

Book Review

Advancing Teacher Education and Curriculum Development through Study Abroad Programs

Reviewed by Hui-Wen Tang, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Reviewed by Chia-Wen Tsai, Department of Information Management, Ming Chuan University, Taipei, Taiwan

Given the growing interest in globalization, a vast majority of the efforts in developing and reframing teacher education worldwide have more or less resembled an understanding of internationalization in different ways in an effort to promote student teachers' intercultural competences (e.g. Zhao, 2010; Apple, 2011; Paine, 2017). The book, *Advancing Teacher Education and Curriculum Development through Study Abroad Programs* is amongst one of the significant contributions to the literature on internationalizing teacher education and curriculum development. The key issue surrounding the book is that whether globalization as a catchphrase of teacher education and curriculum development has gone far enough into the realities of the “flat world” where we live, work, learn and entertain.

Central to the theme of the book is a richness of study-abroad initiatives fully implemented in different regions and territories, aiming at preparing globally competent teachers and workforces for the future. The first five chapters grouped into Section 1 formed the foundation of the book by providing a synthesis of study-abroad curriculum models from Ameri-centric perspectives. Chapter 1 begins with the development of a short-term faculty-led study abroad program in Italy, delineating a procedural guideline from setting timeline, key issues to strategic recruitments of participants for directing, planning and developing the intended program. Seeking to deepen our understanding of the short-term implementation effort, this chapter also describes preparatory works prior to departure and supporting mechanism with regard to living, working, fieldtrips and travelling as the participants were located abroad. The heated discourse on international experience for student teachers, especially through study abroad programs, is further reinforced in Chapter 2, which mapped a wide range of curriculum models, including fully integrated with degree seeking students, unintegrated with host university by providing courses based on home curriculum expectations, combining integrated and unintegrated features into a hybrid model, independent study abroad model, thematic field-based model designed for distinct disciplines, experiential and service-learning, and a blended model using social media/virtual communication tools and onsite cultural exchange between students from India and the US. Personal and academic grains and practical considerations to be attentive to throughout curricula redesigning process were also discussed in the chapter.

Entailing previous discussions on benchmarking, planning and implementing an experimental learning global education initiative for pre-service teachers, Chapter 3 provides a thorough examination of benefits and impact of a summer study abroad program on American teacher candidates by locating them in New Zealand. Of specific interest in contextually specific arrangements, a variety of highly flexible and customized short-term faculty-led course options are introduced in Chapter 4, intended to address undesirable issues, controversies and problems that often occurred and caused student teachers' low accessibility to intercultural and reflective learning experience overseas. Situating the importance of study abroad for preparing culturally competent teachers, Chapter 5 begins with definitions of key terms in relation to intercultural learning, followed by exploring a wide range of exemplified study abroad initiatives for enhancing intercultural development of pre-service teachers.

Retaining Section 1's discussions of various study abroad models explicitly planned for American pre-service teachers, Section 2 of the book, comprising of three chapters, documented a synthesis of qualitative evidence in support of benefits and advantages of international learning and teaching experience. Chapter 6 proposes that reflections in the form of virtually visible blog posts could provide mutual learning opportunities across cultures. Three thematic issues emerged alongside the quantitative analysis: living with their Italian family, learning Italian, and teaching English to Italian students, which are considered beneficial to participants' personal/professional growth in teaching and intercultural communication. Chapter 7 attempts to combine the Sustainable Service Framework, the essential themes and priorities of the Heads, Hands and Hearts (HHH) model and the Solidarity Framework into an optimized one. Empirical responses from the participants lend support to the expected impacts of the hybrid model on building new visions and enhancing teaching for future educators. Chapter 8 undertakes a qualitative inquiry into three literacy professors' field notes, informal conversations, photographs, and descriptive journals regarding their professional development in Guatemala City. Using a retrospective, reflective, descriptive research design, educational, social and cultural experiences reported in the chapter bear implications for further endeavors to engage college students in study abroad opportunities.

