Teacher Educators' Engagement in the Internationalization of Teacher Education:

A Function of Personal, Institutional, and External Factors

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Abstract

This study identifies factors that impact teacher educators' engagement in the international dimension of pre-service teacher education. Through a mixed-methods research design with a greater emphasis on the qualitative findings, this research illustrates that the teacher educators engage in internationalization as a function of intersections among personal, institutional, and external factors. The participants in this study are teacher educators in the School of Education at a comprehensive, master's level institution in a large state system of higher education in the Northeastern U.S.

One of the key findings is that the teacher educators derive their motivation to engage in international work, mostly through teaching, from their international experience. What limits their engagement is largely the presence of institutional and external barriers. While the findings from qualitative research through semi-structured interviews have limited generalizability, this study has implications for future research and practices in similar contexts (Guba & Lincoln, 1989; Yin, 2012). Conceptually, this study confirms Blackburn and Lawrence's (1995) assertions that faculty role performance is shaped by both personal and institutional factors. The findings also bring Blackburn and Lawrence's framework into the context of teacher educators given that external factors also shape their engagement in internationalization.

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…we continue to focus on preparing teachers for schools in communities near our

institutions, ignoring the reality that we live in a globally interdependent world,

are part of the global (not local) professions of teaching and teacher education and

are preparing

educators to educate young people who will live past the year 2100. (Kissock &

Richardson, 2010, p. 91)

It is difficult to fathom what the world will be like in 100 years' time, but it will

likely be even more interconnected and technologically advanced than what Thomas

Freidman (2005) describes in *The World is Flat*. Arguably, the forces of globalization

will continue to stimulate political and economic competition as well as the free

movement and displacement of millions of people. Such dynamics have already posed

challenges to educators and education systems across the U.S. (Apple, 2011; Goodwin,

2010) to which Kissock and Richardson (2010) characterize the response as inadequate.

While we cannot predict what will happen in a century, the current and near

future global environment indicates that education systems require reform. The

knowledge-based economy will require a labor force with education and training to meet

the demands of technological advances and employment requiring strong analytical and

critical thinking skills. On an international level U.S. students' performance on

standardized tests such as PISA and declining enrollments in higher education

(Organization for Economic Cooperation and Development [OECD], 2010) are examples

of how the U.S. may be disadvantaged compared to its global competitors as this

economic transformation unfolds. Meanwhile, Americans' basic knowledge of world

geography and events is severely lacking (National Geographic – Roper, 2002, 2006).

Policy-makers' attempts at education reform have focused largely on improving

students' reading and math abilities and have also emphasized raising standardized test

scores, thus creating a climate of assessment and accountability in the U.S. education

system (Committee on Prospering in the Global Economy of the 21st Century, 2005;

National Governors Association, Council of Chief State School Officers, & Achieve,

2008; Zhao, 2010). While improving students' reading and math skills is important,

criticism abounds regarding the lack of international and cross-cultural education in

current education reforms and teacher education programs (Apple, 2011; Darling-

Hammond, 2006; Longview Foundation, 2008; Kissock & Richardson, 2010; Schneider,

2003, 2007).

The forces of globalization as well as performance and accountability pressures in

the education system present great challenges to teacher educators who prepare pre-

service teachers and provide continuing education to in-service teachers who, as Kissock

and Richardson (2010) point out, will teach children expected to live into the next

century. Faced with budget cuts and dwindling resources (Carlson, 2008; Ehrenberg &

Rizzo, 2004) as well as restrictive state licensure requirements (Cushner, 2009; Mahon,

2010; Schneider, 2003, 2007), teacher educators have obstacles to overcome in order to

internationalize teacher education programs. The problem may also be personal in nature

as Mestenhauser (2000, 2002) contends that the internationalization of higher education

challenges prevailing cultural values and attitudes and requires a "paradigm shift contrary to intellectual traditions" (2002, p. 172).

Evidence Based Statement of the Problem

The internationalization of teacher education is crucial for the American education system so that teachers of tomorrow are capable of teaching diverse populations and preparing students for the ever changing and increasingly interconnected world and global workforce. There is a wealth of evidence to support this argument (Apple, 2011; Cushner, 2009; Heyl & McCarthy, 2003; Longview Foundation, 2008; Schneider, 2003, 2007). In addition, Wang, Spalding, Odell, and Klecka (2011) provide a dichotomous framework for presenting and analyzing the evidence related to this issue. The authors argue that there are two perspectives driving the internationalization of teacher education. One they refer to as the "economic imperative perspective" with an emphasis on globalization and the need for educational reform to maintain economic competitiveness. The other the authors call the "critical resistant perspective," which they characterize as the need for educational reform focusing on global issues, cross-cultural understanding, and social justice. These two perspectives are not mutually exclusive. However, policy-makers favor reforms aimed at maintaining America's global competitiveness over those that foster global understanding and knowledge of other cultures. Both are equally relevant to K-12 education in the 21st century; however, researchers and higher education practitioners contend that the latter is lacking in teacher

preparation (Apple, 2011; Cushner, 2007, 2009; Goodwin, 2010; Kissock & Richardson, 2010; Roberts, 2007; Schneider 2003, 2007).

From an economic standpoint, the nature of the U.S. economy and job market is rapidly changing. More than one in five jobs is now linked to international trade (U.S. Census Bureau, 2010; Trade Benefits America Coalition, 2013). Between 2004 and 2011, jobs related to international trade grew 6.5 times faster than overall employment. Employment in professional, scientific, and technology services now constitutes over 25% of U.S. jobs linked with international trade (Trade Benefits America Coalition, 2013). The U.S. Department of Labor (2007) predicts that by 2018, 90% of jobs in fast growing fields such as computer science, health care, engineering, etc. will require at least a bachelor's degree in science or math.

In order to be successful in the 21st century workforce, today's students will require an education that not only fosters the development of critical thinking and technology skills but also one that prepares them for interaction with people of different cultural backgrounds (Gardenfors, 2007; Levy & Murnane, 2007). The current state of U.S. public schools and teacher education programs poses challenges to this. For example, 69% of students in grades 5-8 and 31% of students in grades 9-12 receive instruction in mathematics by teachers unqualified to teach the subject. The situation is very similar for students in grades 9-12 studying the sciences with 45% receiving instruction in biology and 67% receiving instruction in physics from unqualified teachers (National Center for Education Statistics [NCES], 2003). Arguably, vast numbers of junior high school and high school students are not receiving adequate preparation and

mentoring for university studies in the STEM fields. This is evident in the number of

degrees awarded by U.S. colleges and universities in the STEM fields compared to other

industrialized countries. According to the OECD (2010), the U.S. ranks 27th out of 29

member countries in terms of degrees awarded in the STEM fields by its institutions of

higher learning. Countries such as China, South Korea, and Germany far outpace the

U.S. in conferring degrees in the STEM fields (National Science Foundation [NSF],

2010).

Given the expected changes related to the global economy and workforce with

employment in the STEM fields having greater involvement in international trade,

today's students should also receive a global education as part of their preparation for

higher education and subsequent employment. While there is a shortage of teachers with

proper qualifications to prepare students for the skills-based economy, scholars have also

raised questions related to teacher education programs and how teacher educators

incorporate international and intercultural content and experiences into their curriculum

(Apple, 2011; Cushner, 2007, 2009; Goodwin, 2010; Kissock & Richardson, 2010;

Roberts, 2007; Schneider 2003, 2007). This is significant for two reasons. One is the

ever-increasing diversity in U.S. classrooms, and the lack of diversity among the

American teacher corps (Apple, 2011; Cushner, 2009; Darling-Hammond, 2006). The

other is that the lack of international and intercultural content in teacher education means

that future teachers are not prepared to incorporate this into their teaching and impart

global knowledge and cross-cultural awareness onto their future students (Goodwin,

2010; Longview Foundation, 2008).

Immigration is currently transforming American society. According to 2007 census figures, 12% of the U.S. population is now foreign born, with 80% of these immigrants coming from Latin America and Asia (U.S. Census Bureau, 2010). In addition, students of color represent nearly 40% of public school students across the country (Cushner, 2009). Meanwhile, the National Center for Education Statistics (2012) reports that 83% of American public school teachers are white and that minorities account for the remainder. Clearly there is a demographic mismatch between the current and future teacher corps and the students they will teach. This concerns researchers and education scholars because they argue that teachers will not understand their students and ineffectively teach them as a result of these socio-demographic and cultural differences (Apple, 2011; Cushner, 2009; Darling-Hammond, 2006).

In terms of teacher preparation, data on teacher education program graduates' coursework reveals how little exposure to international content these students receive. In their analysis of pre-service teachers' academic records at three mid-sized public institutions, Heyl and McCarthy (2003) report that only 12% of pre-services teachers in their study graduated with coursework having an international focus. Overall, 76% of these students graduated without engaging in foreign language study. Additional research by Gallavan (2008) shows that pre-service teachers expressed a desire to teach about global citizenship as part of their student teaching, but they did not feel prepared to do so.

Beyond teacher education and training, another component of the problem is that teachers are not expected to incorporate international perspectives into their teaching,

which is one of the factors related to why such content is not emphasized in their preparation and training. In-service teachers interviewed by Schneider (2003, 2007) in her research offered perspectives to confirm this claim, as 80% of those interviewed shared that their certification requirements did not include an international component.

Beyond Schneider's (2003, 2007) research on internationalizing teacher education, there is a body of research on in-service social studies teachers and global education in the literature. This is logical considering the nature of such teachers' curriculum and course content. For example, Kirkwood-Tucker (2004) and Merryfield (2008) show empirical evidence on how internationalized curricula and interventions for pre-service and in-service social studies teachers result in these teachers incorporating international content into their curriculum and teaching.

Research by Tye and Tye (1999) on the incorporation of global education into the curriculum in schools in their study shows that 90% of teachers support such initiatives; however, 86% of teachers surveyed cited lack of time as one of the barriers. Overall, Reimers (2009) and Stearns (2009) report that school administrators and teachers claim that a lack of resources hinders the delivery of more global and intercultural content into the curriculum and that when resources are available, they are channeled into more traditional curricular components. Evidence presented by Reimers and Stearns also shows how a lack of a global mindset hinders efforts related to global education in K-12. School culture is certainly an important factor, and Tye and Tye find that schools with administrators and teachers who support global education are more receptive to its incorporation in the curriculum and teaching.

Significance of the Problem

  The evidence presented in the previous section calls into question pre-service and in-service teachers' education and training and what teacher educators are doing to prepare their students to teach in the 21st century. Researchers and education scholars contend that teacher education programs are the least internationalized segments of any college or university curriculum (Shaklee & Bailey, 2012; Schneider, 2003, 2007; Zhao, 2010). Factors contributing to this include what Mestenhauser (2000, 2002) refers to as cultural resistance to the internationalization of higher education, the interpretation of state licensure requirements (Mahon, 2010; Schneider 2003, 2007), and the localization of the U.S. school system (Frey & Whitehead, 2009; Zhao, 2010).

  In order to understand the lack of internationalization in teacher education, it is important to consider the problem in the overall context of the internationalization of higher education, which Knight (2003) defines as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 2). According to the 2012 report on campus internationalization by the American Council on Education (ACE), there have been improvements over the last decade. However, the Council's findings show that significant change still needs to occur. For example, only 26% of the institutions in the survey have developed campus-wide internationalization plans, compared to 23% in 2006. At the curricular level, 28% of the institutions in the study have required courses on global trends or issues, a four percent increase from the previous study. However, the percentage of institutions requiring students to take courses focusing on non-U.S.

perspectives declined from 37% to 29%. In addition, the percentage of institutions requiring students to study a foreign language has declined over the past decade from 53% to 37% (ACE, 2012).

Similar to the curriculum, the status of internationalizing faculty has not altered much over the past decade. The ACE (2012) reports that 8% of the institutions surveyed consider international work and experience as part of promotion and tenure decisions, a figure that has not changed since the last report in 2006. In addition, the 2012 ACE report shows a decline in institutions conducting workshops on internationalizing the curriculum and global learning assessment as well as providing opportunities for faculty to work on their foreign language skills, after reporting increases for such initiatives between 2001 and 2006.

The evidence presented here reflects Mestenhauser's (2000, 2002) perspectives on the lack of internationalization in higher education. For example, Mestenhauser argues that the greatest barrier to internationalization is cultural resistance as internationalization requires a paradigm shift and challenges ethnocentrism and conservatism. This paradigm shift entails a systemic change in how institutions of higher education operate and organize themselves. Mestenhauser considers internationalization an interdisciplinary and multi-dimensional process, which he contends is currently fragmented in higher education. Schneider's (2003, 2007) findings demonstrate this as she found virtually no cross-departmental collaboration between education faculty and their colleagues in the social sciences and humanities at the 24 institutions in her study. In addition, Schneider reveals that the majority of deans and faculty of education expect pre-service teachers to

receive instruction with international content in general education and major courses outside their education classes. Given the data reported by the ACE (2012) on requirements for courses focusing on global issues and non-U.S. perspectives, these expectations are not likely met to the extent they should be.

Mestenhauser's (2000, 2002) perspectives are also evident in the interpretation of state licensure requirements. This is true for both the on-campus curriculum and providing international opportunities to pre-service teachers. For example, licensure requirements make little provisions for the incorporation of international content into the curriculum, which Schneider (2003, 2007) found deans and faculty in her study quick to point out. Mahon's (2010) examination of state licensure requirements specifications for student-teaching shows that only three states do not permit pre-service teachers to engage in student teaching outside the state in question. In spite of this, opportunities for overseas student teaching have expanded very little compared to a similar study conducted in the early 1970s.[1] Reasons education deans and faculty have against providing overseas opportunities to pre-service teachers stem from these students' highly regimented, sequential curriculum as well as pressures to graduate these students as quickly as possible (Schneider, 2003, 2007).

Another factor related to the significance of the problem is the traditional localization of the school system in the U.S. A study by Frey and Whitehead (2009) on

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[1] See Kuschman, W.E. (1972). *Overseas student teaching programs: A study of American collegiate participation.* National Center for Educational Communication. ERIC document reproduction no. ED063261.

education reform in two Midwestern states shows how policies aimed at international

education in K-12 were driven by economic issues such as jobs lost to outsourcing. The

authors of this study found that measures to internationalize the K-12 curriculum such as

increased language offerings, cultural exchanges, improved teacher training, and greater

international content in the curriculum met resistance from school leaders and teachers as

they lacked an understanding of the new policies' relevancy. This reluctance to embrace

change mirrors the situation in higher education. This tendency towards localization is

also compounded by future teachers' desire to teach in communities similar to where they

grew up. Cushner (2009) reports that fewer than 10% of future teachers express any

desire to teach in an urban or multicultural setting.

Rationale for Conducting the Study

Based upon the evidence and significance of the problem, it is clear that higher

education has a critical role to play in the internationalization of K-12 education since

colleges and universities prepare and train future educators. Within higher education,

scholars have articulated key components for the internationalization process such as

curriculum, faculty engagement, leadership, study abroad and exchange programs,

international students and scholars, co-curricular programming, etc. (Ellingboe, 1998;

Paige, 2005). Faculty and campus leadership have an integral role in the

internationalization process because without their engagement, changes to the

curriculum, for example, are not likely to happen. Mestenhauser's (2000, 2002)

viewpoints about cultural resistance and the importance of mental frame-shifting are

shared by other scholars. For instance, Stohl (2007) argues that "if the faculty does not

value international learning, international research, international research collaboration, international development work, or international service, it will not be rewarded" (p. 368). Without such a mindset and mechanisms in place, it is not likely that changes necessary to stimulate the internationalization of the curriculum will take place, which is evident in the ACE's (2012) latest report on campus internationalization and what Schneider (2003, 2007) discovered when exploring education deans' and faculty attitudes towards internationalizing teacher education.

Building on research by Altbach (1996), Goodwin & Nacht (1991), and Henson, Noel, Gillard-Byers, and Ingle (1990) on faculty and internationalization, recent scholarship sheds light on individual and institutional factors related to faculty perceptions of and engagement in internationalization. Through case-studies at two elite, private institutions in the U.S. South, Childress (2010) proposes a new conceptualization for the engagement of faculty in the internationalization process with a focus on what she refers to as the five "I"s: intentionality, investments, infrastructure, institutional networks, and individual support. In his quantitative study of faculty attitudes towards "global education initiatives," Emmanuel (2010) surveyed faculty across a wide spectrum of institutions to assess their motivation for and receptiveness towards efforts aimed at campus internationalization. Fields (2010) and Schwietz (2006), in their respective studies, examine faculty attitudes towards internationalization at institutions across two state systems of higher education in the Northeast.

While these researchers' research designs and findings will guide this particular study, it is worth noting that the scope of their studies is broader than the one proposed

here. Their contributions to the literature on faculty and their role in internationalization are significant, but they do not provide insight into the issue at the departmental level, which in the case of teacher education needs greater exploration.

In terms of teacher education faculty, researchers have examined the impact of professional development opportunities (Olmedo & Harbon, 2010) and the policy development process (Buczynski, Lattimer, Inoue, & Alexandrowicz, 2010). What is problematic about Olmedo and Harbon's (2010) study on professional development is that it highlights the benefits of international experience for teacher educators, but the authors do not extend their study into how such an experience impacts teaching and curriculum development. Buczynski et al. (2010) describe the development of an international experience for graduate students and the challenges faculty faced in creating such a requirement. Their findings reflect Mestenhauser's (2000, 2002, 2007) arguments about cultural resistance and systems alignment as the faculty in this study discovered that this new requirement had implications beyond their respective department.

Much of the literature related to the internationalization of teacher education focuses heavily on study abroad and/or international student-teaching and the challenges related to these programs such as faculty attitudes, curricular issues, and state licensure requirements (Cushner, 2007, 2009; Kissock & Richardson, 2010; Mahon, 2010). Other than Schneider's (2003, 2007) studies and those referenced in the previous paragraph, there is a gap in the literature on the internationalization of teacher education beyond the significance of international experience for pre-service teachers. This emphasis on international experience either for students or faculty exemplifies what Knight (2006)

characterizes as the tendency for higher education administrators, practitioners, and scholars to focus more on the "abroad" aspect of internationalization as opposed to campus-based initiatives. There is a critical need for more scholarship on teacher education faculty and their role in internationalizing the on-campus experience for pre-service and in-service teachers.

Statement of Study Purpose

The purpose of this study is to identify factors that impact teacher educators' engagement in the internationalization of pre-service teacher education at a comprehensive, master's level institution in a large state system of higher education in the Northeastern U.S.

Related Research Questions

1. How do teacher educators understand the internationalization of pre-service teacher preparation and training?

2. How do teacher educators define an internationalized pre-service teacher curriculum?

3. What do teacher educators consider to be catalysts and barriers to the internationalization of pre-service teacher preparation and training?

4. What motivates teacher educators to engage in the internationalization process?

5. In what sense are teacher educators globally minded in terms of their worldview?

6. What activities are teacher educators engaged in to internationalize pre-service teacher preparation and training?

Research methodology and methods

This study's research design entailed an exploratory sequential approach through mixed-methods (Creswell, 2014; Creswell & Plano Clark 2011). Given the unexplored nature of the problem, this was the appropriate strategy to gather and analyze data related to teacher educators' engagement in internationalization. This study was divided into two phases, with principle focus on the initial qualitative phase and its findings from the outset. During the first phase, the researcher conducted a series of semi-structured interviews with teacher educators to gather data rich information related to the problem. Analysis of the qualitative data led to the identification of personal, institutional, and external factors that shape teacher educators' engagement in internationalization. This informed the development of a survey instrument for the second phase of the study to collect quantitative data from a broader sample of teacher educators to determine the extent to which the survey results support the qualitative data. The study's research design and methods are discussed in greater detail in Chapter 3.

Conceptual Framework

Blackburn and Lawrence's (1995) framework on faculty role performance and achievement shaped this research on teacher educators' engagement in internationalization. Childress' (2010) Five "I" Model of Faculty Engagement in Internationalization and Sanderson's (2008) concept of the internationalization of the academic self also framed this study. At the individual level, faculty worldview and international experience impact faculty intrinsic motivation and their engagement.

Childress' model on faculty engagement in internationalization illustrates how institutional factors influence faculty extrinsic motivation to engage in internationalization. The findings of this study show how a combination of individual and institutional factors impact teacher educators' engagement in the internationalization process. The figure below depicts the framework that guided this study based on Blackburn and Lawrence with the incorporation of concepts from Childress and Sanderson. There is more detailed discussion of this in Chapter 2. Further discussion in the final chapter also brings the study's conceptual framework into the context of teacher educators with the addition of another set of factors specific to their engagement in internationalization.

Figure 1. Conceptual framework.

Faculty role performance and achievement (Blackburn and Lawrence, 1995)

Faculty engagement in internationalization

Faculty motivation
- Intrinsic
- Extrinsic

Individual factors
- Socio-demographic
  - Gender
  - Ethnicity
  - Country of origin
  - Languages spoken
- Academic rank
- Tenure status
- Global-mindedness/Worldview
- International experience

Institutional factors
- Institutional commitment
- Campus leadership
- Strategic planning
- Resource allocation
- Organizational structure
- International partnerships
- Faculty rewards/incentives

Definition of Key Terms

     Internationalization. Scholars such as Knight (1994, 2003) and Ellingboe (1998) provide functional definitions of internationalization. Knight (1994) initially explained the concept as the "process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution" (p. 7). Knight (2003) later offered a revision of her definition, by redefining it as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 2). This revision embeds internationalization into the mission, practices, and outcomes of higher education. Ellingboe (1998), like Knight (1994; 2003), emphasizes that internationalization is a process and characterizes it as "ongoing, future-oriented, multidimensional, interdisciplinary, (and) leadership-driven" (p. 199).

     In response to a strong emphasis in the literature on student mobility and overseas branch campuses, scholars and practitioners such as Hudzik (2011) have called for "comprehensive internationalization" in the U.S. and "internationalization at home," its European equivalent (Nilsson, 2003). In either case, proponents of these concepts place a strong emphasis on faculty development, curriculum, and the integration of international students into curricular and co-curricular activities.

     For the purposes of this study, survey respondents were presented with Hudzik's (2011) definition of comprehensive internationalization at the beginning of the survey (see page 37 and Appendix B) to guide them with their responses since, unlike the interview participants, they were unable to have a conversation about internationalization

as a concept. Knight's (1994) original definition of internationalization framed the

analysis of data for faculty engagement in internationalization in terms of their teaching,

research, and service. In addition, Ellingboe's (1998) emphasis on leadership framed the

analysis and interpretation of institutional factors and recommendations based on the

findings.

   Faculty engagement in internationalization. Faculty engagement in

internationalization can be described as the extent to which faculty incorporate an

international perspective and/or component into their teaching, research, and scholarship,

engage in service to their institutions that entails an international focus, cross-

departmental collaboration, participation in international conferences, and collaboration

with colleagues/peers at institutions overseas (Childress, 2010; Emmanuel, 2010; Fields,

2010; Schwietz, 2006). In addition to Knight (1994), these perspectives also framed the

analysis and interpretation of the data related to the teacher educators' motivation and

engagement in internationalization.

   Global-mindedness. Hett (1993) defines global-mindedness as "a worldview in

which one sees oneself as connected to the world community and feels a sense of

responsibility for its members. This commitment is reflected in an individual's attitudes,

beliefs and behaviors" (p. 23). According to Hett, there are five dimensions to global-

mindedness: responsibility, cultural pluralism, efficacy, global centrism, and

interconnectedness. A sense of responsibility means that one is concerned about the

world's problems and improving conditions for people around the world. Cultural

pluralism conveys a set of attitudes, beliefs, and values that appreciate and respect

cultural diversity. Efficacy entails that one believes that his or her engagement in

national and global issues can lead to change. Global centrism refers to an individual's

inclination to judge without an ethnocentric viewpoint and based on what is in the best

interest for all. Interconnectedness implies that one has a sense of world belonging that

transcends international boundaries and connects all people (Hett, 1993). Hett's

assertions about global-mindedness framed the analysis and interpretation for this study's

fifth research question on teacher educators' worldview.

Context

The School of Education where the data were collected is one of six schools that

comprise a comprehensive, master's level institution that is part of large state system of

higher education in the Northeastern U.S. This institution is located near a large

metropolitan area and has a population of approximately 8,000 students, of which 6,500

are undergraduates.

Organizationally, the School of Education is divided into two departments:

- Department of Educational Studies and Leadership

- Department of Teaching and Learning

Both departments offer undergraduate and graduate instruction and programs. The

Department of Educational Studies and Leadership has master's programs in educational

administration and multicultural education, and faculty in this department also provide

undergraduate instruction in Educational Foundations, which has as set of required

courses for all pre-service teachers. Teacher education programs in early

childhood/childhood education and adolescence education are offered by the Department

of Teaching and Learning, which also awards master's degrees in teaching, literacy education, special education, and second language education. In addition, the School of Education is in the process of developing a dual-degree program in early childhood/childhood education with a university in China in which pre-service teachers begin their teacher training in China and complete their program of study in the School of Education. The first cohort of Chinese students are expected to begin their studies in the School of Education in January 2019.

Of the institution's six schools, the School of Education has the third largest enrollment, and early childhood/childhood education is the second largest undergraduate program. Early childhood/childhood education students must complete a concentration in a discipline outside the School of Education, and adolescence education students need to complete a second major in another discipline.

The number of faculty in the School of Education fluctuates from year to year given changes in the level of contingency faculty – lecturers and adjuncts. Over the course of this study from spring 2015 to spring 2017, there was an average of 27 full-time faculty and 36 contingency faculty. More details regarding the faculty in the School of Education are presented in Chapter 3 with discussion of the samples for both phases of this study.

In terms of international activity, the institution in this case study offers a robust set study abroad experiences through partnerships with universities on six continents. Approximately 20% of graduating seniors complete their studies with a study abroad experience, and over 50% of these students spend at least a semester abroad. Education

students can conduct part of their student teaching in Australia through the state system

of higher education study abroad consortium. In addition, there is a strong presence of

international students on campus as fully matriculated, exchange, and ESL students.

Undergraduate offerings include foreign languages, area studies, international relations,

and international business. Students also have the opportunity to engage in globally

focused internships, both domestically and internationally.

Limitations and Delimitations

With data collected from a small sample of teacher educators at a single

institution, the findings for this study have limited generalizability in an empirical sense

(Creswell, 2014). However, conceptually, the study's findings and recommendations

bear implications for teacher education faculty and programs in similar contexts (Guba &

Lincoln, 1989; Yin, 2012).

This study focused on teacher educators' perspectives on and engagement in the

internationalization of teacher education at the undergraduate level only. Faculty

members teaching exclusively in the School of Education's graduate program were not

included in this study. In addition, leaders in the School of Education were not asked to

participate in this study, so their perspectives are not included in the findings. While

curricular and programmatic features of teacher education received attention in this

research, the study's focus was on teacher educators and not a large-scale exploration of

the teacher education curriculum.

Chapter 2: Literature Review

The purpose of this literature review is to provide further rationale for this study on teacher educators' engagement in the internationalization of pre-service teacher education. A series of reports by the American Council of Education (ACE, 2003, 2008, 2012) offers empirical evidence about the lack of internationalization in U.S. higher education particularly in terms of faculty and curriculum. Research by Buczynski et al. (2010) and Schneider (2003, 2007) reflects the challenges of internationalizing teacher education making it one of the least internationalized segments of U.S. higher education (Schneider, 2003, 2007; Zhao, 2010).

This literature review will begin with a critical and reflective analysis of the literature on the internationalization of higher education to frame this study in a broader context. Since this study addresses teacher educators' engagement in internationalization of teacher education, the second section will include discussion of factors influencing faculty perspectives and their role in the internationalization process. Recent scholarship on faculty and internationalization will shape and provide support for this study's conceptual framework, which will be discussed in the third section of this chapter. The conceptual framework guiding this study illustrates how faculty engagement in internationalization may be influenced by both individual and institutional factors.

Following discussion of this study's conceptual framework, there will be a review of the literature on the internationalization of teacher education to establish gaps in the research on teacher educators and the internationalization of pre-service teacher education. For example, there is a heavy emphasis on study abroad and overseas student

teaching in the literature on internationalizing teacher education, but scholars pay little attention to the role of faculty and the on-campus curriculum as part of the process. Finally, this chapter will conclude with discussion on teacher education reform and leadership for change as a foundation for recommendations based on this study.

