

# EFFECTS OF INTERNATIONAL STUDENT TEACHING ON U.S. CLASSROOMS PRACTICE: UNDERSTANDING INSTRUCTIONAL TRANSFER, ADAPTATION AND INTEGRATION

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## **ABSTRACT**

*This study utilized an online survey instrument to investigate the degree to which former student teachers abroad have transferred, adapted and integrated previous experiences gathered in their student teaching abroad (STA) experiences in semester-long international school, classroom, and cultural settings to (a) positively shape the current culturally responsive context of their U.S. classrooms and (b) enhance the instructional and curricular experiences of their increasingly diverse students. Participants were K-12 teachers who previously completed a semester-long international student teaching experience at a large public university in the Southeastern US from 2002 to 2014. Findings of the study demonstrate that benefits of international student teaching experiences transfer to current practicing teachers as they work with diverse learners in US classrooms. The findings contribute to the research literature regarding the relationship between student teaching abroad experiences and their transference, adaptation, and integration into the classroom practice of beginning teachers in U.S. schools—an area in which research remains sparse.*

## **PURPOSE OF STUDY**

Public schools in the United States continue to serve an increasingly racially, ethnically and culturally diverse and growing student population. Student teaching abroad programs represent one approach among US Colleges of Education in providing experiences to meaningfully provide future teachers with experiences that will enable them to interact effectively and productively with the increasingly diverse student population enrolled in U.S. schools. This study investigates the degree to which former student teachers abroad have transferred, adapted and integrated previous experiences gathered in their student teaching abroad (STA) experiences in semester-long international school-, classroom-, and cultural-settings to (a) positively shape the current culturally responsive context of their U.S. classrooms and (b) enhance the instructional and curricular experiences of their increasingly diverse students.

## **LITERATURE REVIEW**

As new teachers reflect on their own classroom practice, many engage in self-reflection on their past student teaching experience. Student teaching is the culminating experience of a teacher preparation program and meets the requirements of a high-impact experience (HIE) as discussed by Kuh (2008). HIEs include first year seminars and experiences, common

intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, ePortfolios, service learning, internships, and capstone courses and projects. HIEs have influenced the way individuals receive and process new information (McKim, Latham, Treptow, & Rayfield, 2013). They challenge individuals to develop new ways of thinking and responding to a circumstance.

Diversity and global learning is one of the identified ten practices of a HIE (Kuh, 2008). Colleges and universities have different courses and programs to help students explore cultures, life experiences, and worldviews that differ from their own. Diversity and global learning can also be augmented by participating in study abroad experiences. Peeler, Duncan-Bendix and Biehl (2018) examined U.S. students' perceptions of their experience in learning areas of curriculum design through an innovative study abroad program in Scandinavia. One particular aspect of the program was designed for students to foster cultural and global engagement. Results from their study indicated that college students reported they "gained knowledge about diversity and considered issues from the perspectives of local and global communities" (p. 130). These findings closely relate to the fact that, "through global learning, students should become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences" (Hovland, 2014, p. 1). Thus, through study abroad and student teaching experiences abroad, candidates can become better prepared to meet the needs of culturally and linguistically diverse learners.

While nationally the number of U.S. students studying abroad for credit during 2016-2017 grew 2.3 percent, only a small percentage of student teachers take advantage of global learning experiences during their college education (NAFSA, 2014; Shaklee & Baily, 2012). A 21<sup>st</sup> century educator should be proficient in technology, collaborate effectively, adapt their teaching styles to include different modes of learning, and advocate for the profession. Global awareness has also been noted in literature to be one of the 21<sup>st</sup> century skills educators should foster among students (Kaufman, 2013; Zhao, 2009). Educators teach in a globalized world in which it is essential for them to be open to new and different cultures (Zhao, 2009). Furthermore, learning, as we know it, continues to evolve. For instance, learning is no longer only an individual process of information absorption. Rather, learning is commonly viewed as a cultural and social process of engaging with and making sense of the changing world around us (Carr & Cameron-Rogers, 2016). Menard-Warwich and Palmer (2012) discussed that as teacher candidates encounter others and use their own reflection in study abroad experiences, they can experience "otherness" and learn from it. Similarly as Medina, Hathaway, & Pilonieta (2015) recommended, "teacher education programs should strive to provide future teachers opportunities to study abroad and live the experience of being the other" (p. 87).

### **Global and Cultural Awareness**

Batey and Lupi (2012) examined the cultural awareness experiences of students in a short-term teaching internship program between the University of North Florida (UNF) and a university in Plymouth, England. The authors found that students' reflection papers highlighted their cross-cultural adaptability drawn from Kelley and Meyers (1995) inventory. First, the students discussed their emotional resilience as some felt a minimal amount of discomfort, uncomfortable being in new surroundings, and they expressed culture shock. The study also found that students spoke on flexibility and openness as UNF students often embraced the differences they perceived, particularly when it came to family time, traveling, and friends.

