

Challenges and Issues of Internationalizing Teacher Education Programs in the United States

アメリカにおける教員養成課程の国際化への挑戦と課題

インディアナ大学ココモ校教育学部

小川 正人

OGAWA, Masato

School of Education

Indiana University Kokomo

環太平洋大学

中原 忠男

NAKAHARA, Tadao

Department of Educational Administration

Faculty of Education for Future Generation

International Pacific University

抄録: グローバル化の時代にあつて国際的流動性が増加する中、アメリカの教員養成プログラムでは国際化するための環境整備が課題となっている。2001年9月11日の同時多発テロ以降、特に安全保障の側面から世界の他国を理解するグローバル教育や国際教育の概念がカリキュラムに取り入れられる傾向が見られる。急激な教育の国際化に関しては保守層からアメリカ的伝統価値の喪失という批判もあるが、国際バカロレアプログラムの量・質の拡大などに見られるように国際化の波は大きくなっている。しかし教員養成はこのような国際化に十分に対応しているとは言えないのが現状である。本論ではアメリカにおける教員養成の国際化についての研究や提言を紹介しながら、国際化された社会における教員養成のあり方を考えていきたい。

キーワード: アメリカ, 教員養成, 国際化, 国際教育, グローバル教育, 教師教育

Introduction

Contemporary societies are marked by new global trends – economic, cultural, technological, and environmental shifts that are part of a rapid and uneven wave of globalization (Mansilla & Jackson, 2011). All human beings live in a multi-boundary world: not simply a world of nation-states, but one with a diversity of worldwide systems in which all people affect and are affected by others around the globe. At the same time that the world is becoming increasingly interdependent, humanity is threatened by emerging problems that cannot be solved by actions taken solely at the national level. The tremendous influence of globalization, the interconnectedness of economics, and the importance of intercultural communication have been clear for some time, yet too little attention has been paid to the questions how to make curriculum more reflective of international dimensions and how to ensure that the schools in the United States have more internationally competent teachers (Koziol,

Greenberg, Williams, Niehaus, & Jacobson, 2011).

Internationalizing schools and education is not a new concept in the United States. The tragedies of September 11, 2001 have heightened American worries and interest in improving their understanding of other nations' languages and cultures, and their interactions with them – understandings that the K-12 teacher is in a unique position to facilitate and imbue (American Council on Education, 2002; Schneider, 2003). National security could be the justification for the current international movement (Parker, 2008). Parker argued that international education as a national security initiative has two main keys: economic and military. The economic way to secure the nation is to improve its nation's economic competitiveness with other nations, while the military way is to strengthen the nation's armed forces, including its intelligence communities (Parker, 2008).

Global Education

While national security and nationalism may together dominate the current international education movement, many educators, researchers, and organizations have assumed that global perspectives, world mindedness, global citizenship, intercultural understanding, or something of that sort could be defining and directing the movement. Educators globally, and more specifically social studies educators and researchers have long called for a global education in both K-12 classrooms and pre-service teacher education programs. The central rationale for global education rests on the necessity of preparing students for the increasing interconnectedness among people and nations that characterizes the world today. Global educators believe that in an interconnected world our survival and well-being are directly related to our capacity to understand and deal responsibly and effectively with other people and nations, and with a variety of issues that cut across national boundaries (Zong, Wilson, & Quashiga, 2008).

Many organizations and educators argue that teaching from a global perspective should become an essential aspect of school curriculum in order to better prepare students to understand historical and current issues and events in an international context. The National Council for the Social Studies (NCSS), for example, has been supporting global education through its publications such as *Social Studies and the World: Teaching Global Perspectives* (Merryfield & Wilson, 2005) and its position statement (NCSS, 2001):

The National Council for the Social Studies believes that an effective social studies program must include global and international education. Global and international education are important because the day-to-day lives of average citizens around the world are influenced by burgeoning international connections. The human experience is an increasingly globalized phenomenon in which people are consistently being influenced by transnational, cross-cultural,

multicultural, and multi-ethnic interactions.

The Washington D. C. -based Longview Foundation (2008) reported that recent education reform efforts in the United States have focused heavily on improving reading, math, and science education. These efforts, while important, cannot ensure that students will develop the knowledge of world regions and global issues, languages and cross-cultural skills, and values of citizenship and collaboration that are so important to living and working in an increasingly interdependent world.

