

Internationalizing the Curriculum in Teacher Education

by

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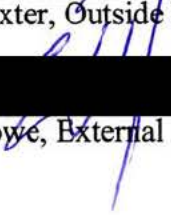
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ABSTRACT

The purpose of this study was to determine if there is a need to internationalize the curriculum, i.e. develop a more multicultural and global focus, in teacher education programs at the University of Victoria. Students in the professional year of the elementary school program and faculty members, both professors and sessional instructors, in the Faculty of Education were surveyed. The results suggested that there were many pre-service teachers who were concerned about the global issues that they will encounter as teachers and would like to see a more global, multicultural, and international perspective in their training. Many are interested in traveling and possibly teaching abroad and would like information on employment opportunities overseas. Faculty members are also aware of the many issues that the world faces on a global scale and would like to see a broader, more international focus in teacher education programs.


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Chapter 1

Introduction

Research Questions

Where once the vastness of the globe and the relative or desired autonomy of its nations set us apart, now the increasing economic, ecological and cultural interdependence insists on our citizenship in a world community. Given the emergence of a global political economy, the revolution in transportation and communications, and the concern for global dilemmas from which no one is granted immunity, the case for internationalization is compelling. (Francis, 1993, p.2, citing Krueger, 1992)

The main purpose of this study is to determine if there is a need to internationalize the curriculum in the teacher education programs at the University of Victoria. How do both pre-service teachers and faculty members perceive the many global issues facing the world today? How do they define the concepts of multiculturalism, cross-culturalism, global issues, and internationalizing the curriculum? How do both groups perceive the current state of teacher education programs with regard to an international and multicultural perspective and do they think that these programs should reflect a more global point of view? Should student teachers be trained to teach only in British Columbia or should they also be introduced to the educational systems and curriculums of other countries and cultures? Is there an awareness of overseas career opportunities for teachers? This study will attempt to answer these questions. If, as Krueger says, the case

for internationalization is compelling, then the internationalization of the curriculum in teacher education is an idea whose time has come.

Francis (1993) makes the argument:

The future of British Columbia depends on how competitive we are in the world economy and on the strength of our global literacy in international discourse. Virtually all areas of activity require effective communication with other cultures and global awareness skills. Hence, the education system plays a critical role in the preparation of British Columbians for productive living and working in an increasingly diverse world....Success in the future is inextricably wed to a concerted and progressive effort to internationalize. (p.2-3)

The internationalization of the curriculum in teacher education begins the process of developing international literacy in the population that should start in the earliest years of primary school and proceed throughout a student's formal and informal education, thus instilling a sense of global awareness in the population that continues with the concept of life-long learning.

Research Framework

The purpose of this study was to explore the need to internationalize the curriculum in the teacher education programs at the University of Victoria by developing

a more multicultural and global focus. The study took place in the Faculty of Education at the University of Victoria. The population for the survey included 139 pre-service teachers in the professional year of their elementary teacher education program and 139 faculty members including both sessional instructors and professors from both the elementary and secondary sections of the Faculty. The pre-service teachers were given a questionnaire during a plenary session in September of 1999. Questionnaires were placed in the mailboxes of faculty members in the main office of the Faculty of Education on the same day as the student plenary session. Four faculty members were also interviewed: three professors and one sessional instructor.

The questionnaires were divided into three sections. In Section A, participants were asked to rate their concern for issues from three different categories: global, local, and personal. In Section B, respondents were asked to give definitions of multiculturalism, cross-cultural education, global issues, and internationalization of the curriculum, as well as offer their opinions on the international, global, and multicultural elements of previous and current programs. The questions in Section C of the questionnaires asked the participants to convey their views on travel and its relation to teacher education, and employment opportunities for graduating teachers. The interview questions were similar to those on the questionnaires.

This is a qualitative inquiry and is interpreted as such. To report the results, direct quotations were used to present the perspectives and thoughts of the participants. A wide range of interpretations and definitions were offered by both the pre-service teachers and faculty members. The results of the study suggest that many pre-service teachers and faculty members are concerned about the many global issues that face the population of

the world today and would like to see a broader, more global, multicultural perspective in teacher education programs at the University of Victoria to reflect these issues. The findings also indicate that international and multicultural aspects are limited in the current programs. The data collected support the idea that teacher education programs should prepare teachers for the school system in British Columbia to meet the needs of the diverse student population in the province as well as offer information about overseas employment possibilities in teaching. Recommendations are offered to facilitate the incorporation of an international perspective in the teacher education programs at the University of Victoria.

Methodology

The researcher selected a qualitative approach to the study. Martin & Warburton (1998) make the comment:

In the social realm, a significant part of reality is what individuals feel and believe. Qualitative research is concerned, therefore, with understanding social phenomenon from a participant's perspective.

It focuses on what things mean to participants: their feelings, beliefs, thoughts, actions, and ideals are all considered of prime importance.

The experiences of individuals are primary sources of data. (p.6)

The study is limited to the opinions of the professional year students enrolled in the elementary section of the teacher preparation program in September of 1999, and the faculty members, both professors and sessional instructors, in the Faculty of Education at

the University of Victoria. There are a number of issues to be researched in the area of internationalization of the curriculum in teacher education, and the researcher admits that this work is only an initial step in further research on this topic.

An opportunity sample of 139 professional year pre-service teachers in the elementary school section in the Faculty of Education at the University of Victoria were asked to fill out a questionnaire (See Appendix A) during a plenary session in September 1999. Forty-nine questionnaires were returned directly following the plenary session. A further 10 were returned after a follow-up letter and short speech during the plenary session one week later giving a response of 42%. A sample of 139 members of the faculty, including both professors and sessional instructors, who were involved in the teacher education program both at the elementary and secondary levels, were asked to fill out a questionnaire (See Appendix B) in September 1999 as well. The questionnaire was placed in their mailboxes in the main office of the Faculty on the same day as the student plenary session. Their response was slow. A follow-up letter was issued the following week. After a four-week period, 18 questionnaires were returned, a response rate 13% of faculty members.

Both the pre-service teachers and faculty members were asked if they would consent to an interview to discuss the issues. Those who agreed to an interview were asked to sign a consent form (See Appendix C). Due to the relatively small number of faculty responses as compared to pre-service teacher responses (59 pre-service teachers and 18 faculty members) it was decided to only interview faculty members who consented to an interview. Four were chosen and asked a series of questions (See Appendix D). The interviews ranged in duration from 20 to 40 minutes.

Pilot tests were carried out on the questionnaires and interview questions prior to the process in September. The student questionnaire was first tested on two different occasions to different undergraduate educational administration classes during the Spring of 1999 at the Faculty of Education. Likert scale questions were used exclusively on the original questionnaire. It was decided that this format did not elicit responses that would reflect the feelings, thoughts, and beliefs of the participants. Section A was replaced with a priority ranking scale of 14 issues. Open-ended questions replaced the Likert scales of Sections B and C to allow the respondents to give written answers. The new questionnaire and the interview questions were then given to a Masters level class during the summer session (August, 1999) at the University of Victoria, and the effectiveness of the questions was discussed during the class with the consent of the professor. Ranking of issues was determined to be too time-consuming. Section A, therefore, reverted to a four-item Likert scale. The open-ended questions of Sections B and C were deemed to be adequate with minor changes to the wording of some of the questions. Question 3 of Section C was added to gain some insight into how pre-service teachers' travels might relate to their position as a teacher. The faculty questionnaire and the interview questions were pilot tested on four visiting professors during the same summer session at the University. Ranking of issues was again determined to be too time-consuming, and Section A reverted to a four-item Likert scale. Sections B and C were deemed adequate with minor changes to the wording of some of the questions. Question 1 of Section C was added to asked faculty members about the purpose of the teacher education program at the University of Victoria.

The Human Research Ethics Committee gave approval for the research at the University of Victoria. This is an exploratory inquiry and was interpreted as such. To report the results, the researcher relied on direct quotations from the respondents in order to provide accurate information based on their perspectives and their “feelings, beliefs, thoughts, actions and ideals” (Martin & Warburton, 1998, p.6)

Limitations

There are a number of issues to be researched in the area of internationalization of the curriculum in teacher education, and the researcher admits that this work is only an initial step in further research on this topic. The study is limited to the opinions of the professional year students enrolled in the elementary section of the teacher preparation program in September of 1999, and the faculty members, both professors and sessional instructors, in the Faculty of Education at the University of Victoria. All other students in the Faculty of Education including those in other years of the elementary program as well as all students in the secondary program were not surveyed. The student responses were obtained from a captive audience during a plenary session. The surveys were distributed in the last part of a 1 ½ hour session. They were instructed to complete the questionnaires during the assembly but were also given the opportunity to fill out the forms at a later time and return them to the main office of the Faculty of Education. The Coordinator of the session informed the students that filling out the questionnaires was completely voluntary and that they did not have to complete them if they did not want to do so. This may have limited the number of student responses.

Faculty members, on the other hand, were not a captive audience. Their questionnaires were distributed to individual mailboxes in the main office of the Faculty of Education. This may have limited the number of faculty responses. In order to survey equal numbers of pre-service teachers and faculty members, both professors and sessional instructors were surveyed. Eleven of the faculty respondents were sessional instructors, six were professors, and one was the elementary school experience coordinator.

