Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers

Part of the Advances in Higher Education and Professional Development Book Series

Heejung An (William Paterson University of New Jersey, USA)

Description:

Study abroad programs offer a unique opportunity for students to immerse themselves within different cultural backgrounds as they continue to further their education. By experiencing this first-hand, in-service and pre-service educators are better prepared to address diversity issues within their classrooms.

The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers highlights program developments geared towards pre-service and in-service teachers. Features the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs.

Readers:

This publication is a critical reference source for pre-service and in-service teachers, school administrators, higher education faculty, educational researchers, and educators in multicultural and international education programs.


Topics Covered:

- Consortium Models
- Cultural Inclusion
- Diverse Learners
- Group Study Programs
- Immersion-Based Programs
- Multicultural Perspectives
- Preservice Teachers

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com
Table of Contents

Foreword

Preface

Acknowledgment

Section 1
International Collaboration Opportunities and Study Abroad Program Initiatives: General Considerations

Chapter 1
University Partnerships: Greater Involvement in International Activities for Teachers
Jeanne Martha D'Haem, William Paterson University, USA
Dorothy Feola, William Paterson University, USA
Nancy Norris-Bauer, William Paterson University, USA

Chapter 2
Case Study of a Sustained Educator Partnership between the U.S. and Norway
David C. Virtue, University of South Carolina, USA

Chapter 3
“Should I go to Ireland or Mexico?”: A Comparison of Two Pre-Student Teaching Study Abroad Programs offered by the Same Department
Scott L. Roberts, Central Michigan University, USA
Kristina Rouech, Central Michigan University, USA

Chapter 4
Studying Abroad to Inform Teaching in a Diverse Society: A Description of International Elementary Education Teaching Experiences at Ball State University
Carolyn Walker Hitchens, Ball State University, USA
Patricia Clark, Ball State University, USA
Anthony Kline, Trine University, USA
Winnie Mucherah, Ball State University, USA
Scott Poppelwell, Ball State University, USA
Kendra J Thomas, University of Indianapolis, USA

Chapter 5
Consortium Models: Enhancing Faculty Led Study Abroad Programs for Pre- and In-Service Teachers
Angela Cartwright, Midwestern State University, USA
Michael T Mills, Midwestern State University, USA

Section 2
Study Abroad Experiences for Preservice Teachers: Program Designs, Outcomes, and Impacts

Chapter 6
Study Abroad Australia: Practice and Research
Johnell Bentz, University of Illinois, USA
Jamie N Pearson, University of Illinois, USA
Mary Allison Witt, University of Illinois, USA

Chapter 7
Creating a Studying Abroad Experience for Elementary Teacher Candidates: Considerations, Challenges, and Impact
Audra Parker, George Mason University, USA
Kelley E. Webb, George Mason University, USA
Eleanor Vernon Wilson, University of Virginia, USA

Chapter 8

Study Abroad for Preservice Teachers: Critical Learning and Teaching in a Diverse Context
Allison Witt, University of Illinois, USA
Mauricio Pino-Yancovic, Pontifical Catholic University of Valparaiso, Chile
Brandi Neal, University of Illinois, USA

Chapter 9
Taking the TESOL Practicum Abroad: Opportunities for Critical Awareness and Community-building Among Preservice Teachers
Hyeseon Cho, University of Kansas, USA
Lizette Peter, University of Kansas, USA

Chapter 10
Learning about Culture and Teaching During a Short-Term Immersion-Based Study Abroad
Barbara A. Bradley, University of Kansas, USA
Andrea M. Emerson, Clemson University, USA

Chapter 11
A Decolonizing Study Abroad Program in Mexico for Pre-Service Teachers: Taking on the Cultural Mismatch Between Teachers and Students
G. Sue Kasun, Georgia State University, USA

Chapter 12
Becoming Responsive Teachers During a Practicum-Based Study Abroad Experience: Learners Leading to New Perspectives
Cheryl L Dozier, University at Albany, USA
Joy Stephens, University at Albany, USA

Chapter 13
Developing a Multicultural Cross-Curricular Study Abroad Experience
Mary-Kate Sableski, University of Dayton, USA
Jackie M. Arnold, University of Dayton, USA
John White, University of Dayton, USA

Chapter 14
Collective Learning: An Exploration of the Hong Kong and U.S. Special Education Systems
Lusa Lo, University of Massachusetts Boston, USA

Chapter 15
The Cambridge Schools Experience: Developing Literacy Educators Within an International School-University Partnership
Dannielle V. Dennis, University of South Florida, USA
Stephanie M. Branson, University of South Florida, USA
Brian M. Flores, University of South Florida, USA
Allison M. Papke, University of South Florida, USA

Chapter 16
“The World is So Much Bigger”: Preservice Teachers’ Experiences of Religion in Israel and the Influences on Identity and Teaching
Tina Marie Keller, Messiah College, USA

Chapter 17
Teacher Candidates in International Contexts: Examining the Impact on Beliefs about Teaching Culturally and Linguistically Diverse Learners
S. Michael Putman, University of North Carolina at Charlotte, USA

Chapter 18
Chapter 19
Of Chalk & Chai: Teach Abroad Experiences That Enhance Cultural Adaptability of Pre-Service Teachers
Gabrielle Malfatti, University of Missouri, USA

Chapter 20
The Benefits and Limitations of a Short-Term Study Abroad Program to Prepare Teachers in a Multicultural Society
Heejung An, William Paterson University, USA.
Carrie E. Hong, William Paterson University, USA.
David A. Fuentes, William Paterson University, USA.

Chapter 21
From Cultural Immersion to Professional Growth: Effects of Study Abroad Experiences on Classroom Instruction

Carrie E. Hong, William Paterson University, USA.
Samantha Kopp, William Paterson University, USA
Shanthia Williams, Philip’s Academy, USA

Chapter 22
Feeling Silly and White: The Impact of Participant Characteristics on Study Abroad Experiences
Denise Davis-Maye, Auburn University Montgomery, USA
Annice Yarber-Allen, Auburn University Montgomery, USA
Tamara Bertrand Jones, Florida State University, USA

Chapter 23
Bridging Local and Global Experiences: A Faculty-Led Study Abroad Program for Teachers
Ye He, University of North Carolina at Greensboro, USA
Kristine Lundgren, University of North Carolina at Greensboro, USA

Compilation of References

About the Contributors

Index

Heejung An is a professor of educational technology, science education, and the director of the M. Ed in Curriculum and Learning Program at the College of Education, William Paterson University. Her main areas of research involve exploring how technology impacts cognition and how K-12 teachers can use technology effectively for teaching and learning. She also focuses on bridging local and global experiences that can benefit teaching in diverse school settings. Dr. An received her Ed.D. from Teachers College, Columbia University.