Internationalization of Higher Education

Higher education scholars and practitioners began to distinguish between internationalization and international education in the 1990s. Prior to this, the terms were often used interchangeably (Jones & de Wit, 2012). Mestenhauser (2002) offers a distinction between the two concepts. He defines international education as:

> a field of inquiry and application associated with institutions of higher education whose curricular and non-curricular programs are designed to impart knowledge, skills, and understanding of inter-relationships among individuals, institutions, nations, and multinational as well as transnational organizations. (Mestenhauser, 2002, p. 169)

International education for Mestenhauser is therefore a set of programs offered by institutions of higher learning to provide students with international and intercultural knowledge. Internationalization, on the other hand, is an institutional wide process of transformation. Mestenhauser describes the phenomenon as:

> a program of change aiming to make international education a super-ordinate field of knowledge, inquiry, and application, which is interdisciplinary, multi-dimensional and multi-cultural, and to institutionalize this field throughout the

structure and functions of the entire institution, including its governance and outreach. (p. 170)

Mestenhauser's (2002) perspectives reflect a paradigm shift in the field of international education. Like Mestenhauser, scholars in the 1990s began to describe internationalization as a process for colleges and universities to undertake in response to globalization. Knight (1994) initially defined internationalization as "the process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution" (p. 7). In addition to Knight, other scholars have made significant contributions to the concept. Ellingboe (1998) also emphasizes that internationalization is a process and characterizes it as "ongoing, future-oriented, multidimensional, interdisciplinary, (and) leadership-driven" (p. 199). Mestenhauser (2000) describes his vision of an internationalization as "a comprehensive, multi-dimensional, and institution wide program that is system-oriented, integrated, well-conceptualized, sound from a circular point of view, and well-utilized and respected by all client groups" (p. 24). Hence, the process does not have an end goal; rather, internationalization is continual and requires the work and dedication of all sectors across institutions of higher education.

Ellingboe (1998) is not alone in emphasizing the importance of institutional leadership as it relates to internationalization. Other scholars such as Mestenhauser (2000, 2002), Paige (2005), and Hudzik (2011) stress the importance of campus leadership as an integral component to the process. Research by Childress (2010) shows

how campus leaders successfully engaged faculty in the internationalization process at
two prestigious, heavily endowed, private institutions in the U.S. South. On the other
hand, studies by Finkelstein, Walker, and Chen (2009, 2013) reveal that
internationalization is more prevalent at institutions where faculty drive the process as
opposed to the administration. In his dissertation on faculty perceptions of
internationalization, Emmanuel (2010) supports both of these perspectives in that
faculty's extrinsic motivation to engage in the internationalization process is positively
correlated with perceived institutional support for internationalization. The extent to
which institutional and individual factors affect the internationalization process likely
varies from institution to institution and may depend on other variables such as campus
culture, resources, and organizational structure (Eckel & Kezar, 2003).

Rationale and motivations for internationalization. As discussion of
internationalization in the literature has unfolded over the past two decades, scholars have
offered differing perspectives regarding the rationale behind the process (de Wit, 2002;
Knight, 2004; Wang et al., 2011). Wang et al. (2011) present two rationales which frame
the debate on the topic as it relates to teacher education, but is also relevant to this
discussion. The authors argue that internationalization is driven by two perspectives –
the economic imperative and the critical resistant imperative. Global competition, the
skills-based economy, and the need for a highly trained and competent workforce are the
factors behind the economic imperative. This perspective has shaped the current climate
of standards and accountability in education. Advocates for the critical resistant
imperative emphasize the importance of citizenship development, intercultural

understanding, and social justice as key components and outcomes of internationalization (see also Apple, 2011; Roberts, 2007).

Wang et al.'s (2011) perspectives are evident in other scholars' analysis of what is driving internationalization. For example, Knight (2004) outlines rationales for internationalization at the national/sector level and the institutional level. In terms of the economic imperative, Knight argues that human capital development and economic growth are key reasons for the internationalization of education at the national level. Income generation, international profiling, and knowledge production are significant components of the process at the institutional level. Knight considers nation-building and socio-cultural development as rationales for internationalization at the national level, and student and staff development at the institutional level. This last segment of Knight's analysis reflects the critical resistant perspective.

Overall it appears that the economic imperative has a stronger influence on the internationalization process than the critical resistant imperative. Altbach and Knight (2007) analyze the motivations behind the internationalization of higher education at the institutional level. They provide examples such as the establishment of overseas branch campuses and increasing international student enrollment. These activities raise institutional profiles and generate income. The surplus of students in China and India allows institutions in countries like Australia, Canada, the UK, and the U.S. to benefit from demand absorption. This line of reasoning is also evident in Jones and de Wit's (2012) analysis of the state of internationalization in that the authors assert how the

market has driven the process, particularly in Australia and the UK, in terms of international student recruitment.

The critical resistant imperative with its emphasis on citizenship development, intercultural understanding, and social justice receives less attention by policy-makers and accreditation bodies (Schneider, 2003, 2007; Wang et al., 2011). Despite this, Jones and de Wit (2012) identify research on intercultural competence as a significant contribution of American scholars to the field of international education. Researchers have examined students' intercultural development through participation in study abroad (Medina-Lopez-Portillo, 2004; Rexeisen, Anderson, Lawton, & Hubbard, 2008; Vande Berg, Connor-Linton, & Paige, 2009), and scholars have also studied the phenomenon in the P-12 education system (DeJaeghere & Cao, 2009; DeJaeghere & Zhang, 2008).

Components and barriers related to internationalization. Higher education scholars and practitioners have identified several components integral to the internationalization process (Ellingboe, 1998; Knight & de Wit, 1999; Mestenhauser, 2002; Paige, 2005; Paige & Mestenhauser, 1999). Among these include study abroad, international student and scholar services, institutional mission statements and strategic planning, campus leadership and administrative support, faculty development, curriculum, co-curricular programming, and student services. Colleges and universities tend to rely heavily upon study abroad and the presence of international students on campus as key benchmarks of internationalization (Jones & de Wit, 2012; Paige, 2003). What is problematic about this is that study abroad participation rates remain extremely

low in U.S. higher education, and international students are viewed as sources of revenue and often marginally integrated into campus life (Levin, 2005; Ward, 2007).

While scholars have identified components to the internationalization process, they have also pointed out various barriers to the process. Such would include a lack of institutional support and financial resources dedicated to the process, faculty skepticism and resistance, and disciplinary divisions (Altbach, 2006; Childress, 2010; Ellingboe, 1998; Green & Olsen, 2003). Through her research on internationalization at a large, research institution, Ellingboe (1998) reports that high-level administrators consider "faculty development [the] responsibility of individual faculty and their departments, and will consequently not allocate any central funds to internationalize the faculty" (p. 211). Disciplinary divisions are another hindrance to internationalization. They reduce opportunities for collaboration on international learning and research. Altbach (2006) contends that this "each tub on its own bottom" (p. 49) approach will cause internationalization to remain a series of peripheral add-ons. There will be further discussion of faculty skepticism and resistance in the next section on faculty and internationalization.

As scholars continue to debate the barriers to internationalization, recent research on the topic reveals how certain factors can catalyze the international process and allow institutions to overcome these barriers. In his dissertation on campus internationalization, Mullen (2011) presents evidence on how transformational leadership contributed to the successful internationalization process at a private, liberal arts college in the Upper Midwest. From an institutional perspective, Childress' (2010) case studies on two private

institutions in the South reveal how each institution's administration engaged faculty in the internationalization process through strategic planning and incentivizing committee work. Ellingboe (1998) and Paige (2003) in their analysis of internationalization at a large research institution in the Upper Midwest underscore the importance of faculty and curriculum as part of the process.

Internationalization at home/comprehensive internationalization.
Traditionally, activities related to international education such as study abroad and the presence of international students on U.S. campuses have comprised the main thrust of internationalization initiatives by institutions of higher education. Colleges and universities, continue to rely on these components of international education as benchmarks for internationalization (Hudzik, 2011; National Association of State Universities and Land-Grant Colleges, 2004; Paige, 2003). Scholars of internationalization are critical of this overreliance on student mobility as a key indicator of internationalization (Jones & de Wit, 2012; Nilsson, 2003; Paige, 2003). While study abroad participation and the presence of international students on U.S. campuses are components of internationalization, simply reporting numbers is superficial. Scholars and practitioners have called for the assessment of outcomes related to these practices to demonstrate how these experiences and related activities impact student learning and development (Bolen, 2007; Deardorff, 2006; Jones & de Wit, 2012). Despite funding mechanisms through the ERASMUS program in the European Union and the Gilman Scholarship for Federal Pell Grant recipients in the U.S., study abroad participation rates remain low (Farrugia & Bhandari, 2015; Nilsson, 2003; Paige, 2003). In response to this

phenomenon, scholars and practitioners such as Hudzik (2011) have called for "comprehensive internationalization" in the U.S. and "internationalization at home," its European equivalent (Nilsson, 2003). Hudzik defines comprehensive internationalization as follows:

> a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. (p. 6)

As part of the continuous dialogue on internationalization in the literature, Knight (2008) distinguishes between "internationalization abroad" through student mobility and "internationalization at home" through the on-campus curriculum. Such framework is useful in differentiating components of internationalization, but Jones and de Wit (2012) characterize this as too simplistic and that the two entities are more interrelated than separate. In fact, institutions of higher education in the U.S. have increasingly engaged in the process of integrating study abroad into the on-campus curriculum over the past decade. This process has also served to increase faculty support for study abroad and to catalyze the internationalization of the on-campus curriculum (Brewer & Cunningham, 2010; Woodruff, 2009). With study abroad participation rates so low, scholars and practitioners contend that the internationalization of the on-campus curriculum is the

most effective means to expose students to international and intercultural content and experiences as part of their education (Hudzik, 2011; Nilsson, 2003; Paige, 2003).

      Summary. While scholars have offered differing perspectives on internationalization, there are some common themes in the literature. Internationalization is a holistic, transformational, and ongoing process that requires strong institutional leadership and faculty support. Institutions of higher learning need to internationalize their curricula and campus cultures so that students are prepared for the 21st century skills-based workforce in which they will interact with people from various cultural backgrounds. Colleges and universities need to focus on more than just student mobility and other add-ons such as general education requirements with a cultural or global focus. Internationalization needs to transcend the entire institution and requires administrators and faculty to adopt an international mindset (Paige & Mestenhauser, 1999).

Faculty and Internationalization

      Scholars of internationalization emphasize the integral role that faculty play in the process (Ellingboe, 1998; Paige, 2003, 2005; Stohl, 2007). Research on faculty and internationalization from the 1990s reveals that faculty at the time had little collaboration and research initiatives with counterparts at foreign universities because they felt that the best work in their fields was based in the U.S., or that faculty believed that engaging in such activity would hinder their professional development (Altbach, 1996; Goodwin & Nacht, 1991; Henson et al., 1990). One of the key findings from the work of Henson et al. (1990) is that faculty should have incentives to engage in international activity in order to catalyze the internationalization process.

In recent studies, researchers have built upon this initial scholarship on faculty and internationalization (Childress, 2010; Emmanuel, 2010; Fields, 2010; Schwietz, 2006). For example, Childress' (2010) study of two elite universities in the U.S. South underscores the importance of strategic planning and related committee work as a means to engage faculty in internationalization. In her study, Schwietz (2006) examines faculty involvement in internationalization across nine master's level, public institutions in Pennsylvania. Fields (2010) engaged in a similar study of faculty and their views on internationalization at four institutions in Vermont. Emmanuel's (2010) research focuses on faculty motivation and worldview as they relate to their perspectives on internationalization.

Perspectives in the literature on faculty and internationalization. Regarding faculty support for internationalization, researchers have presented empirical evidence that international experience and activity (Finkelstein et al., 2009, 2013; Goodwin & Nacht, 1991; Schwietz, 2006) as well as faculty motivation and worldviews (Emmanuel, 2010) are key factors related to faculty perceptions of and engagement in internationalization. For instance, Finkelstein et al. (2009, 2013) in their research find that faculty with one to two years of post-baccalaureate experience abroad as part of their academic and professional development are twice as likely to incorporate international content into their courses than those faculty lacking this experience. Their research also shows that faculty with international experience are three to five times more likely to have a research agenda with an international focus.

Faculty reluctance towards internationalization stems from what they consider interference with their teaching and research agendas (Goodwin & Nacht, 1991; Mestenhauser, 2000). In general, there is hesitation among faculty to incorporate international content into their courses as such would reduce the "purity" of the curriculum. For example, Green and Shoenberg (2006) report that faculty teaching American history consider international content and perspectives irrelevant to their courses.

In their research, Finkelstein et al. (2009, 2013), building on seminal work by Goodwin and Nacht (1991) and Altbach (1996), find that just over half of the faculty in their sample incorporate international content into their courses, a phenomenon that has not changed much since the 1990s (ACE, 2012). In addition, Mestenhauser (2002) considers ethnocentrism and conservatism as barriers to internationalization in that faculty consider the "present…an extension of the past" (p. 173) and are reluctant to incorporate new concepts into their existing knowledge. Green and Olson (2003) echo Mestenhauser's arguments in that faculty choose to focus on the domestic context because the incorporation of international content into their coursework may "challenge their perceptions of the world and their place in it" (p. 73).

These generalizations do not necessarily apply to faculty across all academic disciplines in terms of their attitudes towards international learning and internationalization. Green and Shoenberg (2006) in their study on professional organizations and their role in internationalization find that geography is more internationalized than the other disciplines in their research: history, political science, and

psychology. In his study on faculty perceptions on internationalization at institutions of higher education in Vermont, Fields (2010) reports that faculty in the humanities, fine arts, and agricultural sciences have more positive perceptions of internationalization compared to their counterparts in the STEM fields.

Scholars and researchers also consider tenure and promotion practices as well as institutional support to be key factors related to faculty engagement in internationalization (Goodwin & Nacht, 1991; Mestenhauser, 2000; Paige, 2005; Stohl, 2007). Finkelstein et al. (2009, 2013) in their research find that junior faculty are less engaged in international activity than their senior counterparts and attribute this to tenure and promotion policies that do not encourage and reward international activity. Goodwin and Nacht (1991) argue that junior faculty engaging in international activity may even face hostility from their senior counterparts who do not value international perspectives and activity.

Such evidence and perspectives in the literature supports arguments for institutions of higher education to alter their tenure and promotion practices to include provisions for international activity related to teaching, research, and service. The American Council on Education (2012), however, reports that colleges and universities have done very little to change their tenure and promotion policies related to faculty engagement in international activity. Only about 8% of the institutions in the ACE sample have provisions for this in their tenure and promotion practices. In terms of institutional support, Childress (2010) presents research on leadership and strategic planning as catalysts for faculty engagement in the internationalization process at two

private universities in the U.S. South. These institutions formed internationalization committees to drive the process and encourage faculty collaboration across disciplines, examples of strategies put forth in the literature (Mestenhauser, 2002, 2007; Paige, 2005).

Research on individual and institutional factors related to faculty and internationalization. The purpose of the study is to determine factors that impact teacher education faculty engagement in the internationalization of pre-service teacher education. These factors are categorized into two types – individual and institutional. Research and theoretical perspectives in the literature support claims that individual factors influence how faculty engage in the internationalization process (Emmanuel, 2010; Fields, 2010; Finkelstein et al., 2009, 2013; Schwietz, 2006). Such factors include international experience, worldview, academic discipline, tenure status, academic rank, and gender.

Another body of literature on faculty and internationalization underscores the importance of institutional support and direction for the process (Childress, 2010; Dewey & Duff, 2009; Ellingboe, 1998; Knight & de Wit, 1999; Mestenhauser, 2000, 2002, 2007; Mullen, 2011; Paige, 2003, 2005). Institutional factors include mission statements and strategic planning, financial resources, leadership, organizational structure, and campus culture. While pockets of faculty may be intrinsically motivated to engage in international work, their efforts may remain fragmented and appear as add-ons. Only with clear institution-wide support can internationalization be a systemic and transformational process (Mestenhauser, 2000, 2002, 2007). Institutional leaders need to provide the support and mechanisms through which champions and advocates of

internationalization (Childress, 2010) can lead and guide their colleagues through the process.

Individual factors. In his dissertation on faculty and internationalization, Emmanuel (2010) examines faculty demographic backgrounds, academic characteristics, worldview, and motivation, both intrinsic and extrinsic, and how these relate to their perceptions of internationalization. To collect his data, Emmanuel administered the following surveys to 418 faculty randomly sampled from 1400 accredited four-year colleges and universities in the U.S.:

- The Faculty Motivational Factors toward Global Engagement Survey (Emmanuel, 2010)

- The Global Mindedness Scale (GMS - Hett, 1993)

- The Global Education Initiatives Survey (Genelin, 2005)

- The Demographic Questionnaire (Emmanuel, 2010).

Emmanuel then analyzed his data through a series of multiple regressions. Through his treatment of the data, Emmanuel presents evidence to show that intrinsic motivation and certain worldview dimensions are positively correlated to faculty perceptions of internationalization. For example, Emmanuel's analysis shows that the worldview dimensions of responsibility, cultural pluralism, efficacy, interconnectedness as well as intrinsic motivation are positive predictors for faculty perceptions of campus and community activities to increase global awareness. In addition, faculty intrinsic motivation and the worldview dimensions of responsibility, cultural pluralism, and

interconnectedness are positively correlated with faculty perceptions of international

experiences and cooperation for global education initiatives.

Emmanuel's (2010) research supports assertions and evidence in the literature that

faculty are key drivers of the internationalization process (Ellingboe, 1998; Finkelstein et

al., 2009, 2013; Paige, 2005; Sanderson, 2008; Stohl, 2007). Such faculty could be

considered what Childress (2010) characterizes as champions or advocates of

internationalization, having already developed the international mindset (Paige &

Mestenhauser, 1999) necessary to engage in and support the process. These faculty

would likely be receptive to incorporating an "international dimension [into their

teaching so that students] see things from multiple perspectives; each time a new variable

is incorporated into the analysis, a new lens, as it were, is fixed onto [students'] cognitive

camera" (Paige & Mestenhauser, 1999, pp. 614-615).

On the other hand, Emmanuel's (2010) research suggests positive correlations

between both extrinsic and intrinsic motivation, worldview, and faculty perceptions of

internationalization related to institutional support for the process. This finding supports

the need for practices in higher education such as faculty course release to develop new

courses with international and intercultural content as well as the consideration of

international activity for tenure and promotion.

Overall, Emmanuel's (2010) study reveals that it is likely a combination of

institutional and individual factors that drive the internationalization of higher education.

His research provides insights related to faculty motivation and faculty worldview and

how these are related to their perceptions of internationalization. Emmanuel does not,

however, measure the level of faculty engagement in internationalization, which would be a logical follow-up study. In addition, Emmanuel does not include international experience as one of his independent variables. This would have been an interesting factor to examine in relation to faculty worldview and intrinsic motivation.

The limitations that Emmanuel (2010) identifies in his research are that he does not account for institutional type and academic discipline in his analysis. However, Emmanuel's research does raise questions about how institution type and academic discipline may impact faculty views on internationalization. This study addressed this gap in the literature with findings on teacher educators' motivation and worldview within the context of a specific institutional type.

In addition to worldview and motivation, other factors are important to consider when examining faculty perceptions of and engagement in internationalization. As previously discussed, Finkelstein et al. (2009, 2013) demonstrate in their research that international experience is positively correlated with faculty incorporating international content into their courses and collaboration on research with colleagues based overseas. Schwietz (2006) reaches a similar conclusion in her study on faculty (*N*=829) attitudes and engagement in internationalization at public universities in Pennsylvania. Her research shows statistical significance between faculty international experience and their level of engagement in internationalization.

Beyond international experience, Schwietz (2006) explores other factors in her study such as gender, tenure status, academic discipline, and faculty rank. In terms of gender, Schwietz reports that male faculty members have greater engagement in

internationalization than their female counterparts. The same is true for tenured and tenure-track faculty compared to their non-tenure track counterparts. Similar to what Fields (2010) finds in his study on faculty at institutions of higher education in Vermont, Schwietz's findings also show that faculty in the humanities are the most engaged in or supportive of internationalization. Another commonality in their studies is that they both find faculty in the STEM fields to be the least engaged in or supportive of internationalization.

In her study, Schwietz (2006) also shows that full professors are more likely than their lower ranking counterparts to be engaged in international activity at their respective campuses. Finkelstein et al. (2013) confirm that senior faculty have greater engagement in international activity, which could stem from tenure and promotion practices that hinder newly-hired faculty from doing so. Unlike Schwietz, Fields (2010) does not find any statistical significance between faculty rank and faculty attitudes towards internationalization. In addition, Fields' research does not yield any differences in faculty attitudes towards internationalization when comparing gender.

What makes the work of Fields (2010), Finkelstein et al. (2009, 2013), and Schwietz (2006) significant is that these researchers identify factors that contribute to faculty engagement in internationalization at the individual level and support perspectives in the literature by Paige and Mestenhauser (1999) and Sanderson (2008). It appears that international experience provides faculty the opportunity to develop an international mindset (Paige & Mestenhauser, 1999) or cosmopolitanism (Sanderson, 2008), which would therefore prompt their engagement in the internationalization process. Differences

shown by Fields' and Schwietz's research regarding faculty engagement across academic disciplines signifies the need for international experience as academic and professional development for faculty in the STEM fields as a means to increase their support for and engagement in internationalization.

While Fields (2010), Finkelstein et al. (2009, 2013), and Schwietz (2006) have made significant contributions to understanding faculty and their engagement in internationalization, one of the drawbacks of their studies is that these researchers did not incorporate any psychometric variables into their data collection and analysis which would have added a cognitive component to their findings. Similar to Emmanuel's (2010) research, this study includes findings for teacher educators' worldview and how this relates to their engagement in internationalization, which addresses a gap in the literature. What is also lacking in the literature is qualitative data on faculty engagement in internationalization, and this study's mixed-methods approach will add to the scholarship on this phenomenon as it relates to teacher educators and their role in internationalizing pre-service teacher education.

Institutional factors. From an institutional perspective, Childress (2010) examines how two prestigious, heavily endowed institutions in the U.S. South engaged their faculty in the internationalization process. Through a comparative case study approach, Childress conducted content analysis of strategic planning related to internationalization, faculty committee work, faculty international activity, and interdisciplinary collaboration. The evidence Childress presents reveals how institutional prioritization and investment have the potential to catalyze internationalization and

engage faculty in the process. One of Childress' major findings is how faculty

participation in internationalization committee work and related activities led to greater

cross-departmental collaboration. The institutions in the study "developed widespread

faculty engagement in internationalization by providing opportunities to broaden and

deepen relationships among faculty from various departments within [each] institution"

(Childress, 2010, p. 141).

Based upon her study, Childress (2010) proposes a framework for faculty

engagement in internationalization: The Five "I" Model of Faculty Engagement in

Internationalization. The following factors are interrelated and integral to faculty

engagement according to Childress' analysis:

- Intentionality – strategic planning related to internationalization

- Investments – resource allocation for internationalization

- Infrastructure – organizational practices and resources that support
  internationalization

- Institutional networks – cross-departmental linkages to support
  interdisciplinary work related to internationalization

- Individual support – assistance to faculty to identify international
  opportunities

Childress' model has broad implications for other institutions seeking to engage their

faculty in the internationalization process. Its operationalization will vary from

institution to institution, especially in terms of investments and infrastructure. What

likely contributes to the success of the institutions Childress profiles are their robust endowments allowing these institutions to grant faculty course releases for committee work and curriculum development, as well as allocate funding for faculty travel and other international activities. Meager endowment size and decentralized organizational structure could hinder institutional efforts to engage faculty in the internationalization process.

Beyond the institutional level, a body of research has emerged on internationalization at the departmental level. This is interesting because the level of faculty support for and engagement in internationalization appears to vary across academic disciplines (Ellingboe, 1998; Fields, 2010; Green & Shoenberg, 2006; Schwietz, 2006). In examining the state of internationalization at a large research university in the Upper Midwest, Ellingboe's (1998) collection and analysis of qualitative data shows differences in the levels of internationalization across the institution's five colleges. Her application of Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS) to the extent of international content in the curriculum reveals the School of Education as the most internationalized. Interestingly enough, this finding is at odds with claims in the literature regarding teacher education being the least internationalized segment on college and university campuses (Kissock & Richardson, 2010; Schneider, 2003, 2007; Zhao, 2010).

Additional research indicates instances in which there is faculty support for the internationalization process at the departmental level; however, a lack of institutional direction and coordination creates challenges for the faculty (Dewey & Duff, 2009;

Schoorinan, 1999). This lack of direction and coordination is representative of what

Mestenhauser (2000, 2002, 2007) considers a high degree of fragmentation and lack of

systems alignment when it comes to internationalization. Shoorinan's (1999) study

shows how a lack of an institutional wide interpretation of internationalization resulted in

inconsistencies in faculty implementation of the process in two departments examined in

the study – business and science. Similarly, architecture faculty in Dewey and Duff's

(2009) work on their role in the internationalization process cited institutional barriers

such as a lack of information about international opportunities and financial resources as

hindrances to the process despite faculty interest.

Summary. Research on faculty and internationalization shows that international

experience, personal motivation, and worldview are strong predictors of how faculty

support and engage in the process. Other factors such as academic rank, tenure status,

academic discipline, and gender also appear to impact faculty attitudes and behavior

related to internationalization. Scholars also present evidence illustrating how

institutional support catalyzes faculty engagement. Additional research shows how a lack

of institutional support is problematic for faculty who want to engage in the process.

Therefore, it is likely a combination of individual and institutional factors that influence

faculty engagement in the internationalization process.

Conceptual Framework

Given the research and perspectives presented in the literature on faculty and

internationalization, Blackburn and Lawrence's (1995) conceptual framework on faculty

role performance and achievement guided this study in terms of teacher educators' motivation, both intrinsic and extrinsic, and how this relates to their engagement in internationalization. Research by Emmanuel (2010) supports the notion that it is likely a combination of individual and institutional factors that influence faculty perceptions of global education initiatives. Additional concepts in the literature (Childress, 2010; Sanderson, 2008) are incorporated into the framework for this study to connect Blackburn and Lawrence's work more directly to internationalization. Sanderson's (2008) concept of the internationalization of the academic self relates to faculty worldview and international experience and how these may impact faculty intrinsic motivation and their engagement in internationalization. Childress' (2010) model on faculty engagement in internationalization illustrates how institutional factors may influence faculty extrinsic motivation and their engagement in internationalization.

Faculty role performance and achievement. In their work on faculty and their sources of motivation, Blackburn and Lawrence (1995) identify two types of characteristics that influence faculty role performance and achievement. They describe these characteristics as "individual" and "career." Emmanuel (2010) interprets these as intrinsic (individual) and extrinsic (career) sources of motivation in his analysis of faculty motivation in relation to internationalization. According to Blackburn and Lawrence, socio-demographic factors such as gender, race/ethnicity, and social class constitute individual characteristics. They assert that individual characteristics, along with faculty career choice and preparation, contribute to faculty self-knowledge and personal, or intrinsic, motivation.

Faculty career choice and preparation entails academic training and the completion of a terminal degree along with a commitment to university teaching, research, and service. Career advancement is defined by academic rank and tenure status, which influences faculty personal motivation (Blackburn & Lawrence, 1995). Faculty worldview (Hett, 1993) contributes to their self-knowledge (Sanderson, 2008) and their perceptions of global education initiatives (Emmanuel, 2010). This line of analysis along with evidence in the literature justifies the exploration of socio-demographic factors, academic rank and tenure status, worldview, international experience as part of academic development, and intrinsic motivation and how these variables relate to faculty engagement in internationalization.

Blackburn and Lawrence (1995) identify an additional influence on faculty behavior that they call social knowledge. Faculty develop this through what they perceive as institutional "values and expectations" regarding their performance. In other words, priorities that are set forth by institutional leadership shape faculty motivation. This additional component of Blackburn and Lawrence's framework warrants the exploration of faculty extrinsic motivation and institutional factors as influences on faculty engagement in internationalization.

Overall, Blackburn and Lawrence theorize that individual and career characteristics, in conjunction with self-knowledge and social knowledge, influence faculty behavior and what they produce or achieve such as publications, curriculum, grants, awards, etc. In applying Blackburn and Lawrence's framework to internationalization, if faculty perceive the process as an institutional value and priority,

they may be inclined to become involved and align their teaching, research, and service with institutional efforts aimed at internationalization. Blackburn and Lawrence's framework therefore establishes a link between the individual and institutional factors contributing to faculty engagement in internationalization.

Figure 1. Conceptual framework.
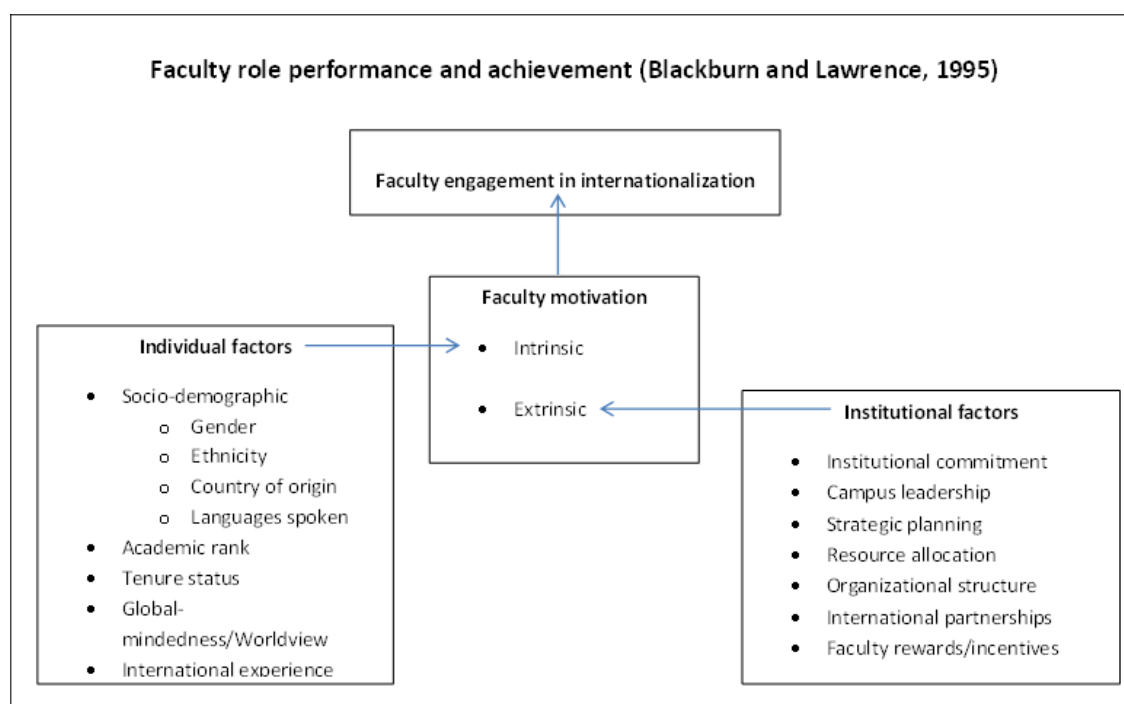
Internationalization of the academic self and faculty worldview.