A Working Definition and Rationale

The concept of 'internationalization' has been defined by different scholars as it relates to the curriculum in institutions of higher education. Francis (1993) offers the following explanation:

Internationalization is a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multicultural reality is the stage for internationalization. The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world. (p.5)

McKellin (1995) cites Ebuchi in stating this definition:

Internationalization is a process by which the teaching, research and service functions of a higher education system become internationally

and cross-culturally compatible.... The main aim of internationalization is to put in place programmes and activities which enable higher education – its institutions, students, staff – to take part effectively in a world characterized by increasing international cooperation, exchange and interdependence. (p.44)

She also cites King in offering this rationale:

Internationalization refers to all programs, projects, studies and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her ethnocentric perspectives, perceptions and behaviour. (p.44)

Knight (1999) summarizes the concept with the following definition:

Internationalization is the process of integrating the international dimension into the teaching, research, and service functions of an institution of higher learning. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education (Lansdowne Lecture).

The concept of internationalization means different things to different people. Its association with terms such as globalization, multiculturalism, cross-culturalism, interculturalism, internationalism, and globalism also complicates the plethora of definitions. Francis (1993) suggests: "Regardless of what interpretation is attached to the definition of 'internationalization', it is the actual process of internationalization, and its bearing on the future, that continues to command the centre stage of enquiry" (p.6). In order to develop a meaningful definition for the term 'internationalization', in the context of this study, one must consider the actual process of internationalization as it relates to teacher education

Reflecting on the definitions already given, does internationalization have a place in teacher preparation programs? Should the students in the K-12 educational system be involved in this process or should they be required to wait until they reach the level of post-secondary education? Should teachers learn how to foster global understanding and develop skills for effective living in a diverse world? Should faculties of education put into place programs and activities to enable pre- and in-service teachers to take part effectively in a world characterized by increasing cooperation, exchange and interdependence? Should these programs help teachers to learn and care about the world beyond their own country? Since reflection is a part of teacher preparation programs, should pre-service teachers be encouraged to transcend their own ethnocentric perspectives, perceptions, and behaviour? Should an international/intercultural/global outlook be integrated into the major functions of teacher education?

In considering the 'actual process', one must consider the actual issues that are affecting the world today. What is meant by the term 'global issue'? Nuclear weapons,

land mines, AIDS, El Nino and its sister La Nina, child poverty, women's illiteracy, malnutrition, international terrorism, international crime, international drug trafficking, climate change, greenhouse gases, and global free trade are a few of the many issues that concern the world's population. The number of people on earth has doubled since 1960 to reach six billion at the turn of the century and is increasing at a rate of around 80 million people per year. Can the earth sustain such growth? Is there enough fresh water? Enough food? Enough sources of energy? Ozone depletion, toxic waste, acid rain, air pollution, an increase in urbanization, deforestation, desertification, depletion of fish stocks, the extinction of many species, and excessive use of non-renewable resources are all causing a great deal of concern for all people. The arctic polar caps are melting; Kiribati is sinking. There are political issues in South Asia, Indonesia, the former Soviet Union, the Middle East, parts of Africa, and Ireland among others. Religious and ideological conflicts abound in many of the world's hot spots.

These issues sound very negative, but not all issues that affect the world are negative. Advances in modern information and communications technology are startling. There is the Internet, cellular telephones, cable and satellite TV, robotics, Amazon.com, and cheap air travel. There seems to be a proliferation of liberal democracy and capitalism around the world. Medical research has produced Dolly the cloned sheep, mapped the human genome, and grown organs for transplant in the lab. Scientists study the effects of human intervention and over-consumption on the environment. What are the limits to scientific discovery, not to mention the ethical considerations? All of these advances are based on some form of education. Dialogue seems to be the way to peace in many troubled areas of the world, but it will take time. There is no technical substitute for

social interaction in understanding the diversity of cultures worldwide. For better or worse, the world is faced with numerous issues, both positive and negative, that need to be addressed. Those given here are only a few. Everyone has the right to interpret the world and its problems in any way that they see fit, but can one do this without a grasp of the bigger picture or an understanding of the realities of other cultures? Given the definitions offered earlier, internationalization of the curriculum in higher education might offer a way to address these issues with logic and intelligence. Global issues need to be a part of the definition.

A comment in Time Magazine (November 8, 1999) reads:

Yogi Berra, as usual, said it best: "Prediction is very hard, especially when it's about the future". Yet as we come to the end of the 20th century – a century that saw us split the atom, crack the genetic code and allow Aunt Martha to auction off her turquoise dinnerware online – it is only natural to ask what the 21st century will hold for us. We trust that the future will outmarvel the past, but all we can say for sure is that our lives will change more swiftly than ever....The sobering news is that there will be more people to care for; the good news is that technology and common sense should allow us to take better care of the place....One of our enduring traits – after all, we have not only survived this long but prospered – is our optimism that life does improve, that despite wars and epidemics and natural disasters, we are better off today than we were 100 years ago. (p.37)

The only thing certain about the future is change. The only thing certain about change is its uncertainty. Some people fear the uncertain. Some fear the loss of their identity. The problem may be the speed and scope of change. Hopefully, out of this chaos may come some kind of order. The optimum word here is *optimism*, an optimism that is based on a well-educated and informed population that can accommodate and adapt to uncertainty, a population that has learned how to interpret the news, and a population that can interpret the tremendous amount of information that is available through sources such as the media and the Internet. In this way, people might be able to gain a better understanding of the world as it is. It is a learning process. Teaching people how to interpret the many issues that face them through both formal and non-formal education may be the key.

According to Hakemulder (1999):

The educational phenomenon can no longer be viewed within one cultural tradition, within one geographic region, even within one continent, or one hemisphere. It must be viewed globally, for the cultural phenomenon of our time is a global phenomenon. The cultural traditions of the world can no longer live in isolation, nor can they live in tension or hostility. (p.1)

A coordinated effort is needed to develop a curriculum in our schools from K-12 through post-secondary institutions that is international in perspective, and that not only incorporates the notion of different cultures but also addresses the issues of the environment, the rapid expansion of technology on a global scale, and the proliferation of a global free market economy. Faculties of education can play an active role in this effort.

Smith (1999) suggests that there have been three basic models that have influenced the profession of teaching in the past fifty years. The first was the Transmission Model, or teacher-centered model, in which the teacher actively transmits information and the student is the passive recipient of the knowledge. The second is the Pedocentric Model, or child-centered model, where the attention is based on the needs of the student, “to the ultimate undermining of any form of teacherly authority, and the loss of any cultural or political address for educational work” (p.4). The Facilitator Model introduces the teacher as the manager of the educational process, in which the teacher is “expected to have nothing of particular importance to say on any topic, other than being able to point the way to a good Internet site, or set up project groups, manage behaviour problems, and be strictly obedient to all state directives” (p.5). These three models of teaching address a world that may not exist in the next century. He suggests that perhaps it is time for a new model and makes the following comment:

Because the new pedagogical hermeneutic requires of teachers first and foremost that they be *interpreters* of culture, rather than merely transmitters or managers, it is imperative that they be as widely and deeply educated as possible in such a way as to be able to speak across disciplines, across cultures, and national boundaries. This is because the specific intention of all hermeneutic work is to bring about *understanding* between peoples and groups such that life together can precisely *be* a life, capable of sustaining human welfare in its most creative senses, instead of being constantly at war with itself. In a sense, therefore, it is more accurate to speak, not of receiving

an education, but of constantly being open to the means by which one can be led into an ever-deepening understanding of the truth of things (p.5).

What is meant by the term 'culture'? Hakemulder (1999) suggests that "culture englobes everything, from the most sophisticated products of beliefs, customs, ways of living and working, which differentiates one people from another" (p.11). How do faculties of education prepare teachers to be interpreters of culture, or, looking at the world inclusively, interpreters of the many diverse cultures that differentiate one people from another? Pre-service teachers could teach for a year or two in another country or at least do part of their teacher practicum abroad. But not everyone wants to leave the comfort of a country like Canada. They could read the daily newspaper or watch a newscast on television, but there may be shortcomings to this procedure. A curriculum in teacher education programs that is infused with an international perspective may help answer the question.

Smith (1999) again comments:

The pedagogical modus of the hermeneutic classroom is *dialogue*, in which the teacher has the capacity to interpret culture and information in such a way that the students can appreciate their participation in it.... A hermeneutic teacher therefore, does not just use the new information technologies as "a tool", but stands in a creatively critical relationship to that technology, fully aware of its capacity for misinformation (p.5).

The issue here is dialogue. Bowers (1987) suggests that vocabulary, language, and discourse play an important role in the process of education. He defines the concept of communicative competence as “an individual’s ability to negotiate meanings and purposes instead of passively accepting the social realities of others” (p.2). By developing a communicative competence based on language and dialogue, the opportunity can be established to question and re-evaluate one’s perspective by critically re-examining the taken-for-granted beliefs and social mores implanted in our culture by tradition, as well as by the media, and exchange them for more appropriate, contemporary opinions and views. But re-socialization such as this is a time-consuming and difficult process.