The students in Batey and Lupi's (2012) study also demonstrated perceptual acuity and personal autonomy. The UNF students expressed an awareness of how they may have

been viewed by others (southern hospitality). The student reflections also indicated a range of confidence levels in the interactions with unfamiliar people, and a sense of respect for others and their value systems.

Does a study abroad class and experience make a difference in students' global awareness? Wang, Peyvandi, and Coffey (2014) administered a global awareness survey, which indicated "significant and positive differences in the students' global awareness score before and after they completed the study abroad class" (p. 151). In their study business majors took a study abroad class at their home campus for four weeks, then spent the last two weeks studying abroad. As the authors asserted, "A student must go to a foreign country to experience cultural, economic, political, and social differences from the home country; that is, going beyond the classroom or reading textbooks" (p. 157).

### **Student Teaching Abroad**

A review of recent literature on student teaching conducted abroad indicates the three interrelated themes of personal growth, professional growth, and global awareness (Chao, Xue, Jetmore, Fritsch, Kang, & Xu, 2019; Doppen & An, 2014; Slapac & Navarro, 2013). Slapac and Navarro (2013) conducted a study on two semester-long student teaching abroad programs. Their findings indicated that the student teachers gained new perspectives on the teaching and learning processes, and increased in areas of global awareness, self-efficacy, self-confidence, persistence, and perceived marketability. Doppen and An (2014) surveyed 40 preservice teachers who participated in student teaching abroad over the course of seven years. Both studies indicated similar results. First, the overseas student teaching experience enhanced student teachers' global awareness and increased the student teachers' ability to consider multiple perspectives (Slapac & Navarro, 2013). Personal growth was made as student teachers developed self-efficacy in which they experienced opportunities abroad that "made them more independent, confident, adventuresome, accomplished, and courageous" (Doppen & An, 2014, p. 68). Self-efficacy is defined as the belief in one's ability of doing something (Bandura, 1986). Their self-efficacy also transferred into their future classrooms as they used various strategies to integrate global education into their curriculum when they returned.

Adewui (2008) conducted an analysis of student teaching abroad on former students' professional teaching in K-12 schools. The results of his study described four themes that emerged including an impact at the personal level, classroom level, school level, and community level. At the personal level student teachers felt they were more marketable as compared to student teachers who traditionally taught in the U.S. Student teachers also commented on the ways the host country affected the ways they viewed education and the world. At the classroom level, these student teachers shared their stories, which challenged stereotypes and immersed their own students in the culture of the host country. The experience also helped them connect and form bonds with students from the country they had student taught in. Their experiences also had an impact in the community as the student teachers presented at conferences across their state to discuss the impact and benefits student teaching abroad provided them.

A 2017 study conducted by Doppen and Diki "sought to identify preservice teachers' perceptions of their student teaching abroad experiences and the effectiveness in preparing them to be globally competent educators upon completion of their student teaching semester and again, two years after" (p.78). Findings showed that student teachers who taught abroad developed global-minded approaches and the experience increased their global awareness and confidence.

Previous research by Jiang and DeVillar (2011, 2013) and DeVillar and Jiang (2012) at times in collaboration with colleagues (DeVillar, Bryan & Jiang, 2006; Jiang, Coffey, DeVillar & Bryan, 2010; Jiang, DeVillar & Drake, 2016) present on-going empirical evidence relative to the diverse effects of student teaching abroad experiences on student teachers' cultural, professional and personal development. Further, the findings from the study by DeVillar and Jiang (2012) indicated the transfer and adaptation of skills, techniques, and knowledge obtained from their student teaching abroad experiences, coupled with their self-assessed confidence in accessing, devising and using instructional materials in a creative, flexible and low-cost manner. Most importantly, the participants in this study considered student teaching abroad as a value-added experience with respect to the development and application of culturallu responsive pedagogy in their US classrooms.

Most recently, research has found that the process of teaching abroad has become a multifaceted process of "organic learning" which reflects a global interplay of "social-cultural, institutional-individual, and the local-global" (Chao, et al., 2019, p. 7). Using participant interviews, observational field notes, artifacts, and participants' written journals as data sources, Chao, et al. (2019) found that teacher candidates' identities were artifacts, which arose from the social interaction in and through their experiences abroad. The teacher candidates in the study also recognized "the symbolization of identity and its power relation to societal and cultural norms" (p. 26). Through their journal reflections, these teacher candidates engaged in thinking like a critical teacher and developed their teacher identity.

