

Guest Editors' Introduction: Internationalizing Schools and Colleges of Education— Educating Teachers for Global Awareness

By Reyes L. Quezada & Paula A. Cordeiro

According to teacher education researchers Heyl and McCarthy (2003), “A key role for higher education institutions must be to graduate future P-12 teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching” (p.

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3). We agree with these scholars and we maintain that there is a need for internationalizing the curricula of schools and colleges of education so they may lead the way in creating vibrant education programs for prospective teacher, counselor, and administrator candidates who can become more “cosmopolitan” educators (Luke, 2004).

We offered to be the co-guest editors of this thematic issue of *Teacher Education Quarterly* on internationalizing schools and colleges of education because we believe that our profession must create a comprehensive, in-depth research agenda on this topic. Thus, the purpose of this issue is to spark discussion and, hopefully, set the stage for future research by our profession. The articles in this vol-

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ume focus on the following: (1) the current research on the state of teacher training for P-12 international education, and on the intersection of international education with U.S. teacher preparation; (2) the role of teacher education in preparing more “cosmopolitan” teachers, and how one might identify exemplars of teacher education programs that are involved in international education partnerships; (3) effective practices in which teacher education faculty are supported in internationalizing teacher education curricula; and, (4) opportunities in international education for underrepresented education candidates.

These articles begin to set the stage to answer some of the following questions: How do we define internationalization in teacher education programs? How can schools and colleges of education ensure that all teacher education candidates have the knowledge, skills, and dispositions to be effective intercultural teachers in an era of globalization? How can we utilize the research in international education to plan and prepare future teachers? What types of international teacher education programs, partnerships, and consortia currently exist in U. S. schools and colleges of education? How can teacher education programs provide the opportunities for teacher candidates to student teach abroad in order to attain competence as a global teacher? How can education coursework reflect a more international focus in its curriculum? And, how can we ensure that teacher education faculty have opportunities to be competent international teacher educators?

The purpose of this issue of *Teacher Education Quarterly* is to motivate readers to rethink how schools and colleges of education can become more “international” in preparing future educators, internationalizing the curriculum, and preparing faculty to think globally. We are proud and delighted to present this Winter 2007 issue of the journal. This volume is organized into five sections: introductory articles on internationalizing schools and colleges of education, research-based articles, program planning and best practices articles, and a concluding response with suggestions for a future research agenda. The articles in this theme issue offer what we believe to be a rich conversation as to how institutions of higher education and their faculty have been involved in international education for many years. The authors who have contributed to this issue have the knowledge and expertise both in theory and practice that allows others to relate to their experiences, their programs, and support the goal of continuing to internationalize schools and colleges of education.

Following is a synopsis of each of the articles to provide the readers with a sense of how the entries in this theme issue are connected. Section I begins with Amy Roberts’s article “Global Dimensions of Schooling: Implications for Internationalizing Teacher Education.” Amy begins our discussion by providing a literature review in an attempt to identify the needs, challenges, and priorities of internationalizing teacher education. She offers four themes: advancing a rationale and definition of international education in teacher education; internationalizing an interdisciplinary knowledge base; global networking; and, international student

teaching options. Roberts discusses the key distinctions that separate international education from multicultural education. In “The Role of Experience in the Making of Internationally Minded Teachers,” Kenneth Kushner reviews what is known about the impact of study abroad in general, and the international student teaching experience in particular. Ken attempts to explain how experience operates to move people to more interculturally-sensitive and ethnorelative orientations. Kushner poses key questions as to what changes are evident in people’s thinking, their attitudes, and their behavior as a result of an international experience: How are preservice teachers who participate in an international experience different from those who do not? What occurs during the experience that accounts for these changes? And, how might others achieve a similar benefit?

In “Creating Permeable Boundaries: Teaching and Learning for Social Justice in a Global Society,” Hilary Landorf, Tonette Rocco, and Ann Nevin argue that a focus on teaching for social justice is where global education, special education, and disability studies converge. They make a compelling case that future educators should be inclusive educators who use teaching strategies that are encompassing of all students, think globally, and include global dimensions in their teaching. Inclusive educators honor the diverse cultural, linguistic, physical, mental, and cognitive complexities of their students. Hilary, Tonette, and Ann assert that this begins with teaching tolerance for those who are different within one’s own environment—tolerance from the inside out, and they believe that it is only when convergence among global education, special education, and disability studies is forged that true tolerance may emerge.