The three chapters grouped into Section 3 focus on teachers' and pre-service teachers' language development through study abroad experiences. Chapter 9 highlights cultural and linguistic experiences gained in Puerto Rico through a faculty-led study abroad program. Broadening to the Turkish context, Chapter 10 pilots an innovative pre-study abroad preparation curriculum for prospective Turkish teachers of English. In efforts to perform needs analysis prior to planning study abroad options, the curriculum contains ten course modules, ranging from preparing knowledge and awareness about the study abroad programs, money, housing, travelling and health/safety issues, education, culture and communications in host countries, to emotional aspects of adjustment and overall course evolution. Chapter 11 comparatively examines five language teaching strategies study abroad instructor adopted to teach educators working with second language learners in four different locations. Establishing rapport, using visuals, asking questions while reading aloud, using technology and teaching idioms are considered non-threatening strategies to engage ESL students in learning. Rubrics, such as International Literacy Association (ILA) comparison paper rubric, are presented alongside the teaching process to evaluate desired learning outcomes.

Section 4, broken down into three chapters, is devoted to multiple advantages and challenges with respect to the provision of international education experiences in higher education contexts. Chapter 12, as the title implies, reports benefits of integrating study abroad components into a graduate program for locating adult learning educators in Cuba, where participants obtain valuable knowledge gains in global experience and professional growth through transformative and experiential learning. Extending to the cultural context of China, Chapter 13 depicts seven international summer programs offered by leading universities in an effort to enrich international students' intercultural competences. Drawing on analyses of program documentations and interviews with international participants, the chapter reveals learning outcomes, key themes and trends as practical implications for program developments in China and elsewhere. Shifting to the field of business major university students,

Chapter 14 investigates two levels of preparedness and connections for participants prior to the trip, allowing them to connect formal and informal learning opportunities to their future pursuits, as well as their intellectual, social, and emotional engagement in cultures other than their own.

Section 5, containing three chapters, wraps up the book by linking authentic learning to pragmatic outcomes corresponding to pre-min-post reflections on cross-cultural teaching and learning process entailed from teacher candidates' clinical experiences abroad (Chapter 15), and a rigorous exploration to shortcomings and challenges in relation to neoliberal ideology and prevalence of ethnocentric worldviews on cross-cultural understandings perceived from pre-service teacher participants in the Honduras Study Abroad program, leading to a call for critical reflections on the formation of real transformative learning and renewal global visions as world citizens (Chapter 16). The final chapter of the book sums up the complex and challenging phenomena of study abroad through the lens of reverse cultural shock experienced by student teachers who have spent some time abroad. A survey was administered to returned participants for the purpose of advocating, suggesting and promoting reentry education and personal adjustment strategies for them to cope with problems and challenges encountered after returning home.

The book is valuable for its thoughtful and informed insights on a good deal of advantages, challenges and implications for planning study abroad curriculum initiatives. If there is any criticism about the book, it would be the lack of quantitative inquiries into participants' levels of preparedness and attainment of intercultural competences. For generalizing research findings, a variety of standardized and valid assessment tools for measuring preparedness and intercultural competences can be used to empirically support or critique such educational practices overseas (Ponterotto et al., 1994; Duperron & Overstreet, 2004). Furthermore, in order to build support and creditability for a given study abroad initiatives, more sophisticated mixed research designs for evaluating long-term impacts on a bigger population group are desired to elaborate the book's main theme at both the micro and macro levels.

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Hui-Wen Tang now works as Dean of School of General Education, and Director and professor of the Teacher Education Center, Ming Chuan University, Taipei, Taiwan. Her primary interest areas are Cross-cultural studies, Emotional intelligence, Organizational theories, and Management/leadership theories. Readers can contact her by email: kshvt00@hotmail.com

Chia-Wen Tsai is a Professor in the Department of Information Management, Ming Chuan University. Dr. Tsai is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design, and International Journal of Technology and Human Interaction. He is also the Associate Editor of Cyberpsychology, Behavior, and Social Networking. He is interested in online teaching methods and knowledge management.