Of many leading global educators, Merryfield (2008) argued that students should be educated world citizens who learn about children, women, religious and ethnic minorities, immigrants and those with the least access to power. She encouraged all educators to strive for not just globally informed students but for what she calls “worldminded” students. She and other people argue that individuals in many societies wear blinders of ethnocentrism, but to become worldminded, students need to overcome this singular perspective and develop an acceptance of different cultures, a concern with the world, an understanding of interconnectedness, and a value of world citizenship. Worldmindedness grows as individuals experience and appreciate views of others different than themselves; it becomes a habit when thinking about the effect of a decision on others – outside local or national boundaries – is routine.

Reimers (2009) also argued that good education prepares students for life as citizens of their communities and of the world. Good educators appreciate that the world is increasingly interconnected, and that students require global skills, including knowledge of world geography, complex cultural literacy and world language skills, to understand these interdependencies (Green & Schoenberg, 2006; Johnston & Spalding, 1997; Mansilla & Jackson, 2011). Most educators understand that developing global competency is important and, at the same time, know that this development is not happening in many schools (Reimers, 2009; Hicks, 2007).

While many teachers in the United States are now infusing the ideas of global education in their classrooms, elements of global education have been challenged by those who disagree with its ideas or have found problems with specific content or some instructional materials (Merryfield & Wilson, 2005), some critics are opposed to the basic assumptions of global education because they believe school should focus on American content and mainstream American worldviews. Some see the study of global topics and diverse cultures through multiple perspectives as a threat to American values and patriotism. Americans, of course, hold different views on what students need to know about their world.

International Baccalaureate Schools

In his bestseller, *The World is Flat*, Thomas Friedman (2005) argued that technology has leveled the global playing field by giving even small countries a chance to participate in the world economy. He stressed the importance of teaching our children a global outlook on the world, not only to make them competitive in an international workplace, but to give them perspective on the shifting powers and issues of our time. Still, most of schools continue to teach the same curriculum they've been teaching for fifty years. Recently, however, several U. S. schools have adopted an innovative program that offers students the chance to graduate with an internationally recognized diploma and a solid understanding of globalization.

The International Baccalaureate Program (IB) is a non-profit foundation whose mission is to help students "develop the intellectual, personal, emotional, and social skills to live, learn and work in a rapidly globalizing world" (International Baccalaureate International, 2012). It was founded in 1968, and is now in operation in over 3000 schools in 141 countries. The rapidly growing... (deleted)

In the United States, there are currently 1,390 IB World Schools offering one or more of the three IB programs (International Baccalaureate International, 2012). Of these, 342 schools offer the Primary Years Program for students aged 3-12, 475

schools offer the Middle Years Program for students aged 11-16, and 777 schools offer the Diploma Program for students aged 16-19. All three IB programs strive to develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. IB programs include a curriculum framework, age-appropriate student assessments, professional-development for teachers, and support, authorization, and program evaluation for the schools. Their popularity is probably due in part to the belief that the IB program seeks to teach students not just what they need to know, but how to think and learn.

In 2012, 24 IB Schools, nearly one in four, were named to the *U. S. News & World Report's* annual ranking of the top 100 high schools in the United States. The 2012 rankings include data on nearly 22,000 public high schools from 49 states and the District of Columbia. Considering that the IB Diploma Program is only offered in approximately three percent of all 22,000 U. S. public high schools, it enjoys an outsized representation among the top 25 schools. Fully 44 percent of the top 25 public high schools in the U. S. are IB schools.

High school students completing the IB Diploma Program can receive college credits if they pass the IB exams, much like students who pass Advanced Placement (AP) exams. The IB program seems to be more encompassing than the AP, however. Students taking AP courses are able to select classes à la carte, but students earning an IB diploma must take six interdisciplinary courses, write a research paper, and complete community service. Though IB's influence is growing, AP classes are still much more popular in schools in the United States. Indeed, nearly 60 percent of U. S. high schools participate in the AP program (Byrd, Ellington, Gross, Jago, & Stern, 2007).