## **THEORETICAL FRAMEWORK**

This study drew upon the Socio-Cultural Learning Theory (Vygotsky, 1978) and Social Cognitive Theory (Bandura, 1977). These theories are situated in the understanding of how learning occurs when a learner is exposed to a cultural environment that is different from his/her own. First, socio-cultural learning theory emphasizes that human interaction plays a considerable role in the development of cognition. This theory also asserts that people learn from each other through observations, interactions, imitation, and modeling.

Bandura's (1977) social cognitive theory maintains that learning is an interrelationship between behavior, environmental factors, and personal factors. The learner acquires knowledge as his or her environment converges with personal experiences and characteristics (Bandura, 1994). Self-efficacy is a central focus of Bandura's research as well. "The concepts learned through the international experience increases students' self-efficacy by transferring the attained knowledge to their teaching practice in the field, resulting in greater professional and personal development" (Mikael, 2010, p. 24). When placed at a school in a host country, a student teacher's limitations are challenged, which fosters self-efficacy. This self-efficacy fosters change in the student teachers when he/she is challenged with diverse students and/or cultures.

## **METHOD**

### **Research Participants**

Participants of the study are K-12 teachers who previously completed a semester-long international student teaching experience at a large public university in the Southeastern US. The former student teachers participated in a semester-long student teaching abroad program during their final semester of undergraduate study as their practicum in one of six countries: Belize, China, Costa Rica, Ecuador, Mexico, or Uganda from 2002 to 2014. Their

majors included Elementary Education, English Education, Social Studies, Music Education, Art Education, History Education, Middle Grades Education, Physical Education, Math Education, and Science Education. Through their program of study at the University, they had taken course work that focused on diversity and multicultural education including education foundation courses as well as contents and assignments relevant to culturally responsive teaching. Once they were accepted into the semester-long student teaching abroad program, they also received several orientation sessions in which they were introduced to the language and culture of host country as well as the respective school contexts and requirements. During the orientations, there was an emphasis on preparing them to adjust and adapt to the new culture and learning about and from the host culture. During the student teaching abroad program, they were also required to participate in 15 hours of community service in the local community which helped them to engage with the local culture in addition to living with local families.

The survey in this study examined the perceptions of the former international student teachers regarding the transfer, adaptation and integration of their international student teaching experiences to their current instructional practices in their US classrooms, which are increasingly diverse across important demographic dimensions. The survey was distributed electronically

to approximately 200 former participants; of these 200, 57 participated in the online survey (28.5%). The participants included current K-12 teachers who teach in pre-K ( $n=2$ ), elementary ( $n=13$ ), middle ( $n=7$ ) and secondary schools ( $n=35$ ) with contents ranging from language arts and math, to social studies, science and art/music (see Table 1).

Table 1. Demographics of survey respondents

		Survey Respondents
Total number of participants		57
Gender	Males	12
	Females	45
Racial/Ethnic groups	White	44
	African American	5
	Asian	2
	Hispanic American or Latino/a	5
	Others	1
Current teaching assignment	Mathematics	5
	Language Arts	12
	Social Studies	8
	Science	7
	Music/Art	3
	ESL	6
	Generalist	13
Others	3	

## Instrument

Instrumentation included an online survey of Student Teaching Abroad Experience (STAX) which consisted of a section to capture respondents' demographic information, a general questionnaire with a combination of 24 Likert and non-Likert items, and an additional questionnaire with 9 Likert items relevant to subject matter specific teaching. For Likert survey items, the participants were asked to indicate their level of agreement using a 6-point scale (6= strongly agree, 5= agree, 4= somewhat agree, 3= somewhat disagree, 2= disagree, and 1= strongly disagree). A list of non-Likert items are provided in appendix B.

## Data Analysis

The data, without identifiable personal information, were entered into a computer database. Cases with missing values in a subscale were excluded from all statistical analysis for that subscale. The data were analyzed using the SPSS version 17.0 for Windows. The relationship of K-12 teachers and the attributes of international student teaching experiences have not yet been investigated, thus we performed exploratory factor analyses (EFA) with a maximum likelihood method in order to determine underlying constructs of the survey questions (see Table 2). Factor solutions and associated eigenvalues were analyzed to determine the best fit for the dataset. Factors loading at 0.45 or less were eliminated for the final survey (Pett, Lackey, & Sullivan, 2003). Cronbach's alpha was computed to assess the internal consistency reliability and how closely related a set of items as a group is.

## RESULTS

### Validity and Reliability

After poorly loading items were eliminated a four-factor solution based on 33 items was created, and accounted for 73% of the total variance. The four subscales (see Table 2) include (1) interest in language and culture, (2) personal development, (3) cultural development, and (4) professional development with Cronbach's alpha's ranging from 0.63 to 0.81 (see Table 3). A complete list of questions that fall under each construct, with descriptive statistics, is provided in appendix A.