Sanderson (2008) makes a significant contribution to the literature on internationalization as it pertains to faculty and their role in the process with what he refers to as the "internationalization of the academic self". To substantiate the introduction of this concept, Sanderson identifies a key gap in the literature on internationalization. In his analysis of Knight's (1994, 2003, 2006) definition and operationalization of internationalization, Sanderson acknowledges Knight's contributions to the field, but

argues that she does not adequately address the concept at the individual or faculty level. Building upon similar claims in the literature (Eisenchlas & Trevaskes, 2003; Enequist, 2005; Liddicoat, 2003), Sanderson argues that Knight's approach to internationalization is organizational and "top-down." Liddicoat (2003) asserts that Knight's definition "gives little concrete assistance to individual academics who seek to pursue the aim of internationalisation in their teaching practices, curricula, and delivery of courses" (p. 4). Sanderson expands on such assertions arguing that Knight's perspectives have more relevance at the institutional level. He considers his concept more applicable to the faculty and departmental level, and that it provides a "bottom-up" approach to the internationalization process.

What Sanderson (2008) considers the internationalization of the academic self draws from the concepts of authentic teaching in higher education (Cranton, 2001) and cosmopolitanism. To become an authentic teacher and engage in authentic teaching, Cranton (2001) emphasizes the importance of knowledge related to self and others as well as the role of critical reflection and self-reflection of one's worldview. Cosmopolitanism entails a sense of openness, lack of prejudice, and identification with people from other cultures and nations (Tomlinson, 1999). Sanderson counterbalances this by emphasizing that adopting a cosmopolitan outlook does not mean the abandonment of one's local and national identities, but rather the fusion of the local and global, a perspective that is also reflected in the literature (Gunesch, 2004; Hofstede & Hofstede, 2005).

Sanderson's (2008) framework and evidence in the literature (Emmanuel, 2010) provide justification for exploring faculty worldview in relation to their intrinsic motivation and how this may influence their engagement in internationalization. Similar to cosmopolitanism, global-mindedness (Hett, 1993) is "a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in an individual's attitudes, beliefs, and behaviors" (p. 23). According to Hett (1993), there are five dimensions of global-mindedness:

- Responsibility

- Cultural pluralism

- Efficacy

- Global centrism

- Interconnectedness

Responsibility refers to the concern one has for the well-being of others around the world, especially the disadvantaged.   A sense of cultural pluralism signifies that one values and appreciates different cultures and perspectives. Efficacy is indicative of an individual's belief that his or her behavior and actions can make a difference at both the national and international level. Global centrism means that one consciously makes judgments that are not ethnocentric. Finally, interconnectedness denotes that one has an awareness of global belonging and the interrelatedness of peoples and nations across the world (Hett, 1993).

From a constructivist perspective, Lincoln (2005) theorizes that educators' values and beliefs are heavily influenced by their personal experiences. Given what researchers have established regarding international experience and its impact on faculty engagement in internationalization (Finkelstein et al., 2009, 2013; Schwietz, 2006), teacher educators' international experience, particularly as part of the education and academic training, forms part of the conceptual framework for this study along with worldview.

Five "I" model of faculty engagement in internationalization. While individual factors may influence faculty engagement in internationalization, institutional factors are also important to consider. Institutional leadership, resources, organizational structure, and campus culture influence change so that it is systemic and transformational (Eckel & Kezar, 2003; Mestenhauser, 2000, 2002, 2007). As previously discussed, research by Emmanuel (2010) establishes correlations between faculty extrinsic motivation and their perception of institutional support for internationalization. Such evidence underscores the importance of institutional leadership and direction as catalysts for faculty engagement in the process.

From an institutional perspective Childress (2010) makes a significant contribution to the literature based upon her research on faculty engagement in the operationalization of internationalization plans. Childress' research forms the basis for what she proposes as the Five "I" Model of Faculty Engagement in Internationalization. The five "I's" that Childress identifies are as follows:

- Intentionality
- Investments

- Infrastructure

- Institutional networks

- Individual support

Intentionality refers to the extent that internationalization is considered a strategic priority and is conveyed to faculty through institutional mission and values, campus wide initiatives, and official communication from the administration. Institutional prioritization impacts what resources or investments are allocated to support faculty engagement in internationalization through both internal and external funding.

Infrastructure refers to organization and physical resources to facilitate faculty engagement in internationalization. This would include mechanisms and incentives for interdisciplinary work among faculty such as the presence of international partnerships through which faculty may collaborate on research, teaching, and curriculum development as well as opportunities to develop study abroad programs.

Institutional networking is an extension of how organizational practices facilitate collaboration amongst faculty through the formation of internationalization committees and how faculty research and activity is communicated across the institution as means to foster cross-departmental collaboration.

To support faculty, institutions need to provide faculty means with which to connect internationalization to their scholarly work. This might include grants to attend conferences or conduct research overseas or even the adoption of tenure and promotion practices that encourage and/or reward faculty for conducting research abroad,

developing study abroad programs, and incorporating international content into their
teaching.

The figure below depicts the Five I's in the form of a Venn diagram to show how
these factors are interconnected and impact faculty engagement in internationalization.

Figure 2. Five "I" Model of Faculty Engagement in Internationalization (Childress,
2010, p. 140).
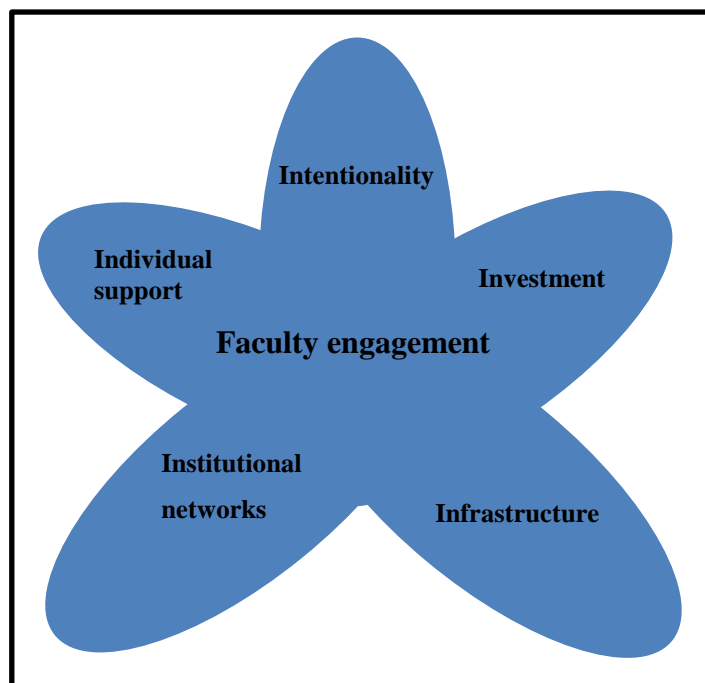
Based upon her research, what Childress (2010) asserts is that combination of
these factors contributes to an institution's successful engagement of faculty in the
internationalization process. Childress' model provides a framework with which to
examine how institutional factors influence and motivate teacher education faculty to
internationalize pre-service teachers' preparation and training. Such factors include

institutional commitment and leadership, strategic planning, resource allocation, organizational structure, international partnerships, and faculty incentives and rewards.

Summary. The conceptual framework for this study aligns with the research and perspectives in the literature. Researchers have illustrated how individual and institutional factors influence faculty attitudes and behavior related to internationalization. The lack of internationalization in teacher education discussed in the following section further justifies the application of this framework to the study proposed here.

Internationalizing Teacher Education

In recent years, scholars have examined faculty and internationalization at the departmental level (Buczynski et al., 2010; Dewey & Duff, 2009; Green & Shoenberg, 2006; Schneider, 2003, 2007; Schoorinan, 1999). Evidence presented by Schwietz (2006) and Fields (2010) indicates that faculty perspectives and engagement in internationalization vary across academic disciplines. In fact, Schwietz reports that education faculty are among the least engaged in the internationalization process at the institutions in her study. This finding supports Schneider's (2003, 2007) research that reveals teacher education to be among the least internationalized disciplines on campuses in the U.S. This emerging body of research justifies this research on teacher education faculty engagement in the internationalization of pre-service teacher education.

The internationalization of teacher education requires a systemic, holistic approach through institutional and departmental leadership as well as faculty

engagement. This is supported by research on faculty and internationalization and the conceptual framework for this study. Teacher educators face a challenging task of modifying and transforming the curriculum while maintaining standards set forth by state licensure requirements and institutional pressures for students to have a timely completion of their undergraduate studies (Schneider, 2003, 2007). To internationalize pre-service teacher preparation and training, teacher educators will need training and development, opportunities for international experience, and institutionally sanctioned incentives. In addition, teacher educators will need to work with colleagues in other departments to ensure that their students will receive the international and intercultural content and experiences they need as part of their teacher preparation and training (Schneider, 2003, 2007).

Emphasis on international experience in the literature. To date the "internationalization abroad" perspective (Knight, 2008) has shaped much of the discussion and research on the internationalization of teacher education. Scholars and practitioners of higher education have written extensively on the benefits of study abroad and overseas student teaching for pre-service teachers (Cushner, 2007, 2009; Kissock & Richardson, 2010; Mahon, 2010; Malewski, Sharma, & Phillion, 2012). Research by Cushner (2007) and Malewski et al. (2012) reveals that international experiences, especially those that involve teaching practica and other forms of experiential learning, have a positive impact on future teachers in terms of self-efficacy, cultural awareness, and the development of empathy, which are arguably attributes necessary for today's teachers. On the other hand, research by Santoro and Major (2012) shows that pre-

service teachers encountered a high level of cultural dissonance during their experiences in India and South Korea to the extent that the students' reactions to this phenomenon did not lead to the intended results of greater cultural awareness and sensitivity. What Santoro and Major's findings show is the need for extensive preparation that students require for such experiences. Their study also underscores the importance of international and cultural content throughout pre-service teachers' campus-based curriculum and experience.

What is also problematic about the emphasis scholars and practitioners place on study abroad and overseas student teaching is that participation in education abroad among U.S. students is very low. According to the Institute of International Education (Farrugia & Bhandari, 2015), approximately 300,000 U.S. students participated in a study abroad experience in 2013-14, and just over 11,000 (or 3.7%) of students were pursuing majors in education. While overall study abroad participation among U.S. students has increased incrementally over the past decade, the rate of participation for education students has changed very little. This is reflected in the low number of subjects in studies such as Malewski et al. (2012) with a total of 49 subjects over a six-year period. Santoro and Major's (2012) findings are based on 15 subjects. Such low subject numbers also bring to question the validity and generalizability of these studies' findings. In addition, these studies are qualitative and only capture a snapshot of the students' experiences. Scholars such as Cushner (2007, 2009) call for more quantitative research on this topic through the administration of an instrument such as the Intercultural Development Inventory (IDI) (Hammer, Bennett, & Wiseman, 2003) as well as longitudinal studies to

determine the long-term impact of these experiences on teachers when they are actually in service.

Research on the internationalization of teacher education "at home". Beyond study abroad and overseas student teaching, Schneider's (2003, 2007) research is one of a few examples in the literature that examines the internationalization of teacher education from an institutional perspective. Through qualitative data collection and analysis, Schneider finds that student advising, curriculum, licensure requirements and accreditation, faculty development, and campus governance are problematic and present hindrances to the internationalization of teacher education.

In terms of student advising, Schneider (2003, 2007) finds that there is a lack of awareness among advisors for international opportunities, and students with strong international interests are not encouraged to consider careers in education. Schneider's research also provides an example of how some teacher educators view internationalization as irrelevant to their work or as the job of another department on campus. For example, Schneider reports that teacher education faculty believe that pre-service teachers should have exposure to international content through general education or concentration coursework. These faculty are also reluctant to incorporate international and comparative perspectives into their education and methods courses. Schneider's studies show how collaboration is needed between teacher educators and faculty in other departments, particularly the social sciences and humanities.

Based upon her findings, Schneider (2003, 2007) also concludes that teacher educator professional organizations should encourage the incorporation of international

and cultural content into the curriculum for pre-service teachers. Schneider's conclusion is in line with research by Green and Shoenberg (2006), which demonstrates the influence of professional organizations on faculty and curriculum development. In addition, Schneider asserts that accreditation bodies like the National Council for the Accreditation of Teacher Education (NCATE) need to be more explicit about the inclusion of international content and experiences in teacher education programs.

When it comes to teacher education, Mahon (2010) and Schneider (2003, 2007) argue that the way in which teacher educators interpret state licensure requirements has an impact on the extent to which teacher preparation and training are internationalized. For instance, teacher educators need to be more flexible with their interpretation of state licensure requirements. Research by Mahon shows that only three states do not permit pre-service teachers to engage in student teaching outside state boundaries, and yet the number of institutions offering overseas student teaching experiences to future teachers has changed very little over the last forty years.

Schneider's (2003, 2007) research also reveals that teacher educators lack incentives to engage in international activity and collaboration with colleagues outside their department. Another recommendation based on Schneider's work is that international experience and training should be a consideration when hiring new faculty. Organizationally, Schneider finds that institutions need to provide greater support to their international programs offices to serve as resources and catalysts for international activity.

To gather her data, Schneider (2003, 2007) and her research team conducted interviews with campus administrators as well as deans and faculty in education and liberal arts and sciences departments at a cross-section of universities (*N*=24) throughout the country. These institutions included both public and private comprehensive universities, liberal arts colleges, and research universities. The sample also included one Historically Black College and University (HBCU) and two Hispanic-serving Institutions (HSI). The research team conducted semi-structured interviews with administrators, deans, and faculty (*n*=174) on a broad range of topics: study abroad and overseas student teaching, curriculum, advising, internationalization, and teacher certification requirements. In addition, the researchers collected data through interviews with current teachers (*n*=65), which adds to the study's robustness with data from in-service teachers with direct experience in the school system and with students.

One of the strengths of Schneider's (2003, 2007) research is the scope and breadth of the data collected and analyzed. The institutions included in the study reflect the heterogeneity of U.S. higher education and are geographically distributed across the country. It is also noteworthy that the researchers conducted interviews with not only teacher education faculty and deans but also faculty and deans in other departments as well as campus administrators. This approach corresponds with the literature on internationalization in which scholars emphasize the importance of campus leadership and cross-departmental collaboration as integral components to the process (Ellingboe, 1998; Mestenhauser, 2000, 2002; Paige, 2005; Stohl, 2007). While qualitative data and analysis provide a rich and in-depth view of the problem, a mixed-methods approach with

the administration of a survey instrument would have added a quantitative dimension to the study and bolstered the findings through triangulation.

Summary. Given the differing perspectives and assertions related to faculty and their engagement in internationalization and clear lack of research on the topic as it relates to teacher education, there is a significant gap in the literature on teacher educators and the role they play in internationalizing teacher education. It is worthwhile to examine both institutional and individual factors that impact teacher education faculty engagement in internationalizing the curriculum for future teachers.

Leadership for Change and Teacher Education

Scholars and practitioners call for teacher education reform in response to increased diversity in U.S. classrooms and the impact of globalization on the economy and labor market (Apple, 2011; Darling-Hammond, 2006; Wang et al., 2011; Zhao, 2010). Recommendations for reform include recruiting stronger students to teacher education programs through scholarships and other incentives, providing faculty more opportunities and incentives for professional development and international training, and the revision of licensure and accreditation requirements to stipulate the incorporation of more international and cultural content into pre-service teachers' preparation and training (Darling-Hammond, 2006; Longview, 2008; Schneider, 2003, 2007; Zhao, 2010).

Providing resources and mechanisms is only part of the process. Scholars such as Mestenhauser (2000, 2002) and Stohl (2007) contend that the greatest barriers to internationalization are not resource or organizationally based, but rather cultural in

nature and require frame-shifting on the part of administrators and faculty to adopt a more international and intercultural perspective. This underscores the importance of campus leadership in addressing both institutional and individual factors related to internationalization. Mullen's (2011) research on internationalization at a liberal arts college in the Upper Midwest provides an example in which leadership for change (Eckel & Kezar, 2003) is an integral component to the process.

Without institutional commitment and guidance, Mestenhauser (2000, 2002, 2007) contends that internationalization will remain a fragmented and peripheral process. Evidence presented by the ACE (2012) supports Mestenhauser's assertion. For example, only 26% of the institutions have developed campus-wide internationalization plans, a 3% increase from the last ACE report on campus internationalization in 2006. Internationalization requires systemic change and institutional transformation at all levels as reflected in a report by the National Association of State Universities and Land-Grant Colleges (NASULGC, 2004):

> Such leadership will not result simply by adding more study-abroad scholarships or refining our international recruiting. International study must move from the periphery to the center of our institutional teaching, research, and engagement commitment. Our missions must be reframed to include global as well as metropolitan and regional communities. Our partnerships must grow in diversity, reach, and location. In short, internationalizing our colleges and universities will require transforming our institutions — a transformation that demands the committed leadership of presidents and chancellors. (p. 5)

Transformational leadership and perspectives on change in teacher education. Transformation is a key component to internationalization. Mestenhauser (2000) argues that transformation needs to occur at the both the institutional and individual levels. At the individual level it requires mental frame-shifting and overcoming cultural barriers in order to value international learning and incorporate international and intercultural content the curriculum. Institutional transformation requires vision expressed in more explicit mission statements and strategic planning under the direction of campus leaders who consider internationalization a priority.

What likely catalyzes the internationalization process and sustains it is transformational leadership enacted by the top administrators at an institution. Transformational leadership emerged in the literature in the 1970s (Burns, 1978; Downton, 1973). Northouse (2010) offers a current definition of the concept:

> Transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential. (p. 172)

Essentially, transformative leadership is a construct that attempts to explain how effective leadership and an understanding of followers' needs can impact and potentially catalyze change within an organization.

In a higher education context, Eckel and Kezar (2003; see also Kezar & Eckel, 2002) examine leadership for change at six institutions undergoing processes to bring

about institutional transformation. Through their analysis, they identify campus culture as a major consideration for leaders with intentions of implementing change. There is similarity here to transformational leadership in which leaders need to have a deep understanding of their followers' needs. Eckel and Kezar find that in instances where plans for change misaligned with campus culture, institutional leaders faced greater difficulties than their counterparts whose plans for change did not contradict campus values and cultural norms. Based upon their research, Eckel and Kezar assert that there are five core strategies for institutional transformation: senior administrative support, collaborative leadership, flexible vision, staff development, and visible action.

When it comes to teacher education, scholars and practitioners have long advocated for reform of teacher preparation so that future teachers can prepare their students for the challenges and opportunities in the 21st century workforce (Darling-Hammond, 2006; Fullan, 2007; Longview Foundation, 2008; Zeichner, 2010). One of the key elements to reform is greater collaboration between teacher education programs and professional development schools (Darling-Hammond, 2006; Fullan, 2007; Zeichner, 2010). Fullan (2007) argues for systemic reform beyond the simple implementation of policy: "Reform is not just putting into place the latest policy. It means changing cultures of classrooms, schools, districts, universities, and so on" (p. 7). To bring about such transformation, Fullan emphasizes the importance of capacity building through a top down and bottom up approach in order to motivate those involved in the change process and to foster leadership development so that change is sustained.

The GATE Program. The Global Awareness in Teacher Education (GATE) Program in the College of Education at the University of Maryland illustrates key elements presented in the literature regarding leadership for change (Koziol, Greenberg, Williams, Niehaus, & Jacobson, 2011; Niehaus, Koziol, O'Flavahan, Schweighofer, Greenberg, & Williams, 2013). For example, the program aligns with the institutional strategic plan which specifically addresses international education. In addition, the establishment of an office of international initiatives at the institution also signifies senior administrative support for internationalization.

Professional associations advocate not for the creation of new courses to internationalize the curriculum, but for the revision of exiting courses (Green & Shoenberg, 2006). Within the GATE Program, revision of courses in the liberal arts curriculum by faculty in the humanities in cooperation with teacher educators is an example of collaborative leadership and capacity building. Another component of the program includes deeper collaboration with professional development schools. Teacher educators' work with principals in professional development schools demonstrates capacity building and staff development with principals providing training to their teachers based upon their work with teacher educators at the university.

To establish outcomes for the program, teacher educators at the university have engaged in assessment of the program. For instance, they administered the Global Perspectives Inventory (GPI) (Braskamp, Braskamp, Merrill, & Engberg, 2010) to two groups of students – one enrolled in a newly internationalized liberal arts courses and another in an unrevised course. The data reveal that students in the internationalized

course have more religious tolerance and greater capacity to assume different roles in other cultural settings than their counterparts in the unrevised courses (Niehaus et al., 2013). Tracking outcomes is a sign of visible action showing that change has occurred (Eckel & Kezar, 2003). Essentially, the GATE Program is an example of curricular transformation undertaken by faculty in response to priorities and commitments set forth by institutional leadership. The GATE Program is illustrative of the perspectives and evidence presented in this literature review.

Summary. The perspectives presented in this section along with this study's findings inform the recommendations made in Chapter 6. Leadership for change will be necessary at the institutional and dean level to foster transformation and capacity building at the faculty level to internationalize teacher education. Motivation will need to come from leaders but also amongst faculty as they work together in their department and with colleagues across campus to modify and develop new curricula and co-curricular activities. The GATE Program at the University of Maryland provides an example for internationalizing teacher education. It will be important, however, not to simply copy such models to bring about change. Fullan (2007) caveats that, "Research findings on the change process should be used less as instruments of 'application' and more as means of helping practitioners and planners 'make sense' of planning, implementation strategies, and monitoring" (p. 64). Rather, it will be necessary to make recommendations in line with institutional culture for successful change to occur and sustain itself (Eckel & Kezar, 2003).

Conclusion

Faculty play a key role in the functions of higher education – teaching, research, and service. Their support and engagement are integral to the internationalization process given their oversight of the curriculum and participation in institutional governance. A lack of faculty engagement in internationalization stems from skepticism towards the process and attitudes related to international learning, which challenges their way of thinking. Institutionally, a lack of adequate resources and infrastructure as well as incentives related to tenure and promotion also hinder faculty engagement.

Today's students need global knowledge and experiences as part of their preparation for the 21st century workforce. Institutions of higher learning should respond to this need by offering an education that is holistic, globally focused, intercultural, and experiential so that students develop the necessary knowledge and skills for the challenges and opportunities they will face in their professional lives. Faculty must transform the curriculum through their individual efforts and in response to signals and support they receive from institutional leadership. Evidence in the literature supports that a combination of these factors contributes to faculty engagement in internationalization, and this is reflected in the conceptual framework that guided this study.

The internationalization of teacher preparation and training is a critical issue for the entire education system. To date, scholars and researchers have focused mostly on the impact of study abroad and overseas student teaching on pre-service teachers' personal development and understanding of other cultures. While these are potentially positive and transformational experiences, participation in education abroad among pre-

service teachers is very low. As this literature review illustrates, scholars have conducted

very little research on teacher educators and the internationalization of teacher education.

This study addressed gap in the literature and resulted in the identification of three sets of

factors that impact teacher educators' engagement in internationalization: personal,

institutional, and external. There is more discussion of these factors in the chapters

ahead.

Leadership is another key component to the internationalization process. While

individual factors shape faculty perspectives and behavior, faculty also need guidance

and support from leaders committed to change. Transformational leadership and

examples of other institution's practices related to internationalizing teacher education

are relevant to the recommendations made in Chapter 5.

Chapter 3: Research Methodology and Design

Statement of Study Purpose

The purpose of this study is to identify factors that impact teacher educators'

engagement in the internationalization of pre-service teacher education at a

comprehensive, master's level institution in a large state system of higher education in

the Northeastern U.S.

Research Questions

1. How do teacher educators understand the internationalization of pre-service

   teacher preparation and training?

2. How do teacher educators define an internationalized pre-service teacher

   curriculum?

3. What do teacher educators consider to be catalysts and barriers to the

   internationalization of pre-service teacher preparation and training?

4. What motivates teacher educators to engage in the internationalization

   process?

5. In what sense are teacher educators globally minded in terms of their

   worldview?

6. What activities are teacher educators engaged in to internationalize pre-

   service teacher preparation and training?

Study Methodology and Rationale

The researcher conducted a mixed-methods study to identify factors related to teacher education faculty engagement in the internationalization of pre-service teacher education and training in the form of a case study. As discussed in the previous chapter, there is a gap in the literature on this topic. A mixed-methods approach to exploring the problem was appropriate because the collection, analysis, and interpretation of different types of data yield greater knowledge about this relatively unexplored phenomenon (Creswell, 2014; Creswell & Plano Clark, 2011; Morse & Niehaus, 2009). The qualitative approach in this study, in particular, provided data rich responses to the research questions in support of the statement of study purpose.

While mixed-methods research is often informed by a pragmatic worldview which is pluralistic, problem-centered, and focused on consequences (Creswell, 2014), the exploratory sequential research design for this study also draws from elements of the constructivist and post-positivist paradigms. The qualitative component for this study is characteristic of a constructivist approach (Leedy & Ormrod, 2010). The researcher elicited meaning-making from teacher educators' personal and professional experiences regarding their teaching, research, and service in relation to their engagement in the internationalization of pre-service teacher education and training. A post-positivist perspective informed the second quantitative component of the study as the researcher intended to determine relationships between independent variables and teacher education faculty engagement in internationalization (Creswell, 2014; Creswell & Plano Clark, 2011).

Research Design

The researcher applied an exploratory sequential mixed-methods research design to this study. This design consists of a qualitative phase, which informs the subsequent quantitative phase. Creswell and Plano Clark (2011) affirm that such a research design is appropriate for relatively unexplored phenomena for which there is a need to measure the initial exploratory findings to determine how generalizable they are to the larger population in the case (see also Creswell, 2014). In fact, Morse and Niehaus (2009) consider this approach "the most common design to determine how the qualitative findings are distributed in a population" (p. 108).

As this research design is sequentially based, the qualitative component preceded the quantitative component; however, these components of the research design were interactive and not independent of each other (Creswell & Plano Clark, 2011). Data collected through semi-structured interviews shaped the development of a survey instrument that was administered to a larger sample of the School of Education faculty. Where the data analysis and interpretation intersect is the point of interface (Morse & Niehaus, 2009). The first point of interface took place when the researcher analyzed the qualitative data to develop the survey instrument, and the second point occurred when the researcher examined to what extent the quantitative data supported the qualitative findings.

Research Methods and Rationale

The research methods for this study consisted of:

- Semi-structured qualitative interviews, and

- Administration of a survey instrument based on data obtained through the qualitative interviews with additional items for the following independent variables:

  o faculty professional credentials,

  o international experience, and

  o demographic backgrounds.

Interview rationale. For the purpose of capturing multiple perspectives and in-depth knowledge related to the research questions (Creswell & Plano Clark, 2011; Leedy & Ormrod, 2010), the researcher conducted semi-structured interviews with a small sample of faculty from the School of Education to explore how teacher educators' personal and professional experiences impact their engagement in internationalization. This approach allowed the researcher to collect and analyze data rich information related to the research questions which addressed:

- teacher education faculty understanding of internationalization,

- what teacher educators consider and internationalized curriculum for pre-service teachers,

- perceived barriers and catalysts related to the internationalization of teacher education,

- teacher educators' motivation to engage in internationalization,

- teacher educators' sense of global-mindedness in terms of the worldview, and

- how teacher educators engage in internationalization.

Survey rationale. The analysis and interpretation of data collected through the interviews provided the basis for the development of a survey instrument administered to an additional sample of faculty in the School of Education. The intention of collecting quantitative data was to determine the extent to which the qualitative findings in the exploratory phase of the study are generalizable to a larger population within the study's context (Creswell & Plano Clark, 2011). Descriptive data obtained and analyzed from the survey instrument support the qualitative findings from the interviews.

Instrumentation

The first phase of the data collection entailed semi-structured interviews with a small sample of faculty in the School of Education. The interview protocol consisted of 16 open-ended questions (see Appendix A). To ensure for validity of the data, the researcher engaged in respondent validation of the interview data (Creswell & Plano Clark, 2011; Leedy & Ormrod, 2010). The interview participants received via email a summary of their respective interviews, full interview transcript, and a summary of the overall findings, and they were invited to confirm what was shared with them. All seven interviewees responded that they were in agreement with the findings.

