaching courses, publishing research, advising students, participating in numerous committees, and actively participating in their own

communities. Time was a strong deterrent in agreeing to advise study abroad, as many faculty members could not find the time to plan, recruit, and carry out the program. During these meetings, faculty and administrators discussed the initiatives necessary to continue to internationalize the curriculum through courses, concentrations, and opportunities for both student and faculty research and fieldwork.

Within each degree program, perceptions of benefits of internationalization differed. Students in the Bilingual and Cultural Studies programs found the discussion-based courses and student-directed research to be an asset to the courses, allowing students to shape the program to their own individual needs. Faculty in those programs found this flexibility to be the necessary path through which to incorporate global elements into the curriculum. By offering discussion-based courses, professors could incorporate their own international experiences and encourage students to do the same, while still discussing the greater themes and theories in the classes. For Curriculum and Instruction and Teacher Education, this was more difficult. National and state standards for certification restrict flexibility in these programs, though Curriculum and Instruction students do have elective options. While there are standards for meeting the diverse needs of your students, both students and faculty found gaps in the focus on the needs of English language learners and immigrant populations. For example, there were many classes which met the standards for special education and differentiated instruction; there were no classes which focused on teaching English language learners. There was mention of small sections of textbook chapters or discussions if students had experience with language learners, but there were no required courses in this area. In addition, time and financial limitations made opportunities like study abroad difficult to integrate. For both undergraduate and graduate students, the required courses for Teacher Education are substantial, and finding the time to take advantage of the

opportunity to study abroad was difficult. For Teacher Education faculty and students, the multiple perspectives aligned with the state and national standards. However, the standards address diverse perspectives among others, e.g. differentiated teaching and special education, and therefore the international content may not have been as clearly incorporated as some of the courses in other programs. Both faculty and students in Teacher Education expressed a desire to work creatively at integrating international elements into the curriculum, but their visions were partial and evolving, not yet full and coherent.

After reviewing the current initiatives, it is essential to provide for reinforcement for participants. Reinforcement, for Knight, is to “develop incentives, recognition, and rewards for faculty, staff, and student participation” in the internationalization process (deWit 2002, p. 135). This is also a part of the circle which is constantly in review for the College of Education. At this point in time, student participants in the study abroad program to Mexico are able to receive course credit for the trip, but timing and financial restrictions make participation challenging. In the same venue, faculty are compensated for advising study abroad programs as they would be for teaching courses on the home campus, but time and resources to plan and implement those programs is difficult to come by. For each opportunity, internationally-related courses, study abroad programs, campus events, symposia, and committee meetings, feedback is encouraged and reviewed. It is from this feedback that the International Committee has formed partnerships with The University’s International Office and the Study Abroad Office in order to facilitate future opportunities that benefit students and faculty alike. In addition, to help those students who need to meet state and national standards for teacher certification, there has been conversation concerning international fieldwork, to incorporate a global awareness into the requirements of teaching.

These six phases of Knight's internationalization process model (1994) are cyclical. Progress is possible when each phase works in conjunction with the previous and the following. For the College of Education, they are actively aware of the benefit of internationalization, and are planning and implementing some programs and future opportunities for students and faculty. However, while there are individual faculty members who support internationalization, there is no continuous understanding and vision of internationalization of what the College as a whole should look like. This becomes evident through review of currently available courses and programs.

B. Implications of Internationalization vs. Multicultural Education

One of the major implications of an internationalization initiative for a campus is ensuring that all involved—students, faculty, administration, staff, and community—share an understanding of the basic definition of “internationalization.” As mentioned in the literature review, there are countless academic debates about the accepted definitions of “internationalization,” “globalization,” “multiculturalism.” This confusion was evident in my study as well. It is difficult to integrate international elements throughout the curriculum of an institution or College when there are divergent notions of what it means to “internationalize.” In my discussions with students, faculty, and administration, there was no clear convergent understanding of the term, and therefore no clear perception of what the College is doing in its efforts to “internationalize.” For some students and faculty, the study abroad opportunities were the only international elements of the curriculum, and in some cases, they considered this sufficient for internationalization. For others, internationalization included the discussions in class, the study abroad opportunity, field work, committees, and symposia offered on and off campus. For still others, there was disconnect between their understanding of internationalization

(a complete change in mindset integrated within curricular and extracurricular activities) and the opportunities available to students and faculty. For the latter group of students and faculty, this disconnect posed a tension between the initiative's projected goals and the current reality in the College.