Many schools districts across the country are now shifting their existing schools to the IB curriculum and/or creating new IB schools, but critics of IB say that these programs in the United States are expensive and that IB students do not outperform students who take AP courses. Most of the U. S. schools still do not integrate global

competency skills into the curriculum for several reasons, including lack of resources and an obsolete mindset (Byrd et al., 2007; Reimers, 2009; Stearns, 2009). Though teachers, administrators and schools value infusing concepts and skills of global education or international education, when resources are tight money may first be allocated to more traditional priorities. Similarly, schools are more familiar with developing programs for traditional concepts skills such as reading and math that are reflected in standards and assessment under the No Child Left Behind policies. Schools rely on what is comfortable and what they feel they have the skills to accomplish rather than on tackling new competencies, resulting in uneven change (Reimers, 2009; Stearns, 2009).

Internationalizing Teacher Education Programs

As countries become increasingly interdependent, student populations in the United States are becoming more culturally diverse. These students' transnational perspectives present significant challenges to teachers, but there exist disconnects between the skills teachers need and those provided to them by colleges of education. As teacher preparation programs continue to cater to historic models of diversity, the programs show a glaring lack of recognition for the recent changes in school and community populations.

Internationalizing teacher education programs has been a topic of interest approximately for several decades. In 1989, the National Governors' Association pointed to inadequate teacher preparation in global education as a major obstacle to the United States being able to meet the economic, political, and social challenges of today's globalized society. At present, the National Council for Accreditation of Teacher Education (NCATE) requires global education to be included in the curriculum of all teacher education programs across the country. Other professional organizations such as the American Association of Colleges for Teacher Education (AATCE), the Association of Teacher Educators (ATE), and the National Council for the Social Studies promote internationalization to the teacher education

programs across the country (Kirkwood, 2001; Urso, 1990).

As schools are becoming more global, teachers should have the knowledge and skills to engage in globally - oriented education. The role of teachers in fostering global competence is becoming more important than ever, but many teachers are still not developing this global competence. As new teachers graduate from teacher education programs, their task is not only to adopt a global perspective in their instruction, but also to transfer that awareness to their own K-12 students (West, 2009). Most teacher candidates in the United States, however, tend to be only moderately worldminded (Parker, 2008). A majority of today's teacher candidates seem to be less knowledgeable about the world, less well-read, less experienced, and less traveled than teacher candidates of the past (Wartella & Knell, 2004). Indeed, some teacher candidates are not knowledgeable about democratic principles, and do not engage in civic activities or even care about national events and international relationships (Doppen, F. H., O'Mahony, C., Lucas, A., Feingburg, J., Bohan, C. H., Lipscomb, G., & Ogawa, M. 2011; Torney-Purta, J., Lehman, R., Oswald, H., & Schulz, W. 2001).

Among the many research related to the topic of internationalizing teacher education is that Lambert and his colleagues (1989), who undertook extensive transcript analysis of a sample of nearly 50 colleges and universities. Lambert and his colleagues found that the average education major took only 1.5 internationally focused courses compared to an average of 2.4 courses for all other majors. The situation was not very different for education majors at research universities or at four-year colleges. Nor was the situation better for foreign language study, about which Lambert stated that the low exposure of education majors is especially troublesome.

The AACTE has commissioned several surveys of its members to learn the current state of global education, beginning in the early 1970s. Their 2001 survey showed that the three globalization strategies most followed in the teacher training community are encouraging

faculty travel abroad, admitting foreign students, and sending students on study or internship abroad programs. The survey also reported that very few of the respondents – only 5% – favor curriculum revision to include international content in the preparation of teachers. The AACTE, however, did not have data showing how many education faculty members, or students, actually did go to other countries. More importantly, this survey is now over a decade old, and there are significant changes in globalization on many campuses since then.

Schneider (2003) conducted extensive research to determine both the existing international content and program practices which occur within existing teacher education programs and the perceived needs for improvement. Among the 24 universities and colleges studied, Schneider found that teacher education programs were generally very weak on international dimensions. While there have been some uneven starts to internationalizing teacher preparation programs, those programs are often the least international programs on colleges and universities in the United States (Longview Foundation, 2008).

There may be many reasons for the failure of teacher education programs to promote internationalization for pre-service teachers. The culture of teacher education seems traditionally to be tended to be local, rooted in neighborhood schools, rather than global probably because teacher education programs primarily have been focusing on local and/or state requirements for teacher certification (Koziol et al, 2011). Additionally, course requirements and student teaching fill so much of a pre-service teacher's undergraduate schedule that there is typically little or no room left for study abroad, language study or internationally-focused elective courses (Longview Foundation, 2008). The failure of the most Schools of Education to respond to this growing international emphasis is a cyclical process. Students who do not develop global competence throughout their education eventually become in-service teachers who are not equipped to foster global competence in a new generation of

students (Longview Foundation, 2008).

