Preface

After completing a Fulbright Hays Study Abroad program in 2014 which took a group of 6 preservice and 6 in-service teachers from New Jersey, U.S. to several cities in South Korea, I began to reflect on the outcomes of the program. I then attended the 2015 Annual Conference of the National Association of International Educators (NAFSA) in Boston, where hundreds of educators and researchers gathered to talk about international collaborative experiences. I was immediately struck by the high level of activity and interest in such international programs, but also noted that the majority involved large, U.S. private universities, for which there was significant funding and capacity to carry out extensive overseas excursions. As I looked through the pamphlets and brochures from different universities, I reminded myself that my experience was very different, since I am a faculty member at a mid-size public university in which the majority of students have never traveled outside the U.S., or sometimes even their home state. Likewise, many of my students commute to campus, work at one or more jobs while attending classes, and are often the first person in their family to attend college. There is also very limited funding available for overseas programs and limited capacity to carry them out. My students often have little time to contemplate world affairs, yet, as preservice teachers, they will be expected to teach culturally, linguistically, and racially diverse student populations for which they are often ill-prepared to work with.

While discussing these issues with other faculty across the U.S., I realized I was not alone. Although the U.S. student population is becoming increasingly diverse, many small and mid-size universities, with popular education programs, are increasingly expected to focus on international education, but without providing the necessary context, funding, or support. As Dr. Arthur Levine, the former Dean of Teachers College, Columbia University once said about the importance of cosmopolitanism, “You don’t know, if you don’t go.” I also heard from several educators about their own study abroad experiences, both good and bad, and decided that it would be of value to publish a book that documents and analyzes these rarely heard experiences. It should be noted that many of these authors have taken on the herculean task of traveling with, and exposing their students to cultures and worldviews that were dramatically different from their own. Some of the outcomes of their trips were very moving, while others highlighted the challenges of doing too much on a shoe-string budget, for a short time period, with students who were unwilling to see things from another perspective. Whatever the case, each chapter in this volume describes an aspect of experiential learning that left an impact on everyone involved. The pre and inservice teachers who participated in these excursions will surely gain valuable insights over the years that will ultimately improve their pedagogical practices and curriculum development efforts.

I am hopeful that the 23 chapters in this volume offer unique designs and experiences from study abroad programs in different countries and will inspire others to propose, plan, design, and implement new programs in ways that are enlightening, particularly for preservice and inservice teachers. Such
curricula should have the overarching goal of teaching culturally, linguistically, and racially diverse student populations in the U.S. Although the travel experiences, along with other accompanying activities described in this book are in no way representative of the entire phenomenon of study abroad programs, it is promising that they provide an insightful snapshot of how faculty-led efforts can be designed for preservice and in-service teachers in a manner that is meaningful and transformative.

SECTION 1: INTERNATIONAL COLLABORATION OPPORTUNITIES AND STUDY ABROAD PROGRAM INITIATIVES – GENERAL CONSIDERATIONS

The aim of this section is to share how international collaborations between and among universities have been initiated, how they have evolved, and sustained themselves, while also sharing the challenges they have encountered throughout the process. Further, this section discusses the benefits from such collaborations among teacher candidates, and faculty.

In Chapter 1, D’Haem, Feola, and Norris-Bauer describe the evolution of a multifaceted international partnership between two universities in the United States and the Netherlands that included international visitors to local schools and university classes, faculty and student exchanges, a study abroad program, and collaborative faculty research.

In Chapter 2, Virtue provides an exemplary example of an ongoing international partnership that involves the exchange of Norwegian secondary school teachers and U.S. college students with the overarching goal of promoting cultural understanding.

In Chapter 3, Roberts and Rouech describe the commonalities and differences of exchange programs in Ireland and Mexico, and then discuss the benefits from these experiences for further development of effective preservice teacher study abroad programs.

In Chapter 4, Hitchens et al. describe the origins of the Ball State Elementary Education Study Abroad program. They further offer critical aspects to consider for other study abroad programs, with their vignettes focusing on experiences in England, Mexico, and Malawi, including the impact of study abroad experiences on students.

In Chapter 5, Cartwright and Mills explore various types of study abroad programming available to pre- and in-service teachers through the lens of a participant, pointing to the consortium model of international education as a uniquely promising model for providing transformational educational experiences to pre- and in-service teachers.

SECTION 2: STUDY ABROAD EXPERIENCES FOR PRESERVICE TEACHERS – PROGRAM DESIGNS, OUTCOMES, AND IMPACTS

This section focuses on describing a variety of studying abroad experiences for preservice teachers. The authors share types of studying abroad experiences dealing with curriculum development and pedagogy, with specific formats and goals targeting this audience. These authors additionally report on research study findings.