The second phase of the study involved the administration of a survey instrument (see Appendix B) with items based on the analysis and interpretation of the qualitative findings from Phase I. In developing the survey, the researcher carefully analyzed and coded the qualitative data to generate survey items reflective of the interviewees' perspectives on and engagement in internationalization. In this type of research design, it is recommended that researchers further engage the subjects from the qualitative

interviews to ensure for construct validity of the survey (Creswell, 2014). In this case, the researcher managed to receive feedback about the survey from two of the seven interview participants. Before administering the survey, the researcher revised the instrument several times based upon feedback from the interview subjects and the researcher's dissertation advisor.

The final version of the survey has seven sections with 67 items. The first six sections thematically align with each of the research questions and consist of a total of 45 Likert scale items with one or two open-ended questions in each section except the fifth section on worldview. The last section of the survey has 16 questions on respondents' professional credentials, international experience, and demographic backgrounds. These are considered independent variables for which further details are provided later in this chapter.

Sampling Population and Strategies

Population. Faculty in the School of Education formed the population for this study. However, faculty who teach exclusively at the graduate level were not included in this study since the focus of this research is on pre-service teacher education and training. The School of Education consists of two departments:

- Department of Educational Studies and Leadership
- Department of Teaching and Learning.

Undergraduate instruction is offered in the following subject areas:

- Educational Foundations (Educational Studies and Leadership)

- Early Childhood/Childhood Education (Teaching and Learning)

- Adolescence Education (Teaching and Learning).

Study participants were selected through the identification of the courses they teach at the undergraduate level.

Sampling method and research subjects. For the first phase of the study with qualitative interviews, the researcher initially engaged in stratified purposive sampling from the following departments in the School of Education:

- Educational Foundations

- Early Childhood/Childhood Education

- Adolescence Education.

Stratified purposive sampling was employed to ensure for varied, but data rich perspectives from faculty members in each of the subject areas (Mertens, 1998). The researcher identified potential respondents through personal connections with faculty and also by contacting faculty who might have been interested in participating in the study based on the courses they teach. Over the course of Phase I of the study, the researcher contacted 16 faculty through email and phone calls and managed to arrange a series of seven interviews from April to August 2015. In the end, the sampling strategy became more purposive in nature as opposed to stratified purposive in order to maximize participation and gather enough data. Therefore, there is not equal representation of faculty from each of the subject areas that offer undergraduate instruction. After seven interviews and initial data analysis, the researcher concluded that data saturation had been reached (Creswell & Plano Clark, 2014; Leedy & Ormrod, 2010; Saldana, 2016).

The researcher established the interview sample based on the population below.

Table 3.1

School of Education faculty teaching undergraduate courses (Spring 2015)

Academic Rank	Early Childhood / Childhood Education	Adolescence Education	Educational Foundations
Professor		1	4
Associate Professor	1	5	7
Assistant Professor	8	2	3
Contingency Faculty*	28	/	18
Total - 77	**37**	**8**	**32**

*Lecturers/Adjuncts

The final sample of interview participants is depicted in the table below:

Table 3.2

Interview participants

Pseudonym	Position	Subject area	Gender	International experience	Country of origin
Professor A	Professor	Adolescence Education	Female	Yes	U.S.
Professor B	Adjunct faculty	Educational Foundations	Female	No	U.S.
Professor C	Associate professor	Educational Foundations	Male	Yes	U.S.
Professor D	Associate professor	Adolescence Education	Male	Yes	Other
Professor E	Professor	Educational Foundations	Female	Yes	Other
Professor F	Associate professor	Early Childhood/ Childhood Education	Female	Yes	Other
Professor G	Assistant professor	Adolescence Education	Female	Yes	U.S.

For the quantitative phase of the study the researcher engaged in a population survey and administered the survey to all faculty in the School of Education who teach undergraduates since the total population was under 100 (Gay, Mills, & Airasian, 2009). This procedure provided potential respondents an equal chance to participate in the study. The interview subjects were not included in the survey sample to ensure for the validity of the survey results (Creswell & Plano Clark, 2011).

By the time the researcher administered the survey in spring 2017, the population in the School of Education had changed and is reflected in the table below. The seven interview participants are not included here. One noticeable difference is the presence of fewer contingency faculty at this time compared to spring 2015.

Table 3.3

School of Education faculty teaching undergraduate courses (Spring 2017)

Academic Rank	Early Childhood / Childhood Education	Adolescence Education	Educational Foundations
Professor	1	1	/
Associate Professor	4	4	2
Assistant Professor	6	2	2
Contingency Faculty*	7	11	7
Total - 47	**18**	**18**	**11**

*Lecturers/Adjuncts

In the spring of 2017, potential survey participants were contacted via email to take part in the study. This initial outreach generated very little response. The researcher sent additional emails and made phone calls to prospective participants. The dean of the School of Education also sent an email to faculty encouraging them to participate.

Ultimately, these efforts resulted in the electronic submission of eight surveys, six of

which were complete.

     The final sample of respondents for the completed surveys is shown below.

Table 3.4

Survey respondents

Respondent	Position	Subject Area	Gender	International experience	Country of origin
1	Associate professor	Early Childhood / Childhood Education	Male	No	U.S.
2	Assistant professor	Early Childhood / Childhood Education	Female	Yes	Un-known
3	Professor	Adolescence Education	Female	Yes	U.S.
4	Associate professor	Adolescence Education	Female	Yes	U.S.
5	Lecturer	Adolescence Education	Male	Yes	U.S.
6	Professor	Early Childhood / Childhood Education	Female	Yes	U.S.

Data Collection

    Before gathering data, the researcher obtained permission to conduct a study with

human subjects form the internal review boards at both the University of Minnesota –

Twin Cities and the institution where the research was gathered. Permission was initially

granted to conduct the interviews since the survey had not been developed yet. Once the

survey was developed, the researcher was then granted permission to conduct the second phase of the study by the internal review boards at both institutions.

The researcher initially contacted potential interview subjects through email and a follow up phone call if necessary. In the invitation to participate in the interview, the researcher explained the purpose of the study and research design and attached a copy of the consent form (see Appendix C). The interview participants signed two copies of the consent form at the time of the interview and retained a copy for their records. Between April and August 2015, the researcher conducted a series of seven semi-structured interviews with faculty members in the School of Education. The interviews were recorded and transcribed. In addition, the researcher took field notes to capture non-verbal communication as well as to facilitate the interpretation process (Creswell & Plano Clark, 2011).

For the second part of the study, the survey was administered electronically through Qualtrics Online Survey Software and sent via email to all faculty who teach undergraduate courses in the School of Education. The email invitation included an explanation of the study, invitation to participate, and consent form (see Appendix D). Despite efforts to maximize participation, the survey response rate based on the number of completed surveys ($n=6$) was only 12.8% from a potential sample of 47. Given that the study entails two sources of data, the researcher, in consultation with his advisor, decided to proceed with data analysis in May 2017, approximately two months after the initial invitation to participate in the study was sent.

Data Analysis

Phase I: Qualitative data.

Semi-structured interviews. Once the qualitative interviews were transcribed by hand (typing), the researcher explored the data and field notes in order to categorize the data for analysis and interpretation. To accomplish this the researcher engaged in structural coding (Saldaña, 2016). According to Saldaña (2016), this coding strategy is applicable here because the research questions framed the analysis of the interview data. In addition, structural coding was appropriate for the exploratory nature of this study and research design with the aim of generating a quantitative survey based on the findings of qualitative interviews (Saldaña, 2016).

To engage in the process of data analysis, the researcher read through the interview transcripts multiple times to organize the data for analysis based on the study's research questions and the following themes:

- teacher educators' understanding of internationalization
- teacher educators' perspectives on components of an internationalized teacher education curriculum
- teacher educators' perspectives on barriers and catalysts to teacher educator engagement in internationalization
- teacher educators' motivation to engage in internationalization
- teacher educators' sense of global-mindedness in terms of their worldview
- teacher educators' engagement internationalization

Through such an approach, the researcher simultaneously coded, categorized, and

identified subthemes within the data to discover "commonalities, differences, and

relationships" (Saldaña, 2016, p. 98) in the study participants' responses to interview

questions. To keep track of the data, the researcher developed a codebook in Microsoft

Excel (Guest, MacQueen, & Namey, 2012). In doing so, the researcher created a tab for

each of the research questions for the purpose of organizing coded statements and

identifying subthemes within each of these categories for the purpose of data exploration,

analysis, and reporting (Creswell, 1998). Over time, the researcher refined the data

organization on several occasions to prepare the data for reporting and the development

of the survey instrument for the quantitative phase of the study.

The most common themes and subthemes that emerged from the qualitative data

are reported in the next chapter in the form of quoted statements from the research

subjects along with accompanying analysis. What determined the strength and

importance of the data selected for reporting was the level of frequency with which a

theme emerged, even among one or two interviewees, or a theme's distribution among

several of the respondents even with a low rate of frequency. For example, the theme

"reward structures" generated seven coded statements from three interviewees who gave

very strong opinions about this topic. In addition, the theme "internationalization as a

learning opportunity" yielded five coded statements from five of the interview

participants. See Appendix E for more details regarding the themes from the interviews

and their level of frequency and distribution.

In analyzing the data, the researcher also paid careful attention to unique or divergent perspectives for consideration in the data analysis and reporting. Such perspectives may not have been entirely representative of all study participants, but still bore relevance to the study's purpose (Creswell, 1998) and are included in the findings reported in the next chapter.

The researcher also engaged in analysis of the qualitative data to develop the survey instrument for Phase II of the study (see Appendix B). To develop survey items the researcher paid careful attention to the frequency of themes and subthemes in the qualitative data, selecting the most common ones for the basis of survey items. In doing so the researcher either based the survey item on a particular quoted statement that best captured the theme or subtheme in question or produced an item reflecting the perspectives conveyed in several statements related to a particular theme or subtheme. Unique and divergent perspectives shared by research subjects also formed the basis of some of the items in the instrument. In addition, there are some instances in which simultaneous coding (Saldaña, 2016) informed the development of some of the survey items which reflect some overlap among the themes and their related statements in the qualitative data. Overall, this was kept to a minimum.

Phase II: Quantitative data.

Survey instrument. Forty-five of the survey's items were scored on a Likert scale, one through five, with five being the highest possible score. This is shown in the table below:

Table 3.5

Likert scale and survey responses

Score	Response (section 1 to 5)	Response (section 6)
5	Strongly agree	Frequently
4	Agree	Sometimes
3	Neither agree nor disagree	Occasionally
2	Disagree	Hardly ever
1	Strongly disagree	Not all

* Items #38, #40, and #41 have reverse scoring with "strongly disagree" = 5 and "strongly agree" = 1.

To explore the data yielded from the survey instrument, the researcher entered the respondents' scores into Microsoft Excel and calculated averages for each of the respondents as well as mean, median, range, and standard deviation across the data. Doing so allowed the researcher to explore and compare the respondents' overall scores as well as their scores across each section of the survey. The table below explains how the respondents' overall scores were rated and interpreted.

Table 3.6

Respondents' overall scores

Score range	Meaning
4.0 and above	High
3.0 to 3.99	Medium
2.0 to 2.99	Weak
1.0 to 1.99	Low

Determining average scores per survey item showed the extent to which the respondents showed agreement with each item, which is applicable to the first five sections of the survey. The table below depicts what the scores for these sections mean.

Table 3.7

Scores per survey item

Score range	Meaning
4.0 and above	Agreement
3.0 to 3.99	Mixed opinions
2.0 to 2.99	Disagreement
1.0 to 1.99	Strong disagreement

In the sixth section of the survey, the respondents were asked the degree of frequency in which they engage in a particular activity as opposed to their level of agreement. The scoring for this section is detailed in the following table.

Table 3.8

Degree of frequency

Score range	Meaning
4.0 and above	Frequently
3.0 to 3.99	Sometimes
2.0 to 2.99	Occasionally
1.0 to 1.99	Hardly ever

The researcher also calculated each of the survey section's average scores to determine the respondents' overall level of agreement with the items in sections one through five as well as the overall level of frequency in which they engage in the activities featured in the items in section six. To interpret these scores, the researcher used the same system detailed in Tables 3.7 and 3.8. Since the survey generated a low response rate with a limited amount of data, there is a brief discussion of the quantitative findings at the end of Chapter 4.

In the final section of the survey, the respondents answered 16 questions about their professional credentials, international experience as part of their education and/or professional development, and demographic backgrounds as follows (see also Appendix B for more details):

- Professional credentials

    o Title

    o Tenure status

    o Years of service

    o Subject area within the School of Education

    o Research interest

- International experience

    o Study abroad at the undergraduate level

    o International experience as part of doctoral program/research

    o International experience in a professional capacity as teacher educator

- Demographic background

    o Country of origin

    o Speaking more than one language

    o Gender

    o Ethnicity

The researcher selected these independent variables with the intention of exploring relationships between these variables and the respondents' scores. The

selection of these variables was based upon previous research on faculty and internationalization (Emmanuel, 2010; Fields, 2010; Finkelstein et al., 2009, 2013; Schwietz, 2006). For the purposes of determining correlations through simple regression, it is recommended to have a set of at least 30 survey scores (Borg & Gall, 1989; Utts & Heckard, 2006). With only six completed surveys, the researcher was unable to conduct any inferential statistical analysis.

Limitations

The strength of this study's mixed-methods research design and findings is limited by non-respondent bias (Henry, 1990; Leedy & Ormrod, 2010) considering the survey had a low response rate. However, the qualitative findings provide a thick, data rich depiction of the interview participants' perspectives on and engagement in internationalization (Creswell, 2014; Leedy & Ormrod, 2010). The conceptual framework and conclusions drawn from the qualitative data supported by a limited quantitative data set may have implications for similar contexts (Guba & Lincoln, 1989; Yin, 2012), particularly schools of education at comprehensive, master's level institutions in the state's system of higher education.

Another limitation of this study is the researcher's bias (Creswell, 2014; Leedy & Ormrod, 2010; Schram, 2003) as an international education practitioner and outsider to teacher education, which may have influenced his interpretation of the qualitative data. To mitigate for this, the researcher engaged in respondent validation and also sought feedback about the survey from the interview participants.

Chapter 4: Data and Findings from the Semi-Structured Interviews

To gather the qualitative data the researcher conducted semi-structured interviews with seven faculty members in the School of Education. The interviews yielded both congruent and varying perspectives related to the research questions. While the study participants' comments and views in many instances align with perspectives in the literature on the internationalization of teacher education, the interviewees also provided contextually based perspectives related to teacher education at the institution where the data were collected. This sheds greater light on the topic of internationalizing teacher education on a more institutional, micro level and reveals how external, institutional, and personal factors influence teacher educators and what they do in terms of internationalizing the curriculum for pre-service teachers.

What follows are the findings for each research question based on the perspectives shared by the study participants during their interviews. When relevant, the researcher identifies how the data reflect external, institutional, and personal factors that impact the teacher educators and their engagement in internationalization in line with the study's conceptual framework.

At the end of the chapter, there is a researcher's note about the quantitative data and the extent to which this data set, while very minimal, supports the qualitative findings.

Research Question 1: How do teacher educators understand the internationalization of pre-service teacher education?

Teacher education faculty in this study understand the internationalization of pre-service teacher and preparation and training in a variety of ways. Their views are based on external and individual factors. With 12 coded statements from five of the interviewees, the most common theme to emerge from the data is the increased diversity in the U.S. school system, which constitutes an external factor. Drawing connections between global and local phenomena is another theme and represents another external factor. In addition, the study participants consider internationalization of teacher education to be an opportunity for learning, which an individual factor.

External factor: Internationalization as a response to increasing diversity in U.S. classrooms. Five of the seven teacher educators in this study view the internationalization of teacher education as an imperative in light of the increasing diversity in the U.S. school system. These teacher educators spoke of diversity in terms of socio-economic differences, language, and cultural identity.

Professor A shared perspectives regarding cultural awareness in terms of socio-economic differences:

Socio-economic diversity in schools raises the importance of [cultural] awareness for pre-service teacher education…I think awareness helps tremendously. I think it's helpful if students, the [future] teachers, understand what they're dealing with so that sometimes, you know, that a child who is really hungry is probably not

going to pay attention. And you need to understand that you're dealing with

hunger not a child who just doesn't care. (personal communication, April 8, 2015)

Professor C reflected on the demographic mismatch between teachers and their students

and how pre-service teachers need to understand cultural differences:

Differences in communication are important and should not be overlooked. Adult

– children interactions vary across cultures and socio-economic status. This is

hard for [pre-service teachers] to understand and apply in the classroom.

Teachers need to validate their students. We need to be empathetic and clear.

Often, it's that middle class, White female teacher and low-income, African-

American students that are having this clash. And the child gets labeled

according to a deficit model when they should be labeled according to a model

that respects cultural difference. (personal communication, April 16, 2015)

During the interview, Professor G provided an example of this demographic mismatch

from past teaching experience:

For example, my first year of teaching in NYC, I'm from upstate NY, I gave the

kids a geometry test. And one of the questions was about putting up a fence

around a silo and what was the circumference of the fence and materials they

would need for the silo. It didn't even cross my mind that they would have no

idea what [a silo] was. Finally, like there was a lot of restlessness in the class, and

one student asked, "What is a silo?" And it dawned on me, OK, so trying to

understand and see where the students come from and create problems and

contexts that are relevant to them, interesting to them, that they can relate to.

(personal communication, August 18, 2015)

Professor D spoke of diversity in terms of linguistic differences between teachers and

students:

I think [pre-service teachers] need to be exposed to global issues, and I think they

need to be primarily because of the changing demographics in the country to the

fact that the average teacher is walking in the classroom in which English is not

the only language spoken. I have a colleague who spoke with me the other day,

and he said that he had nine different languages in the classroom. How do you

deal with that as a math teacher? (Professor D, personal communication, April

21, 2015)

Immigration also raises questions of cultural identity shifts that teachers have to

navigate in the classroom because students may not readily identify with American

culture, as explained by Professor D:

I was reading a research report the other day speaking specifically about African-

Americans, saying that one in eleven were not actually born in this country, and

that by 2060, it's going to be something like five or six in eleven, and I thought to

myself, can you imagine what that change is going to be like when a significant

percentage of your population do not have the specific connection with where

they are? They are from someplace else. (personal communication, April 21,

2015)

External factor: Internationalization as way to connect global and local

phenomena. Study participants also understand the internationalization of teacher

education in terms of making connections between global and local phenomena, a theme

for which data analysis yielded four discrete coded statements from three of the study

participants. For example, Professor A and Professor E spoke about how discussions of

race and privilege in the context of other countries as a way to engage students in

discussion about these topics in the American context. In reflecting on a recent class,

Professor A shared:

> ...we're now finishing up the segment on Brazil in my class. And we're talking
>
> about how [people in this country] tend to think about race and compare that with
>
> the U.S., and it's different. People will make that observation, but also I think
>
> looking at race and racism in Brazil can be a way to gain a perspective on racism
>
> in the U.S. Even if you see it as different, it's almost easier to talk about it as if
>
> we're talking about Brazil, but then you think, well how does this relate to the
>
> U.S.? And you see that it does. (personal communication, April 8, 2015)

In addition, Professor D remarked on what today's pre-service teachers will need to do

for their students in preparing them for a globalized workforce in which there will be

constant change and increased contact with people from different countries and cultural

backgrounds. Professor D shared:

> [Today's students] are going to come out [of school] doing jobs that they don't
>
> even know because they are not yet in existence. And so, the question is how do
>
> we prepare them for the future job market, how do we prepare them to interact

with their communities, with the materials that they are going to be engaging with. They are going to have to be within the work space thinking in terms of how do they engage with materials, how do they engage with individuals, how they engage with what is expected of them as a worker, as a student because they will also have to understand that will have to be forever learning. I'm also thinking here about the fact that the community may not be just where they are anymore. It is going to be stretching beyond where they are because they're going to be communicating with individuals from different places. (personal communication, April 21, 2015)

Individual factor: Internationalization viewed as an opportunity for learning.
Five of the seven study participants characterized internationalization as a learning opportunity. For example, Professor C talked about wanting to learn more from peers in the School of Education who already teach courses with global content:

It would be neat to learn more about [Professor X's] classes. I'm sure [Professor X] must address [global issues] because [Professor X] publishes on it. I'd like to learn more about methods and how [Professor X] addresses global issues. That would be interesting. (personal communication, April 15, 2015)

Professor G expressed interest in what other institutions are doing to internationalize teacher education and further commented on the lack of research on the topic:

I would really like to learn about what other people are doing, what other institutions are doing in this field. I don't feel like there's a lot of research on this. The research that I found, and everyone broadly talks about varying teaching

experiences, but I don't find that there's been a lot of research that's been done on what really are the values of these [experiences], how do they help, what kind of programs are…universities offering and how are they working, you know. What should we include in our programs for these things or what are ways in which heavily or already overloaded teacher education programs can find creative ways to do this? So, I think I'd like to learn more about that. (personal communication, August 18, 2015)

Summary. The most prominent theme that emerged from the data on teacher educators' understanding of the internationalization of teacher education is increased diversity in U.S. classrooms. Study participants spoke about this theme mostly in terms of socio-economic and cultural differences between teachers and their students. Teacher educators in this study also view internationalization as a way to connect local and global phenomena. On a personal level, study participants consider internationalization to be a learning opportunity.

Research Question 2: **How do teacher educators define an internationalized pre-service teacher curriculum?**

The second research question addresses what teacher educators consider integral components of an internationalized teacher education curriculum. Study participants shared a wide range of perspectives related to experiential learning, pedagogy, and course content. The most significant theme that emerged from the data is experiential learning for which data analysis yielded 27 coded statements. The data pertaining to experiential learning are presented first followed by the data for pedagogy and then course content.

Opportunities for experiential learning. During interviews, the study participants pointed out experiential learning as a key component of an internationalized teacher education curriculum. Two subthemes emerged from the data: international study experiences and experience with diverse populations in the U.S.

International study experiences. All seven of the study participants spoke about international study and overseas student teaching as components of an internationalized teacher education curriculum because these experiences are valuable for the development of pre-service teachers' cultural self-awareness and understanding of other cultures. Overall this theme generated 15 coded statements.

Professor F spoke about international experiences as a way for pre-service teachers to develop "an understanding for other people and tolerance. It's symbiotic in establishing a relationship and understanding of others and having them understand you" (personal communication, May 18, 2015). In addition, Professor A remarked:

> [Finding] a way for our pre-service teachers to go see schools in some other
> [countries]…would really give them a perspective on issues in the U.S. It might
> give them some good ideas…I think that really physically being there is *really*,
> *really* good. (personal communication, April 8, 2015)

Perspectives shared by Professor G further illustrate the benefits of international experiences for pre-service teachers:

> An experience that I think is valuable is the ability to be immersed or work with
> [local] students directly more so than doing things like school observations or
> study tours where you sit and observe. I think having international experiences

where you have an opportunity to get to know and understand the culture a little

first and bring the learning about the culture integrated with the actual "getting

your hands dirty" experience working with the kids and working within the

schools is really something. (personal communication, August 18, 2015)

Additional insights by Professor G highlight a potential outcome of direct

immersion into schools in other countries. This would be pre-service teachers learning to

navigate the rigidities of the standards-based curriculum in the American school system,

as explained:

And so, when [pre-service teachers] get an experience of how things are done in a

different country within different curriculum models, it really helps them to

understand that they can change and they can do what they want to do in the

classroom within the parameters of things like the Common Core, Race to the

Top, or No Child Left Behind. There are frameworks that, yes, you have to

adhere to, but there are ways to get around it. And I think that seeing the way that

other countries, other teachers, and other classrooms are organized helps them to

understand that and gives them a little more confidence to do it. (Professor G,

personal communication, August 18, 2015)

Study participants also provided examples of program models of international

experiences for pre-service teachers. Professor C and Professor D spoke about expanding

opportunities for overseas student teaching beyond an existing program in Australia[2]

where pre-service teachers can engage in one of their student teaching assignments

(Professor C, personal communication, April 16, 2015; Professor D, personal

communication, April 21, 2015). Professor E also gave short-term faculty-led study

abroad programs as an example of international experience for pre-service teachers, as

explained:

> I'm referring to [faculty] taking students to other places so that the students get
>
> practical experience about working in a different country. Take [pre-service
>
> teachers] to different places, and allow them to experience the schools with
>
> appropriate readings. (Professor E, personal communication, May 12, 2015).

Program location is another important consideration for the development of

international experiences for pre-service teachers given the changing demographics in

U.S. classrooms, as reflected in these comments by Professor F:

> …international experience is ideal for [pre-service teachers] to see where
>
> [immigrant] children [and] families are coming from [like countries in the
>
> Caribbean or Latin America] because [this] change[s] when those children move
>
> into an American classroom, but [these children] don't really change because
>
> they're going home to [their culture of origin], but they're trying to adopt a
>
> different culture in the classroom. So, if you want to build this child-family-

---

[2] One of the master's level, comprehensive institutions in the state system of higher education operates a student-teaching program in Australia that is open to pre-service teachers throughout the state system regardless of their home campus.

school triad that is so important for [children's learning], you need to embrace

where the parents are coming from also and what their culture is and what their

beliefs are because beliefs are very different and often misunderstood. It's like

another language. It's like learning another language. (personal communication,

May 18, 2015).

While study participants spoke about the value of international experiences and

the types of different programs the institution could offer, Professor B reflected on how

such programs might impact students unable to participate in such opportunities, as

explained:

If you're going to make something a component of a program, what is the long-

term effect going to be on that program? If you make study abroad, just in

general, a component of a program, you are going to lose candidates because they

can't make that commitment and they can't do it, which does not take them away

from being good educators. (personal communication, April 15, 2015)

Professor F also pointed out that just sending pre-service teachers abroad is

simplistic and that teacher educators need to provide support for pre-service teachers

engaged in such experiences in order to maximize their learning:

Just sending a student [to another country] doesn't give them the support to learn

and reflect on what they've seen. And we teach [students] this – you never leave

a classroom without reflecting on what you've done. And so, a prime example.

You take children on a field trip to the orchard, and they learn all these things, and

then the parents pick them up from the orchard, and they go home, and the next

day you get to school, you start the day by going over colors and not the orchard.

And we know students need to reflect, and they need repetition. They need to

unpack, and we don't do that. So, sending a student abroad and not having them

reflect makes it less valuable. (personal communication, May 18, 2015)

Experience with diverse populations in the U.S. All but one of the study

participants underscored the importance of pre-service teachers having experience with

diverse populations in the U.S. as part of their preparation and training. This theme

generated 12 coded statements.

Exposing pre-service teachers to cultural differences throughout their training

prepares them for what they are likely to encounter in the classroom. Professor F

explained that pre-service teachers need to learn how to understand cultural differences:

And unless you yourself have had experiences of other cultures and other

communities, [you're not going to understand them]. It's at the heart and soul of

what teachers do. It has to be. One of the first things we teach [pre-service

teachers] in early childhood [education] is to know your children, know your

families, so that you can differentiate your instruction according to your

background knowledge of those two things. And if you don't know those things,

you start to teach in a very linear way rather than accommodating. And by

accommodating, I don't mean special needs. I mean accommodating cultural

differences, like mom and dad working three jobs and not being able to attend

parent-teacher conference doesn't mean that they don't care, it's just that their

socio-economic background doesn't allow them to do that. That's just one

example of the misunderstanding between cultures. (personal communication, May 18, 2015)

Unlike study abroad and overseas student teaching, exposure to diverse populations is a part of pre-service teachers' preparation and training as stipulated by New York State teacher licensure requirements. As such, pre-service teachers must conduct at least one segment of their student-teaching in a high needs school. While this is an official requirement, it is not always strictly adhered to, as Professor A explained:

> We do have a requirement for student teaching and fieldwork that one of your placements should be in a high needs school, but that's not always possible. It's on paper, but it doesn't always happen because there aren't enough placements, or we aren't able to make the arrangements. But I think that is a good requirement. (personal communication, April 8, 2015)

Professor G and Professor B find exposure to diverse populations in the U.S. to be a valuable learning experience for pre-service teachers because these expose teacher candidates to cultural differences and provide a substitute for international study experiences. Professor G explained:

> I don't think it necessarily has to be international experiences. I think we have access to New York City, which is rich with diversity and culture…I think that just doing things like that where [the students] get out of [the mid-Hudson Valley region] and they get into a place where they are really outside of their comfort zone, right? So, just in general pushing them outside their comfort zone starts this process of worldview. (personal communication, August 18, 2015)

On the other hand, Professor B spoke about diversity from a different perspective and how pre-service teachers in the context of this study might benefit from exposure to communities outside a large metropolitan area:

> So, from what I understand, say the [large] percentage of students on our campus are coming from Long Island and New York City, the lower metropolitan area, so to them they're diverse, that's their experience. "What do you mean, I'm from NYC?" That's diversity to them, but there's so much more to that diversity. If you take that student and plug them into Georgia, which is going to be a completely different experience, it still will change the way that they teach because they will then have that experiential learning. Again, they will feel how those differences affect people. (personal communication, April 15, 2015)

Pedagogy and an internationalized teacher education curriculum. During their interviews, study participants spoke about philosophical and instructional approaches related to an internationalized teacher education curriculum. On a philosophical level, participants explained the importance of incorporating perspectives from other cultures into their teaching. They also provided examples of instructional approaches for the purpose of internationalizing the curriculum and fostering the development of pre-service teachers' cultural awareness. These included conducting simulations in class and using technology to connect pre-service teachers with their peers in other countries.