Section II includes three research-based studies. In “Lessons Learned from a Collaborative Self-Study in International Teacher Education: Visiones, Preguntas, y Desafios (Visions, Questions and Myths)” Francisco Rios, Carmen Montecinos, and Marcela van Olphen describe a self-study related to “going abroad” for international teacher education in Chile. They detail some thoughts about the “how” of pursuing international teacher education while focusing on the goal of “authenticity.” In dialogue with a colleague from Chile and an Argentinean colleague working in the USA, Francisco shares reflections as a faculty member while teaching in Chile. The authors identify six guidelines for international teacher education rooted in six themes that emerge from their study. Their discussion focuses on being clear about the purposes of pursuing international teacher education. Maria Luisa Dantas’s article, “Building Teacher Competency To Work with Diverse Learners in the Context of International Education,” examines a graduate course and research project developed in collaboration with two universities—one located in Southern California and the other in Brazil’s Northeast region. Central to this project was its intercultural and experiential learning component as a means of invoking a deeper understanding of self, culture, and literacy practices, and exploration of ways to use this knowledge for educational change. Maria focuses on the experiences of a group of six American teacher

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education students and their journey within an international context. In "Biliteracy Teachers' Self-Reflections of Their Accounts While Student Teaching Abroad: Speaking from 'The Other Side,'" Reyes L. Quezada and Cristina Alfaro examine the experiences of four teachers who participated in an international student teaching biliteracy setting in Mexico. They present their research findings on how the biliteracy teachers developed ideological clarity as a means for teaching with courage, solidarity, and ethics while later teaching in their U.S. biliteracy classrooms. Reyes and Cristina identified four themes: perceived inequities, teachers as change agents, student intimacy, and internal versus external relationships and the resulting tensions the biliteracy teachers face while teaching English learners.

Section III deals with program planning and best practices. The first article by Laura L. Stachowski and Tyler Sparks, "Thirty Years and 2,000 Student Teachers Later: An Overseas Student Teaching Project that is Popular, Successful, and Replicable," reports on the Cultural Immersion Project. This longstanding project for overseas student teaching remains highly popular among teacher candidates at Indiana University. The project is sufficiently described so that others can replicate some of its offerings, which include a support network of an international education foundation, collaborating with other U.S. colleges and universities, and school placement consultants the world over. The final article by Jennifer Mahon, "A Field of Dreams: Overseas Student Teaching as a Catalyst Towards Internationalizing Teacher Education," argues that if programmatic efforts to internationalize teacher education are going to be successful, attention must be given to the many obstacles that can arise from the institutional setting. Calling upon research on institutional change, Jennifer makes queries into both the process of change and the difficulty of implementing an international program in a school of education. One initiative, Overseas Student Teaching (OST), is offered as a conduit for bringing the internationalization of teacher education from the margins to the center. Mahon discusses a variety of institutional and programmatic concerns in regards to planning and setting up an overseas student teaching program with suggestions for participatory ways to meet the needs of stakeholders involved in the change process.

This special issue concludes with Paula A. Cordeiro's responsive remarks entitled "A Modest Proposal for the Improvement of Scholarship in Educating Future Teachers for Global Awareness." Paula's commentary summarizes key issues recognized by the authors of this volume and identifies possible directions for creating research agendas.

Overall the articles in this theme issue represent a variety of voices, ranging from faculty who recently have taken an interest in internationalizing schools and colleges of education to scholarly experts in the field with more than twenty years experience. Methodologically the authors featured various qualitative and descriptive approaches to analyzing data that provides the readers with an opportunity to replicate similar studies. Our hope is that *Teacher Education Quarterly* readers and the research community will agree that the articles in this theme issue and the topic

of internationalizing schools and colleges of education deserve much more attention and conversation. We hope that our colleagues will discuss the types of international education experiences that might best serve faculty and the university students we teach, in order to create and foster globally educated citizens, teacher educators, and future teachers. We are confident that we have provided an ‘appetizer’ for teacher educators and we fervently hope that the preparation for the meal is just beginning.

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