Socialization and education are closely related. People are socialized through the use of language and discourse. Socialization, although binding them to certain conventions, can also allow them to promote a new outlook on some of the problems that now confront the world. Through education it is possible to develop a communicative competence based on language and dialogue that may allow people to move beyond the taken-for-granted beliefs of society to a better understanding of the many issues at hand in the world today. Bowers offers the idea that teachers can influence this socialization process by either restricting their students’ limited beliefs of the world based on their own narrow views, or by extending their pupils’ knowledge of the world in order for them to re-evaluate and change these beliefs by developing their own international communicative competence. In other words, teachers can either bind or liberate their students’ views of the world depending on their own ability to understand it. He states: “Without a depth of understanding, teaching becomes largely a matter of socializing students to the limited pattern of thinking contained in the textbooks and curriculum guides” (p.113). The

language of education seems now to be emerging into a global language. Teacher preparation programs should be ready to face the challenge of producing internationally literate teachers, and provide a place in their programs for a curriculum that develops an international communicative competence in teachers and gives them the capacity, as Smith (1999) puts it, to interpret culture.

The Association of Universities and Colleges of Canada (1995) states:
The 21st century will be like no other. It will be distinguished by an unprecedented level and depth of global interaction in all domains – economic, political, and cultural. Globalization has not only altered the way we do business and the way we produce and trade goods and services, it is rapidly changing the fabric of our society. Canada must continue building its capacity to operate effectively in this new global context. Our success will depend, in large measure, on the manner in which we educate our citizens.... In a world characterized by challenges and opportunities of global proportions, universities are key agents of change.

Notwithstanding the quote by Yogi Berra, the prediction that our success will depend, in large measure, on the manner in which we educate our citizens should not be taken lightly. Beyond family and a few friends, teachers are important socializing agents in young peoples' lives throughout their school years. Stanley and Mason (1997) postulate that an awareness of geography, cultural appreciation, different languages, and

“fundamental values of respect and tolerance must be firmly established during the K-12 public education period” (p.29). Are K-12 teachers therefore responsible for the development of this awareness? Are they globally literate themselves to the extent that they can prepare a globally literate population? The internationalization of the curriculum in teacher education may begin this process of the development of global literacy in the population by infusing an international communicative competence into the preparation programs and thus, by extrapolation, into the school systems of the country.

A working definition for ‘internationalization of curriculum’ is required if it is going to have any affect on teacher preparation programs. To do this, one must look at two other commonly used terms: international education and global education. Gutek (1993, p.33) defines international education as:

- 1) the informal, non-formal, and formal educational relationships between governments and peoples of various nation states;
- 2) the educational examination of global issues that transcend national boundaries; and
- 3) the educational analysis of emergent trends that are creating greater interdependency and interrelationships among people as members of a global society.

He makes the statement: “I perceive international education to be an interdisciplinary field that draws much of its substance from related subjects or disciplines” (p.3). Tye & Tye (1992) comment: “Global education is both an inevitable and necessary curricular reform, then: inevitable because our society as a whole is moving toward global awareness; and necessary because our children and young people *need* to understand the world in which they live if they are to live in it happily and well” (p.6). Global education is defined by Tye & Tye (p.6) as:

- 1) the study of problems and issues that cut across national boundaries, and the interconnectedness of the systems involved – economic, environmental, cultural, political, and technical;
- 2) the cultivation of cross-cultural understanding, which includes development of the skills of perspective-taking – that is, being able to see life from someone else’s point of view. Global perspectives are important at every grade level, in every curricular subject area, and for all children and adults.

Maidstone (1995) suggests that educational systems should reformulate “the content of all courses to encompass an international perspective that facilitates an understanding of the course subject matter from a new vantage point” (p.33), and he also comments that “the content of all courses, whether they be technical, academic, or applied, must equip students to understand the subject matter as it is understood elsewhere, and to grasp both the comparative and global significance of it” (p.34). In this way, course content is internationalized so that it can be viewed from not only one’s own country and culture, but also that of other countries and cultures.

By bringing together the views of Smith, Bowers, Stanley and Mason, Gutek, Tye and Tye, and Maidstone in connection with the idea of global issues, it may be possible to develop a working definition for the concept of internationalization as it relates to teacher education. Within this context, *Internationalization of the Curriculum* can be defined as an infusion of an international or global perspective and consciousness into all subject areas of the curriculum, be they K-12 subjects or post-secondary courses, in an interrelated sense that develops an international communicative competence and

reflects on and allows for interpretation of global issues based on the following four categories:

- 1) the issues of the diversity of cultures, beliefs, ideologies, and religions and their interconnectedness worldwide;
- 2) environmental issues as they relate to the world as a whole;
- 3) the issues of world politics and economic globalization as they relate to both the local and the global;
- 4) the issues involving the rapid advancement in scientific, medical, genetic, and information and communications technologies as they affect us now and in the future.

Internationalization therefore reflects the combination of the issues of multiculturalism, cross-culturalism, globalism, internationalism, and globalization that complicated the definitions earlier in this paper. It is the actual process of gaining an understanding of these four categories of global issues, and how they can be incorporated into any curriculum, that counts. The whole is greater than the sum of its parts.

The Ministry of Advanced Education, Training and Technology of British Columbia (1990) has suggested that there are four cornerstones in the future of international education (p.11):

- 1) Selective international student enrolment;
- 2) More targeted institutional co-operation abroad;
- 3) Enhanced strategically focused international project activity;
- 4) Greater internationalization of B.C. students and faculty and curriculum.

Most post-secondary institutions in the province are well under way in their efforts to satisfy the first three cornerstones. There is increased recruitment of foreign students at

the post-secondary level, a mandate of the British Columbia Centre for International Education. Cooperation between the province's colleges and universities and institutions of higher learning in other countries is the mandate of offices of international affairs at many B.C. post-secondary institutions i.e. the Office of International Affairs at the University of Victoria. There is an escalation of project activity on an international level by many faculties as well as individual faculty members around the province. At the University of Victoria, the Centre for Global Issues coordinates many of these projects. Some internationalization of curriculum has taken place in areas such as business and perhaps environmental science, but the fourth cornerstone has yet to be addressed in a concerted effort by many faculties at these institutions. Including an international perspective in their courses is left to the whim of individual professors and instructors. If this is the case, then faculties of education throughout the country are sending new teachers into our K-12 classrooms who may or may not bring an international focus to their students depending on their own point of view.

The Strategic Plan of the University of Victoria makes the following statement:

In coming years the University community will be much more diverse and our graduates will enter social, economic and academic situations where their activities will be subject more and more to international and intercultural influences and challenges. It will be essential to ensure that the institutional infrastructure is adequate to support these growing levels of activity and increasing diversity, and to respond to the challenges of a

more diverse Canadian society and interdependent world (University of Victoria Web Site).

By developing an international perspective within its infrastructure, the Faculty of Education may be able 'to support these growing levels of activity and increasing diversity and to respond to the challenges of a more diverse Canadian society and interdependent world'. The Plan also makes the recommendation that faculties "Promote internationalization of the University curriculum through courses and programs in foreign languages and other international studies, and where appropriate through the integration of international and intercultural materials in regular courses and programs as well as recruitment of new faculty" (UVic Web Site).

Is it possible to integrate an international perspective into the regular courses of the teacher preparation programs in Faculty of Education at the University of Victoria? Is there a place in these programs for the development of an international communicative competence in pre-service teachers that gives them the capacity to interpret culture via an understanding of the diversity of peoples, the changing environment, world politics and the globalization of the economy, and the advancement of technologies? Is there a need for such action? The questions remain.

Chapter 2

Relevant Literature

There seems to be a plethora of information on concepts such as multiculturalism, cross-culturalism, inter-culturalism, globalism, internationalism, and globalization, and how each of these topics is related to and/or affects education. But as was mentioned in Chapter 1, internationalization is a concept that seems to incorporate in some way each of these themes. Therefore, for the purposes of this paper, the discussion of relevant literature will focus on the idea of internationalization of the curriculum and its relationship to teacher education.

Much of what has been written about the notion of internationalization of higher education in Canada has been done in British Columbia. In 1990, the Ministry of Advanced Education, Training and Technology published a short document entitled *British Columbia Post-Secondary International Education in The 90's* in which the four cornerstones of international education mentioned in Chapter 1 were first postulated. Francis (1993) was commissioned by the British Columbia Centre for International Education to report on the Task Force on Internationalization. In *Facing the Future: The Internationalization of Post-Secondary Institutions in British Columbia*, she describes campus internationalization as “a complex process, fraught with challenges, misconceptions and chameleon-like qualities” (p.1). The mandate of the Task Force was to report on the following (p.1):

- 1) provide background information and orientation on the subject of internationalization,
- 2) present and discuss models of internationalization,

- 3) identify and describe internationalization indicators and mechanisms, and
- 4) assess and report on the current state of internationalization of British Columbia's public post-secondary campuses.

Issues of importance were to define the idea of internationalization, to understand the diversity among British Columbia's post-secondary institutions involved with the process, and to come to terms with the problems associated with finding adequate resources for the implementation of internationalization in the province's institutions of higher learning. The role of administrators and the role of students in the process were also discussed. Francis describes the key features of effective internationalization as follows (p.26):

- 1) Leadership: a demonstration and clearly communicated commitment to internationalization by senior administrators.
- 2) International Infusion: an internationalization strategy that infuses every aspect of the campus; that is, internationalization that is integrative rather than particular, all inclusive rather than selective.
- 3) Faculty Involvement and Support: faculty who participate in planning and implementing the internationalization process, who champion the internationalization effort, and who are acknowledged and supported in their efforts to internationalize the campus.
- 4) Curriculum: infusive internationalization of the curriculum, affecting all disciplines and levels of study.