Table 2. The questionnaire construct group; see Appendix A for actual items

Subscale	Description
Interest in language and culture	This factor indicates the degree to which respondents show their interest in the culture and language of the host country.
Personal development	This factor indicates the degree to which the international student teaching program contributed to their personal development.
Cultural development	This factor indicates the degree to which the international student teaching program contributed to their cultural development.
Professional development	This factor indicates the degree to which the international student teaching program contributed to their professional development such as instructional practice and content-specific pedagogy.

Estimates of internal consistency reliability were calculated for the total scale and each subscale. Cronbach's alpha for the overall STAX survey was 0.72. Along with reliability analysis, there were no significant gender, age, or ethnic/race differences found. Initially an EFA with 42 items was conducted; however, there were 4 items with low factor loading ( $< 0.50$ ) and 5 items with low Cronbach's alpha values from the reliability test. So these 9 items were removed and another EFA with 33 items was made (see Table 3). The first factor ("Interest") consisted of 5 items and accounted for 14.83% of the variance in the model. The second factor ("Personal development") consisted of 6 items and accounted for 19.14% of the variance in the model. The third factor ("Cultural development") consisted of 8 items and accounted for 22.33% of the variance in the model. The fourth factor ("Professional development") consisted of 14 items and accounted for 16.03 % of the variance.

Table 3. Results of rotated factor loadings

Item	Interest	PerD	CulD	ProD
1	0.716			
2	0.621			
3	0.598			
4	0.634			
5	0.736			
6		0.629		
7		0.583		
8		0.734		
9		0.682		
10		0.639		
11		0.738		
12			0.837	
13			0.726	
14			0.625	
15			0.726	
16			0.692	
17			0.827	
18			0.625	
19			0.794	
20				0.578
21				0.591
22				0.632
23				0.643
24				0.528
25				0.594
26				0.527

27				0.486
28				0.736
29				0.635
30				0.655
31				0.597
32				0.637
33				0.713
Eigenvalue	4.53	5.06	6.82	5.51
Cumulative %	14.832	33.971	56.297	72.327
Cronbach's $\alpha$	0.72	0.68	0.81	0.63

### International Student Teaching Experiences

**Positive STA experiences.** The STAX participants demonstrated a high level of agreement (i.e., agree or strongly agree) to statements about their growth through STA experiences. The mean score of the items associated with development (i.e., professional, cultural, and personal) was 4.71 ( $SD = 0.92$  with 1 = “strongly disagree”; 6 = “strongly agree”). The statements with mean scores above 5 (“agree”) included: “I took full advantage of my STA instructional experience” ( $M=5.2$ ;  $SD=0.93$ ); “I took full advantage of my STA cultural experience” ( $M=5.4$ ;  $SD=0.61$ ); and “My personal development was significantly increased as a result of my STA experience,” ( $M=5.1$ ;  $SD=0.83$ ). As for professional development the ratings of agreement ranged from very few disagreements ( $n=5$ ) to many agreements ( $n=50$ ; two missing responses) with varying degrees. More specifically, participants indicated that qualities such as flexibility, open-mindedness, and resourcefulness were strengthened during STAX (see Figure 1). Participants also indicated that skills such as cultural diversity were identified as the most developed area during STAX and classroom management was recognized as the least developed area during STAX (see Figure 2).

Figure 1. Number of participants who agreed to their growth with regard to educator qualities

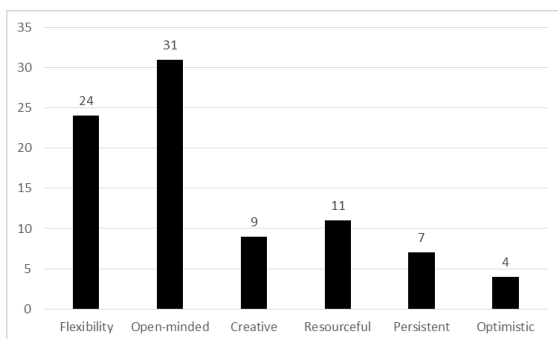
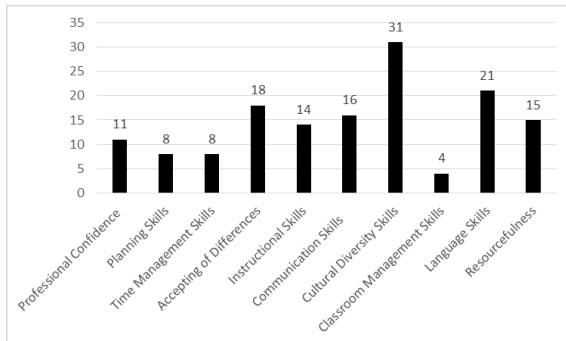