The American Council on Education (ACE) (2007) recognizes the conflicts which arise with the lack of a shared understanding of internationalization. In my study, many interviewees conflated diversity with internationalization and multicultural education at the same time. However, as the ACE (2007) explains, “although emphasizing that common ground is valuable, institutional leaders should resist the temptation to oversimplify or collapse internationalization and multiculturalism into one initiative” (Olsen, Evans, and Shoenberg, p. 31). In other words, as the College of Education at The University moves forward in its internationalization movement, it is essential to first clarify the difference between “multiculturalism” and “internationalization,” and then recognize what each field of study contributes to the curriculum.

1. International and Multicultural: Separate but Equal

The ACE (2007) makes a point to value and respect both multicultural education and internationalization separately, but also emphasize the importance of their intersection in the experience of students:

To fully grasp the current global realities and appropriately prepare future generations, educators will need to use the multiple lenses at their disposal—those that dissect global trends to understand their regional or local implications, as well as those that magnify local practices to see their regional or global implications. (Olsen, et al. 2007, p. 3).

The College of Education's mission statement and conceptual framework use the words “diversity” and “multicultural” often. There is an apparent focus on diverse populations and the

importance of multiple perspectives. However, there is no direct reference to the importance of international populations or perspectives. This was apparent not only in the mission and conceptual framework, but also in my search through course syllabi and descriptions. Finding the words “diverse,” “culture,” “bilingual,” or “multicultural” in course titles or descriptions was not difficult. However, when I asked faculty members and students which portions of their courses focused on international elements, these were far less prevalent. Part of this reflects the inherent lack of clarity in defining terms. For example, in a conversation with a Bilingual Education professor, she explained to me that the program focuses mainly on immigrant populations rather than international populations. As a researcher, the difference between these terms was unclear to me. In other words, many courses discussed diverse populations in the classroom without discussing the inevitable international connections to those populations. While, in some venues, international is intertwined in “diversity” and “multicultural,” there is value in defining the differences between these concepts. In the words of the ACE (2007), “While multicultural education developed from the need for colleges and universities to address the growing presence and significance of racial, ethnic, and other types of cultural diversity within the United States, internationalization sprang from the need for institutions to address the growing interrelatedness of peoples around the world” (Olsen, et al. 2007, p. 18). Currently, discussions, field work, internship and volunteer experiences in the College of Education offer much in relation to diversity and multiculturalism in the class, but not necessarily in relation to the international. Internationalizing the curriculum—offering international experiences and globally comparative discussions—is a different and valuable strategy to give students a broader experience with diversity on a global scale.

2. Local and Global: A Return to Geertz

One of the major concerns for faculty and students in Teacher Education was the necessity to meet state and national standards within a limited amount of time. These standards are written to address the needs of the immediate region (both state and nation), and often do not incorporate international awareness or global experience. However, as the ACE (2007) explains, “Even for those students who may not aspire to an international career, being able to interact with people who are from a different culture has become a basic requirement for success” (Olsen, et al. 2007, p. 4). This is especially true in education, with the increasing immigrant population attending local schools across the nation. However, it is important to recognize that programs like Curriculum and Instruction, Bilingual Education, and Cultural Studies have the flexibility to offer international field work, study abroad opportunities, and internationally-related electives courses without the restrictions of state and national standards. For Teacher Education, the options are limited, as is the international experience of many faculty members in Teacher Education. Since the standards are state-driven and federally-driven, many of the courses likewise focus on the local, and therefore many of the professors refer to their own local, rather than international, experiences in class. In addition, state and national standards often do not incorporate “international” because policies are more provincial. However, experience with international populations or environments could offer students the opportunity to access resources they may not otherwise have access to. Some of the students and faculty members in this study discussed finding creative ways to incorporate international experiences into the Teacher Education curriculum to afford students that access. Some ways in which The University has exhibited this include the short-term study abroad trip to Mexico, which offers

students a chance to see schooling in a foreign environment without infringing on the time constraints of their standards-based program requirements.