- 5) Strategic Planning and Evaluation: an internationalization effort that is guided by strategic planning and monitored by well defined and consistent evaluation.
- 6) Resources: an internationalization process supported by resources and funding from various institutional budgets, and recognition in a long range strategic plan of resources necessary to support internationalization.

Internationalization is an evolving process. Francis (1993) makes the prediction:

There is every indication that campus internationalization will be a necessary rite of passage into the twenty first century. Internationalization is not a trend. For British Columbians to be competitive in the world and productive at home, they must have international perspective....

Internationalization provides the world view on which the students of today will depend tomorrow. (p.67)

A strategy was needed to help in implementing the process of internationalization of post-secondary institutions. Maidstone (1995) attempted to develop such a resource for the Ministry of Skills, Training and Labour of British Columbia. In *International Literacy: A Paradigm for Change*, he produced a manual for internationalizing the post-secondary curriculum. He states that since general curriculum reform is not normally undertaken in post-secondary institutions, “the revision to and the development of new curriculum must therefore come about through the efforts of individual faculty addressing the needs of their own courses” (p.v). Thus, the challenge of reformulating curriculum

needs the involvement of many members of the faculty. This manual was “to act as a starting point or catalyst for educators in all disciplines and fields to revise existing courses and programs and develop new ones” (p.3). Internationalization is described as “a question of self interest” (p.6). Maidstone makes the statement: “What is called for is a process of social change within post-secondary educational institutions that involves not only changes to structure, but also, more fundamentally, changes in consciousness and behaviour” (p.6). A reformulation of curriculum to more accurately reflect the reality of an increasingly interdependent world is key to this process.

Maidstone suggests that most materials on internationalization are American and that there is a fundamental difference between the Canadian and American conceptualization of the term. He therefore states that “this manual is unique in that it brings together three components” (p.9):

- 1) an overview of practices that work, as opposed to detailed descriptions specific to particular institutions;
- 2) a discussion of the practices in terms of their theoretical context, which enables one to grasp the “why and how”, in addition to a description of what is to be done; and
- 3) an orientation that reflects a Canadian and a British Columbian perspective which distinguishes it from other publications.

He argues that there is a path to international literacy that begins with the development of an international consciousness in the administrators of an institution then filters down to faculty members who change their own attitudes and perspectives, thus bringing

structural change in the form of curriculum re-analysis. He states: "Faculty must understand the rationale for internationalization, accept it, acquire the appropriate knowledge and awareness, and then apply what they have learned both inside and outside the classroom" (p.36). It is suggested that the faculty be surveyed to establish the extent of internationalization of those involved in instruction and to determine who among them can serve as agents of change. The comment is made: "What is called for are changes that develop consciousness amongst faculty throughout the institution in order to set in motion a fundamental revision across the curriculum. The object is to gain commitment" (p.55). Internationalized learning is brought about not only by changing the content of the program, but also by internationalizing the medium in which instruction is given, i.e. not only formal curriculum but also extracurricular and active learning across the curriculum. Through a holistic approach "that permeates the institution in such a way that it generates a voluntary involvement on the part of most of the faculty" (p.55), an international consciousness may be developed in the students.

Reiterating the concept of infusion that was proposed by Francis (1993), Maidstone states:

Infusion is the approach cited as the most effective means of internationalization, as it can be directed across the curriculum. The objective is to include an international, multicultural and if possible intercultural dimension in all disciplines and fields of study. This approach assumes that all students irregardless of their level in the

post-secondary system or their particular area of study should have the international, multicultural and intercultural dimensions infused into their courses. (p.64)

It is suggested that an infusion that permeates the curriculum may be influential in developing an international consciousness among the students by exposing them to an international focus in all of their courses, and not just the few courses that lend themselves to a global perspective. He also comments, "It is a dynamic construct predicated on the view that change is a constant" (p.72).

McKellin (1995) comments: "Although Canadian institutions have been comparatively slow in responding to the challenges of globalization and interdependence, leaders in education and government alike have recently targeted the internationalization of Canadian higher education as vital to Canada's future" (p.2). In preparing *Anticipating the Future: Workshops and Resources for Internationalizing the Post-Secondary Campus*, she offers a ten-module guide written for the British Columbia Centre for International Education to help develop an international consciousness in faculty members and staff at the province's institutions of higher learning. The goals of the manual are to (p.8):

- 1) expand the discussion of internationalization on the B.C. post-secondary campus
- 2) raise awareness and familiarity with the concept of internationalization
- 3) foster positive attitudes and perceptions of internationalization
- 4) encourage the development of effective strategies to internationalize the campus

- 5) promote the integration of the international dimension onto the core functions of teaching and learning, research and service.

The objectives of these workshops are to help the participants (p.8):

- 1) broaden their understanding of internationalization and how it relates to their institution
- 2) identify the extent to which their institution is engaged in the internationalization process
- 3) explore strategies for building and sustaining the international dimensions of their campus
- 4) discover their role in the process of internationalization.

McKellin then offers seven strategies for internationalizing across the curriculum (p.150):

- 1) the infusion of an international dimension throughout the curriculum
- 2) internationalization of general education requirements
- 3) an inter-disciplinary/cross-disciplinary approach
- 4) an emphasis on experiential/active learning and international study
- 5) the integration/coordination of other international activities and programs with the curriculum
- 6) faculty development
- 7) the support and commitment of the administration.

She cites Harari (1992) in stating: “Regardless of a student’s major or specialization they should understand the diversity of cultures and societies, the interconnectedness of the ecological, economic, political and social spheres of life, and develop a general knowledge of global issues, history, geography, and knowledge of a foreign language” (p.143).

The manual proposes three questions that faculty members can ask themselves with a view to internationalizing their own courses. They are (p.151):

- 1) What are the international dimensions of my subject area and how can I integrate them into my course?
- 2) What knowledge, skills and attitudes do my students require in order to function in this field or practice this profession or use this training in an international setting?
- 3) What are the learning needs of my students (international and domestic) and what is the best way of addressing them in the classroom and in assignments?

Stanley and Mason (1998) produced a report entitled *Preparing Graduates for the Future: International Learning Outcomes* for the BCCIE to try and answer the following question: “What competencies do students require to succeed as citizens and professionals in today’s global society?” (p.3). It is suggested that these learning outcomes should not only apply to those who may work internationally, but should also prepare those who will live and work in a diverse and multicultural Canadian society. They state: “As other countries become more externally focused, Canada’s ability to

compete internationally will become impaired unless its graduates acquire more international skills and perspectives” (p.5). These learning outcomes are directed towards those who will work in the business community, but some may also be appropriate to other fields such as teacher education. The following themes for international learning outcomes and employability skills are given (p.13):

- 1) Appropriate registers in the use of English
- 2) International business etiquette
- 3) Language skills i.e. speak an additional language
- 4) Canadian and global perspectives
- 5) Intercultural competence
- 6) Resiliency and coping skills

It is under the headings of ‘Canadian and global perspectives’ and ‘Intercultural competence’ that one may find learning outcomes that are appropriate to teacher education. These learning outcomes are (p.13):

- 1) Canadian and Global Perspectives
 - a) Demonstrate knowledge of world geography.
 - b) Integrate knowledge of Asian, Central and South American, Russian, and African history.
 - c) Demonstrate a knowledge of Canadian history, political structure, geography, current events and accomplishments.

- d) Reflect on and compare a variety of perspectives on world historical events.
 - e) Demonstrate a knowledge of the world's great religions and their impact on social, cultural and political realities in society.
 - f) Assess one's own knowledge and skills to think about, and act on, global concerns.
 - g) Analyze global issues from multiple perspectives.
 - h) Understand the interconnections between local and global issues.
 - i) Understand the impact of historical events, culture, political structures, and geography on world events.
 - j) Understand the impact of Western liberal democratic views on one's perspective of the world.
 - k) Analyze critically the sources of information on world events.
 - l) Demonstrate a knowledge of global issues such as poverty, population growth and global warming.
 - m) Demonstrate a personal commitment to social justice, equity and environmental stewardship on an environmental level.
 - n) Understand the history of Canada's international relations and experience as well as our country's current policies and international relations.
- 2) Intercultural Competence
- a) Demonstrate the qualities of tolerance, sensitivity to others, and tact.
 - b) Demonstrate open-mindedness and curiosity with respect to other countries and cultures.
 - c) Demonstrate pride in Canadian culture and accomplishments.

- d) Demonstrate flexibility while retaining the stability of one's own identity and values.
- e) Recognize and respect individual and cultural differences.
- f) Recognize issues that may be sensitive to other cultures and peoples, and respect their beliefs.
- g) Identify one's own biases and attitudes.
- h) Subjugate the need to impose one's own structure and ideas on others.
- i) Demonstrate willingness to adapt to others' standards of behaviour: political, cultural, social, religious.
- j) Practice good listening skills (learn to speak less, and listen more).
- k) Demonstrate the ability to problem-solve issues related to one's professional competence in different cultural contexts.
- l) Understand the differences in respect for persons, adult-child relationships, and gender relationships in other cultures.
- m) Understand the impact one's own values and beliefs have on one's perception of world events.
- n) Understand the day to day realities, political environment, and current events of other cultures and peoples.
- o) Understand how culture and politics influence the practices and ethics of other societies.
- p) Be willing to and know how to find information on another society.
- q) Examine one's own assumptions about other cultures.
- r) Take the initiative to facilitate social interaction.