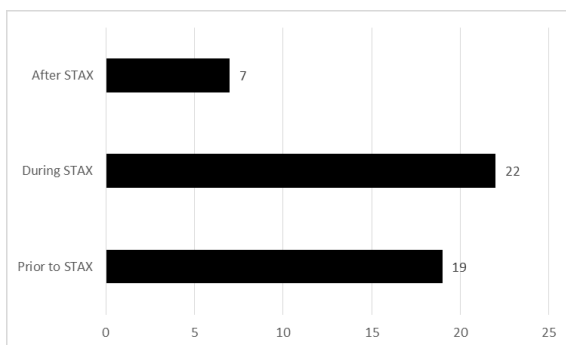


Figure 2. Number of participants who agreed to their growth with regard to instructional skills



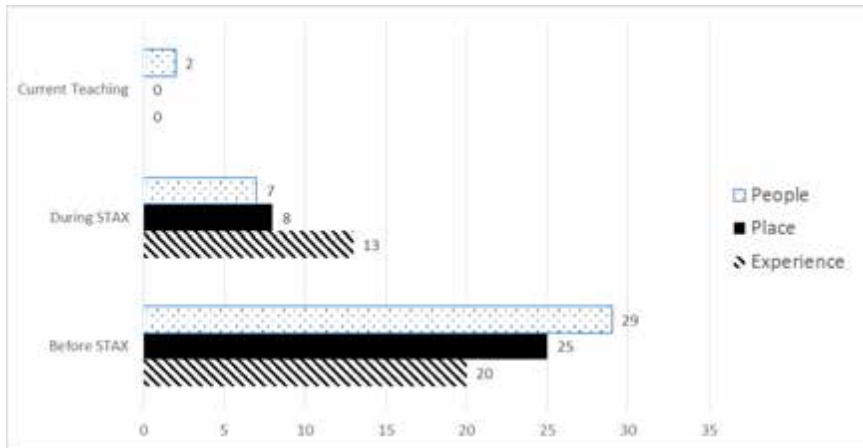
**Increased understanding on people, places, and different experiences.** The STAX participants indicated initial interest in new experiences during STAX, and their responses indicated that their appreciation of different cultures and languages increased during STAX. For example, 38 out of the 57 (67%) participants responses stated that they strongly agreed that they took full advantage of STA cultural experiences; most participants (34 out of 57) stated that they strongly agreed that their personal developments were significantly increased as a result of STA experience; and 46 out of the 57 (81%) participants agreed to the statement, “My STA experiences significantly increased my appreciation of a culture different from my own.” With regard to developing a sensitivity to language in classroom, most participants (44 out of 57 respondents) agreed that they realized the importance of using students’ native languages to support their learning – 19 participants said it was before their STA experience and 26 participants said it was after their STA experience with reference to the timing of the realization (see Figure 3).

Figure 3. The timing of realization on the importance of language in students’ learning



With regard to developing open-mindedness towards people, place, or experience, more participants indicated that their open-mindedness began before STAX than either during STAX or their current teaching with reference to the timing of the occurrence (see Figure 4).

Figure 4. The timing of the occurrence of open-mindedness



**Use of STAX skills in the classroom.** STAX data indicate that participants believed certain professional skills developed during STAX were more relevant than others in the qualities that impact classroom practice. For example, technology integration was most related to the participants' skills of flexibility ( $n=22$ ), and interaction with students was most related to participant's open-mindedness ( $n=25$ ), while lesson planning was identified as being most associated with participants' creativity ( $n=15$ ). STAX data also demonstrate the ways in which participants incorporate cultural perspectives in classroom teaching: reading materials ( $n=9$ ), various media ( $n=7$ ), instructional examples ( $n=18$ ), and activities ( $n=17$ ). However, the following ways were shown to be not utilized as often as the ones previous mentioned: handouts ( $n=0$ ), test items ( $n=1$ ), guests ( $n=1$ ), and field strips ( $n=0$ ).

Regarding STAX and its impact on the content instruction participants agreed that skills related to teaching Problem Solving were rated as the most developed during STAX (Mathematics); and skills related to teaching Literature were rated as the most used in current teaching (Language Arts). In Social Studies, it is statistically significant ( $t(18) = 12.69$ ;  $p < .00$  one-tailed) with student t-test with the participant group mean score vs. the group mean score of 3 ( $M=3$ ;  $SD=$  unknown) that corresponds to the statement, "somewhat disagree," that participants have a high agreement to the following statements: (1) "I am now more aware that the social language proficiency of my students is not a reliable indicator of their understanding of history-specific language ( $M=5.7$ ,  $SD=0.43$ )," and (2) "I include more stories, myths and legends from around the world to explain how events are viewed by world cultures ( $M=5.5$ ,  $SD=0.74$ )." Additionally, STAX data imply that participants prioritized the skills developed during STAX, unlike their actual skills for instruction. For mathematics, participants ranked Problem Solving as the most developed skills during STAX followed by Numbers and Operations, Algebraic Thinking, Measurement and Data, Geometry, and Statistics/Probability. But they ranked Algebraic Thinking as the most used skilled for instruction after STAX, followed by Problem Solving, Statistics/Probability, Geometry, Number and Operations, and Measurement and Data. English teachers ranked English Grammar as the most developed skills during STAX followed by Literature, Writing, and Multimodal Text; however, English