Bringing the world into the classroom and introducing students to perspectives from other cultures is a key pedagogical approach identified by teacher educators in this

study. This subtheme yielded seven coded statements from four of the interviewees. For example, Professor C assigns books and readings by authors from other countries and addresses globally themed topics in class, as explained:

I think reading authors from diverse nations and cultures is important. My particular course has authors from Brazil and Vietnam. Some of the things that I mentioned already, the respect for cultural diversity, the cultural diversity of children which often overlaps a lot with children and diversity of native nationality through immigration. Learning about immigration, learning about human trafficking is important. I've taught about that, as well, as it overlaps with studies of human rights issues. Teaching about it and having students present on international human rights issues. (personal communication, April 16, 2015)

Similar to Professor C, Professor G believes that having students engage with media from other countries and cultures is an effective way to introduce students to other ways of thinking. Professor G commented:

Having students engage with materials from [other] countries [is key]. I think also in [my content] area, we have another colleague who teaches a history of [this subject] class. And she also has all kinds of authentic documents that have been translated, but courses like that offer a world perspective as well because very little of [our content area] came out of [the U.S], so [the students] learn a lot about different places and countries around the world that have contributed to this field that they're studying, that they're majoring in. So, I think things like that are also important. (personal communication, August 18, 2015)

Study participants also spoke about instructional approaches such as simulations to internationalize pre-service teacher preparation and training, and this subtheme generated three coded statements from two interviewees. Simulations provide students the opportunity to experience cultural dissonance, something they are likely to encounter in their future classrooms. Professor B engages students in a series of exercises to help them develop cultural self-awareness. One such exercise entails walking around the classroom and having students touch each other without making eye contact, as explained by Professor B:

> We start out with honoring [students] as individuals and then build in groups. A lot of what I do in my class is building in-group connectedness with activities that make them feel uncomfortable. [The students] have to touch each other. They have to walk near each other without even looking at each other and saying a word. You know it's really to push that envelope, and then they feel that connectedness right because they've been uncomfortable as a whole. They also are doing individual exercises with each other, and I make them shift that around so that they are not always working with the same person. So, they're forced to get to know one another. (personal communication, April 15, 2015)

Another instructional approach that emerged from the interviews is the use of technology to connect faculty and pre-service teachers with their counterparts in other countries to engage in meaningful collaboration and learning. Three of the interview participants offered comments related to this subtheme which yielded four coded statements. For example, Professor C offered these comments during the interview:

I think it would be great if there were more, I've never done this, but having our

students Skyping with teacher education students in other countries and having

discussions or organizing the conversation around a set of questions or something

like that. (personal communication, April 16, 2015)

More specifically, Professor A and Professor D spoke about the state system-wide

initiative known as Collaborative Online International Learning (COIL)[3] which provides

faculty in the U.S. and abroad the opportunity to engage in collaborative online

instruction for the purpose of academic and cultural exchange. Professor D commented:

But what if there were those kinds of things where classes were opened up to

students to engage in more cross-cultural activities, utilizing the technology that's

available just as they do in some of the COIL projects. I think they're doing a

good job in COIL. (personal communication, April 21, 2015)

Course content. Course content is another theme that emerged from the data.

The study participants referred to specific subjects when asked about curriculum and, in

some instances, pointed out specific courses with significant global, international, and/or

intercultural content. They also spoke broadly about the importance of incorporating

knowledge of other cultures into the curriculum for pre-service teachers. The number of

coded statements for each subtheme are shown below (for more details, see Appendix E):

- Specific subjects (3)

- Existing courses (5)

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[3] For more details, see: http://coil.suny.edu/page/about-coil-0

- Knowledge of other cultures/cultural differences (11)

During their interviews, Professor A and Professor B talked about specific subjects that should be part of an internationalized pre-service teacher curriculum. Professor B believes that pre-service teachers should study language and history to learn about other cultures, as explained:

Language study. Even some history. When you're understanding another culture, not only experience and being in the present, but you have to honor the history of that culture, what's brought them to where they are in order to have a really good understanding of why they are, how they are today. You have to honor that. (personal communication, April 15, 2015)

In principle, study participants agreed that greater efforts need to be made to internationalize pre-service teacher curriculum. However, existing requirements that teacher candidates need to fulfill prohibit the addition of multiple courses to internationalize the curriculum and still allow students to graduate on time. Professor E explained:

I think it's an uphill battle, mainly because there aren't enough credits available to students because of all the standards and assessments. And all the requirements that students have to complete. It's very hard to fit anything more in, and that's the challenge we've had. (personal communication, May 12, 2015)

Instead of adding new courses to the curriculum, study participants pointed out existing courses in the teacher education curriculum with global, international, and/or

intercultural content. Professor D spoke about a course entitled "The Sociological and Philosophical Foundations of Education":

> [This course] really delves more into the sociological and philosophical foundations of education. Within that, I know quite a lot is done with looking at the culturally and linguistically diverse population that the U.S. now is and helping students understand the differences that they are going to be encountering in the classrooms and that there is no homogeneity in terms of the culture within the classroom. (personal communication, April 21, 2015)

Professor G gave "Education Across Borders" as an example of another course that provides students with significant global, international, and intercultural content, and said:

> [Professor X] teaches Education Across Borders, and that's open to students in all subject areas. And that's a really phenomenal course, in my opinion, that's being taught currently as sort of an on-campus thing [to internationalize the curriculum]. And [Professor X] has traveled, done a lot of sabbaticals abroad, and [is] very well qualified to teach [this course] and bring important stories in the class. (personal communication, August 18, 2015)

Study participants also spoke about the importance of an internationalized teacher education curriculum that focuses on knowledge of other cultures and development of cultural awareness so that future teachers can navigate cultural differences in the classroom. Professor G explained why it is important for pre-service teachers to develop cultural self-awareness as part of this process:

I think also coursework and exercises and activities that focus on reflecting on

your own cultural identity, so, "What is my cultural identity, who am I? Where do

I fit into this picture? How is it different from my classmates? What has

contributed to that or influenced that?" So, I think that those are also important

things. I think before you go and study another culture, you need to know about

your own culture. "What are things important to my culture?" And I think it also

helps [education students] to sort of see and interpret what they find in other

cultures a little bit better or in a richer way if they have sensitivity to how these

things have affected their own identity. (personal communication, August 18,

2015)

In addition, Professor F expressed how a teacher's lack of cultural awareness

could be detrimental to students' learning and development with these comments:

And it's also possible [teachers] don't understand where the children are coming

from or their cultures or the lens they see things through. A great example of that

is [a teacher goes] into a preschool classroom expecting eye contact and attention

from students, and they will physically move the children so that they're looking

at the teacher. And then the teacher thinks that the child is autistic, but maybe

he's just from a culture where you don't make eye contact and there are many

cultures like that. (personal communication, May 18, 2015)

Professor E's thoughts on learning about cultures and developing cultural

awareness convey a level of caution when addressing other cultures and cultural

differences with students. During the interview, Professor E shared:

And when [students] do understand global issues, it's like "them and us." It's like…Sometimes, I'm afraid to introduce issues from outside if you don't find, you don't find an intelligent way [to do so]. "It's this whole orientalist thing. Oh, it's happening there that way. Women in Pakistan are oppressed. They have to wear a veil." So, it's often a "them and us" kind of thing rather how do we all share the same platform and what are some things that bind us together. So, I find that "bad globalism" is worse than (*laughs*) not talking about other countries at all. I think ignorance about other countries is sometimes better than the half-baked understanding some of our students have about other countries. (personal communication, May 12, 2015)

Summary. During the interviews, study participants offered various perspectives about what constitutes an internationalized teacher education curriculum and placed a heavy emphasis on experiential learning through international experience or student teaching. Pedagogically speaking, the study participants spoke about the intentional use of materials to bring an international perspective into the classroom. In addition, they spoke about conducting simulations to introduce students to cultural dissonance as well as the use of technology to connect students with their counterparts in other countries for cultural exchange. Finally, the faculty in this study provided perspectives on course content in terms of subjects pre-service teachers should study, specific courses in the existing curriculum, and the integration of intercultural content throughout the curriculum.

Research Question 3: **What do teacher educators consider to be catalysts and barriers to the internationalization of pre-service teacher preparation and training?**

The third research question for this study addresses what teacher education faculty consider to be catalysts and/or barriers to the internationalization of pre-service teacher preparation and training. Analysis of the interviews yielded 104 coded statements, by far the most for any research question. Three categories emerged from the data – institutional, external, and personal, which constitute different sets of factors that impact teacher education faculty engagement in internationalization.

Institutional factors comprise the largest subset of data here followed by external and then personal factors. At the institutional level, study participants identified barriers such as leadership and incentives as opposed to potential catalysts such as hiring practices and organizational structure. The data for external barriers pertain to state licensure requirements and subsequent curricular restrictions. At the personal level, it is largely teacher educators' negative perceptions of internationalization that appear to impede the process.

Barriers and catalysts at the institutional level. The data for institutional barriers and catalysts are categorized into the following themes:

- Leadership (10)[4]

- Incentives and related funding issues (27)

- Human resources (5)

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[4] In this section and moving forward, the number of coded statement associated with each theme/subtheme are reported this way and repeated within the text in some instances. See Appendix E for more details.

- Organizational structure (20)

- Student body (18).

Leadership. All seven of the study participants cited leadership as an institutional factor that impacts teacher educator engagement in internationalization. Analysis of the data resulted in two subthemes:

- Leadership at the administration and/or dean level (3)

- Leadership and the role of faculty (7).

Leadership at the administration and dean level. When asked about institutional leadership, study participants affirmed that campus leaders need to value internationalization, as Professor B did with these remarks:

> And I would also be curious. Have [campus leaders had] these learning
>
> experiences themselves? They can't really understand the value of
>
> [internationalization] unless they themselves have walked the walk in a way and
>
> done it. (personal communication, April 15, 2015)

Professor F's perspectives further convey the importance of campus leaders' support for internationalization:

> [Leadership is] huge. You have to have support and buy in from leadership. If
>
> [the dean] doesn't value this, then there's no way we can do that. Getting
>
> [campus leaders] to see the value of [internationalization], getting them to look
>
> past the dollar amounts of what it would cost to send a faculty member to do [go
>
> abroad]. They just have to have buy in. (personal communication, May 18,
>
> 2015).

Professor G provided an example of being discouraged by the dean from having

an internationally focused research agenda and professional engagement, as explained:

I spent some time last week trying to work with my dean to find some extra

support for the remaining costs [of my professional travel] because this summer

alone, even after all of the grant funding and things that I had, my research

pursuits and conference travel and the work that I did that was predominantly

funded by grants, still ended up being about almost $4000 in personal costs. So,

we're just not paid enough to do that. And again, that's my choice, and [the

dean's] told me. I think the words out of [the dean's] mouth were [something

like] at some point you need to reevaluate your strategy to your research and

prioritize what you're doing and start to think more locally. So, you know when

things like that are being said by our leadership and our administration, it's hard,

it's hard to stay and want to be part of a university with a research agenda and a

worldview like this and knowing [it's not supported financially]. (personal

communication, August 18, 2015)

Leadership and the role of faculty. Study participants also shared perspectives

about the need for campus leaders to work with faculty to foster and drive the

internationalization process, as reflected in these remarks by Professor A:

I think you need top down and bottom up. I think you would need to have both. I

don't mean this as a criticism or anything, but I think in general you need dean

level strong support, but you also need faculty enthusiasm and willingness to

revise courses, create new courses. I mean there's work to be done. I think you

need an administration that's willing to put in some time and commit some funds,

and you need a faculty that's willing to put in some time and do some work.

(personal communication, April 8, 2015)

Along these lines, Professor C's comments illustrate the importance of communication

between the dean and faculty to shape and guide the process:

[The dean should be] asking professors what they need. What do [faculty] need

to make something possible? [Campus leaders] may not be able to give it to you,

but [they should] want to know. Asking that kind of question. This gives the

dean a picture of what [faculty] need. How internationalization takes place will

vary from institution to institution. It's not going to be a blueprint. This needs to

be based on faculty needs and interests. (personal communication, April 16,

2015)

Incentives and related funding issues. Study participants identified a lack of

incentives as a barrier to teacher educator engagement in internationalization. Examples

they provided include:

- Course releases (6)

- Funding for faculty travel and professional development (14)

- Reward structures (7).

Course releases. Study participants spoke about faculty workload and how a lack

of course releases make it difficult to revise existing courses or create new courses with

global, international, and/or intercultural content. Professor D shared:

I think faculty would be happy to engage in [internationalizing the curriculum] if,

only if, if the university, School of Education provide the course release or

another financial benefit for engaging in such a thing. I think faculty would

happily engage in this kind of thing. The workload and workload creep is what

people are afraid of. Maybe many [faculty] are not engaging in those kinds of

things because they are not getting the recognition for what they're doing with

some course release or some remuneration for what they're doing separate and

apart from [their normal workload]. (personal communication, April 21, 2015)

Funding for faculty travel and professional development. Six of the seven study

participants provided examples of professional development to foster teacher educator

engagement in internationalization. These included international conferences, faculty

exchanges, faculty-led study abroad programs, and Fulbright experiences. Professor F

commented on the value of such experiences for teacher educators and the ripple effect

this would have on teacher candidates and their future students in P-12:

We, as professors, need to have [international] experiences ourselves in order to

bring them back to the classes we teach. It's kind of like the stepping stone. We

experience it, then we pass what we've learned onto the students who will then

pass it on to the children that they teach. (personal communication, May 18,

2015)

Three study participants who spoke about international experiences as an

opportunity for professional development also cited a lack of funding as a barrier for

teacher educators to have such experiences. For instance, Professor D remarked, "Yes,

funding is also a big barrier. Funding for research, travel. Simple attendance at

conferences is restrictive because not everyone can afford to attend the conference they

want to" (personal communication, April 21, 2015). In addition, lack of funding makes

long-term faculty visits to overseas partner institutions cost prohibitive, as Professor F

explained:

> Then there's also the problem of, if a faculty member does do a visit abroad to a
>
> school or university, however valuable that is, there has to be coverage back here.
>
> There's a financial side of it. That's a *huge* thing.   (personal communication,
>
> May 18, 2015)

Professor G expanded on the complexities of funding beyond travel expenses in

that faculty often need to secure additional funding to cover their financial obligations at

home. For Professor G, the challenges this creates for faculty illustrates a lack of

institutional support for faculty engagement in internationalization, as conveyed with

these comments:

> This is like a logistical thing, funding. I mean it's a *huge* issue. I mean to be able
>
> to maintain involvement in international work, I've had to find outside grants to
>
> fund things. In fact, my former university paid for most of my travel this summer
>
> because the grant money [that] I had ran out. What we're given for funding [at
>
> this institution] for travel and work doesn't have an international scope. It's not
>
> with a perspective of being able to attend conferences or meetings or programs or
>
> to promote research abroad…even if you have a sabbatical, that's when I think a
>
> lot of faculty tend to do this, and that, you know, you still have to pay for

accommodation [abroad] and still cover your expenses here. You have to be in a

[financial] position to do it. (personal communication, August 18, 2015)

Reward structures. Three of the seven study participants explained that a lack of

opportunities for salary increases as well as tenure and promotion practices also

constitute barriers to teacher educator engagement in internationalization. In their

previous contract with the state, all faculty had the opportunity to apply for an annual

discretionary salary increase (DSI) which was added to their base pay; however, in the

current contract which started in 2011, the DSI was replaced with an annual discretionary

salary award (DSA) which is not added to a faculty member's base pay. Professor C

explained that no longer having the opportunity to get the DSI disincentivizes faculty to

take on additional work for which there is no potential for reward:

When I first got here, you could apply for a raise every year. And then that got

cut out. So, I can't apply to get a raise [under our current contract]. I can only get

salary award now. So, people being paid less and having less opportunity for a

salary increase creates a situation where people want to work less. So, that's one

thing that's demoralizing people. (personal communication, April 16, 2015)

According to study participants, tenure and promotion practices do not include

provisions for international activities, and consequently disincentivize faculty, especially

junior faculty, to engage in work related to internationalization. In commenting on tenure

and promotion, Professor C explained that criteria should be broadened to include

internationally focused work and activity:

We have a list of criteria when we apply for tenure or apply for promotion, and it has scholarship, teaching, and service and a list of what each of these headings means. And I think it would be nice if the university would stipulate a wider range of possibilities and possibilities that might include some of the work we've been talking about, internationalizing ideas. I'm not sure how the details of that would work out, but so that if I did less of one thing and more of another like internationalization work, I would meet the specification. The [tenure and promotion] committees would have to respect this, and this would be valid work towards tenure and/or promotion. (personal communication, April 16, 2015)

Professor D offered a similar perspective and gave teaching a COIL course as an example of an activity worthy of recognition for tenure and promotion:

I think some of the younger faculty might be interested in COIL, but then a lot of what they may do [related to internationalization] may not be recognized towards tenure and reappointment, so they may not want to touch that. And it's probably the same thing with some of the more senior faculty. [Work related to internationalization] doesn't relate to what their research is. It doesn't relate to what they're doing within some of their own teaching assignments. (personal communication, April 21, 2015)

As a junior faculty member, Professor G shared that obtaining tenure would require participation in local and national level conferences which would divert funding away from attending international conferences:

But one of the things I've found is that there are certain conferences that I need to

attend to be tenured here. So, on my radar are a local conference and a national

conference. If I do one of each, every year, so there's my funding gone. Now

that doesn't leave a lot of room for these international conferences. (personal

communication, August 18, 2015)

Human resources. Human resources constitute another institutional factor

pertinent to internationalization according to five of the seven study participants.

Professor B commented on the consideration of international experience in faculty hiring

decisions, "When you have a list of people in front of you, and the applicants have

similar credentials, but [one particular applicant] has that experience, that international,

diverse experience, they should be at the top of that list" (personal communication, April

15, 2015).

When asked about hiring practices, Professor F explained how the School of

Education is addressing the issue of faculty diversity:

We're looking at what they call "clustering." We're finding that we can hire

culturally diverse faculty, but we can't keep them. So, by clustering hires, we try

to hire people from similar cultures so that they're more comfortable while

they're here so that they become part of the community. (personal

communication, May 18, 2015)

Interestingly enough, Professor E, who is from a country in South Asia, shared

personal experience about relationships with other international faculty, which reflects

the intentions of cluster hiring:

I do have a lot of international faculty friends. I haven't really engaged with them in a professional way; they are more my friends than anything else. We also understand being here as international faculty members is hard, and it carries its own burdens. In that sense, we bond with each other. That I find enriching. (personal communication, May 12, 2015)

While hiring more diverse teacher educators and retaining them has the potential to foster the internationalization of teacher education, Professor G pointed out that resources pose a challenge to the recruitment, hiring, and retention of diverse faculty:

I think again, it comes down to resources. We are committed to hiring more diverse staff with different cultural backgrounds; however, those people are in high demand, in general, right? They offer a lot, and they are unique, valuable candidates. And, so, without being able to offer them the resources and competitive salary that maybe private institutions can sometimes offer, I think you can be committed in the hiring process, you can value it, you can rate it, you know, include a candidate's background, international experience as an important criterion on their rating. And you can try to hire them. Whether or not they actually come is another story. And I think, in general, we struggle with that here in our efforts to internationalize or diversify our faculty. I think that's a huge area in which we struggle. (personal communication, August 18, 2015)

Organizational structure. Another institutional factor that emerged from the interviews is organizational structure. Study participants expressed this in terms of:

- Communication and collaboration within the School of Education (11)

- Communication and collaboration between faculty in the School of Education

 and other campus units (9).

Along with leadership, this subtheme also yielded coded statements from all the

participants in the study.

   Communication/collaboration within the School of Education. Study participants

identified both existing and potential mechanisms for collaboration within the School of

Education that might foster greater faculty engagement in internationalization. One

example of this given by Professor C and Professor E is collaborative scholarship in

which faculty conduct research and publish together, for which Professor E shared the

following example:

   Four of us here actually wrote a series of papers, and my work was on cross-

   cultural work on family and sex selection. There were others who…there was one

   person who wrote about feminists, looking at it through a feminist theory.

   Another person wrote about looking at brain research and countering what

   evolutionary psychology was saying about brain research. And the third person

   was looking at methodological issues of evolutionary psychology. (personal

   communication, May 12, 2015)

   Professor G indicated how more formalized channels of communication in the

School of Education could foster more collaboration among the faculty, as explained:

   I think a good [idea] is to talk to each other about our backgrounds. There's a lot

   of faculty here that have heavy international experiences as part of their career

   development that nobody really knows about, right? I know that many of my

colleagues were off doing international work this summer or have been on sabbatical doing international work. So, I think maybe a faculty talk series or brown bag lunch seminars after people go on sabbatical or have international experiences, or just an internationally themed opportunity, to share and to speak to students but also to even just other faculty. I think that would be something valuable. (personal communication, August 18, 2015)

In addition, Professor C proposed a system of faculty co-teaching courses to get more faculty engaged in internationalizing the curriculum, as explained:

Right now, I think of what happens [in relation to internationalization] is based on the interests of an individual. And I wonder what would support more [work related to internationalization]. I wonder whether if we had a course with a large and unusual enrollment, we let two professors co-teach it. You get a full course credit for that. [The professors] work together on the curriculum. That could be done in a way where a professor with interest in international education and a professor who doesn't know much about it, but is curious, might work together. (personal communication, April 16, 2015)

Cross-departmental collaboration and communication. Study participants also gave examples of both existing and potential channels of cross-departmental collaboration and communication to foster greater teacher educator engagement in internationalization. When asked about working with colleagues in other departments, Professor E explained, "I work across campus [with faculty in other departments], like the Women, Sexuality, and Gender Studies Program. I'm quite involved in this, so I

enjoy working with them" (personal communication, May 12, 2016). Professor G, who has a dual appointment, spoke about how this situation lends itself to cross-departmental collaboration and shared:

> I enjoy being in the culture of an American university, which offers flexibility and opportunities for creativity around coursework and working interdisciplinarily with colleagues in other departments. So, my position is one-third in [another department], and the other two-thirds of me are based here in the School of Education. So, even by nature of my position, I get to do that. (personal communication, August 18, 2015)

Study participants shared that collaboration with the international programs office is another way for teacher educators to become more engaged in internationalization. Professor G indicated that School of Education faculty and international programs staff need to work more closely on study abroad programs specifically designed for pre-service teachers, as explained:

> So, I think that international programs are a really good start. Because students in the School of Education have very, very tight, high credit schedules, right? There's very little opportunity for taking advantage of the regular study abroad programs that the university offers. So, I think that specifically designed and developed programs coming out of the School of Education that can accommodate and are designed to be available to our students based on timing and schedule and the way that the program is structured is important, and that [these programs come] from the School of Education faculty specifically with the

intention of serving our education students. (personal communication, August 18, 2015).

In addition, study participants pointed out the need for a campus wide committee or task force to engage faculty in internationalization. Professor A commented, "You need a lobby. I'm not sure if that's the right word, but you need an advocacy group because now all of the disciplines have a built-in advocacy group. And this internationalization [process], there's no built-in advocacy group" (personal communication, April 8, 2015). Professor F described some of the benefits of an internationalization task force with these comments:

So, finding that corps of faculty who want to [engage in internationalization] and build up a group of people in departments who are interested in this. I think we get so busy and caught up in "the now and what we know" that we don't think about what else is out there that we can do. So, probably making [internationalization] more visible to faculty members and what the understanding [of internationalization] is. There's always going to be challenges. But for those people kind of sitting on the fence, more information, and more identification of what the values are would help. (personal communication, May 18, 2015)

Student body. The topic of students emerged from the interviews in two subthemes: international students and general student interest in international content. Remarks related to both subthemes reflect differing perspectives among the interviewees. The number of coded statements per subtheme are shown below:

- International students (7)

- Student interest in international content (11)

International students. The presence of international students in classes provides faculty the opportunity to integrate an international perspective into their courses, for which Professor C gave several examples. One such instance entailed a student from Vietnam giving a presentation on the Vietnam War, as Professor C explained

> In [one my classes], I ask my students to consider a subject matter they might
>
> teach and how they might teach it in a way consistent with the educational
>
> philosophy they're studying in the class. So, [the student's] subject matter was
>
> the history of Vietnam and the Vietnam War. I thought that was a powerful
>
> example for my students to learn from…so different than what they might have
>
> had from a history class in high school. Very [well] presented, but very critical
>
> and frank about the war and chemical weapons used in the war. (personal
>
> communication, April 16, 2015)

> While Professor C is comfortable engaging international students as learning

resources for U.S. students, Professor F explained that not all faculty possess the

preparation and training for having international students in their classes:

> By having more international students in our classrooms, we are pushed to
>
> actually support [intercultural learning] within our own classrooms. But not just
>
> having [these students] in the classrooms but [also] having the support [faculty
>
> need] before [we increase the international student population] to understand why

these students are here and what the purpose of that this. (personal

communication, May 18, 2015)

Student interest in international content. During the interviews, the teacher

educators shared perspectives that convey how student interest in international content

constitutes both a catalyst and barrier to internationalizing teacher education.

Professor F cautioned that engaging students in such activities such as simulations

and role plays entails risk since students sometimes resist participating, as explained:

I have [students] role play which they are not always comfortable doing. They're

even not comfortable doing story telling sometimes which is a great way for them

to share their culture. I get a lot of pushback for that. They are not comfortable

sharing their own background a lot of times. They want to be validated all the

time, and they don't know what part of them will be validated if they…. it's kind

of standing in front of the class naked sometimes. Will they understand that this

is the way I see things and it's not the norm, so, "Can I feel safe doing this?" And

after they do it, they feel it's very valuable. But you have to really push them to

do it. (personal communication, May 18, 2015)

On the other hand, Professor A explained how students positively react to

learning about other countries and cultures and takes this as a sign of student interest in

learning such content:

…one thing that's been a little bit surprising to me, but also a bit gratifying is

often that in (one of my classes), the undergraduates, we start with (a country in

Southern Africa) and we talk about (institutionalized segregation). And the

students, very often, many of them say that they never learned about this and can't

believe it. And some are even a little angry feeling like, "Why didn't I know

about this?" So, I see in the undergraduates a real hunger just to know more

about what's going on. And when they learned a little bit, they do gain a

perspective and come to see maybe what they haven't learned. So, I see that the

U.S. tendency just to learn about the U.S. is not driven by the students. The

students want to have a broader perspective. I think that if nothing else we should

respond to that. (personal communication, April 8, 2015)

External factors. Six of the seven study participants identified state teacher

licensure requirements as a significant external barrier to the internationalization of

teacher education. Analysis of the interview data yielded 14 coded statements for this

theme.

Teacher licensure requirements. Teacher educators in this study explained that

teacher licensure requirements result in a heavily prescribed and sequential pre-service

teacher curriculum, in which it is difficult to insert courses with significant international

content or infuse such content into existing courses. Professor A remarked:

I think the main barrier is [that] we got teacher education programs that are highly

structured by state requirements so those are predictably going to be the main

focus. You know, we got to make sure that our curriculum aligns with the state.

And we just went through an accreditation. So, we got to show at length how

we're doing that. (personal communication, April 8, 2015)

Likewise, Professor B commented on the situation this creates for teacher educators and what they can teach within what the state requires:

> [Teacher educators] have a lot on their plate already. As the state's Department of Education continues to put more and more mandates on what content [teachers] are teaching the children, how it needs to be taught, and therefore what credentials those teachers have to have and how the administration has to react to that. So, they already got so much on their plate. (personal communication, April 15, 2015)

Professor C characterized what a teacher educator might say to express reluctance, or an inability, to internationalize course content because doing such is precluded by state mandated standards and assessment:

> And also, a [teacher educator] might say, "Well, I have to do my social studies methods course so that my students can go into high schools and middle schools and teach in a way that's going to let students pass the standardized tests in [this state], and how the heck am I going to find time to also squeeze in a lot of conversation about international issues?" (personal communication, April 16, 2015)

Professor E expressed disappointment about the absence of international content in the curriculum as a result of state requirements:

> [International content] is absolutely essential, and clearly [pre-service teachers] are not getting enough of it. I think it's sorely missing from the curriculum, and we've been pushing for more diversity issues in the curriculum and global

education, but it's hard to get [teacher education faculty] to buy into it because they have pedagogy issues they want to deal with, assessment issues they want to deal with. So, it's hard to include. (personal communication, May 12, 2015)

When asked about flexibility within the state requirements, study participants offered differing perspectives on how teacher educators can internationalize the curriculum and remain consistent with requirements for teacher licensure. Professor C remarked, "Sometimes, people forget that a lot of these standards are really quite general. There's actually a lot you can do in X standard. People talk as if [the standards] are very limiting, but they're actually pretty broad" (personal communication, April 16, 2015). Likewise, Professor F underscored the importance of action among teacher educators with these comments: "And we don't do enough. We don't have the ability to do that much. You have to be very inventive and creative (to make the curriculum more internationalized)" (personal communication, April 18, 2015). In addition, Professor A emphasized the importance of creativity while acknowledging its limits:

So, I don't think the state requirements preclude more international focus, but they don't really invite it either, so you have to be creative. Like "Education Across Borders," that's not an education requirement, and there would be no room in the education curriculum for it. Some [pre-service teachers] take it, but they take it because it meets the General Education requirement for "World." So, you got to figure out how to work with the existing requirement structure. If you're just expecting students to take electives, they don't have the time or the money for that to happen. (personal communication, April 8, 2015)

Professor G explained the difficulty of incorporating global, international, and/or intercultural content into teaching methods courses:

But again, it's tough in that if it's the semester before [pre-service teachers] student teach and the focus is on preparing them to go into a school and teach. It's striking a balance and the priority is getting them ready for the experience they're about to have. And I find that while it's good to integrate [international content] into [all] courses rather than saying here's the [specific] course we're going to have about culture. It's better to integrate it [in existing courses], but you really need separate courses that allow the time and flexibility to prioritize conversations about that over the immediate, urgent priorities and demands of preparing a teacher to go out in a school and be in charge of a classroom and complete a plan book and do their EdTPA. (personal communication, August 18, 2015)

On the other hand, Professor C provided an example of how global content might be incorporated into teaching methods courses:

What if you're teaching your [science methods] classes in the context of different environmental problems throughout the world? If you could really make it content linked, I think it would be interesting. I think I would have a deeper understanding of environmental problems if I know that I'm going to be a science teacher, and I'm taking the science education class [as a pre-service teacher in which] I discuss how different forms of renewable energy got applied in different countries. (personal communication, April 16, 2016)

Personal barriers and catalysts. Study participants expressed that faculty commitment to internationalization is an essential component of the process, and the lack thereof constitutes a barrier. Faculty concerns about time and workload and the extent to which they consider internationalization relevant to their teaching and research are additional concerns that emerged from the data. This theme generated 10 coded statements from five of the interviewees.