Stanley and Mason comment that “the educational process for achieving the identified outcomes is as important as the curriculum content” and that “infusion or integrating the international learning outcomes into the curriculum is identified by Maidstone (1995), Aigner (1992) and others as the preferred approach” (p.31). They suggest that the process for achieving these outcomes should include both curricular elements and instructional strategies as follows (p.31):

Curricular Elements

- 1) Integrating international learning outcomes in existing curriculum by asking questions such as what are the international dimensions of the subject area, what knowledge and skills do students need to know to function in the field of study in an international setting and what are the learning needs of international and domestic students.
- 2) Specific courses designed to focus on international education and multiculturalism.
- 3) Specific international components within a course, e.g., international marketing as a specific topic within a marketing course in a business program.
- 4) Discipline specific courses that address many international outcomes such as cultural anthropology, comparative religion and philosophy, sociology of race and ethnicity, political science, social geography, etc.

Instructional Strategies

- 1) Experience abroad.

- 2) Volunteer, practicum, cooperative education or community service-learning projects in local ethnic and immigrant communities.
- 3) Linked assignments which require interaction with other cultural groups, domestically or abroad in order to gain international perspectives related to the completion of a specific project or assignment.
- 4) Extracurricular multicultural and international events and celebrations on campus and in the community (e.g., cultural festivals, international speakers, film festivals).

It is argued that “a combination of these methods would be best to reach the broadest range of students with specific needs and interests during different phases of their education” (p.32).

Tye & Tye (1992) question the content of global education. They state: “Global education is not a domain of education that can be defined in terms of a particular body of content, subject matter, or discipline as we can do in the case of history education, science education, geography education, math education, and so on” (p.xvi). They offer four essential elements of curriculum in global education (p.xvii):

- 1) It is a curriculum that engages students of all ages and in all subject matters in the study of humankind as a singular entity interconnected across space and time.
- 2) It is a curriculum that engages students of all ages and in all subject matters in the study of the earth as humankind’s ecological and cosmic home.
- 3) It is a curriculum that engages students of all ages and in all subject matters in the study of the global social structure as one level of human social organization.

- 4) It is a curriculum that engages students of all ages and in all subject matters in the study of themselves as members of the human species, as inhabitants of planet earth, and as participants in the global social order.

Merryfield (1995) asks the question: “How can we build teacher education programs where all – preservice and inservice teachers, college professors – share cross-cultural experiences and develop understanding and expertise in cultural diversity and global perspectives?” (p.1). She suggests that there are three assumptions about teaching and learning in global education (p.1):

- 1) Professors, teachers, and K-12 students must have cross-cultural experiences in order to understand themselves and people different from themselves in their own community, nation, and world. Skill in cross-cultural interaction and reflection must be taught, learned, and practiced.
- 2) Cross-cultural experience without scholarly knowledge is incomplete. Professors, teachers, and students must also have up-to-date, substantive knowledge about the world and its peoples or experiences may mislead and confirm stereotypes and misconceptions.
- 3) Teachers and professors must work together to acquire and reflect upon knowledge, experiences, and insights into schools (students, school culture, educational reform) and global content (the dynamics of changing communities, interdependence, diverse peoples, global systems and issues).

It is postulated that in a teacher education program that has teacher educators who have an understanding of cross-cultural and international issues, “the preservice teachers develop conceptual understanding and classroom practice in several areas” (p.4):

- 1) The preservice teachers provide authentic and simulated cross-cultural experiences to teach multiple perspectives about topics under study and develop perspectives consciousness (awareness that people may see or interpret events or issues in different ways) in their students.
- 2) They connect students to global history and contemporary global issues in their community and around the world.
- 3) The preservice teachers become sensitive to and appreciative of student differences and individual needs.
- 4) Preservice teachers begin to question and critique instructional materials, media interpretations, and other sources of information. They recognize their interconnectedness with other people’s lives rather than isolating themselves from other cultures or countries.
- 5) They recognize and learn to deal with the increasing complexity of teaching diverse students about the world and its peoples.

Merryfield offers some content for infusing global perspectives into teacher education and hence K-12 curriculum that includes such topics as (p.6):

- 1) Human Values: cultural universals, cultural diversity, and multiple perspectives.

- 2) Global Systems: economic, political, ecological, technological, communications and transportation systems, and their interconnectedness.
- 3) Global Issues and Problems: peace and security, economic and labor, development, human rights, racism, gender, environmental, distribution of wealth, literacy, health and population, and state-of-the-planet issues.
- 4) Global History: antecedents to current issues, origins and development of cultures. cultural diffusion, and changes in global systems over time.
- 5) Cross-Cultural Awareness: the complexity of cultural diversity, the commonalities of human experience, the role of one's own culture in the world system, learning about one's own culture from others' perspective, and learning about another culture and the world from another culture's values and world views.
- 6) Awareness of Human Choices: past and present actions and future alternatives, and recognition of the complexity of human behavior.
- 7) Development of Inquiry, Analytical and Evaluative Skills: critical thinking, the role of values in inquiry, the roles of contextual factors in inquiry, and the abilities to collect, analyze, and use information.
- 8) Experience, Participation and Involvement: experiences in other cultures, experiences in multicultural settings, experiences with addressing real-life problems, and opportunities for making and implementing decisions.

She suggests that there should be a shared vision and commitment to improve international expertise in teacher education programs, and that in order for teachers and professors to develop an international perspective they need to experience different

cultures. Teacher education programs, therefore, need to provide opportunities for pre-service teachers to travel, to study, and to live in other parts of the world (p.5).

There are three universities in Canada that have developed specific elements that include an international perspective in their teacher preparation programs. At the University of Prince Edward Island, a Bachelor of Education program with an international focus offers the following courses: Culture and Society, International Education, International Development, English as a Second Language, and Teaching English as a Second Language. A job placement service at the University provides pre-service and graduate teachers with information concerning international teaching opportunities, profiles of international education systems, and preparation for living and working abroad. The service also promotes Canadians as educational resources abroad (University of Prince Edward Island International Education Web Page, 1999). The Faculty of Education at Queen's University offers an International and Developmental Education Program that focuses on international curricula. It also holds an overseas recruiting fair each year to "provide a forum for teachers to learn first hand about overseas opportunities and to have face to face interviews with administrators of overseas schools and with Canadian organizations that place teachers overseas" (Queens University Faculty of Education International Web Page, 1999). The Faculty of Education at Simon Fraser University has developed an International Teacher Education Module in their teacher education program "to provide student teachers an opportunity to examine and explore issues that define cultural, ethnic and other identities, both locally and globally, in a variety of environments, both on campus and in schools and in their

connected communities” (Simon Fraser University International Teacher Education Web page, 1999).

The scope of this thesis does not lend itself to a discussion of all pertinent literature in the field of internationalization of post-secondary institutions. The literature offered does provide the most recent information on the issue as it relates to the process in British Columbia and Canada. Tye & Tye (1992) and Merryfield (1995) furnish information applicable to the area of curriculum in teacher education. Although it is primarily concerned with the concept of global education as it is perceived and taught in the United States, much of their curriculum can be adapted to the process of internationalizing the curriculum in teacher education in British Columbia. There has been very little written about international perspectives in teacher education.

This literature, as well as the information about international teacher education from the three Canadian universities, indicates that there is a case for internationalizing the curriculum in teacher preparation, and provides a base for an inquiry into the views and perspectives on this issue of pre-service teachers and faculty members in the Faculty of Education at the University of Victoria. The instruments for the survey were designed to determine the current state of international or multicultural issues and perspectives in place in the Faculty as this relates to the concept of internationalization described in the literature, and whether pre-service teachers and faculty members were concerned about these issues and perspectives in teacher education programs at the University of Victoria.

CHAPTER 3

Survey Results

This chapter details the major findings of the research. It is divided into four subsections. The first subsection deals with the responses from Section A of the survey for both the pre-service teachers and the instructors. In Section A, the respondents were asked to rate their concerns about certain issues in three categories: global (G), local (L), and personal (P). The second subsection summarizes participants' responses from Section B regarding definitions of terms and their thoughts on multiculturalism and international/global elements in their programs. The third subsection describes their views on travel and employment opportunities for teachers gathered from their responses to questions in Section C. The fourth offers responses from the four faculty interviews.

1. Section A

Respondents were asked to rate their concern for issues from three different categories. Fifteen issues were represented on the pre-service teacher questionnaire and fourteen issues were given to the instructors. Issue Number 8, Over Fishing, was inadvertently omitted from the instructor's questionnaire. The categories are as follows: Global Issues (Numbers 2, 4, 6, 9, and 13), Local Issues (Numbers 7, 8, 11, 12 and 15), and Personal Issues (Numbers 1, 3, 5, 10, and 14). Responses of 1 (no concern) and 2 (somewhat concerned) were combined to represent the number of participants who had low concern for the issue, and responses of 3 (concerned) and 4 (very concerned) were combined to represent the number of respondents who had a high concern for the issue.

See Table 1 for data on the pre-service teachers' responses and Table 2 for data on the instructors' responses.