Grammar was one of the least used skills for instruction after STAX, while Literature (ranked first), Writing, and Multimodal Text were considered as important skills for instruction.

## **DISCUSSION AND IMPLICATIONS**

A salient finding was that teachers who engaged in student teaching abroad settings transferred, adapted, and integrated skills, as well as techniques and knowledge, to their U.S. classrooms. The findings of the study further contribute knowledge and understanding of opportunities and constraints upon practicing teachers to transfer, adapt and integrate relevant aspects of their student teaching abroad experiences to various types (e.g., urban, suburban, private, public) and levels (primary and secondary, including distinct subject matter areas associated with the latter level of schooling) of US classrooms (DeVillar & Jiang 2012).

Doppen and Diki (2017) found similar results as they followed up with teachers more than two years after their student teaching abroad experiences. Participants felt both a personal and professional impact as they found their teaching to be more global-minded than before. Three main themes emerged from the study including the participants reporting; increased confidence in differentiation, an increased ability to adapt to change, and that the opportunity was the best student teaching experience to prepare them for their future (Doppen & Diki, 2017). As shown in the results to our study above, teachers were more aware of differentiation techniques, discussed their flexibility within the classroom, and had positive student teaching abroad experiences.

The findings from the survey results indicate that the participants' student teaching abroad experiences enabled them to develop diverse teaching practices more so than if they had student taught in the US. The teachers surveyed agreed that they came to realize the importance of using students' native languages to support their learning. As Hauerwas, Skawinski, and Ryan (2017) asserted, "More US classrooms have emergent bilinguals with varying language proficiencies and different cultural backgrounds who require instruction to be relevant to their background" (p. 202). Their study also found, teacher candidates had a greater awareness of the challenges of learning languages after teaching abroad because they too had to learn another language as they communicated with locals in everyday situations (Hauerwas, Skawinski, & Ryan, 2017). Language served as a catalyst for empathetic response as well a challenge when the teachers found themselves in the language role of the "other" while abroad.

In addition, the student teaching abroad experience added value in terms of cultural and language experiences and resultant sensibilities and behaviors, and, at the same time, prepared the former student teachers to develop their self-confidence, open-mindedness and flexibility. This study's findings further support previous literature affirming international experiences can play a crucial role in the development of a commitment toward developing an emergent awareness of diversity issues, and inform practices, which collectively impact positively their classroom practices in US schools (Adewui, 2008; Batey & Lupi, 2012; Cushner & Mahon, 2002; DeVillar & Jiang, 2012; Discroll, Rowe & Thomae, 2014; Doppen & An, 2014; Lupi & Turner, 2013).

The finding that participating teachers consider that their international student teaching experience positively impacted their teaching and professional character confirms well-organized, long-term student teaching abroad programs to be an innovative strategy that positively influences pre-service teachers' intercultural development in ways not possible in domestic student teaching experiences (Cushner & Brennan, 2007; Cushner & Mahon, 2002;

Merryfield, 1994; Paccione, 2000; Quezada, 2004; Roberts, 2003; Schneider, 2003). In many ways pre-service teachers who teach abroad are able to consider multiple viewpoints and perspectives as they plan, instruct, and assess. Their world-view increases as a result of their experiences and they are able to shift their thinking from “here’s how we view it” to “here’s how others view it”. (Shirveley & Misco, 2015, p. 113).

Similarly, Landa, Odon-Holm, and Shi (2017) found that teacher candidates who studied abroad and then returned to teach in the US realized “the American approach to teaching and learning is not universal” and “they began to consider that what they saw in another country did not need to stay in that country” (p. 264). After experiencing cultural immersion, these teachers were then able to engage their own students in compelling, deep thinking conversations which were reflected from their past cultural encounters.

In sum, the findings further demonstrate the benefits of international student teaching experiences to current practicing teachers as they work with diverse learners in US classrooms. The international student teaching experience in multiple country contexts added value to student teachers in terms of enhanced cultural and language experiences, sensibilities and behaviors. The current research findings may contribute to teacher educators’ and educational administrators’ understanding of advantages associated with international student teaching programs, thus enhancing the development of such programs and provision of such experiences to more pre-service teachers in teacher education institutions in the United States. The findings contribute to the research literature regarding the relationship between student teaching abroad experiences and their transference, adaptation, and integration into the classroom practice of beginning teachers in U.S. schools—an area in which research remains sparse.