Professor A spoke about the importance of faculty commitment to internationalization with these comments: "You need faculty enthusiasm and willingness to revise courses, create new courses. I mean there's work to be done" (personal communication, April 8, 2015).   Professor D conveyed that this commitment requires a change in faculty mindset, as explained:

> It takes a lot of thinking, a lot of finessing to ensure that, say, in a math class to talk about how they handle the teaching of math in country X as opposed to how they do it here in the U.S. as opposed to how they do it in country Y. It takes a lot of finessing about how that kind of thing is done, but clearly, we have got to start looking at the way in which we plan our courses, ways in which we encourage the students to feel free to incorporate some of their own experiences as they relate to what the course is about. How do we get more of our educators here to draw on the works of other scholars outside of the boundaries of our state, our country and use some of that material as well and get them to understand that there are scholars in other places who have done equally important work in this area? (personal communication, April 21, 2015)

Regarding teacher educators' workload concerns, Professor D shared the following:

> Time is one of the main things and the workload, and the fact that their own
> research may not quite relate to [internationalization]. Many times, if their own
> research is not tied in with it, then it becomes problematic to do some of these
> things. Take COIL, for example. It's a lot of planning. It takes a lot planning. It
> takes a lot of time away from the pressures of teaching and research. I think those
> are of the primary reasons why [faculty] don't get more involved [with projects
> like COIL]. (personal communication, April 21, 2015)

Professor F also offered comments about faculty misperceptions of internationalization:

> And I don't think that some faculty understand how [internationalization] can
> support their research, and also your own teaching. They think of it just in terms
> of a trip away. This is time for me to go and see Paris or see Istanbul. It's
> probably changing the mindset a little bit of faculty who don't see this being of
> value to their own teaching. But for those people kind of sitting on the fence,
> more information, and more identification of what the values [of
> internationalization] are would help. (personal communication, May 18, 2015)

Study participants also pointed out that time and financial resources impact
teacher educators' commitment to internationalization. Professor D remarked, "How
easily can some of the faculty relocate, even for a few months given their [financial]
responsibilities [at home]?" (personal communication, April 21, 2015). In addition,
Professor F explained why some faculty are unwilling to devote time to international
activity with these comments:

I think when you mention international/study abroad to faculty, they think about summer. That this is the only time that it can take place. And very few people would want to give up their summers because that's the time we have to write or to just recharge our batteries. (personal communication, May 18, 2015)

Summary. The data here illustrate that there are complex sets of factors acting as catalysts or barriers to teacher educator engagement in internationalization. It appears that institutional factors ranging from leadership to the presence of international students in classes are the most prominent based on the perspectives shared by the study participants. State teacher licensure requirements constitute a significant external barrier according to the study participants, who also consider teacher educators' negative perceptions of internationalization to be a strong personal factor and barrier to the process.

Research Question 4: **What motivates teacher educators to engage in the internationalization process?**

The teacher educators in this study are motivated by a range of factors to engage in activities related to internationalization. These sources of motivation are both intrinsic and extrinsic. Analysis of the data revealed that the study participants are more intrinsically than extrinsically motivated to engage in internationalization. Sixteen of the 22 coded statements for motivation reflect perspectives indicative of intrinsic motivation. The strongest sources of motivation for the study participants are:

- International experience (9)
- International background/coming from another country (3)

- Scholarly and research interests (4).

External sources motivation for the study participants include the institutional mission and its focus on teaching as well as the presence of international students in the classroom.

Intrinsic motivation.

Intrinsic motivation factor #1: International experience. International experience appears to be a strong source of motivation for the study participants to engage in internationalization. Data analysis yielded nine discrete codes distributed among five research subjects.

Professor A has had various international experiences as a Fulbright Scholar and additional sabbatical projects, first in a country in Southern Africa, then a Nordic country, and most recently a former Communist country in Eurasia. Spending time abroad and learning about other cultures motivates Professor A to bring these experiences into the classroom to enhance pre-service teachers' education. Professor A remarked:

The international experiences have been so powerful for me that I want to share it. And I do think it's a way to develop empathy and humility. And I believe that both of those are good qualities. I think maybe a part of it is coming from my own feeling like until I really started trying to educate myself…I had been in school forever, but I didn't know about these other countries until I really sat down and studied. So, I think in part this is a way to fill some gaps in my own education and maybe try to help my students not to have such large gaps. I probably took a world history course at some point, but I don't even remember.

I'm not sure I did. I don't think I took (world history) in college. (personal

communication, April 8, 2015)

Professor G's various international experiences illustrate how powerfully such

experiences can impact a teacher educator's worldview, professional development, and

motivation to engage in internationalization. For instance, Professor G's first

international experience was a study abroad program in college, as described:

…so, I went to (a country in Oceania) to do a poetry course, not at all related to

my (education) studies, but it just opened my perspective to realize that there's a

whole world out there. From there, I went from having this small aim from

coming back to my high school and working there to eventually living abroad and

looking at the world and how they do things. (personal communication, August

18, 2016)

In addition to this study abroad program, Professor G has experienced and learned from

intercultural encounters during trips to countries in the Caribbean and Western Europe.

The combination of these various experiences shaped Professor G's doctoral studies and

early career, as explained:

…doing my Ph.D. work in a globally oriented university and doing my research

in another country… and my five years working abroad has certainly shaped my

perspectives and worldview tremendously. (The Western European country I was

living and working in) was very small. There was no focus on (education in my

content area). So, everything we did was with other countries. There was some

national work, but when we went to conferences, they were always in another

country, so the nature of that, I think, really shaped my worldview from living in that situation. So, I think that's where my early career trajectory has been different. (personal communication, August 18, 2015)

Lacking international experience does not necessarily mean that a teacher educator has no appreciation for or interest in internationalization. For instance, Professor B has never traveled abroad. When asked about teaching global, international, and/or intercultural content, Professor B responded, "I'm still figuring out how to fit this into my curriculum. I'm still working on that" (personal communication, April 15, 2015). Having said this, Professor B recognizes the value of international experience and offered these remarks:

I think on a visceral level people need to have a very physical and humane human experience of something. So, most of my knowledge…is coming from books, and articles, and conversations, but I'm pretty sure that my philosophy would be completely different if I spent time abroad. If I, you know, my family thinks I'm nuts because before I die, I'm going to carry water on my head. You know, I want that experience of something completely different and unplugged and different from what we have here now. And so, for teachers to have some sort of component of that in some way, you know, it doesn't have to be that extreme, but it stays with you on a cellular level, if you will, and then you can change the dialogue. (personal communication, April 15, 2015)

Intrinsic motivation factor #2: International background/coming from another country. Three of the seven study participants are from countries in the Caribbean, South

Asia, and Western Europe. The combination of coming from a different culture and experiencing cultural differences here in the U.S. has led these teacher educators to value these differences, which also influences their teaching and research. Professor F, who is from Western Europe, shared the following:

> I think having moved here from another country has really helped me to see this in a clearer light. I think experience is everything, which is important for students to understand. You can't read about these things in a book; you have to experience them. And when I say experience, I mean really experience them like in a conversation. A long time ago, I was member of [an international exchange program], and I came over [to the U.S.] with them. I worked with children in a summer camp and that was a life-changing experience in more ways than one… and that was a life-changer. It introduces you to different ways of learning, different cultures, the way things work differently. Experiences with my own research, [in other countries], just looking at different educational systems and realizing that they are very much the same and very much different and very culturally bound. (personal experience, May 18, 2015)

Intrinsic motivation factor #3: Academic/research interests and agenda. Data from the interviews yielded four coded statements related to study participants' research agendas and scholarly interests. Professor C's academic interests reflect a strong international focus, as explained:

> I'm interested in human rights issues, and I think there needs to be better education about international human rights issues and that influences some of my

decisions about teaching and curriculum and assignments and discussion topics in class. (personal communication, April 16, 2015)

Professor G maintains an internationally focused research agenda and described what it takes to do so:

And I worked really hard to find ways to supplement funding but if I didn't have those supplements, I don't think it would be possible for me to remain involved with this worldview of research as a member of this international community when it comes to research and scholarship and education and teacher education…I'm going to a conference in [a Western European country] in September that I was partially involved in organizing at one point, and [my colleague in this country] has paid for all of my accommodation and registration fees, and all I have to pay for is my airfare because I have this long-standing relationship with this person running this international conference. Otherwise, I would not be going to this conference. (personal communication, August 18, 2015)

Extrinsic motivation. Study participants also identified sources of extrinsic motivation for their engagement in activities related to internationalization. Analysis of the data yielded six coded statements for this theme, and five of these statements reflect perspectives concerning pertaining to international students. The remaining statement pertains to institutional culture and the institution's focus on teaching.

Extrinsic motivation factor #1: International students. Study participants shared views about how the presence of international students in class motivates them to

internationalize their courses. For example, Professor C redesigned a course one term to engage students from Turkey in the course content and materials (personal communication, April 16, 2015.) Professor A has also had students from Turkey in class and remarked, "I also enjoy the international students. I've had a lot of the Turkish students [in my classes] …I have really enjoyed having them in the class. They add a tremendous amount" (personal communication, April 8, 2015).

Extrinsic motivation factor #2: Institutional culture. Institutional culture with its focus on teaching is another source of extrinsic motivation to engage in internationalization. Professor F finds this very appealing compared to an institution with a heavy focus on research and shared the following:

> [Teaching] makes me grow as a person. I'm really learning along with [students]. I did my doctorate at [a Research I institution], and I stayed there for [several] years teaching. But I decided I wanted to teach in a university where teaching was higher in the pecking order. I've learned from all of these years of teaching that you can't just give [students] information, they have to experience it. You have to dig deeper than the memorization of facts. It's developing that understanding. And also developing an empathy and theory of mind about what other people think and who they are. (personal communication, May 18, 2015)

Summary. The teacher educators in this study expressed various sources of motivation for their engagement in internationalization. Based on the data, international experience and/or coming from another country is a strong source of motivation and influences study participants' teaching. Other motivating factors for the study

participants to engage in internationalization are their research/scholarly interests and sense of global-mindedness. The study participants also shared perspectives about students and institutional culture as sources of extrinsic motivation. Based on the data, the research subjects appear to be more intrinsically than extrinsically motivated to engage in activities related to internationalization

Research Question 5: **In what sense are teacher educators globally minded in terms of their worldview?**

Another factor that impacts the study participants' engagement in internationalization is their worldview, or sense of global-mindedness, which Hett (1993) defines as:

Seeing oneself as being interconnected with the world community and feeling a sense of responsibility for members of that community. The commitment is reflected in the individual's attitudes, beliefs, and behaviors. (p. 23)

Analysis of the data yielded 28 coded statements for this theme. The perspectives shared by the study participants are related to their sense of:

- Cultural pluralism (13)

- Interconnectedness (12)

- Global centrism (3).

Professor C offered perspectives that reflect a positive attitude towards cultural pluralism with this statement, "Yeah, I think John Dewey says that for the best type of society and life, we have to decrease the barriers that separate different social groups

from each other" (personal communication, April 16, 2015). Professor A also explained the relevance of cultural pluralism considering to the increasingly diverse population in the U.S.:

> I like the idea of promoting global-mindedness, generally, but even more practically, we've got an increasingly diverse population. And even though you can't know something about every country, I think it's probably a little bit like learning languages. Once you start, it just increases your sensitivity. You become more aware of maybe what you don't know. (personal communication, April 8, 2015)

In addition, study participants shared comments that illustrate how a positive attitude towards cultural pluralism informs their teaching. For example, Professor C explained, "I think (students should have) substantial exposure to international and intercultural content. One area that I emphasize with my students is that in different cultures there are different and equally valid ways of establishing communication in parent-child relationships" (personal communication, April 16, 2015). In addition, Professor A assigns readings from scholar Martha Nussbaum whose main point about avoiding stereotyping and romanticizing about other cultures is that there are "different responses to human challenges." (personal communication, April 8, 2015).

This positive viewpoint towards cultural pluralism is also evident in the study participants' approach to research. During the interview, Professor E shared findings from a study of how maps produced by children in the U.S. and a country in South Asia illustrate how culture influences children's cognitive development and skills:

In fact, one of the works that I did with mapmaking between children in [a

country in South Asia] and the U.S. Children in the U.S. had wonderful maps

with north, south, east, and west. They had great maps, with cardinal directions, a

good professional map. You could use it to find your way around. However, they

knew very little in the way of details like who lived in the neighborhood or what

were they like, what are the stores. They seemed to have less knowledge of the

features of the landscape. While children [from this country in South Asia], their

maps were not often geographically correct, but they had a lot more intimate

knowledge with the people who lived in their neighborhood and the kind of

structures that were there. So, they had a more personal understanding. My point

was that one is not superior to the other, but it certainly changes the value, the

experiences of your childhood and your worldview and the perspective you come

from. (personal communication, May 12, 2015)

The interview participants also spoke about interconnectedness and connecting

this to teaching. Professor C expressed very salient comments on this topic and also

provided an example of a film used in class to illustrate interconnectedness to students, as

explained:

We are all globally interconnected now. Think about the food you eat and the

clothing you're wearing and the tools and devices you use. Where do all these

resources come from? Well, the labor from all over the world, sometimes.

Everything we do throughout our day interconnects us globally…we have to

increase our awareness of these relationships and what's going on in these

relationships. Often, what's going on in these economic and consumer oriented institutions tend to efface these connections. I have little or no picture of the person or the people who got the raw materials and labor that put this all together (grabs cell phone, as an example). I used (my cell phone) all the time or my computer. I think it's important to be aware and dangerous not to be aware. I show my students a film which also takes a critical look on negative influences of the U.S. on other nations. And that film focuses a lot on corporations and how they influence international policy through the World Bank and IMF in ways that sometimes are not respectful of indigenous cultures and nations where U.S. based corporations would like to move in and find new ways of making a profit. So, I think showing films like that, having talks like that whenever I can and introduce new information about that is very important. Because we already connected to a world community. The question is in what ways is that connection a positive one and in what ways a negative one and in what ways can we have a critical perspective on it.

Research Question 6: **What activities are teacher educators engaged in to internationalize pre-service teacher preparation and training?**

The sixth and final research question addresses teacher education faculty engagement in the internationalization of pre-service teacher education and training. According to Knight (2003) internationalization is "the process of integrating an international, intercultural, or a global dimension into the purpose, functions, or delivery of post-secondary education" (p. 2). Knight's definition framed the analysis of the data related to

this research question. Accordingly, the analytical focus here is how the study participants' teaching, research, and service align with internationalization. The most common theme to emerge from the data pertains to teaching with 18 coded statements. This is followed by scholarly activity with 16 coded statements and then service with five.

Engagement via teaching. The teacher educators in this study incorporate global, international, and intercultural content into their teaching through a variety of ways such as:

- Providing relevant examples in class lectures and discussion (7)

- Using a range of course materials such as readings and films (5)

- Conducting experiential learning in the classroom (4)

- Purposefully engaging international students in the teaching and learning process (2).

Relevant examples. The most common way faculty integrate global, international, and intercultural content into their teaching is by providing relevant examples in class lectures and discussion. For instance, Professor F draws from international research experience to examine other cultures and education systems in class, as explained:

> In [a former Soviet Republic in Eastern Europe], they look at the child as whole, and they look at the child as being part of a group. The children look at each other through the lens of: "If I do this, how does it reflect upon the group?" Whereas, here, "It's how will this affect me?" It's a very different way. Children

in [this former Soviet Republic] coming in from outside at two years old will

undress themselves and help each other do it. And I think it's important for us,

for my students to see these different things. [In one of my classes], one of the

last sessions we do is looking at play in other countries, and [the students are]

amazed by the fact here in the U.S., we are very insular, and our way is the only

way, and we never look at what other countries are doing. I think it's important

for [students] to do that because we are becoming more and more diverse even in

[the town in which our institution is located]. For instance, we have a satellite

graduate program [in a town south of here], and that's a really a low socio-

economic area. The students that go down there are in a state of shock. They

don't realize other cultures exist outside their own little area. It's good for them

to see these things and to hear about them. (personal communication, May 18,

2015)

Professor E, who is from a country in South Asia, described making comparisons

between the U.S. and other cultures to introduce topics such as racism and privilege into

classroom discussions:

Growing up in the lap of luxury, and not quite understanding my own privilege as

a [member of the upper social class], and a person with some resources in [a

country in South Asia], a very poor country. And then suddenly finding out that

my parents were not necessarily more industrious than the person who works in

the field or comes to clean the house, [my parents] have generations of built-in

wealth. And I think it was that understanding, like a light bulb went off. I often

talk about, even when I talk about race relations here or racism here, I often talk

about my own experiences with [social class in my country of origin]. I think it

puts the students at ease for one thing because it's so far away, and then I would

launch into my experiences as a person of color in this country and compare from

being in the center of privilege to being in the margins. (personal communication,

May 12, 2015)

Course materials. During the interviews, study participants described how they

intentionally select and utilize course materials to internationalize their courses.

Professor A spoke about using readings and film to have students examine perspectives

from outside the U.S.:

The substitute that I've been able to come up with [for international travel] is film

and memoir, which is not as good. But it does give you a sense of, "Hey, we're

talking about real people with feelings and aspirations and problems, and

problems they overcome." It humanizes world study or global study. I think

when you can see that we're talking about families that are trying to find a way to

educate their kids. So, if my students would be able to come out and be able to

see that there are some shared human challenges including how to pass along

knowledge and skills from one generation to the next. And you can see different

responses to that challenge, and you don't have to rank order those responses.

You know you don't have to say that Finland's right and everyone else is wrong.

That's one thing to really hope to cultivate is an ability to say you can see

different responses from time to time and place to place, and you don't have to

decide that one is better than the other. But that also then promotes some

humility, I think, about the U.S. response. (personal communication, April 8,

2016)

In addition to films and readings, Professor G spoke about using authentic

materials from other countries as an innovative way to introduce international content

into a STEM course, as described:

…one example in my [STEM education] class that I taught last semester. [It was

class that] involves graph theory and looking at maps as examples of graphs. So,

from that I brought in examples of mass transit system maps in other countries,

bus systems, train systems, and New York City, as well. But we did things like

this and also looked at different maps and examples of graphs beyond just what

we'd have [here in the U.S.]. (personal communication, August 18, 2015)

Experiential learning. Professor B and Professor F spoke about conducting

simulations in their classes to provide students experiences with cultural dissonance.

Professor F gave examples of two simulations during the interview, one of which is

described here:

For example, I do this activity in my Curriculum II class; I split the class up into

two sections, and they have to develop a language within that section. Just

different things like, "How are you?" Basic stuff. They're not allowed to use

words, they have to use symbols. And what they do is, one group sends a runner

into the other group so they have stay and listen and find out about the language

and what's going on and how the others communicate. And then we put them

together, and the frustration that ensues after that is incredible because it shows

[the students] how a person who is not familiar with a culture feels when they're

put into a place where they just don't understand what's going on. They just can't

grasp how to communicate with each other, and it's very powerful for them. I

feel experience is everything. They need to experience these things, they can't

just read about them. And it really does influence my teaching. (personal

experience, May 18, 2015)

International students. Another example of internationalizing instruction that

emerged from the interviews is purposefully integrating international students and their

perspectives into courses. Professor C described such an experience:

One summer I taught a course where most of the students were Turkish. They

arrived and came to class just after getting off the airplane. It was challenging,

and I wanted to accommodate them. I had some difficult texts. I made contact

with a professor from Turkey on campus. She put me in touch with someone at a

university in Turkey who advised me to use a human development text as it

relates to Turkey…a very interesting book looking at family diversity and family

models and how they affect human development. That was a good experience…I

wanted the class to provide opportunities for intercultural dialog…Yeah, and I

think that was effective. Because what it did, [the text I used] looked at the large

extended family model and the small, nuclear family model of England. And [the

text] criticized the way the psychology of human development often will tend to

place the small family model at higher level or superior position to the large

family model. And instead of doing a hierarchy, the study proposed the desirable

aspects of both types of families can be assimilated, and are being assimilated, in

urban areas of Turkey. (personal communication, April 16, 2015)

Engagement via scholarly activities. Study participants are also engaged in

internationalization by conducting research in other countries or by having an

international dimension in their research. In addition, faculty in this study collaborate

with colleagues in other countries and engage in academic travel. The number of coded

statements for these subthemes are shown below:

- Research (7)

- Academic travel (3)

- Collaboration with overseas colleagues (6).

Research. During the interview, Professor G described a research focus that is

very international:

My research is pretty international. My research focuses on teachers' knowledge

of [my content area] from a comparative perspective, so the process of assessing

and then helping teachers to develop their knowledge of [my content area].

That's sort of my long-standing research interest. So, besides this project [in a

country in Southern Africa] that we're working on now with the outreach program

[as part of the study abroad program I am directing], I've been working on a big

professional development program in [a country in Western Europe], and also

working on collaborating with a colleague in [this same country in Western

Europe] on research related to teachers' ability to create effective [classroom

activities] for their students. (personal communication, August 18, 2015)

In addition, Professor F has a research agenda with an international or

comparative focus. With a primary interest in early child development, Professor F has

conducted research on pre-school outcomes in a former Soviet Republic in Eastern

Europe (personal communication, May 18, 2015).

Academic travel. Academic travel is another way in which study participants are

engaged in the internationalization of pre-service teacher education. For instance,

Professor A has had the opportunity to spend three sabbaticals abroad. These experiences

have shaped a course Professor A teaches on campus, as explained:

I really modeled [my course] after one of the classes I participated in [in the

Nordic country] where I did one of my Fulbrights. So, in [the Nordic country],

there was the course called Educational Settings where students went from

educational site to educational site and then did studies in connection. So, a

school was one of the sites, but an after-school swimming program was another.

So, a really broad-minded view of what is an educational setting…And I thought,

well, unlike in [this Nordic country] where [the students and faculty] physically

go to these different settings, we can't do that. So, I've gotten a pretty good

collection of documentary film so that we can look at issues in different countries

as if we were there. I think that's worked very well. I think the students are very

interested in what's happening in other places and are often surprised to see that

struggles in France are not all that different from struggles in the U.S. (personal

communication, April 8, 2015)

In addition, Professor G regularly attends international conferences, as explained:

I also recently attended a number of international conferences, probably more

international conferences than [U.S.-based] in the past five years or so. So, that's

given me the opportunity to meet and collaborate with colleagues from all over

the world which is unique and not always necessarily a priority or focus [for

teacher educators] in the U.S. (personal communication, August 18, 2015)

Collaboration with colleagues overseas. Study participants also find that

collaborating with colleagues at universities in other countries provides them an

opportunity to internationalize pre-service teacher education. For instance, Professor F

has engaged in research projects with faculty at universities in other countries, and

described the value of such experiences with these comments:

I always try to tie [travel to overseas universities] with visiting schools in the area

even if it's only two schools. When I come back to the classroom, I can say,

"Look what I saw." This is related to bringing the outside into the classroom if

you can't take students someplace else. I always come back with photos and

videos, and I use that. It really broadens what we can do in the classroom.

(personal communication, May 18, 2015)

Engagement via Service. Compared to teaching and research, service is the least

common theme in the data with only five coded statements from three of the

interviewees. Study participants gave examples of service to the institution and local

school system through program development, in-service teacher development, and collaboration with the international programs office.

Professor F is heavily involved with the development of a dual-degree program for early and elementary education students with a university in China. This program provides students in China the opportunity to begin their education at their home university and then complete their studies in the School of Education (personal communication, May 18, 2015). In addition, Professor G is engaged in the development of a study abroad program in [a country in Southern Africa] for pre-service teachers[5] (personal communication, August 18, 2015).

Professor D also spoke about working with the international programs office as service to the institution:

> I've had the opportunity the past few years to work with teachers from Mexico [who come to the institution during the summer for a program sponsored by international programs]. These are people who are teaching English as a second language there. And so, they come and learn how to better their skills. And I find it remarkable interacting with these teachers, and my area being educational technology, helping them understand from the perspective of how students learn and how they teach; how they can look at the various technologies which are commonly used by students and teachers which they can also incorporate into what they are doing in the classroom. (personal communication, April 21, 2015)

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[5] This program successfully took place in summer 2016 with an enrollment of eight students.

Another example of service that emerged from the data is classroom technology training for in-service teachers, as explained by Professor D:

Some of them are already okay with the use of technology, but at the same time they are constantly looking for different ways in which they can make better use of it. For example, how can we take the smart phone and rather than see just as a tool for chatting/texting, how can we make it an effective tool within teaching and learning? So, those are some of things that I help teachers and prospective teachers understand…especially those in the languages and the areas of TESOL, they set up connections, some of them, with individuals [in other countries] in some of those target language areas. Years gone by, we used to talk about pen pals. That's not it anymore. It's a matter of people using Skype, google hang out, or any of those tools to connect with people where they are. (personal communication, April 21, 2015)

Summary. The teacher educators in this study are most engaged in internationalization through their teaching. Some of the study participants provided examples of very creative ways in which they bring the world into their classrooms and provide students the opportunity to engage with other cultures. To a lesser extent the study participants are also engaged in internationalization through their research and scholarly activities. This includes attending international conferences, gathering data in other countries for research purposes, and engaging in sabbatical projects overseas. Where the study participants show the least amount of engagement in internationalization is service.

Conclusion on the Qualitative Data

Analysis of the qualitative data shows that there are personal, institutional, and external factors that impact teacher educators' engagement in the internationalization of teacher education. The coded statements for institutional factors comprise the largest subset of data, but this does necessarily indicate that personal and external factors are less important. Rather, this robust set of data reflects the complexity of institutional factors and their impact on teacher educators' engagement. Based on the perspectives shared by the interview participants, there are connections between their understanding of internationalization, worldview, and how they engage in internationalization especially through their teaching. There will be further discussion of intersections among the factors in Chapter 5. On a personal level, the teacher educators' international experiences have a strong impact on their motivation to engage in activities related to internationalization. External factors, especially state teacher licensure requirements, place limitations on teacher educators' ability to internationalize the curriculum, though this is based on perception to some extent given some the perspectives shared by the interviewees regarding the state mandates being open to interpretation.

Summary and Discussion of the Quantitative Data

As discussed in Chapter 3, this study by design was meant to be an exploratory sequential mixed-methods study given the lack of literature on teacher educators' perspectives on and engagement in internationalizing teacher education. The first phase of the study conducted with semi-structured interview generated a robust set of data

replete with in-depth information in line with the study's research questions. In addition, three sets of factors that impact teacher educators' engagement in internationalization emerged from the data: personal, institutional, and external, and this is illustrated very well in the previous sections of this chapter. What is also valuable about the qualitative component of this study is that the data provided the basis for the development of a survey instrument for the second segment of the study with the aim of confirming the qualitative findings through the collection and analysis of quantitative data. Given the research design, the quantitative phase of the study from the outset was not intended to be the principle component of this research.

Ultimately, the administration of the survey instrument generated a very low response rate (12.8%) from a sample of 47. Despite efforts to maximize participation in the second phase of the study, there were only six completed surveys in the end. As such, it was not possible to engage in any meaningful statistical analysis, beyond simple descriptive statistics, to explore relationships in the data (Borg and Gall, 1989; Utts & Heckard, 2006). Accordingly, and in light of these limitations, a brief discussion of the quantitative data is presented here to give a sense of those data.