Table 1

Responses of Pre-service Teachers

Issue	Category	Low Concern	High Concern	% High Concern
1) Your current academic load	P	19	40	67.8%
2) Globalization of financial markets	G	39	20	33.9%
3) Gender equity	P	23	36	61%
4) World poverty	G	17	42	71.2%
5) Your future job prospects	P	14	45	76.3%
6) Global warming	G	26	33	55.9%
7) The Canadian economy	L	24	35	59.3%
8) Over fishing	L	21	38	64.4%
9) Human Rights	G	15	44	74.6%
10)Your grades	P	15	44	74.6%
11)Deforestation of rainforests	L	15	44	74.6%
12)Earthquakes	L	27	32	54.2%
13)World population growth	G	21	38	64.4%
14)Personal finances	P	14	45	76.3%
15)Free trade	L	49	10	16.9%

Table 2**Responses of Faculty of Education Instructors**

Issue	Category	Low Concern	High Concern	% High Concern
1) Your current work load	P	12	5	29.4%
2) Globalization of financial markets	G	8	9	52.9%
3) Gender equity	P	10	7	41.1%
4) World poverty	G	5	12	70.6%
5) Future employment opportunities	P	9	8	47.1%
6) Global warming	G	7	10	58.8%
7) The Canadian economy	L	8	9	52.9%
9) Human rights	G	7	10	58.8%
10) Tenure and/or promotion	P	14	3	17.6%
11) Deforestation of rainforests	L	8	9	52.9%
12) Earthquakes	L	11	6	35.3%
13) World population growth	G	5	12	70.6%
14) Personal finances	P	7	10	58.8%
15) Free trade	L	9	8	47.1%

Note: One participant refused to answer the questionnaire.

Eighteen pre-service teachers (13%) commented on other concerns. Some of the concerns were: immigration, street people in Victoria, the direction and standards of public education, Quebec, violence towards women, racism, minority issues, third world issues, the gap between rich and poor, pollution, nuclear and chemical warfare, disease, world food shortages, technological advancements and their role in schools, and Americanization of the planet.

In addition to these concerns, the following comments were made:

Right now my concerns are primarily local, specifically my life.

I have little time to do much about world issues. Of course we're all concerned.

I am strongly for a united world that is willing to focus on our common problems.

I am concerned about the future and its role in the lives of my children and their children.

Are you trying to find out if I worry too much??

The seven faculty members who responded to this question were concerned about the following issues: nuclear weapons, pollution, availability of fresh water, immigration, commercialization of education, and access to education. The faculty member who refused to answer the questionnaire made the comment:

I cannot answer this questions. To a great extent it is asking am I for or against motherhood. If the intent is to show I am a reactionary or revolutionary, I would rather not participate. I would prefer not to complete this survey which seems already to be inclined to discover "failure" in UVic. The slant of the questions is too great for me.

2. Section B

Pre-service Teacher Responses

Section B of the questionnaire asked the participants to define the terms multiculturalism, cross-cultural education, global issues, and internationalization of the curriculum in their own words, and to offer their opinions regarding previous education with an international focus, multiculturalism/cross-culturalism in their teacher education program, and the inclusion of a more global point of view in these programs. Four students did not respond to Section B or C, leaving a sample of fifty-five participants.

1a) The Definition of Multiculturalism.

Some of the responses that were representative of definitions for 'multiculturalism' were:

Allowing a variety of different cultural/religions/beliefs to be accepted

and respected to lead to a more peaceful co-existence – tolerance.

Appreciation for cultures, lifestyles and beliefs of different ethnic groups.

Many different cultures living together in one country, town, community.

Many cultures living together in peace and mutual acceptance.

Canada.

People of different backgrounds, cultures, ethnicities, etc. living together with a knowledge of each other's culture that goes beyond the surface.

It is understanding and appreciating all people who live within a community, local, provincial, national etc. It is celebrating diversity within the community.

Inclusion of all individuals into a functioning cooperative human system.

The acceptance and acknowledgment of cultures other than that of the majority.

It is a collection of peoples of different culture in one area that form together to create a whole that still retains individual identity.

A buzz word regarding a mix of various cultures.

It has such hidden implications. On the one hand it purports to integrate different cultures within Canadian society. However, I believe that this policy put out by our government is purely window dressing to divert our attention from real issues of inequality.

1b) The Definition of Cross-Cultural Education.

The following responses were representative of definitions given for 'cross-cultural education':

The attempt to address/examine/discover similarities and differences between two or more cultures.

Education that attempts to include views and content from other cultures.

By other I mean non-white.

Offering a wide range of cultural information as well as recognizing different cultural learning issues.

Curriculum and instruction on issues, customs and lifestyles of other cultures.

To teach, explain and pass along knowledge to do with people of the world and the many differing beliefs.

Expanding the curriculum to reach outside the realm of W.A.S.P. influence.

Multiculturalism in the classroom.

Teaching from various cultural perspectives.

Encouraging knowledge of and celebration of other cultures. Recognizing and addressing the needs/beliefs of cultures/minorities represented in the classroom.

Presenting educational materials that include students of all cultures, not favoring, limiting, or excluding any one culture.

Creating an educational system that allows all people to succeed without worrying about background or cultural difference.

Learning and teaching through the eyes of different cultures, acknowledging that in order to reach different kids or expand the others mind you have to stray from the North American view.

Education and awareness of ethnicity/culture which will lead to racial harmony

in our society. Most of this is done as cultural tourists in our educational system. It all depends upon who has the power to choose curriculum – it's not the disenfranchised in Canada.

Seven participants did not respond to this definition.

1c) The Definition of Global Issues.

Regarding the term 'global issues', the following are examples of the definitions offered:

Issues which affect us all. (A majority of the respondents gave definitions similar to this.)

Issues which influence the entire global community.

Many, many issues.

Dangers and concerns regarding the global climate and financial trade.

*Current events which are talked about on the news and in social and science magazines that potentially affect everyone on the planet
eg. environmental issues/war/nuclear technology/natural disasters.*

1d) The Definition of Internationalization of the Curriculum.

The pre-service teachers were a little more trepidatious in defining the term 'internationalizing the curriculum'. These quotes were made:

Establishing a standard curriculum across the globe. (Nine students responded in this manner.)

Studying about the world. Allowing and encouraging what is happening globally to be incorporated into the classroom. (Twelve students responded in this manner.)

?? (Sixteen students did not respond.)

The remanding thirty-seven students gave various definitions that did not relate to the concept of internationalization as it is defined in Chapter 1, but some were relevant if one considers the following interpretations:

Making the curriculum important to the individual.

Whole knowledge of how schools function and what needs to be taught.

Our curriculum available in other places, other countries' curriculums available here.

2) Previous Undergraduate Education with an International Focus.

Positive	Negative	Limited
38%	55%	7%

In response to the question regarding previous international focus in their undergraduate education, thirty pre-service teachers (55%) answered with terms such as *no, none, not really, or N/A*. Seven percent said that they had only some education of an international nature with comments such as:

I have had slight experience to such things but not enough to recall or remember in detail.

Not much exposure to many diverse cultures.

My previous undergrad education has been somewhat international in nature but not in the formal sense. I have lived abroad and travelled but I do not feel any university courses that I have taken have included an international perspective at all.

On the other hand, twenty-one students (38%) responded in a positive manner to this question with comments such as:

My previous degree was in Art History. This degree addressed how humans make meaning of their lives no matter where/when they live. Would you call this international – I don't think of it in those terms.

I took African philosophy, world religions, and my major was philosophy, so many perspectives were represented, although (it) primarily was still given to western thought.

Yes. My previous degree was in history and political science, so many courses covered topics such as world history or history of other countries and international relations.

Yes, courses in Japanese history, world geography, sociology (global issues).

I went on Rotary Exchange to Germany after my graduation from high school. This was a one year exchange where I lived with four host families and went to school.

3) Multiculturalism and Cross-Cultural Education in Teacher Education Program.

Positive	Limited	Negative	N/A
27%	35%	33%	5%

Regarding the question of whether or not multiculturalism and cross-cultural education have been a part of the teacher education program, fifteen participants (27%) responded in a positive manner with comments such as:

Yes, to an extent.

Yes, fairly, but not to the extent I would like them to be as I believe every culture is as important as the next and we should as teachers and as people, at least be aware of other cultures.

Yes – very extensively – content.

Yes, in most courses we discuss how to incorporate all children and all cultures in our classrooms.

We have discussed how to be sensitive to other cultures and ways to present other cultures to our class.

Yes. Usually a small % of ed. courses (e.g. music, drama) are devoted to multicultural activities in the classroom – lesson plans, learned multicultural songs, studied issues.

Eighteen students (33%) said that that these issues were dealt with to a limited extent.

I have attended a workshop about multiculturalism and anti-bias education.

Once, because I did a term paper on it, but other than that I've had no specific instruction.

Certain colleagues have been advocates for personal reasons; therefore made multicultural topics for class presentations in various 300 level courses.

A bit; there has not been much as far as I'm concerned – more like what not to do instead of how to do it.

Sort of – more focus would definitely be beneficial. The Ed. faculty is very “white” (this includes the students). We often discuss multiculturalism in the classroom but not in a lot of depth.

Multiculturalism was lectured for one day in one of my classes.

In some ways, mostly in the emphasis or encouragement we receive from profs to create lesson plans/units that incorporate our entire class.