The final benefit of this study was that this type of student teaching experience may increase the professional marketability of future graduates in the K-12 school setting. This finding is consistent with Shiveley and Misco’s (2012) study which indicated that administrators who hired teachers (in a Midwestern state) believed that when all other variables were equal, a preservice teacher who had experience teaching abroad was more highly regarded than those who did not have such an experience.

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**Appendix A:** Survey questions with the indication of related factors, means and standard deviations

	Interest in language and culture	Personal development	Cultural development	Professional development	M	S.D.
1. I took lessons to learn the language of the host country prior to my arrival there.	X				3.2	1.24
2. Prior to arriving in my host country, I appreciated what a culture different from my own had to offer.	X				4.2	0.86
3. I have wanted to develop or improve my foreign language skills while teaching in the US.	X				4.4	0.75
4. I chose my host country partly because the people there did not mainly speak English.	X				5.3	1.13
5. Part of the reason I chose my host country was the degree of its cultural diversity.	X				5.4	0.94
6. My personal development was significantly increased as a result of my STA experience.		X			5.2	0.83
7. My experiences as a US classroom teacher have confirmed for me that the personal development I achieved during STA was more relevant than had my student teaching occurred in the US.		X			4.5	0.73
8. I chose to student teach internationally to develop as a person in ways I considered not possible had I chosen to do my student teaching in the US.		X			4.4	0.92

9. I consider that I developed to a greater degree as a person while I was student teaching internationally than had I student taught in the US.		X			4.2	0.78
10. The personal development I experienced while student teaching internationally has helped me be a better teacher <u>in the US</u> .		X			4.6	1.23
11. My open-mindedness toward different people, places, and experiences increased during my STA experience.		X			4.6	0.65
12. I took full advantage of my STA cultural experience.			X		5.4	0.61
13. My experiences as a US classroom teacher have confirmed for me that cultural development I achieved during STA was more relevant than had my student teaching occurred in the US.			X		4.8	0.72
14. My STA experience significantly increased my appreciation of a culture different from my own			x		4.9	0.84
15. I realized the importance of using students' native languages in the classroom to support their learning			x		4.7	1.32
16. My desire to develop or improve my foreign language skills increased <u>during STA experience</u> .			X		4.5	0.92
17. <u>During my STA experience</u> , I greatly appreciated the degree of cultural diversity in my host country.			X		4.8	0.42
18. Now, as a teacher in the US, I appreciate even more the degree of cultural diversity in my host country.			X		4.4	0.74
19. I incorporate different cultures in my teaching.			X		4.7	1.45
20. I took full advantage of my STA instructional experience.				X	5.2	0.93



21. My experiences as a US classroom teacher have confirmed for me that the professional development I achieved during STA was more relevant than had my student teaching occurred in the US.				X	4.5	1.15
22. My ability to meet the learning needs of English Learners in my classroom increased as a result of my STA experience.				X	4.8	0.92
23. I became aware that STA would enable me to develop diverse teaching practices more so than if I had stayed in the US to do my student teaching.				X	4.9	0.78
24. Currently in my US classroom, I utilize the diverse teaching practices that I learned while STA.				x	4.6	1.34
25. I have used skills learned in my STA experience for my <u>math</u> instruction.				X	4.9	1.32
26. In order to be usable for <u>math</u> instruction, I have had to modify what I learned in my STA experience.				X	4.8	1.11
27. I use these adapted skills for my <u>math</u> instruction.				X	4.8	0.93
28. I have used skills learned in my STA experience for my <u>language arts</u> instruction.				X	5.1	0.65
29. In order to be usable for <u>language arts</u> instruction, I have had to modify what I learned in my STA experience.				X	4.6	0.72
30. I use these adapted skills for my <u>language arts</u> instruction.				X	4.4	1.13
31. I have used skills learned in my STA experience for my <u>social studies</u> instruction.				X	4.8	0.68
32. In order to be usable for <u>social studies</u> instruction, I have had to modify what I learned in my STA experience.				X	4.6	0.78
33. I use these adapted skills for my <u>social studies</u> instruction.				X	4.4	0.98

**Appendix B:** List of Non-Likert items

\* I have improved my foreign language skills while teaching in the US in the following ways (check as many as apply):

- Formal Lessons
- Using a foreign language in the classroom
- Using a foreign language outside the classroom
- Speaking another language when traveling outside the US
- Writing in another language (electronically or otherwise)
- Other (please specify): \_\_\_\_\_

\* I developed the following professional skills by student teaching abroad:

	SD	D	SWD	SWA	A	SA
Professional Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepting of Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural Diversity Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* I strengthened the qualities below during my student teaching abroad experience.