What is worth discussing about the quantitative data is that in most instances the survey respondents were in agreement with perspectives expressed by the interview participants. For example, the respondents to the survey consider internationalization relevant to teacher education given the increased diversity in the U.S. school system. The survey results also reflect support for an internationalized teacher education curriculum. In terms of barriers to internationalization, the survey respondents show agreement with

the interview participants' criticism of a lack of institutional incentives to engage in international work. Similar to the interviewees, the survey participants attribute their motivation to internationalize their teaching to personal international experience and the presence of international students in their classes. When it comes to worldview, the survey results show that the respondents also have a positive orientation towards cultural pluralism. Another commonality between the two sets of participants is that the teacher educators appear to be most engaged in internationalization through teaching and less so through research and service.

Chapter 5: Discussion and Implications

The analysis of the qualitative data led to the identification of three sets of factors that impact the study participants' engagement in internationalization: external, institutional, and personal. While the survey instrument generated a low response rate, the quantitative data support the findings from the interviews. It appears that the teacher educators' engagement in internationalization is a function of different intersections among the factors discussed in the previous chapter. What follows is a summary of the key findings according to the study's research questions with a focus on the various factors the study participants identified. Discussion in the following section presents connections between the findings and the literature and then illustrates intersections among the factors that impact the teacher educators' engagement in internationalization.

Summary of Key Findings

1. *How do teacher educators understand the internationalization of teacher education?*

There are two significant findings here that impact the teacher educators' perspectives on internationalization. Firstly, they consider internationalization relevant to teacher education given the social context of increased diversity in U.S. classrooms and the expectation that this will continue to grow. This constitutes an external factor. The second key finding is that the teacher educators consider internationalization a learning opportunity to enhance their teaching and research, and this represents a personal factor related to their motivation.

2. *How do teacher educators define an internationalized teacher education curriculum?*

The teacher educators identified three key components of an internationalized teacher education curriculum: experiential learning, pedagogical approaches for the purpose of internationalizing classes, and course content. Experiential learning included international experience through study abroad or overseas student teaching as well as exposure to diversity through student teaching in high needs schools. The interview participants pointed out pedagogical approaches such as conducting simulations in class and engaging pre-service teachers with their counterparts in other countries through technology. In terms of course content, both sets of study participants consider awareness of other cultures and cultural differences as essential to pre-service teachers' preparation. Overall, the teacher educators in this study are supportive of an internationalized teacher education curriculum. While the findings from this research question do not specifically pertain to any of the factors, they do provide insights into the intersections between factors that are discussed in the next section of this chapter.

3. *What do teacher educators consider to be catalysts and barriers to the internationalization of pre-service teacher preparation and training?*

The teacher educators identified more barriers than catalysts related to the internationalization of teacher education. While the barriers fall into all three categories: external, institutional, and personal, the catalysts are mainly institutional. The study participants, especially the interviewees, contend that state teacher licensure requirements

constitute a strong external barrier which put constraints on internationalizing the curriculum. At the institutional level, the findings show that both a lack of campus leadership committed to internationalization and minimal resources devoted to the process are a significant barrier. In addition, the study participants affirmed that tenure and promotion practices do not incentivize faculty to engage in international work. On a personal level, the interview participants emphasized that internationalization requires a change of mindset among teacher educators who need to value the process and its relevance to their research and teaching.

In terms of catalysts, the key findings pertain to hiring practices and organizational structure. Hiring more faculty with international experience would make a positive contribution to internationalization in the School of Education. Findings also show that mechanisms for communication and collaboration both within the School of Education and across campus would also foster the process of internationalizing teacher education. These findings related to hiring practices and organizational structure are relevant to the recommendations that are shared later in this chapter.

4. *What motivates teacher educators to engage in the internationalization of teacher education?*

International experience, a personal factor, emerged as the most significant finding in terms of what motivates the teacher educators to engage in activities related to internationalization. The interview participants drew connections between their international experiences and their teaching and research, which is also supported by the

survey results. An additional finding of note for motivation includes the presence of

international students in class and institutional incentives and reward structures. Both

sets of study participants consider international students a valuable learning resource for

students and faculty.

5. ***In what sense are teacher educators globally minded in terms of their***

   worldview?

   The teacher educators' worldview is another personal factor that impacts their

engagement in internationalization. Analysis of the qualitative data shows that the

interview participants have a positive orientation towards cultural pluralism; they

expressed a deep appreciation of cultural differences and understanding of cultural

relativism. As discussed in Chapter 4, there appears to be connections between their

worldview and approaches to teaching.

6. ***What activities are teacher educators engaged in to internationalize pre-service***

   teacher preparation and training?

   The study participants are engaged in internationalization mostly through their

teaching and less so through research and service. Ways in which they internationalize

their classes include conducting simulations to demonstrate cultural differences and

incorporating the perspectives of international students into class discussions. Overall,

the findings indicate that there is a complex set of factors that contribute to the teacher

educators' engagement in the internationalization of teacher education.

Discussion and Interpretation

In this section of the chapter, there is discussion of how the findings not only address a gap in the literature on the internationalization of teacher education but also support previous research on faculty engagement in internationalization. This is followed by the interpretation of the findings and discussion of intersections among the various factors and how these factors shape the study participants' engagement in in internationalization. These intersections shed light on the complexities of teacher educators' engagement in internationalization. References to the literature are also included in this analysis.

The findings and the literature. This study with its focus on teacher educators' perspectives on and engagement in internationalization addresses a gap in the literature on the internationalization of teacher education. To date, researchers have mostly focused on pre-service teachers' learning outcomes from international experiences (Cushner, 2007; Leutwyler & Meierhans, 2016; Malewski et al., 2012; Shonia & Stachowski, 2014). Additional studies by Mahon (2010) and Schneider (2003; 2007) show how external and institutional barriers impede the internationalization of teacher education. Merryfield's (2000) research on teacher educators' lived experiences suggests there is a relationship between international experience and teaching practices. While these studies are valuable contributions to the literature on teacher education, this study based on mixed-methods research with principle emphasis on the qualitative findings provides insights on the complex combination of factors that impact teacher educators' engagement in internationalization. In addition, this research confirms and builds upon

findings from previous studies on faculty and internationalization (Childress, 2010; Emmanuel, 2010; Fields, 2010; Finkelstein et al., 2009, 2013; Schwietz, 2006).

There is a growing body of literature on the impact of international experience on pre-service teachers' professional and intercultural development (Cushner, 2007; Malewski et al., 2012; Shonia & Stachowski, 2014). The findings from these studies convey the value of such experiences and the positive student learning outcomes these experiences generate. Nonetheless, scholars criticize the overemphasis on study abroad in the literature on internationalization given low participation rates in these experiences and the lack of research on "internationalization at home" (Jones & de Wit, 2012; Knight, 2006; Levin, 2005; Ward, 2007). When asked about what constitutes an internationalized teacher education curriculum, the interview participants spoke extensively about international experience for pre-service teachers, and this theme generated the most statements for curriculum. Getting the interview participants to discuss other aspects of an internationalized teacher education curriculum required probing by the researcher. While this study did not focus on international experiences for pre-service teachers, the interview participants' perspectives on internationalizing the curriculum reflect the emphasis on student mobility in the literature on internationalization.

Schneider's (2003, 2007) studies provide empirical evidence for the lack of internationalization in teacher education, which is one of the least internationalized disciplines in higher education (Shaklee & Bailey, 2012; Schneider, 2003, 2007; Schwietz, 2006; Zhao, 2010). Key findings from Schneider's research include teacher educators' perspectives that state teacher licensure requirements and a lack of

institutional incentives hinder the internationalization of teacher education. This study contributes to this body of evidence. State teacher licensure requirements framed the interview participants' perspectives on the curriculum and the extent to which teacher educators can incorporate international content into their teaching and remain consistent with state mandates. In addition, the interview participants pointed out that a lack of institutional incentives does not incentivize teacher educators to engage in international work.

Another key point raised by Schneider's (2003, 2007) research is the importance of organizational structure and collaboration between teacher educators and their colleagues in other departments. Participants in this study also identified organizational structure that enables cross-campus collaboration as an important institutional factor related to internationalizing teacher education. There will be further discussion of this in the chapter's recommendation section.

While Schneider (2003, 2007) makes significant contributions to the literature on the internationalization of teacher education, her findings are limited in scope compared to this study in that her research did not account for personal factors that impact teacher educators and their engagement in internationalization. Where this study fills a gap in the literature and builds on Schneider's research is the inclusion of personal factors in the research design and findings in addition to external and institutional factors.

One of the key findings from this study is the impact of international experience on the study participants' perspectives on and engagement in internationalization. The participants with international experience, especially multiple international experiences,

appear to be more motivated and engaged than participants with limited or no international experience. This supports findings from previous research on how international experience impacts faculty motivation and engagement in internationalization. For instance, Merryfield's (2000) study on teacher educators' lived experiences shows how White teacher educators attribute their global and multicultural teaching practices to having spent time overseas where they experienced cultural differences. In addition, this study affirms what Finkelstein et al. (2009, 2013) show through their research that faculty with significant international experience incorporate more international content into their courses and conduct more internationally focused research than faculty with little or no international experience. Schwietz (2006) also found in her research a positive correlation between international experience and faculty engagement in internationalization.

Another recent study on teacher educators and their perspectives on internationalization (Sippel, 2017) led to similar conclusions regarding personal factors and their impact on teacher educators' understanding of and engagement in internationalization. In contrast to the teacher educators in this study, those in Sippel's have little international experience, mostly limited to travel for leisure. Sippel's findings suggest that teacher educators who have not engaged in international experience and reflection on these experiences (Vande Berg, Paige, & Lou, 2012) lack confidence and efficacy in terms of their engagement in internationalization. An additional finding from Sippel's study is the impact of localization of education on the internationalization of teacher education programs (Frey & Whitehead, 2009). This factor did not emerge in the

findings for this study, which underscores the importance of context and institutional location. Sippel's study is set at an institution in the Midwest whereas this study's setting is an institution located near a large metropolitan area in the Northeast.

      Interpretation: Intersections among the factors. The findings reflect three positive attributes about the teacher educators in this study and their engagement in internationalization. Firstly, they have a positive understanding of internationalization and its relevance to teacher education, which is then reflected in their support for various components of an internationalized teacher education curriculum. The findings also show that the study participants are motivated to engage in activities related to internationalization. However, additional findings affirm the existence of barriers that hinder teacher educators' engagement in internationalization, as shown by previous research (Mahon, 2010; Schneider, 2003, 2007). These barriers are both external and institutional in nature and mostly pertain to state teacher licensure requirements as well as institutional leadership and incentives.

      While important, the identification and discussion of barriers is simplistic. What this study's overall findings show is that a complex set of factors impacts teacher educators' engagement in internationalization: external, institutional, and personal. These factors do not operate in isolation of one another, and the participants' engagement in international work is shaped by intersections of these factors. This supports research by Emmanuel (2010) on the relationships between personal and institutional factors and how their impact on faculty perceptions of global education initiatives.

The findings from this research show that a combination of external factors impacts the internationalization of teacher education. These include increased diversity in the U.S. school system and state teacher licensure requirements. Institutional factors are largely shaped by campus leaders whom study participants expect to guide the internationalization process and commit resources to it. On a personal level, international experience appears to be the strongest factor contributing to the study participants' motivation and engagement in internationalization. What follows is discussion of various intersections among the factors that impact the teacher educators' engagement in internationalization.

Intersection #1: International experience (intrinsic motivation), state requirements, and teaching. One of the most significant intersections among the factors is between the study participants' intrinsic motivation, state requirements, and their engagement in internationalization through teaching. The study participants are especially motivated by their international experience which strongly informs their teaching. In this sense, they are intrinsically motivated to engage in internationalization. Meanwhile, one of the major barriers to internationalizing teacher education identified by the teacher educators are state teacher licensure requirements which result in curricular constraints. Having said this, the interview participants also acknowledged that state mandates are open to interpretation and provided some creative ways in which they incorporate international content into their classes. Here, the study participants' intrinsic motivation to bring international content into their teaching prompts them to work around what is generally characterized as a significant barrier. This confirms conclusions by

Mahon (2010) and Schneider (2003, 2007) that how teacher educators interpret state

mandates is an important consideration. What this study finds is that the extent to which

teacher educators consider state requirements a real or perceived barrier might depend on

personal experience and a desire to incorporate international content into their teaching,

which supports previous research on faculty and internationalization showing the positive

impact of international experience on their engagement (Finkelstein et al., 2009, 2013;

Merryfield, 2000; Schwietz, 2006).

   Intersection #2: Leadership and resources, extrinsic motivation, and

curriculum development. At the institutional level, findings show that the teacher

educators expect campus leadership to play a significant role in the internationalization

process, which supports previous research (Dewey & Duff, 2009; Emmanuel, 2010;

Shoorinan, 1999). In fact, the interview participants were adamant about the role of

leadership and conveyed that campus leaders need to value internationalization and

commit resources to it, a key point that is also reflected in the literature (Ellingboe, 1998;

Hudzik, 2011; Mestenhauser, 2000, 2002; Paige, 2005). The lack of incentives for

international work generated criticism from the interview participants. In the absence of

incentives and resources, the interview participants expressed that it is challenging to

revise courses or create new ones in order to internationalize the curriculum. This

conveys a sense of extrinsic motivation among the study participants, which is also

reflected in Emmanuel's (2010) findings on faculty and motivation to engage in

internationalization. The interview participants' perspectives also confirm findings from

Childress' (2010) research indicating that the provision of resources and incentives

fosters the engagement of faculty in international work. This intersection between institutional factors and the study participants' extrinsic motivation sheds some light on the low engagement score from the survey.

Intersection #3: Resources, faculty mindset, and scholarly activities.
Institutional factors and personal factors also intersect when it comes to the study participants' engagement in internationalization through their scholarly activities. The interview participants gave examples of how they engage in academic travel and internationally focused research, which is reflective of their global-mindedness and international mindset (Hett, 1993; Sanderson, 2008). They also emphasized that limited institutional funding poses challenges for them to engage in these activities. In addition, this provides another example in which the teacher educators demonstrate extrinsic motivation to engage in international work. They would likely have a higher level of engagement in academic travel and internationally focused research if more funding were available.

Intersection #4: Diversity in the school system, state requirements, and teaching.
In terms of external factors, the findings show that increased diversity in the U.S. school system shapes the teacher educators' understanding of internationalization as relevant to teacher education. This aligns with perspectives in the literature that increased diversity in U.S. classrooms makes the internationalization of teacher education an imperative (Apple, 2011; Cushner, 2009; Darling-Hammond, 2006; Wang et al., 2011). Where this intersects with other findings pertains to the interview participants' perspectives on

curriculum and their engagement through teaching in which they emphasized the importance of exposing pre-service teachers to other cultures and cultural differences.

Nonetheless, the study participants also argued that state teacher licensure requirements place limitations on incorporating international content into the curriculum. This factor heavily shaped the interviewees' perspectives related to curriculum and teaching, which affirms findings from previous research (Mahon, 2010; Schneider, 2003, 2007). In this sense, the external factors are conflicting, one prompting the study participants to internationalize their classes with the other restricting their efforts to do so. For instance, the most common example of how the interview participants internationalize their courses is by incorporating relevant examples into class discussion. Compared to other examples shared during the interviews, this is likely the easiest to do given the other content that needs to be covered per state mandates. This also underscores the point made in discussion of Intersection #1 about the importance of how state requirements are interpreted and the creativity teacher educators need to work within and around requirements to bring international content into their classes.

Intersection #5: Worldview, international students, and teaching. Another interesting point of intersection among the factors is the study participants' worldview and the presence of international students in their classes. Findings show that the teacher educators have a positive orientation towards cultural pluralism which is reflected in their consideration of international students as a learning resource for both students and faculty. The interview participants gave examples of how they incorporate international students' perspectives into their classes. Such motivation is then reflected in the teacher

educators' engagement in internationalization since incorporating the perspectives of international students into their classes is one of the ways in which the study participants internationalize their courses. This intersection between worldview and motivation supports findings from Emmanuel's (2010) research on faculty and internationalization in that he found a correlation between positive attitudes towards cultural pluralism among faculty and their perception of global education initiatives.

Summary and conclusion of findings and interpretation. This research with its focus on teacher educators' perspectives on and engagement in internationalization fills a gap in the literature on the internationalization of teacher education. The growing body of research on this topic (Cushner, 2007; Malewski et al., 2012; Shonia & Stachowski, 2014) largely pertains to the impact of international experiences on pre-service teachers' personal and professional development. Beyond this, little research has been conducted on the internationalization of the teacher education curriculum. Schneider's (2003, 2007) valuable studies through qualitative research show how external and institutional barriers intersect and limit efforts to internationalize teacher education at a broad spectrum of institutions across the U.S. What Schneider does not account for in her research are personal factors such as teacher educators' motivation, worldview, and understanding of internationalization and how these factors also shape the internationalization of teacher education. Other studies shed light on the relationship between personal factors and faculty engagement in internationalization (Emmanuel, 2010; Fields, 2010; Finkelstein et al., 2009, 2013; Schwietz, 2006). This study addresses a gap in the literature by building on two bodies of research through a mixed-methods

approach on the engagement of teacher education faculty in the internationalization of teacher education. Essentially, the findings show that a complex combination of factors: external, institutional, and personal, impact teacher educators' engagement in internationalization.

Discussion of the findings shows that there are different intersections among the various factors that impact the study participants' engagement in the internationalization of teacher education. Two types of motivation appear in these intersections: intrinsic and extrinsic. The study participants appear intrinsically motivated to work within and around state licensure requirements despite the limitations state mandates may impose on incorporating international content into their classes. Where the study participants show extrinsic motivation pertains to incentives that would facilitate their engagement in internationalization. What comes across in the findings is that the study participants find ways to engage in internationalization, but greater guidance from campus leadership and the provision of more incentives would lead to a higher level of engagement and a more internationalized pre-service teacher curriculum. This affirms conclusions from previous research (Childress, 2010; Emmanuel, 2010) in the context of this study on teacher educators. Merryfield (2000) finds that teacher educators' lived experiences, such as international experience and encountering cultural differences, informs their teaching practices. Teacher educators with this background would likely be very responsive to campus leaders who prioritize internationalization, commit resources to the process, and set organizational practices in place to engage faculty, which is what Childress (2010) found in her study on institutional factors and faculty engagement in internationalization.

Such a combination of faculty and leadership in the School of Education would then mitigate for external factors such as state teacher licensure requirements.

Limitations

Even with the careful collection and analysis of two sets of data, this research and its findings have limitations. The qualitative findings are not generalizable to teacher educators at other institutions (Creswell, 2014). However, this study bears conceptual implications for other settings (Guba & Lincoln, 1989; Yin, 2012). Future research in other contexts may reveal other factors that impact teacher educators' engagement in internationalization.

There is also an element of non-respondent bias (Henry, 1990; Leedy & Ormrod, 2010), which pertains to quantitative phase of the study. With a low response rate to the survey (12.8%), the data do not necessarily reflect the opinions of non-respondents. A higher response rate may have generated different results from the survey and led to a different set of findings. However, for the most part, the survey respondents show agreement with perspectives shared by the interview participants.

Since the analysis and interpretation of the qualitative data yielded the main body of this study's findings, there's also a dimension of researcher bias (Creswell, 2014; Leedy & Ormrod, 2010; Schram, 2003). The researcher is not a teacher educator, has never taught in a U.S. classroom, and does not understand the reality of teacher education from the perspective of a teacher educator. While the researcher works in higher education as a practitioner, the nature of faculty work is also not familiar to the researcher. This outsider perspective influenced the researcher's analysis and

interpretation of the qualitative data, and some insights provided by the study subjects

may have been overlooked by the researcher, who comes from an external context.

Conceptual Implications

The figure below represents a modification of the conceptual framework

presented in Chapter 1 and Chapter 2. What is depicted in the figure places the

framework on faculty engagement in internationalization in the context of teacher

educators with the addition of the external factors that emerged from the research.

Furthermore, the teacher educators' engagement is broken down into teaching, research,

and service. The way in which these forms of engagement are shown in the figure

reflects the level of the teacher educators' engagement in the different components of

their work, with teaching being the most prominent among the three. Arrows in the

figure convey relationships between the factors and different aspects of the teacher

educators' engagement: teaching, research, and service. The personal and institutional

factors that appear in bold represent key findings. Personal factors listed in parentheses

were considered as independent variables as part of this study, but they did not have any

impact on the findings. However, these variables do bear consideration for future

research. The institutional factors shown in italics represent catalysts to

internationalization based on the findings and will inform discussion of recommendations

further on in this chapter. As such, the arrows connecting these factors and other

concepts in the figure are shown with dotted lines as opposed to solid lines. The

institutional factors in parentheses were included in the initial framework for this study,

but they did not emerge in the findings though they may have relevance for future

research in similar contexts.

Figure 3. Teacher educator engagement in internationalization (adapted from Blackburn

and Lawrence [1995]).
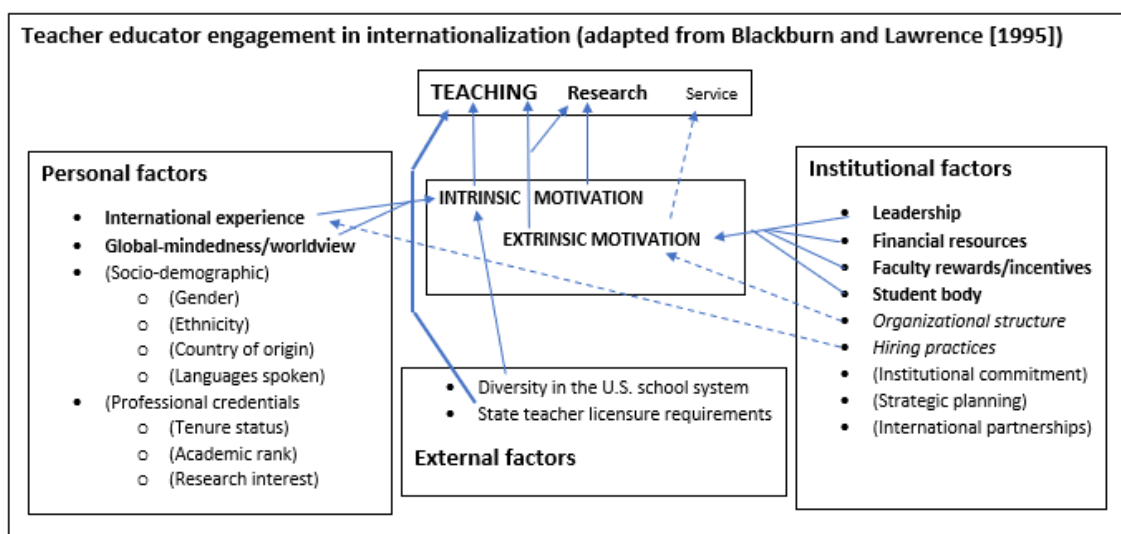
The findings support and extend the conceptual framework that guided this

research and interpretation of the data collected through both qualitative and quantitative

methods. This study shows that a combination of individual and institutional factors

impacts teacher educators' engagement in internationalization, which affirms assertions

by Blackburn and Lawrence (1995) about faculty role performance in that faculty

motivation influences how they approach their work related to teaching, research, and

service. What shapes faculty motivation is a combination of what Blackburn and

Lawrence refer to as faculty "self-knowledge" and "social knowledge". Self-knowledge

is informed by faculty socio-demographic backgrounds as well as their career choices and

academic status: research interest, academic rank, and tenure status. For Blackburn and

Lawrence, self-knowledge is what intrinsically motivates faculty performance. On the other hand, faculty social knowledge is derived from what they perceive as institutional priorities and expectations regarding their performance. Essentially, factors such as institutional mission, campus leadership, incentives and rewards, opportunities for professional development, etc. are sources of extrinsic motivation related to faculty performance. As discussed in the previous section, there are various intersections of personal and institutional factors that influence teacher educators' motivation and engagement in internationalization.

For the purposes of this study, the researcher incorporated additional perspectives into the conceptual framework to bring Blackburn and Lawrence's (1995) concepts into the context of faculty engagement in internationalization. This is justified by Emmanuel's (2010) research on faculty perceptions of global education initiatives, in which he examined faculty motivation based on Blackburn and Lawrence's framework. In addition to teacher educators' socio-demographic and academic backgrounds, this study's conceptual framework also considers factors such as lived experience and worldview and their relationship to faculty intrinsic motivation. This draws from Sanderson's (2008) concept of the "internationalization of the academic self" in which he emphasizes the importance of authentic teaching practices (Cranton, 2001) and a cosmopolitan outlook as key elements to internationalization at the faculty level. A growing body of research (Finkelstein et al., 2009, 2013; Merryfield, 2000; Schwietz, 2006) shows a relationship between international experience and faculty engagement in internationalization. Findings from this study show strong connections between teacher

educators' international experience and worldview and their motivation to engage in internationalization. These factors constitute significant components of teacher educators' self-knowledge that impact their performance when it comes to internationalization.

In terms of faculty social knowledge, this study affirms what Blackburn and Lawrence (1995) assert about institutional factors and how these shape faculty extrinsic motivation. While the participants from both phases of the study show motivation to engage in internationalization, the interviewees, in particular, expressed frustration about a lack of financial resources and incentives that hinder their ability to engage in international work. This signals to the study participants that internationalization is not a strong institutional priority and that related work is not expected in their performance. Despite motivation and good intentions, institutional factors place limitations on teacher educators' performance in terms of internationalization. Findings from this study also affirm evidence from Childress' (2010) research which shows that institutional factors, especially the prioritization of internationalization, are integral to faculty engagement in the process. Overall, this study indicates that intersections between personal and institutional factors shape the teacher educators' engagement in internationalization.

This study adds another component to the conceptual implications, which is the impact of external factors on teacher educators' motivation and engagement in internationalization. External factors such as diversity in the U.S. school system and state teacher licensure requirements both drive and constrain teachers. Diversity in the school system prompts the teacher educators' desire to incorporate more content about culture

and cultural differences into their courses, but state licensure mandates limit their ability

to do so. Yet this study shows that teacher educators, motivated by their international

experience, find creative ways to add cultural content to their classes and remain

consistent with state requirements. Essentially, the presence of external factors

constitutes an additional element of complexity to teacher educators' motivation and

engagement in internationalization. Not a single set of factors operates in isolation.

While the teacher educators in this study demonstrate motivation for internationalizing

teacher education, the findings show that external and institutional factors also impact

their level of engagement.

Recommendations for Future Research

 This study makes a contribution to the scholarship on the internationalization of

teacher education, and yet there is still a need for more research on the topic (Cordeiro,

2007; Munthe, 2017; Shaklee & Bailey, 2012). As previously discussed, most of the

research on this topic focuses on pre-service teachers' learning outcomes from

international experiences (Cushner, 2007; Leutwyler & Meierhans, 2016; Malewski et al.,

2012; Shonia & Stachowski, 2014). This body of research will likely expand over time

given the emphasis on student mobility in the general discussion of internationalization in

the literature (Hudzik, 2011). Nonetheless, more research on teacher education from an

"internationalization at home" (Jones & de Wit, 2012; Knight, 2006; Levin, 2005;

Nilsson, 2003; Ward, 2007) perspective is needed given the lack of internationalization in

teacher education programs (Mahon, 2010; Schneider, 2003, 2007). Findings from future

studies like this one with a focus on faculty perspectives would build on this emerging

body of knowledge and help campus leaders develop better practices to support teacher educators and their work in internationalizing teacher education. Research on pre-service teachers' worldview or intercultural development would help teacher educators develop appropriate teaching practices and curriculum especially if findings from such studies show deficiencies in pre-service teachers' global mindedness and orientation towards other cultures.

The qualitative findings are rich with details about the teacher educators' perspectives on internationalization, their motivation, and their engagement in international work. Scholars should continue to investigate teacher educators' perspectives on and engagement in internationalization through qualitative research to expand this body of knowledge. Qualitative research is an appropriate approach to this relatively unexamined phenomenon (Creswell, 2014; Leedy & Ormrod, 2010). Such research may confirm findings from this study but also might reveal how institutional type or location (and possibly other factors) shape teacher educators' perspectives and how they engage in internationalization (see Sippel, 2017). The researcher's connections with a previous institution of employment could provide the opportunity to conduct additional research as a follow up to this study for comparative purposes. It is also recommended that deans and department chairs in schools of education be included as subjects in future studies given the perspectives on leadership in the literature on internationalization (Ellingboe 1998; Hudzik, 2011; Mestenhauser, 2000, 2002; Paige, 2005). The inclusion of leaders' perspectives would add an important dimension to such studies and inform recommendations for practice.

While the qualitative data formed the principle basis for this study's findings, the survey results largely support what the qualitative data reveal about the teacher educators' perspectives and engagement. In addition, the development of the survey was a positive outcome from the analysis of the qualitative data. This presents the opportunity for additional research. The researcher works at one of 13 comprehensive, master's level institutions within a large state system of higher education and could administer the survey to teacher educators at the other colleges in the system. This would provide the researcher the opportunity to work with larger data set in which to explore possible relationships between independent variables and respondents' scores as well as the extent to which the survey results from a larger sample support the initial qualitative data (Creswell, 2014). Such research could also provide the basis for similar work on teacher educators and internationalization within other state systems of higher education which would be particularly interesting given the tradition of teacher education at these institutions. Additional quantitative research will provide further insights on the relationships between factors that impact teacher educators' engagement in internationalization (Creswell, 2014). This expanding body of knowledge would then inform campus policies and practices that would maximize teacher educators' engagement in internationalization.