Nineteen students (35%) responded to the question negatively with eleven simply saying *no*, *not really*, or *not yet*. The other eight gave responses like:

I don't believe that multiculturalism and cross-cultural education have played a significant role in my part as a teacher in training. The only issues that I can even recall that has touched on it is in 3rd year Ed. Psych., when we were presented with a list of "things to do when we have a First Nations student in your class" – very restrictive.

No. It has been a NOTED lack of coverage.

Not really – other than anecdotal experiences shared by people in my classes.

Not much – other countries/cultures touched on superficially. Most cross-cultural education is in Social Studies Ed. course.

Three students (5%) did not respond at all to this question.

4) A Global Point of View in Teacher Education.

Positive	Negative	Uncertain	N/A
71%	16%	7%	6%

Thirty-nine pre-service teachers answered positively to the question concerning whether the curriculum in teacher education should reflect a more global point of view with quotes like:

I think we should be taught the importance of considering global issues in our teaching and should be provided with strategies and suggestions in

terms of how to go about it.

Yes. It could be as small as just looking at what education is like in other parts of the world. However I think that this is a very small step.

Yes. More interrelated subject matter. Social Studies is a great way, although it is too often place or person related instead of issues (causes and effects).

Yes, by placing more emphasis on studying present cultures (similarities and differences of). More emphasis on environmental issues in primary grades would be great.

Yes, because the children we are finding in the school are not all from Canada.

Yes, by breaking out of the traditional mindset of “this is how I was taught so this is how I’ll teach”. Even in my lifetime the world has changed incredibly but our curriculum has done little to reflect this.

Yes, there is a lack of understanding/focus in global ed. i.e. whenever I have asked about inclusivity most profs talk about physical disabilities. There is no course work which will even acknowledge students coming from other parts of the world. Most of the time when we are encouraged to look at other parts of the world it is only surface (dress, customs, government) – definite lack of issues.

I think it depends on the teacher. Should certainly be address, studied. But I'm not certain there's enough time in the school year to be able to cover global points of view well.

When asked how they would accomplish this task, they suggested the use of guest speakers, discussion of current events, the development of a course on global issues, a class on educational systems from around the world, and more information about opportunities to study abroad.

Nine students (16%) reacted in a negative manner to this question, making comments like:

A global point of view in the classroom would not be a high priority for me. I would rather examine to situations that are closer to home.

No, because we can read or watch global issues at home.

I think the curriculum is reasonable as it is.

Four students (7%) were a little uncertain with the topic. One answered:

Yes and no. Teachers cannot know everything. Also, if it is not made immediately relevant to the students, they will not internalize it. It is hard also to be global when we live in such a small community (local issues are

of more relevance to all). But becoming aware of global issues and the interdependence of global issues and local – connect them – is useful.

Three students (6%) did not respond to this question.

Some pre-service teachers added further comments on international or global issues that they would like to see in their teacher education program.

A course focusing on ESL as this seems to be a growing area in more and more areas of B.C.

Honestly, I'm not as concerned with international issues as I am with local ones.

All courses should incorporate a multicultural and global perspective.

Perhaps having a current events, global issues course to educate future teachers would be beneficial.

How to integrate students from other cultures / recognize, celebrate EQUALLY.

Examining stereotypes in textbooks and resources.

How to discuss issues without causing conflicts.

Global warming, human rights, and world population growth are 3 international/global issues which I think we should be well-prepared to address in our classrooms.

Understanding what students bring with them to school.

More opportunity for exchanges; a program to send teachers overseas when finished their education.

Faculty Member Responses

Faculty members gave responses that were similar to those of the students when asked to define the terms ‘multiculturalism’ and ‘cross-cultural education’.

1a) The Definition of Multiculturalism.

The following definitions were representative of those given by faculty members for ‘multiculturalism’:

Awareness of and respect for diverse cultures, especially when living in the same locality.

More than one culture living side by side and sharing common ground –eg public schools.

The 'mosaic' of Canada – Groups can maintain an identity within the larger society.

The ability of the society to foster and develop unity while respecting and fostering individual cultures.

A policy of supporting ethnic diversity in a common framework.

An appreciation and acceptance of the ways and beliefs of people in other ethnic groups.

An appreciation of and respect for cultural diversity: a recognition of commonalities and differences between and across cultures. An active agenda to promote understanding and tolerance, including anti-racism efforts.

The recognition that within any society there may be multiple cultures and the belief that through sharing these cultures we become a richer society.

An expression of individual and unique qualities inherent in a population of individuals which is promoted to the population as a whole without fear.

1b) The Definition of Cross-Cultural Education.

The following examples illustrate several of the definitions given for the term ‘cross-cultural education’.

Education that seeks to promote understanding of one cultural group by another, or that transcends cultural boundaries.

A planned instructional intervention that specifically attends to variation in human cultures.

Education designed and delivered in a manner that acknowledges cultural diversity within a society.

Structured opportunities to compare/contrast/explore particular issues from at least two cultural perspectives. Often includes opportunities to live in, immerse oneself in, or directly experience the “other” culture or a culture different from ones own.

I perceive this to be education that is not culturally bound. An example might be the Arts. Music, Art, Drama, Dance are languages that are universal.

An in-depth level of understanding and awareness of cultural beliefs and practices presented in a single curricular context.

Understanding and comparison of educational systems in various cultures (countries).

Don't have one (My guess – education that includes at least two cultures).

1c) The Definition of Global Issues.

All seventeen faculty members gave similar definitions for the concept of 'global issues'.

Issues of concern to people all over the world.

Political, religious, and environmental events taking place throughout the world.

Issues that affect the entire globe – that are bigger than countries or belief systems. Issues that exist outside existing legal parameters.

Any issue which crosses national boundaries or has relevance or implications beyond the "local". Typically involves jurisdictional issues and negotiation on an international level.

1d) The Definition of Internationalization of the Curriculum.

Four faculty members did not offer a definition for 'Internationalization of the Curriculum' with two of them simply leaving a question mark. However, the remaining group offered some interesting interpretations that include:

North America has an increasingly international population which necessitates expanding curriculum to include cultures, politics, societies beyond our borders.

Integration into the curriculum of content, references and resources reflecting the various perspectives of groups around the world.

A curriculum which considers an international community.

A deliberate attempt to ensure the curriculum is broadly referenced to reflect issues, perspectives and print and media resources from the world beyond the national/provincial borders.

Another vague term that relates to the inclusion of some aspects of issues that are of significance to countries other than Canada.

A standardization of basic learning constructs to allow students and teachers to move freely from one country to another without academic compromise.

2) Inclusion of Overseas Experiences in teacher Preparation Courses.

Positive	Limited	Not Relevant	N/A
76%	6%	12%	6%

When asked if they include information from overseas experiences in the teacher preparation courses, thirteen faculty members (76%) responded in a positive manner with comments such as:

Yes. Incidentally.

Yes. Systematic comparison of education practices.

Yes. Core ideas and processes tend to be global. Applications, examples, attitudes, experiences and implementation conditions vary. By providing international perspectives I offer students a chance for clearer understanding of the actual experiences of implementation than would be the case if I just referred to one country.

Research studies from other continents are quoted.

I try to be aware of how issues and topics are dealt with in other cultures/countries.

Yes. I talk about developing countries in terms of the strengths and unique wisdom they bring, rather than in terms of their strangeness. I use the study of other countries as a basis for critical thinking exercises.

International teaching options are discussed – especially volunteer programs of the BCTF and CTF – I have worked with both – and feel this work helps build a better global view and an appreciation for context.

One faculty member did not respond to the question, one said *only a little*, and the other two answered that it was not relevant to their subjects considering that they were methodology courses.

3) Incorporation of Multiculturalism and Cross-Cultural Education.

A wide range of responses were give for Question 3 which referred to the incorporation of multiculturalism and cross-cultural education and the consideration of the policies and by-laws of the British Columbia College of Teachers. No distinct patterns were observed.

Some examples are:

I go far beyond recommendations of the BCCT. Their policies and by-laws are quite reasonable but my own teaching threads multicultural and international references into everything.

I constantly refer to the perspectives of FN and ESL students. I teach to

help my students become aware of “inclusivity” as desirable process.

It is included in the plenary sessions for student teachers. I also discuss the issues in seminar groups.

Whenever deemed appropriate. Initially as part of the framework of the course, then as appropriate and as part of assignments.

Only briefly.

Not relevant.

I have to look them up.

Unfamiliar with the document cited. I don't know or can't articulate it.

4) A Place in Teacher Education Programs for Current Global Issues.

Positive	Negative
65%	35%

When asked if there was a place for global issues in teacher education programs, eleven faculty members (65%) answered positively to the question. Some of the responses follow:

Essential. Teacher ed. students need to focus on current events to develop a global awareness and the ability to place issues in context.

Yes. I think they should be dealt with in individual courses.

Absolutely. I think they are included in many courses now. The obvious place is the Social Studies curriculum but I feel most/all courses need to look at the implications of all "positions" from a "big picture" perspective. There are many courses which address environmental and ecological issues, gender and economic inequalities, child labour, discrimination, etc. etc. It's being done and needs to continue to be done.

Yes. It's essential. It can only be done by instructors in certain disciplines and its effectiveness is very dependent upon the knowledge, experiences and attitudes of the instructor. In a fairly general sense it can be "required" – but such requirements are usually ignored.