Student Teaching Abroad Through Cultural Immersion at Indiana University

Several institutions have made great strides in the internationalization of teacher education, ranging from innovative student teaching abroad programs, such as the Cultural Immersion Projects at Indiana University, to making international experiences accessible to all teacher candidates, as does the School of Leadership and Education Sciences, University of San Diego (West, 2009). Another success story is the University of Maryland's Office of International Initiatives, which has put into place a comprehensive institutional infrastructure to promote internationalization across its School of Education (West, 2009; Koziol et al., 2011).

Among the best practices in internationalizing teacher education, the Cultural Immersion Program initiated by the Indiana University (IU) School of Education in 1972 (West, 2011) began by placing student teachers in the Navajo Reservation schools in the American Southwest. Within a few years, IU was placing student teachers in English-speaking countries, and student teachers at that university now can choose placements in 15 countries, on at least three continents. Prior to oversea placement, IU requires student teachers to complete a rigorous program, including a preparatory phase spanning at least two semesters, followed by a minimum of 10 weeks of student teaching in an Indiana P-12 public school to satisfy state license requirements. Students then travel abroad for eight weeks of full-time teaching in a host-nation school, coupled with community participation, cultural study, service learning and academic reporting. There are two other programs under the Cultural Immersion Projects: The American Indian Reservation Project, which sends students to teach on the Navajo Reservation in Arizona, New Mexico and Utah, and the Urban Project, which places students in inner-city Chicago public schools.

The Cultural Immersion Project is one of Indiana University's most recognized international

education programs and earned the University the 2005 Goldman Sachs Foundation Prize for Excellence in International Education. Additionally, IU was presented with the AACTE Best Practice Award for Global and International Teacher Education in 2001.

How to Internationalize Teacher Education Programs

Numerous individuals and organizations have proposed a variety of recommendations and strategies of internationalizing teacher education programs. These have mainly focused on the role of teacher education programs at universities and colleges in ensuring that future teachers begin their careers ready to teach the global dimensions of their subjects, and help P-12 students develop their international understanding. Higher education cannot do this alone, however. Partners are an important element of the goal of building coherent and long-term policies at the federal, state, and local levels that support new and effective practices. A few of these proposals and strategies of internationalizing teacher education programs are briefly described below.

Schneider (2003) based her research on international dimensions of teacher preparation, and proposed recommendations that cut across many aspects of pre-service teachers' academic experience, including:

- Reviewing and assessing the full range of campus resources for international exposure, and their accessibility, particularly for students in teacher education programs;
- Providing training on international needs and students' options for both faculty and professional advisors;
- Fostering development of internationally-oriented curriculum, through individual faculty grants, workshops for both Arts and Sciences and Education faculty (together), and the hiring of internationally-trained faculty; and
- Reviewing policy and practice for the integration of study abroad in the

curriculum, with respect to both general education and major field requirements.

Olsen (2008) summarized recommendations from the range of studies and programs the American Council on Education has conducted, including:

- Combinations of well-crafted and supported faculty development options
- Faculty ownership, choice and support
- Faculty activities integrated with other internationalization strategies
- Strong sustained leadership combined with a constantly widening circle of engaged Faculty
- Workshops on methods for infusing international content into the curriculum

The Longview Foundation (2008) suggested several strategies to challenge teacher preparation to embrace its critical role in educating teachers to better prepare future citizens for their roles in the increasing interdependent world. Among these are:

- Engage leadership and faculty, and develop a plan
- Create a globally-oriented general education
- Recruit students with international interests and experience into teaching
- Faculty development for global training and learning
- Internationalize professional education courses
- Offer international experience at home, abroad, and online

Many teacher education programs across the country have initiated effective internationalizing activities, but readily acknowledge that more is needed. The strongest programs may be at comprehensive universities and liberal arts colleges where innovation may be more easily undertaken. In general, however, much work is still needed in the development of programs that will provide in-service teachers an adequate understanding of world cultures and problems, for use in preparing our children for their roles in an increasingly

interconnected world. Teacher educators should begin charting new courses in response to the urgency for reform. Internationalization cannot, and need not, remain beyond the reach of tomorrow's teachers and students.