In Geertz's (1973, 1983) words, students have the opportunity to see the familiar (schools, taken for granted) as strange (schools seen in a new light), and relate them to their own observations and experiences in the United States. In Mexico, for example, students spoke often about the presence of rote learning in the classrooms we observed. From their own experiences in classrooms in the United States, they tended to view this familiar method of teaching as counterproductive. However, after observing students in Mexico and reading about the Mexican education system, our discussions became an opportunity to see methods like rote learning in a way that reveals some value: children *were* learning. In addition, students encountered familiar educational dynamics, such as students, teaching, and learning, within the unfamiliar context of Mexican schooling. Through this encounter, the study abroad trip offered students the venue through which to acquire cultural understanding, and thus serve as a foundation for understanding cultural differences in their classrooms in the United States. Geertz's theory is based in a cultural level of understanding. Seeing the familiar as strange entails looking anew at one's cultural environment, and recognizing new ways of making sense, thus, seeing what was familiar in a new light.

Similarly, internationalization through study abroad offers students and teachers a chance to avoid general assumptions about immigrant children based on behaviors in class, and rather to begin to understand how those behaviors have value in their particular cultural context. In other words, making the familiar strange is a tool for teachers to begin to see through prejudices and initial impressions which cloud their understanding of students' behaviors. With this tool they are able to view behaviors and contexts as rooted in students' culture and, as such, as useful and

valuable. For example, for many of the student participants on the Mexico trip, the school observations were an opportunity to begin to understand the immigrant students in their United States classrooms. Often the students were comparing their immigrant students to non-immigrant students in the classroom. Observing classrooms in Mexico offered them a chance to understand the “strange” (i.e. immigrant student behaviors in their United States classrooms that were not fully understood) as “familiar” (i.e. relative to the cultural norms they observed in Mexican classrooms). While this study abroad opportunity is not the only way for students and faculty to put Geertz’s theory into play, it is a beginning. The chance to experience classrooms both locally and globally offers students a jumping off point for a comparative look at education and pedagogy.

In our interviews, student participants explained that in-class discussions at The University often focus on local issues in local schools without a comparative context of those issues in other parts of the world. The ACE (2007) recognizes that traditionally, “higher education institutions [in the United States] and the public generally tend to think of issues of race, culture, and gender as they manifest themselves in American society differently from the way they see those same issues as they arise elsewhere” (Olsen, et al. 2007, p. vii). Internationalizing the curriculum at The University is an opportunity to meld those ideas, to better understand the intersection of the local and the global. While a general understanding of multicultural education focuses on social justice in terms of issues such as race, culture, and gender in the local context—or, more specifically, in one particular context—internationalization could provide a lens through which those issues can be comparatively addressed on a global scale. As the ACE (2007) continues, “for the sake of better instruction and for the institutions’ own strategies and initiatives, the domestic and the global need to be in conversation with each

other” (Olsen, et al. 2007, p. vii). The conversations which arise after those experiences are where internationalization shows progress in the curriculum.

Chapter VI. Conclusions

The research question at hand in this study was simply worded: How does a College of Education incorporate an international focus to the curriculum? By interviewing student participants of a College of Education-sponsored study abroad experience, interviewing faculty and administrators active in the internationalization movement within the College, and analyzing the mission and conceptual framework of the College, this study articulates the student, faculty, and administrator perspectives in answer to that question.

While limited in its scope, the research highlights the current state of internationalization within the College of Education. Students and faculty identified opportunities such as the study abroad program, future developments of international concentrations within particular programs, the International Committee, collaborations with schools for fieldwork in Mexico, internationally-focused courses, and relationships with organizations on campus to provide other international experiences. While there is speculation for the continued development of integrating an international component to the curriculum, at present the focus is often determined, specifically for Teacher Education, by the national and state standards for certification and accreditation.