As discussed in Chapter 2, teacher educators at the University of Maryland are formally engaged in the internationalization of teacher education. Through their efforts, they have conducted research that shows the impact of internationalized courses on student learning outcomes (Koziol et al., 2011; Niehaus et al., 2013). More research

needs to be done in this area as the findings from such studies will inform teaching

practices and curricular changes for the purposes of internationalizing teacher education.

This research would especially help teacher educators infuse more international content

into their teaching while remaining consistent with state mandates.

Implications for Practice

This study's findings are informative for campus leaders, especially for deans and

department chairs in schools of education, as they have a pivotal role to play in

internationalization. Through their guidance and thoughtful execution of change, these

leaders have the potential to transform teacher education (Eckel & Kezar, 2003; Fullan,

2007; Northouse, 2010; Mestenhauser, 2000). Changes aimed at fostering

internationalization would signal to teacher educators that international work is valued

and considered a priority.

One measure deans and department chairs can undertake is an adjustment in

hiring practices to foster a cultural shift in teacher education programs. Since teacher

educators attribute their motivation to engage in internationalization to their international

experience, deans and chairs should give such experience in a prospective teacher

educator's background serious consideration in hiring decisions. Such faculty will likely

be more inclined to engage in international work, but increasing their presence among the

faculty is a simplistic and unidimensional approach to internationalization. Eleven of the

thirteen study participants reported having international experience, but the findings show

that there is a lack of resources and incentives for teacher educators to be more engaged

in international work. The interviewees, in particular, expressed frustration about the

lack of institutional support for internationalization. Despite their motivation, institutional factors have a limiting effect on the teacher educators' engagement in international work. When resources are scarce, then creativity is required so that teacher educators sense that their engagement in international work is expected and valued. This is true for the institution in this study as well as others in similar contexts with limited or even dwindling financial resources. In such instances, efforts to engage teacher educators in internationalization should be as cost neutral as possible.

The teacher educators in this study with international experience constitute an untapped resource for the internationalization of teacher education. They demonstrate motivation in different ways, but their level of engagement is limited by intersections of various factors as shown by the study. When such a group of faculty are present, leaders in schools of education should institute changes in organizational structure that set internationalization as a priority and provide such faculty opportunities for communication and collaboration that would value and engage their international experience. This would include, for example, the establishment of an internationalization committee (Childress, 2010; Ellingboe, 1998) within the School of Education. Participation in this committee should count towards faculty service requirements and taken into consideration for tenure and promotion decisions.

Essentially, the committee would bring together teacher educators from different subject areas in education for the purpose of internationalizing the teacher education program. Faculty who have not had much international experience and are unsure about internationalizing their classes would benefit from the advice and guidance of their

colleagues with international experience and who are more adept at incorporating international content into their classes. When funding permits, committee members should be granted a course release to expedite curricular revisions. Efforts to internationalize teacher education at institutions such as Indiana University and the University of Maryland could serve as models for curricular revisions. In addition, Cushner (2014) proposes a framework for an internationalized teacher education program based upon Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS).

Furthermore, the committee should engage in other functions such as assisting faculty in the School of Education with Fulbright proposals or similar applications. Members of the committee could also establish connections with teacher educators at overseas partner institutions to foster collaboration on research and other scholarly projects. In addition, collaboration with staff in the international programs office should focus on curriculum integration of study abroad experiences for pre-service teachers as well as the development of faculty-led programs.

Campus administrators should also establish a campus wide internationalization task forces with a similar premise. This would foster systemic change (Mestenhauser, 2007) through more interdepartmental collaboration and internationalization across the curriculum. Since pre-service teachers have a concentration or second major outside the School of Education, they should also be exposed to international content in their additional coursework.

Another cost-effective approach to engaging more teacher educators in internationalization would be giving preference to sabbatical projects with an

international focus. This would signal to faculty with an international mindset that their work is valued. For teacher educators with limited or no international experience, the development of such a project would be an excellent professional development opportunity. This could be research with a comparative or international focus or proposal to revise or create courses with international content.

In addition, faculty in the School of Education should be encouraged to offer courses through the Collaborative Online International Learning (COIL)[6] initiative so that pre-service teachers have meaningful contact with faculty and students in other countries through supplemental instruction and collaborative assignments in a virtual environment. The development of such courses is time consuming, so faculty should have a course release or receive a small grant for this. In the absence of funding for such incentives, teaching a COIL course should count towards a faculty member's annual service requirement to allow time for the development and execution of such a course.

Furthermore, the School of Education is engaged in an initiative that has significant implications for the internationalization of the teacher education program. In conjunction with staff in the international programs office, leaders in the School of Education have developed a dual-degree program with a university of education in China in which pre-service teachers at this institution begin their studies in China and complete their education in the U.S. The first group of Chinese students will begin their coursework in the School of Education in January 2019. To prepare the Chinese students

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[6] For more details, see: http://coil.suny.edu/page/about-coil-0

for their studies in the U.S., faculty in the School of Education and the ESL program have traveled to China to teach specialized courses for these students. In addition, faculty from the institution in China have come to campus to study ESL and observe classes so that they can also be engaged in the Chinese students' preparation. These measures are integral to the Chinese students' success when they undertake their studies in the School of Education.

The presence of students from China in the School of Education has the potential to internationalize the curriculum and learning experience for the American students. Based on the findings, faculty in the School of Education consider international students a valuable learning resource for both instructors and students. This is a very positive sign, though the integration of the Chinese students into classes will not be without its challenges (Goode, 2013). In his study on a business program in China taught by American instructors, Goode found that both the faculty and students had differences in their expectations of teaching and learning styles. Both parties struggled with finding the correct balance between teacher-centered and student-centered learning environments. Assignment completion, especially readings, and language barriers also posed challenges for both the faculty and students. While the School of Education and staff in international programs are undertaking measures to prepare the Chinese students for their studies in the U.S., some of the challenges that Goode discovered in his research may present themselves when the Chinese students join classes in the School of Education. Faculty would be prudent to make some adjustments to their classes and teaching style and openly engage in discussions among themselves of how to do this in advance of the

Chinese students' arrival. Observing ESL classes would be beneficial for faculty to gain a better understanding of how they can support the Chinese students and engage them in class.

An additional dimension of complexity here is that the Chinese students will be in class with American students, which means that faculty will have to manage differences in culture and learning styles. Faculty need to consider ways for both Chinese and American students to learn together and from each other. Research by Arkoudis et al. (2010) and Reid and Garson (2016) has implications for faculty in the School of Education. Findings from these studies show that faculty need to take student interaction and reflection into account when developing assignments for multicultural classrooms. The researchers recommend that assigning groups and engaging students in both individual and group reflection as part of their assignments contributes to their intercultural learning. Such measures could facilitate the Chinese students' integration and adjustment to different teaching and learning styles and provide both groups of students with meaningful cultural exchange. In addition, this initiative also presents teacher educators the opportunity to engage in assessment of students' intercultural sensitivity or global awareness to identify and refine teaching practices to enhance students' culture learning.

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Appendix A: Interview Protocol

1. How did you come to be a teacher educator in the School of Education?

2. How long have you been here? And, what is your current "title" or "position"?

3. What do you enjoy most about being here?

4. Tell me about your research interests.

5. Have you had opportunities to engage in international or intercultural experiences, here or elsewhere? If so, would you tell me about experiences that were especially interesting to you?

6. If not, are there particular types of international or intercultural experiences that might be of interest to you? What might these be?

7. Hett (1993) defines global-mindedness as "a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in an individual's attitudes, beliefs and behaviors" (p.23). What are some parts of this definition that resonate for you?"

8. In what ways do your life experiences and worldview inform your teaching, research, and service?

9. To what extent do you think pre-service teachers should have exposure to global and intercultural content in their coursework and preparation? Please share some of your reasons are for this.

10. What would you envision as some of the key components of an internationalized pre-service teacher curriculum?

11. How do you incorporate what you just described into your teaching? What motivates you to do this?

12. How can teacher education faculty in the School of Education become engaged in the internationalization of teacher education?

13. What might support teacher education faculty to be more active and maybe even enthusiastic participants in the internationalization of teacher education?

14. What do you see as barriers or disincentives to teacher education faculty engagement in the internationalization or teacher education?

15. What would it take to deepen the work in the School of Education as it relates to the internationalization of pre-service teacher education and training?

16. What would you like to learn about internationalization and its relevance to pre-service teacher education and training?

Appendix B: Survey Instrument

Internationalization and teacher education

In this section, you are asked to respond to questions related to internationalization and its relevance to teacher education. Please review the definition below and bear it in mind as you complete all sections of this survey.

Hudzik's definition of internationalization

Hudzik (2011) defines **comprehensive internationalization** as "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility." (p. 6)

Please select the best response for you.

1. The increasing diversity in U.S. classrooms makes internationalization relevant to pre-service teacher education and training.
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

2. The internationalization of pre-service teacher education and training requires teacher educators to change their approach to developing and delivering course content.
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

3. The internationalization of pre-service teacher education and training will bring more international, intercultural, and global perspectives to K-12 education.
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

4. Internationalization is relevant to teacher education because today's pre-service teachers will be preparing students for an increasingly globalized workforce.
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

5. The internationalization process is a learning opportunity for faculty in the School of Education and a means to enhance their teaching and research.
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

6. In what other ways do you see/understand internationalization as relevant to teacher education?

Internationalized teacher education curriculum

In this section, you are asked to respond to questions about the components of an internationalized teacher education curriculum related to both classroom instruction and experiential learning.

Please select the best response for you.

1. Pre-service teacher education and training should include the study of world languages and cultures. (7)
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

2. There should be a set number of required classes with global, international, and intercultural content, such as Education across Borders, in pre-service teachers' curriculum. (8)
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

3. International study or overseas student-teaching experiences should be incorporated into pre-service teacher education and training. (9)
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

4. Pre-service teachers should be exposed to global, international, and/or intercultural content throughout the teacher education curriculum. (10)
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

5. Student-teaching should expose pre-service teachers to students and families from diverse backgrounds. (11)
   (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

6. The effective use of technology is a way for teacher educators to internationalize the courses they teach. (12)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

7. What else would you consider to be an integral component of an internationalized teacher education curriculum? (13)

Catalysts and barriers to the internationalization process

In this section you are asked to respond to questions about catalysts and barriers related to the internationalization of teacher education.

Please select the best response for you.

1. State licensure requirements and corresponding curricular restrictions present obstacles to the internationalization of pre-service teacher education and training. (14)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

2. Opportunities to conduct short-term study abroad programs would motivate more faculty to add an international component to their teaching and research. (15)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

3. Teaching a Collaborative Online International Learning (COIL) course or directing a study abroad program should count towards tenure and promotion. (16)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

4. A system of rotating course releases would allow faculty to revise existing courses and/or develop new courses with more global, international, and intercultural content. (17)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

5. Internationalization requires institutional leadership to guide the process and commit resources to it. (18)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

6. Hiring more faculty members with significant international experience would bring new perspectives to the School of Education and facilitate the internationalization process. (19)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

7. The administration should establish a campus wide internationalization committee to foster communication and interdepartmental collaboration. (20)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

8. Collaboration with schools of education in other countries would provide School of Education faculty with more opportunities for projects and research with an international focus. (21)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

9. The administration should actively encourage more faculty to apply for Fulbright grants and similar funding opportunities. (22)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

10. Students in the School of Education welcome the opportunity to explore topics related to the cultures and histories of other countries. (23)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

11. Faculty in the School of Education need to understand how internationalization is relevant to their research and teaching. (24)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

12. What else do you consider to be catalysts to the internationalization of pre-service teacher education and training? (25)

13. What else do you consider to be barriers to the internationalization of pre-service teacher education and training? (26)

Motivational questions

In this section you are asked to respond to questions regarding factors related to your motivation and the internationalization process of teacher education.

Please select the best response for you.

1. My research interests and scholarship have an international focus. (27)
    (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

2. My international experience informs my teaching. (28)
    (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

3. I am interested in applying for a Fulbright Grant or similar opportunity in the future. (29)
    (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

4. I am motivated by existing incentives and reward structures to be engaged in activities related to the internationalization of teacher education. (30)
    (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

5. I consider the presence of international students in my classes a valuable learning opportunity for both myself and students. (31)
    (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

6. I am interested in attending international conferences related to teaching and education. (32)
    (strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

7. My lack of international experience makes it difficult for me to incorporate global, international, and/or intercultural content into my courses. (33)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

8. What are (or would be) other sources of motivation for you to be engaged in the process of internationalizing teacher education? (34)

Worldview questions

In this section you are asked to respond to questions related to global-mindedness, which Hett (1993) defines as "a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in an individual's attitudes, beliefs, and behaviors" (p.23).

Please select the best response for you.

1. There are different responses to shared human challenges, and no one set of responses to these challenges is superior to another. (35)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

2. It is important to be aware that things we do on a daily basis interconnect us globally. (36)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

3. For the best type of society we have to decrease the barriers that separate different social groups from each other. (37)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

4. Modern communication technologies have completely interconnected the world. (38)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

5. Learning about other cultures is important because it increases one's cultural sensitivity. (39)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

6. Parenting styles/norms are universal across all cultures. (40)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

7. Knowledge is not culturally constructed. (41)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

8. Sustained engagement with another culture is necessary if you really want to understand the world. (42)
(strongly agree, agree, neither agree/nor disagree, disagree, strongly disagree)

Engagement in internationalization

In this section you are asked to respond to questions related to your level of engagement in the internationalization of teacher education.

Please select the best response for you.

1. I teach courses in the School of Education that have significant global, international, and /or intercultural content. (43)
(frequently, sometimes, occasionally, hardly ever, not at all)

2. I incorporate materials such as film, articles, books, etc. from other countries into my teaching. (44)
(frequently, sometimes, occasionally, hardly ever, not at all)

3. My classroom activities include simulations and role plays to push students out of their comfort zones and provide them with powerful learning experiences. (45)
(frequently, sometimes, occasionally, hardly ever, not at all)

4. I adapt my courses to accommodate international students by incorporating their experiences and perspectives into class discussions. (46)
(frequently, sometimes, occasionally, hardly ever, not at all)

5. I have participated in international conferences as part of my professional development. (47)
   (frequently, sometimes, occasionally, hardly ever, not at all)

6. I have collaborated on projects with the Center for International Programs as part of my service to the institution. (48)
   (frequently, sometimes, occasionally, hardly ever, not at all)

7. I have authored or contributed to publications with an international or comparative education focus. (49)
   (frequently, sometimes, occasionally, hardly ever, not at all)

8. I actively collaborate on research and/or publications with colleagues at universities in other countries. (50)
   (frequently, sometimes, occasionally, hardly ever, not at all)

9. What other activities are you engaged in in terms of the internationalization of pre-service teacher education and training? (51)

Demographic questions

In this section, you are asked to respond to questions about your academic, professional, and personal background.

Academic

1. What is your title/position? (52)

   a. Adjunct Faculty

   b. Lecturer

   c. Assistant Professor

   d. Associate Professor

   e. Professor

2. Have you achieved tenure/permanent appointment? (53)

    a. Yes

    b. No

3. How many years have you been a member of faculty in the School of Education at this institution? (54)

    a. 0-5

    b. 6-10

    c. 11-15

    d. 16 or more

4. In which of the following subject areas do you offer the majority of the courses you teach? (55)

    a. Educational Studies

    b. Elementary Education

    c. Secondary Education

5. What is your main area of research? (56)

6. Did you participate in a study abroad experience as undergraduate? (57)

    a. Yes

    b. No

7. If yes, where and for how long? (i.e., location and # of weeks/months) (58)

8. Did you have any international experience(s) as part of your doctoral program/research? (59)

    a. Yes

b. No

9. If yes, where and for how long and what was the nature of the experience? (i.e., location and # of weeks/months; conference, coursework at a foreign university, dissertation research, etc.) (60)

10. Have you had any international experience(s) in a professional capacity during your career as a teacher educator? (61)

a. Yes

b. No

11. If yes, where and for how long and what was the nature of the experience? (i.e., location and # of weeks/months; conference, Fulbright, sabbatical project, etc.) (62)

Personal

1. What is your country of origin? (63)

2. Do you speak more than one language? (64)

a. Yes

b. No

3. If you answered "Yes" to the above, please share which languages you speak and how you acquired your language skills. (i.e., French, college major and study abroad in France for one semester) (65)

4. What is your gender? (66)

a. Male

b. Female

        c. Transgender

5. What is your ethnicity? (67)

        a. White

        b. African-American or Black

        c. Hispanic or Latino

        d. Native American

        e. Asian/Pacific Islander

        f. Other (please specify)

Appendix C: Letter of Invitation and Consent Form for Qualitative Interviews

Letter of invitation

Dear _____,

As a doctoral candidate in international education at the University of Minnesota – Twin Cities, I am writing to invite you to participate in a research study on the engagement of teacher education faculty in the internationalization of pre-service teacher education and training. You have been selected to participate in this study because you teach undergraduate courses in the School of Education, the setting for this research.

During the first phase of my study I plan to conduct a series of semi-structured interviews. Please see the attached consent form for more details. The interview should take about 60 to 90 minutes. Could you please confirm your availability for an interview in early to mid-April? Please suggest 2 or 3 days/times for us to meet. Thank you.

Jayne Knight (2003) defines internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 2). Scholars and practitioners consider the internationalization of teacher education a key issue in higher education (Apple, 2011; Darling-Hammond, 2006; Goodwin, 2010; Merryfield, 2008; Shaklee & Baily, 2012). To date much of the research on this topic has focused on education abroad and its impact on pre-service teachers' personal development (Cushner 2007, 2009; Malewski, Sharma, & Phillion, 2012); however, very few pre-service teachers participate in such programs (IIE, 2013). Limited research has been conducted on pre-service teachers' campus-based education and training (Schneider, 2003, 2007). Meanwhile, scholars have identified faculty engagement in internationalization as an essential catalyst to the process (Childress, 2011; Emmanuel, 2010; Fields, 2011; Schwietz, 2006). By conducting this study, I seek to fill a gap in the literature by identifying factors, individual and/or institutional, that contribute to the engagement of teacher education faculty in the internationalization of pre-service teacher education and training.

More information regarding the background/context for this study as well as the research design can be found in the accompanying consent form. Please feel free to contact me if you have any questions or require further information.

Thank you for your time and consideration, and I hope you will agree to participate in this study.

Best regards,

Christian F. Wilwohl

CONSENT FORM

Internationalization of Teacher Education Faculty

You are invited to be in a research study of factors that contribute to the engagement of teacher education faculty in the internationalization of pre-service teacher education and training. You were selected as a possible participant because you teach undergraduate courses in the School of Education, the setting for this study. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by:

Christian F. Wilwohl, M.A.
        Ed.D. Candidate, Department of Organizational Policy, Leadership, and
        Development, University of Minnesota – Twin Cities

Background Information

The purpose of this study is to determine factors that contribute to the engagement of teacher education faculty in the internationalization of pre-service teacher education and training. Knight (2003) defines internationalization "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 2).

Scholars and practitioners have identified the internationalization of teacher education as a key issue in higher education given the ever increasing diversity in American classrooms not reflected in the current teacher corps and the demands of an increasingly globalized 21st century economy and job market (Apple, 2011; Darling-Hammond, 2006; Goodwin, 2010; Merryfield, 2008; Shaklee & Baily, 2012). The existing literature on internationalizing teacher education focuses largely on education abroad such as service-learning and overseas student teaching programs. While research shows that these experiences have a positive impact on pre-service teachers' knowledge of other cultures and cross-cultural understanding, such experiences reach a very small number of students. Participation of American students in study abroad has grown in recent years; however, less than two percent of U.S. college and university students study abroad. Of these, only one percent are education students (IIE, 2013).

Beyond education abroad and its impact on pre-service teachers, very little research has been conducted on the internationalization of teacher education. Schneider's (2003, 2007) multi-institutional study shows that the lack of internationalization in teacher education at the institutions in her study stems from largely institutional factors. What is lacking in Schneider's research are faculty perspectives on internationalization and how individual factors impact their engagement in the process. In this study the researcher seeks to fill a gap in the literature by examining both individual and institutional factors and how the combination of these factors may impact the engagement of teacher education faculty in the internationalization of pre-service teacher education and training.

To conduct this study, the researcher will engage in an exploratory sequential mixed-methods research design which is appropriate for relatively unexamined phenomena (Creswell, 2014). The initial qualitative phase will consist of semi-structured interviews. The qualitative data will inform the development of an internet-based survey instrument to be administered during the second phase of the study. Please see below for more details.

Procedure:

If you agree to be in this study, I would ask you to do the following:

- Participate in a semi-structured interview which will be audio taped. The interview may take 60-90 minutes to complete, and the data obtained will be valuable in their own right. In addition, the data from the interviews will inform the development of an internet-based survey instrument to be administered to all faculty teaching undergraduate courses in the School of Education. The interviews will take place in April/May 2015. Subjects will have the option of having the interview conducted in their office or the researcher's office.

Risks and Benefits of being in the Study

The study entails some risk:

First, possible breach of confidentiality, minimal likelihood of risk
- Identifiers such as a coding system or pseudonym will be used for privacy protection and data reporting purposes.
- Measures will be taken to secure data on a password protected laptop for electronic data and a locked filing cabinet for printed data, the researcher's digital recorder, and a flash drive used to back up electronic data, so the breach of confidentiality will be minimal.

- Interviews discussion will be digitally recorded, but will be erased once they are transcribed, analyzed, and interpreted.
- Instructors' names will not be recorded when analyzing and reporting data collected from course syllabi.

Second, possible discomfort, minimal likelihood of risk
- Interview questions are not invasive.
- Interview subjects are free to discontinue their participation in the study at any time.

The benefits to participation are:

There are no direct benefits to the subjects who participate in this study.

Compensation:

None.

Confidentiality:

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. Study data will be encrypted according to current University policy for protection of confidentiality. Interviews discussion will be digitally recorded, but will be erased once they are transcribed, analyzed, and interpreted.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Christian F. Wilwohl. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact me at 845-594-6173 or wilwo001@umn.edu OR contact my dissertation advisor, Dr. Michael Paige at the University of Minnesota – Twin Cities, 612-624-0815, r-paig@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature:_____

Date: _____

Signature of Investigator:_____

Date: _____

Appendix D: Letter of Invitation and Consent Form for Survey Instrument

Letter of invitation

Dear _____,

As a doctoral candidate in international education at the University of Minnesota – Twin Cities, I am writing to invite you to participate in a study on the engagement of teacher education faculty in the internationalization of pre-service teacher education and training. You have been selected to participate in this study because you teach (or recently taught) undergraduate courses in the School of Education, the setting of the case study for this research.

By conducting this study, I seek to fill a gap in the literature by identifying factors, individual and/or institutional, that contribute to the engagement of teacher education faculty in the internationalization of pre-service teacher education and training.

More information regarding the background/context for this study as well as the research design can be found in the attached consent form. Please feel free to contact me if you have any questions or require further information. A scanned copy of the signed consent form can be emailed to me at wilwo001@umn.edu or sent to me via Campus Mail – Christian Wilwohl, International Programs

Procedure:

- Participate in an internet-based survey instrument. The instrument should take about 25 minutes to complete. The survey consists largely of multiple choice questions with some open-ended questions.

Thank you for your time and consideration, and I hope you will agree to participate in this study.

Best regards,

Christian F. Wilwohl, M.A.
Ed.D. Candidate, University of Minnesota – Twin Cities

CONSENT FORM

Internationalization of Teacher Education Faculty

You are invited to participate in a research study on factors that contribute to the engagement of teacher education faculty in the internationalization of pre-service teacher education and training. You were selected as a potential participant because you teach (or recently taught) undergraduate courses in the School of Education, the setting for this case study. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by:

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  - Ed.D. Candidate, Department of Organizational Policy, Leadership, and Development, University of Minnesota – Twin Cities

Background Information

The purpose of this study is to determine factors that contribute to the engagement of teacher education faculty in the internationalization of pre-service teacher education and training. Knight (2003) defines internationalization "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 2).

  - Scholars and practitioners have identified the internationalization of teacher education as a key issue in higher education given the ever-increasing diversity in American classrooms, not reflected in the current teacher corps, and the demands of an increasingly globalized 21st century economy and job market (Apple, 2011; Darling-Hammond, 2006; Goodwin, 2010; Merryfield, 2008; Shaklee & Baily, 2012).

  - The existing literature on internationalizing teacher education focuses largely on education abroad such as service-learning and overseas student teaching programs. While research shows that these experiences have a positive impact on pre-service teachers' knowledge of other cultures and cross-cultural understanding (Cushner, 2007, 2009; Kissock & Richardson, 2010; Mahon, 2010; Malewski, Sharma, & Phillion, 2012), such experiences reach a very small number of students. Participation of American students in study abroad has grown in recent years; however, less than two percent of U.S. college and university students study abroad. Of these, only one percent are education students (IIE, 2013).

- Beyond education abroad and its impact on pre-service teachers, very little research has been conducted on the internationalization of teacher education. Schneider's (2003, 2007) multi-institutional study shows that the lack of internationalization in teacher education at the institutions in her study stems from largely institutional factors. What is lacking in Schneider's research are faculty perspectives on internationalization and how individual factors impact their engagement in the process.

In this study the researcher seeks to fill a gap in the literature by examining both individual and institutional factors and how the combination of these factors may impact the engagement of teacher education faculty in the internationalization of pre-service teacher education and training.

To conduct this study, the researcher will engage in an exploratory sequential mixed-methods research design which is appropriate for relatively unexamined phenomena (Creswell, 2014). The initial qualitative phase will consist of semi-structured interviews. The qualitative data has now informed the development of an internet-based survey instrument to be administered during the second phase of the study. Please see below for more details.

Procedure:

If you agree to be in this study, I would ask you to do the following:

- Participate in an internet-based survey instrument. The instrument should take about 25 minutes to complete. The survey consists largely of multiple choice questions with some open-ended questions.

Risks and Benefits of being in the Study

First, possible breach of confidentiality, minimal likelihood of risk
- Your name and survey responses will not be connected in any way.
Second, possible discomfort, minimal likelihood of risk
- Survey questions are not invasive.

There are no direct benefits to the subjects who participate in this study.

Compensation: None

Confidentiality:

The records of this study will be kept private. In any sort of report that I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. Study data will be encrypted according to current University policy for protection of confidentiality.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Christian F. Wilwohl. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact me at 845-594-6173 (cell) or wilwo001@umn.edu **OR** contact my dissertation advisor, Dr. Michael Paige at the University of Minnesota – Twin Cities, 612-624-0815, r-paig@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

*Please return the Consent form to me via email (*wilwo001@umn.edu*). You will be sent a copy of the consent form with my signature for your records.*

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature: _____
Date: _____

Signature of Investigator: _____
Date: _____

Appendix F: Qualitative Data

Research question	Theme	Subtheme	Coded State-ments	# of Partici-pants
1. How do teacher educators understand the internationalizatio n of pre-service teacher education?	Diversity in the US school system		12	5
	Connecting global and local		4	3
	Learning opportunity		5	5
	TOTAL		21	
2. How do teacher educators define an internationalized pre-service teacher curriculum?	Experiential Learning	International experience	15	7
		Student teaching	12	6
	Pedagogy	Incorporation of international perspectives into teaching	7	4
		Simulations	3	2
		Technology	4	3
	Course content	Specific subjects	3	3
		Existing courses	5	3
		Knowledge of other cultures/ cultural differences	11	5
	TOTAL		60	
3. What do teacher educators consider to be catalysts and barriers to the internationalizatio n of pre-service teacher preparation and training?	Institutional: Leadership	Administration/ dean level	3	3

		Leadership/faculty	7	5
	Institutional: Incentives	Course release	6	2
		Funding/professional development	14	5
		Reward structures	7	3
	Institutional: Human resources		5	5
	Institutional: Org. structure/behavior	Communication/ collaboration in School of Ed.	11	5
		Cross-campus communication/collaboration	9	6
	Institutional: Student body	International students	7	4
		Student interest in international content	11	6
	Institutional: TOTAL		80	
	External: State teacher licensure requirements		14	6
	External: TOTAL		14	
	Personal: Faculty perception		10	5
	Barriers/Catalysts: TOTAL		104	
4. What motivates teacher educators to engage in the internationalization process?	Intrinsic motivation	International experience	9	5
		Coming from another country	3	3
		Scholarly/research interest	4	4
	Intrinsic motivation: TOTAL		16	
	Extrinsic motivation	International students	5	5
		Institutional mission	1	1
	Extrinsic motivation: TOTAL		6	

	Motivation: TOTAL		22	
5: In what sense are teacher educators globally minded in terms of their worldview?	Cultural pluralism		13	5
	Interconnectedness		12	5
	Global centrism		3	2
	Worldview total		28	
6. What activities are teacher educators engaged in to internationalize pre-service teacher preparation and training?				
	Teaching	Relevant examples	7	5
		Course materials	5	3
		Experiential learning/simulations	4	2
		International students	2	2
	Teaching: TOTAL		18	
	Scholarly activities	Research	7	5
		Academic travel	3	3
		Collaboration with overseas colleagues	6	5
	Scholarly activities: TOTAL		16	
	Service		5	3
	Engagement: TOTAL		39	
TOTAL			**274**	