References

- American Council on Education (2002). *Beyond September 11: A comprehensive national policy on international education*. Washington, DC: American Council on Education.
- Byrd, S., Ellington, L., Gross, P., Jago, C., & Stern, S. (2007). *Advanced placement and international baccalaureate: Do they deserve gold star Status?* Washington D. C.: Thomas B. Fordham Institute.
- Doppen, F. H., O'Mahony, C., Lucas, A., Feinberg, J. R., Bohan, C. H., Lipscomb, G., & Ogawa, M. (2011). "Social Studies Pre-Service Teachers' Knowledge and Notions of Citizenship: Implications for Teacher Education" *Action in Teacher Education*, 33 (1), 81-93.
- Friedman, T. (2005). *The world is flat: A brief history of 21st Century*. New York: Farrar, Straus and Giroux.
- Green, M. & Schoenberg, R. (2006). *Where faculty live: internationalizing the disciplines*. Washington, DC: American Council on Education.
- Hicks, D. (2007). Responding to the world. In D. Hicks & C. Holden (Eds.) *Teaching global dimension: Key principles and effective practice* (pp. 3-13). New York, NY: Routledge.
- Johnson, J., & Spalding, J. (1997). Internationalizing the curriculum. In J. Gaff & J. Ratcliff (Eds.), *Handbook of the undergraduate curriculum* (pp. 416-435). San Francisco, CA: Jossey-Bass.
- Kirkwood, T. (2001). Preparing teachers to teach from a global perspective. *The Delta Kappa bulletin*, 67 (2), 5-12.
- Koziol, S., Greenberg, J., Williams, L., Niehaus, E., & Jacobson, C. (2011). *Internationalizing teacher education: A systemic initiative*. Paper Presented at the International Conference on Education for Teaching, Glasgow, Scotland.
- International Baccalaureate International (2012). Country information for the United States. Retrieved January 4, 2013 from <http://www.ibo.org/country/US/>
- Lambert, R. (1989). *International Studies and the Undergraduate*. Washington, DC: American Council on Education.
- Longview Foundation. (2008). *Teacher preparation for the global age: The imperative for change*. Washington, DC: Longview Foundation.
- Mansilla, V. & Jackson, A. (2011). *Education for global competence: Preparing our youth to engage the world*. New York: Asia Society.
- Merryfield, M. M. (2008). The challenge of globalization: preparing teachers for a global age. *Teacher Education & Practice, The Journal of the Texas Association of Colleges for Teacher Education*, 24 (4), 435-437.
- Merryfield, M. M. & Wilson, A. (2005). *Social studies and the world" Teaching global perspectives*. Silver Spring, MD: National Council for the Social Studies.
- National Council for the Social Studies (2001). *Preparing citizens for a global community*. Retrieved January 2, 2013 from <http://www.socialstudies.org/positions/global>
- Olsen, C. (2008). *An integrated approach for advancing campus internationalization*. Presentation to GATE Fellows, University of Maryland College of Education. College Park, MD.
- Parker, W. C. (2008). International education: What's in a name? *Phi Delta Kappan*, 90 (3), 196-202.
- Reimers, F. M. (2009). Educating for Global Competency. In J. E. Cohen & M. B. Malin (Eds.), *International perspectives on the goals of universal basic and secondary education* (pp. 183-202). New York: Routledge.
- Schneider, A. I. (2003). *Internationalizing teacher education: What can be done?* Washington, DC: U. S. Department of Education.
- Stearns, P. (2009). *Educating global citizens in colleges and universities: Challenges and opportunities*. New York, NY: Routledge.
- Torney-Purta, J., Lehman, R. Oswald, H., & Shultz, W. (2001). Citizenship education in 28 countries: Citizenship knowledge and engagement at age

- 14-years-old. Retrieved January 3, 2013 from http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/CIVED_Phase2_Age_Fourteen.pdf
- Urso, I. (1990). Teacher development through global education. In Tye, K. (Ed.). *Global education from thought to action* (pp. 100-108). Alexandria, VA. : Association for Supervision and Curriculum Development.
- Watrella , E. & Knell, G. E. (2004). Raising a world-wise child and the power of media. *Phi Delta Kappan*, 86 (3), 222-24.
- West, C. (2009). *Internationalization of Teacher education: Three case studies*. Retrieved January 2, 2013 from <http://www.nafsa.org/resourcelibrary/default.aspx?id=18486>
- Zong, G., Wilson, A. & Quashiga, A. Y. (2008). Global education. In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 197-218). New York, NY: Routledge.