	SD	D	SWD	SWA	A	SA
Flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open-Minded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Currently, in my US teaching experience, I apply one or more of these qualities in the classroom (Check all that apply):

	Flexible	Open-Minded	Creative	Resourceful	Persistent	Optimistic
<input type="checkbox"/> Technology Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Schedule Changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Lesson Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Instructional Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interactions with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Media Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Test Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

___ Faculty Meetings	___	___	___	___	___	___
___ Parent Conferences	___	___	___	___	___	___
___ Other (please state) _____						

\* I incorporate different cultural perspectives in the following ways:

	Always	Mostly	Frequently	Sometimes	Rarely	Never
___ Reading Materials	___	___	___	___	___	___
___ Videos/Other Media	___	___	___	___	___	___
___ Handouts	___	___	___	___	___	___
___ Test Items	___	___	___	___	___	___
___ Instructional Examples	___	___	___	___	___	___
___ Activities	___	___	___	___	___	___
___ Guests	___	___	___	___	___	___
___ Field Trips	___	___	___	___	___	___
___ Other (please specify) _____						

**Appendix C:** List of subject matter items not used for the analysis of survey reliability and validity:

**Mathematics:**

- 75. I developed specific skills related to teaching Number & Operations in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 75a. I use specific skills related to teaching Number & Operations learned in my STA experience in my major area of instruction.
- 76. I developed specific skills related to teaching Measurement & Data in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 76a. I use specific skills related to teaching Measurement & Data learned in my STA experience in my major area of instruction.
- 77. I developed specific skills related to teaching Statistics & Probability in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 77a. I use specific skills related to teaching Statistics & Probability that I learned in my STA experience in my major area of instruction.
- 78. I developed specific skills related to teaching Algebraic Thinking in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 78a. I use specific skills related to teaching Algebraic Thinking learned in my STA experience in my major area of instruction.
- 79. I developed specific skills related to teaching Geometry in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 79a. I use specific skills related to teaching Geometry learned in my STA experience in my major area of instruction.
- 80. I developed specific skills related to teaching Problem Solving in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 80a. I use specific skills related to teaching Problem Solving learned in my STA experience in my major area of instruction.

**English:**

81. I developed specific skills related to teaching English grammar in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 81a. I use specific skills related to teaching English grammar learned in my STA experience in my major area of instruction.
82. I developed specific skills related to teaching writing in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 82a. I use specific skills related to teaching writing learned in my STA experience in my major area of instruction.
83. I developed specific skills related to teaching literature in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 83a. I use specific skills related to teaching literature learned in my STA experience in my major area of instruction.
84. I developed specific skills related to teaching multimodal texts in my STA experience. If you answered SA, A, or SWA to the items above, please respond to the question below:
- 84a. I use specific skills related to teaching multimodal texts learned in my STA experience in my major area of instruction.

**History:**

85. Since my STA experience, I am more aware of the need to cater for the cultural needs of my students when I plan history lessons.
86. Since my STA experience, I am now more flexible in using different approaches to engage all my students when teaching any aspect of social studies.
87. Since my STA experience, I now am more likely to use a regional or thematic approach when teaching history.
88. Since my STA experience, I now allow my students to talk to each other about history assignments in their first language.
89. Since my STA experience, I assign my students to do group work more often.
90. Since my STA experience, I am more aware that asking my students to question the authority of historical sources, individuals, or events may be challenging for them.
91. Since my STA experience, I now use more diverse historical narratives in my history teaching.
92. Since my STA experience, I am careful when using historical terms to explain them with examples that are familiar to all my students.
93. Since my STA experience, I am now more aware that the social language proficiency of my students is not a reliable indicator of their understanding of history-specific language.
94. Since my STA experience, I am more aware that I need to teach students how simple prepositions work in history questions and texts.
95. During my STA experience, I developed additional skills to cater for the multiple learning preferences of my students
96. During my STA experience, I developed additional skills that help me teach all my students to understand how to ask questions about historical sources.
97. During my STA experience I developed additional skills that helped me teach my students how to understand historical concepts.
98. Since my STA experience, I am more likely to ask my students for help in pronouncing the names of historical actors or events.

99. Since my STA experience, I am more likely to ask my students about their personal World History stories.
100. Since my STA experience, I am more likely to illustrate historical content with personal experience encountered teaching social studies abroad.
101. As a result of my STA experience, I include more stories myths and legends from around the world to explain how events are viewed by world cultures.
102. Since my STA experience I am more aware of how I address my students' parents.

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