It is essential for the College of Education to collectively define what it means to “internationalize their curriculum.” The current lack of understanding and awareness of this process has caused activities and projects to appear disconnected and unsystematic. Time constraints, financial limitations, a lack of resources and communication have posed as challenges and roadblocks for international initiatives within the College of Education. The faculty interviewed suggested future interactive meetings, during which collaborations between

degree programs might be able to create a better understanding of the purpose and intended outcomes of internationalization. In addition, these collaborations could offer the chance for faculty and administration to be creative in producing opportunities for students to develop their awareness as global citizens and educators. The College must define internationalization and its intended outcomes, and work collaboratively to incorporate an international focus into its curriculum while increasing both the number and interest in study abroad possibilities. In doing so, the process of internationalization will progress and become an institutional standard for future initiatives, courses, and opportunities. In the future, students will recognize the necessity of global awareness not only through study abroad opportunities, but through their coursework, fieldwork, and research endeavors.

This case study seeks to bring to light the development of the international focus of the curriculum within a university College of Education. Gutek (1993) reminds educators that “As an educational agency, the school can be used either to perpetuate the status quo of traditional knowledge and values or as an agency of social reconstruction” (p. 67). The College is simultaneously acting as an agency of social reconstruction and perpetuating the status quo in its internationalization efforts. On one hand, for some faculty members and students, internationalizing the curriculum requires a complete change in mindset in all programs: the discussions, assignments, course objectives, and opportunities for field work and research. This encouragement of an international point of view has laid the foundation for the current programs, courses, and research opportunities available to students and faculty, as well as aided in discussions for future possibilities. The international opportunities currently available which provide a global awareness are the avenues through which the College can evolve. In this way,

the College of Education is working as an agency of change, advocating for increased international opportunities and approaches throughout the College.

On the other hand, the College is also perpetuating a cycle of status quo, as there is a lack of awareness and understanding of what it means to internationalize the College as a whole. Those interested in international interests and initiatives remain within the confines of specific internationally-focused courses and committees. The faculty members who were not directly related to international advocacy within the College were unaware of many of the programs and courses that were available to students and faculty. In addition, the differences in definitions of internationalization reflect disconnect between programs, faculty, and administration in the implementation of this initiative. While there was widespread support for encouraging global awareness and citizenship for future educators, there was not a clear understanding of how that could continue. Many faculty members and students were aware of who to speak to when they were interested in participating in international activities, but not necessarily of the College's collective stand on internationalization.

Though the students, faculty members, and administrators in this study represent a small portion of the College of Education, their perspectives offer a comprehensive understanding of how internationalization has been integrated into the curriculum. According to Knight's (1994) model of internationalization, the College has begun to act as an agent of change, and faculty and students are active advocates for internationalization at both the College and university levels. As the College continues to work with committees, build concentrations, and expand research and travel opportunities for students, faculty, and administrators, the cycle of internationalization will strengthen and move the College from their current status quo to an evolved learning community where internationalization *is* the status quo.

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Appendix A: IRB Approval

DEPAUL UNIVERSITY



Research Involving Human Subjects
NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

Institutional Review Board
1 East Jackson Boulevard
Chicago, Illinois 60604-2287
312/362-7593
FAX: 312/362-7574

To: Elizabeth Robbins, Graduate Student, School of Education
Karen Monkman, Ph.D., Faculty Sponsor, School of Education

Date: June 12, 2009

Re: Research Protocol #ER060109EDU
"Teaching to the World: The Internationalization of Schools of Education in the United States"

Please review the following important information about the review of your proposed research activity.

Review Details

Original Review

Amendment

Unanticipated Problem Report

Exempt Review, under 45 CFR 46.101

Your research project meets the criteria for an exemption under the following categories:

Category of Review: 2, 4

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Approval Details

Approved

Approved (Previous contingencies have been resolved.)

Approval Date: June 12, 2009

Reminders

- Under DePaul's current institutional policy governing human research, research projects that meet the criteria for an exemption determination receive administrative review. Once projects are determined to be exempt, the researcher is free to begin the work and is not required to submit an annual update (continuing review). As your project has been determined to be exempt, your primary obligation moving forward is to resubmit your research materials for review and classification/approval, before they are implemented in the research, if you propose substantive changes to the project. Substantive changes would include changes in the design or focus of the research project, revisions to the consent/information sheet for participants, addition of new measures or instruments, and any change to the research that might alter the exemption status (either add additional exemption categories or make the research no longer eligible for an exemption determination).
- **Once the project is complete, you should submit a closure report to the IRB.**