In Chapter 6, Bentz, Pearson, and Witt highlight the benefits and challenges of planning and developing a short-term, faculty-led experience abroad in Australia for preservice teachers, while sharing a research study that was embedded in the study abroad program, known as Photovoice.
In Chapter 7, Parker, Webb, and Wilson provide a portrait of a 4-week intensive field experience in England for preservice teachers, describing the key features of the program design, the implementation and the reporting of the impact of participation on teacher candidates’ professional development.

In Chapter 8, Witt, Pino-Yancovic, and Neal present the results of a critical analysis of undergraduate preservice teachers’ perceptions of their study abroad experience in Hong Kong and Macau, to better understand the potential as well as the challenges of preparing teachers for a diverse and global society. They also discuss beneficial outcomes of study abroad programs as well as potential limitations.

In Chapter 9, Cho and Peter share the experiences of four native English-speaking preservice teachers in a faculty-led study abroad program in South Korea. The authors share their findings, and provide recommendations for implementing a TESOL practicum abroad as a meaningful and consciousness-raising opportunity for preservice teachers’ professional development.

In Chapter 10, with culturally responsive teaching as grounded pedagogy, Bradley and Emerson provide an exemplary example of a 4-week immersion-based summer study abroad program in Italy in which each preservice teacher lived with a host family and observed and taught in an Italian school. They also provide findings from preservice teachers’ reflections on culture and teaching, and suggestions for future research.

In Chapter 11, Kasun explores one university study abroad program hosted in Mexico for pre-service teachers of English learners. They analyze the program’s efforts to decolonize education by indigenizing the curriculum.

In Chapter 12, Dozier and Stephens share the planning, design, and implementation of a unique, intensive practicum based faculty-led study abroad program for preservice candidates in villages and town schools in Belize, Central America, focusing on cultural explorations and school-based writing practicum experiences.

In Chapter 13, Sableski, Arnold, and White describe the development of a study abroad program in Ireland, designed to assist preservice teachers in developing and utilizing new skills and dispositions in a global setting. This chapter describes how three professors integrated cross-curricular projects grounded in children’s and young adult literature, historical literacy, and understanding diverse populations.

In Chapter 14, Lo shares a short-term study abroad program in which special education preservice teachers participated in a program in Hong Kong that provided participants with the opportunity to observe inclusive schools, interview special education policy makers, and learn strategies, along with cultural activities to support students with disabilities in inclusive classrooms and collaborate with their parents.

In Chapter 15, Dennis, Branson, Flores, and Papke describe the experiences of a 4-week study abroad program held in England for both preservice and in-service teachers, with an particular emphasis on literacy education.

In Chapter 16, Keller discusses the impact of a two-week study abroad program in Israel which purposely included religious experiences and personal encounters with individuals of a variety of faiths, to encourage reflection on the role of religious identity, for three preservice teachers before, immediately after, and one year after the trip.

In Chapter 17, Putman presents findings associated with a study abroad experience held in South Africa on preservice teachers’ cultural awareness and efficacy for culturally responsive practices.

In Chapter 18, Gambrell describes one participant’s experience after a study abroad program in Spain, which generated new understandings of the possibility of education as a vehicle for social justice.
In Chapter 19, Malfatti focuses on the experience of establishing teacher abroad programs in India and South Africa for education majors with the overarching goal of enabling future teachers to more effectively perform in multicultural classrooms.

SECTION 3: THE STUDY ABROAD EXPERIENCES OF INSERVICE TEACHERS – PROGRAM DESIGNS, OUTCOMES, AND IMPACTS

This section addresses the study abroad experiences of inservice teachers. The authors share details about their programs that encompass specific goals and impacts on inservice teachers’ perceptions and teaching.

In Chapter 20, An, Hong, and Fuentes focus on Experiential Learning Theory as a theoretical framework, describing a faculty led study abroad program that offered a variety of emersion cultural and teaching experiences in South Korea for both preservice and inservice teachers. The authors discuss the benefits and limitations of a short term study abroad program as a way to develop the participants’ cultural awareness.

Following the short term trip from South Korea discussed in Chapter 20, two in-service teachers participated in a follow-up case study. In Chapter 21, Hong, Kopp, and Williams report the results of this case study on how cultural immersion afforded from a study abroad program in South Korea impacted the teachers’ professional growth over time.

In Chapter 22, Davis-Maye, Yarber-Allen, and Jones provide an overview of the Summer Institute on the Welfare of Women in Belize (SIWWB) which examined the social, cultural and economic welfare of women in Central America, and highlight the results of a mixed-methodological evaluation of the project.

In Chapter 23, He and Lundgren describe the design of a study abroad program in China that offered in-service teachers from different grade levels and content areas the opportunity to bridge their local and global experiences, sharing their challenges and lesson learned.

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