Appendix B. Interview Protocol

Student Participants (Mexico Study Abroad 2009)

Pre-Study Abroad Questions (Interview #1)

1. Describe your particular program at The University. Tell me about your experience in that program.
2. What are/were your goals in choosing a program in the College of Education at this university? Do you feel that those goals are being (or have been) met? How so?
3. What elements of an international focus did you notice within your courses at The University, if any?
 - a. Did you take any foreign language or bilingual courses? (now or in the past?)
 - b. Were any of your courses taught by a professor who was multilingual, from another country, or talked about experiences or educational issues beyond the United States context? Describe that experience, if so.
 - c. Were there any students in your courses who were from other countries, spoke other languages, or had international experience which they shared in class? If so, what did this contribute to the discussion? If not, would it have contributed to or changed the course of the class discussion? In what ways?
4. In your opinion, what is the purpose of a study abroad program? Why did you choose to participate in study abroad?
 - a. Have you participated in a study abroad trip prior to the Mexico trip? Describe that experience. (When and where did you go? Why did you choose to participate? How was it structured? What was your living situation? Was there a focus on the field of education or teaching?)
 - b. How does this study abroad trip, and the course you will receive credit for, relate to your current program at The University?
 - c. What do you hope to take away from this study abroad experience?

Post-Study Abroad Questions (Interview #2)

1. Describe your experience on the study abroad trip.
 - a. What challenges (if any) did you encounter? What surprises (if any) did you encounter? Did the experience meet your expectations? How so? How not?
2. What were your language abilities at the beginning of the trip? At the end? Did you find language improvement with use on the trip?
3. In our classroom observations, what did you notice? What were you looking for specifically? Were there any surprises or challenges during these observations? Describe them.
4. Which course readings (or what was the subject matter of them) did you choose to read and discuss? How did those readings (if at all) contribute to your experience on the trip or to the course in general?
5. What was the focus of your ethnography project? Why did you choose this topic? What did you discover in doing research for this topic? How did the project (if at all) contribute to your trip experience?

6. Do you feel this trip has contributed to or influenced your perception of the content within or focus of your program? If so, how?
7. Reflecting on the study abroad trip as an educator, how (if at all) do you perceive this experience influencing you?
 - a. What (if anything) about the experience might you integrate into your role as an educator?
8. In our first interview, I asked you to define the purpose of a study abroad experience, and to discuss your expectations for this particular trip. Reflecting on your response, do you feel that this trip satisfied both your definition and your pre-determined expectations? In what ways?
9. What was the most valuable part of the study abroad experience for you, as an educator?
10. What do you want future participants to know about this program?
11. What does an institution “internationalizing the curriculum” mean to you? As a student in the SoE and a study abroad participant, do you feel that The University has “internationalized” the curriculum? In what ways? In what ways could they improve?
12. (*Quick Reminder*): What is your current position? (job, certification, student status)

Faculty Interview Questions: College of Education

Professional Background

1. What is your position at The University? How long have you been faculty here?
2. Describe the courses you teach, and the department(s) you are faculty of.
3. What, beyond teaching your usual courses, is your job?
4. What kinds of international experiences/background/interests do you have? How are they related to your work at The University? What are you involved in or aware of at The University that has an international focus?

Study Abroad (for faculty who participated in Mexico programs)

5. In your opinion, what is the purpose of a study abroad program? Why did you choose to participate in study abroad?
 - a. Have you participated in a study abroad trip prior to this trip? Describe that experience. (When and where did you go? Why did you choose to participate? How was it structured? What was your living situation? Was there a focus on the field of education or teaching?)
 - b. How does this study abroad experience relate to your current position at The University?
 - c. What do you hope to take away from this study abroad experience? What do you hope the students will take away from the study abroad experience?

International Focus at The University

6. How important is the national dialogue concerning incorporating an international focus in higher education curriculum?
7. What does it mean, in your understanding, to “internationalize the curriculum”?
8. How is The University responding to this dialogue? The College of Education?
9. What challenges and progress have you seen the College of Education make so far in terms of encouraging an international focus?

10. What is your vision of the ideal College of Education in terms of curriculum, student and faculty programs, committees, and other university initiatives? How do you envision The University recognizing that ideal?