The rest (35%) were not as enthusiastic with comments like:

The program is overwhelmed with not enough time allotted to teach the core subjects of math, science, language arts, and social studies. If it were to be included maybe a Tuesday seminar or in social studies methods.

Don't know.

Depends upon the global issues.

5) Internationalizing the Curriculum and Teacher Education.

Positive	Unclear	N/A
41%	53%	6%

Nine participants (53%) were unclear as to the meaning of the term 'Internationalize the Curriculum in Post-Secondary Education'. The following comments were made:

Difficult to interpret what this means particularly in relation to the undergrad program which is directed towards B.C. certification.

Not really aware of this. I am 'suspicious' about the term 'internationalize'.

I sort of feel that it is another one of those politically correct issues.

I have no current knowledge of this issue ("buzz phrase").

I don't know a great deal about internationalization or the Strategic Plan.

Therefore I cannot comment.

Seven (41%) gave a more positive response. The following remarks were made:

We have just revised our teacher education programs and the issues above are focused upon/featured. The faculty is pursuing a number of international links and sponsoring international programs (China, Indonesia, Scotland, Eastern Europe) and some of these offer potential for student exchange. I think it is a necessary orientation which is being pursued.

I think it should be a thread woven throughout the program.

I think it's a good idea, but difficult to implement. Most students are motivated in their studies by their need for grades and marketable skills in Canada. Instructors may internationalize courses, but are students really interested? I don't know.

Great but must resolve local problems/concerns/issues first. A five month program does not allow for all topics to be addressed.

Other international or global issues that faculty members would like to see incorporated into the teacher education program were: instructional methodologies for multicultural classes, spirituality, population issues, U.N. initiated 'rights for children' programs, racial equality, global citizenship, and consumerism and the culture of growth. One participant offered the response:

I would like to see a more culturally diverse student body and feel we need some targeted recruitment initiatives.

If we could offer a term in another country or overseas practicum experience for our students, I feel it would greatly enrich the program.

3. Section C

Pre-service Teacher Responses

1) Future Employment Opportunities in Education.

Positive	Negative	N/A
75%	20%	5%

When asked to offer their views on future employment opportunities in education when after graduation, 41 respondents (75%) were positive and confident about job prospects.

Some of the comments were:

I have confidence that there will be several job opportunities when I am ready to begin.

I am pretty positive about jobs because everyone keeps telling us that there will be a surplus.

We've heard that many teachers are retiring in the next 2 to 3 years. If this is true, things look good.

The potential for jobs is increasing as many teachers will be ready for retirement in a few years, but it is still not good.

For those who are willing to sub for 3-4 years, the prospects in Victoria are good. Prospects are better in some other parts of the country.

People keep telling me there will be a lot of jobs so I am relaxed about it. I want to teach in another country and it seems like there are quite a few opportunities available.

Looking good, but with the changing world, education and education training are lagging way behind. Are we prepared!!

Eleven students (20%) were a little more skeptical about this issue, offering comments such as:

Scared about not being able to find a job, but hopeful. I will go wherever I can get a job and the best offer/working conditions.

Slim in public ed. in Victoria region. I'd love to teach in SD 64 (Gulf Islands) but same problem: lots of aging teachers, lots of impatient T.O.C.'s.

I think that although employment is always on my mind I cannot believe that it will happen anytime soon.

I am very concerned.

Three students did not respond.

2) Overseas Travel.

Positive	Negative
71%	29%

Thirty-nine participants (71%) said that they had travelled overseas. Some had only limited experience visiting other countries while others had travelled extensively to many regions around the world. Sixteen pre-service teachers (29%) responded that they have never travelled abroad. All of the respondents said that they would like to travel to various parts of the world if they had the opportunity. The wisdom of wanderlust seems alive and well among many. No continent was left untouched. A few interesting comments were:

To as many places as I can go to learn.

Somewhere exotic and warm with lots of amusement parks. Nothing educational, I need recreation!

Everywhere and anywhere – I would buy a one-way plane ticket around the world and just go.

Places with some historical significance. I find learning about the past helps to understand the present more.

Everywhere! I would love to teach abroad.

I prefer to explore the diversity of Canada.

3) Enrichment from Travel.

When asked what they might hope to gain from their travels, the participant who wanted recreation from travel responded: *Nothing; My brain is overloading.* One person did not respond. The other fifty-three pre-service teachers (96%) had more positive ideas about the worth of travel and how it would relate to their teaching careers.

Experience, stories, knowledge, inspiration, confidence, connections.

Cultural experience, language acquisition.

Greater understanding of others social and economic status. Knowledge of other countries.

Life experience...Getting to know other cultures.

Experience that would be beneficial to the classroom.

Exposure and a better understanding of various teaching styles, curriculums, systems etc. around the world.

Wider perspective, appreciation of other cultures and attitudes: appreciation of my own situation and society.

World experience to bring back to the children here in B.C.

Personal experience.

Bring my experience in B.C. to others in the world.

An ability to educate my children (students) about a variety of cultures from (albeit limited) first hand knowledge, to prepare them for living in our multicultural society and a world with shrinking borders.

I would love to erase my own ignorance and bring stories and personal experiences into the classroom.

A broader and more knowledgeable world perspective that could be included in my teaching.

Enlightenment!

Understanding of different cultures, how global issues effect them differently, how they do things differently.

4) Consideration of Teaching Overseas.

Positive	Maybe	Negative	N/A
73%	5%	7%	15%

In response to whether they would consider teaching in a regular K-12 school overseas, forty pre-service teachers (73%) said *Yes*, three (5%) said *Maybe*, four (7%) said *No*, and the remaining eight (15%) did not answer. When asked where they might find information about these positions, they gave a variety of answers that included: the Internet, the government (Ministry of Education), professors, word-of-mouth, friends, family, bulletin boards at school, counselling services, newspapers, international papers, magazines, education office, school experience office, student employment office, on-campus recruiters, other teachers that have gone places to teach, programs that offer transfers, BCTF, CIDA, big companies, The Canadian Guide to Working and Living Overseas, posters around the school, organizations, schools that offer ESL training, the linguistics department, and school district headquarters. The Internet was the answer most often cited (24). Bulletin boards on campus or in the education department, as well as offices in the Faculty of Education (school experience office, advisory office, and education office) were the next most often cited (16). Eight respondents said that they did not know where to find this information.

5) An International Teacher Education Advisor in the Faculty of Education.

Positive	Negative
89%	11%

Forty-nine pre-service teachers (89%) responded positively to the idea of having an International Teacher Education Advisor in the Faculty of Education at the University of Victoria. Some of the comments were:

Wonderful idea. It would broaden our chances of employment and hopefully encourage people to look beyond their home towns which may free up the glut of TOC's in Victoria.

I think it would be wonderful! I really wish they had it now!!!

Yes – Excellent idea. I am curious about the demand for such a service and I wonder if a service like this might open a lot of ed. students' minds as to the opportunities/possibilities their training can give them.

Yes! Something I'd definitely be interested in. I think every teacher should at least experience teaching in another country, even if it's a short amount of time.

Awesome – I think with Canada built up of so many cultures it is only to our advantage to experience them 1st hand. Travelling is a valuable experience. You learn a whole new viewpoint – more open-minded and find new

appreciation for Canada.

Good idea but am concerned about the cost.

Do we have one? If we do, GREAT!! That would be a wonderful opportunity and a trustworthy source for overseas employment info (other than unreliable internet).

Very valid. It would be a wonderful resource to have. It would really encourage students to travel and teach, opening their eyes to the wonderful world outside Canada.

It's great for students to know what opportunities are out there. Lot of times we don't have access to such info.

Excellent idea, at least to have a part-time person to put together a resource room/area for it.

Six students (11%) answered negatively with responses such as *not applicable to me, uninterested, or doesn't matter to me.*

Nineteen people offered other thoughts and recommendations regarding the issues dealt with in this questionnaire. Most had a positive slant.

It would be interesting if the university offered a course, open to anyone interested, on developing the necessary skills to research job opportunities around the world, as well as giving students concepts to work with that would give them strength/understanding about how to function in other cultures as a minority, promote anti-bias philosophy at home/overseas, give strategies (activities) that a person could use in times of need. (when faced with discrimination/cultural misunderstanding, miscommunications/misunderstandings).

I believe that global issues and multiculturalism/cross-cultural education are a requirement in today's society. We are no longer isolated pockets of people. Countries are no longer racially distinct and new technologies have interconnected the world. Without the knowledge of other peoples etc. we will have a generation of children behind the times, who will not have the skills to cope in a global community.

Create a class which encapsulates these issues.

We need more teaching materials on it because it is such a pressing issue within the classroom.

Internationalizing the curriculum, if it could be done, might provide us (the people) with a tool for promoting a global community that would

actually work.

Educate us about the need to understand more of these issues. Most don't think it's relevant.

The three following comments were also made:

I haven't heard much about internationalizing the curriculum, but it sounds complex – avoid melting pot.

Things are fine. From what I understand, people who want to study or teach abroad will find the means to do so. (If you want something bad enough, you'll get it).

Not particularly an important issue for me.

Faculty Member Responses

1) The Purpose of the Teacher Education Program.

B.C. Orientation	Broader Perspective
35%	65%

On the question of describing the purpose of the teacher education program at the University of Victoria, six faculty members (35%) responded that it was to prepare teachers to be certified by the British Columbia College of Teachers and to teach in B.C.

schools. One of these participants suggested that the question should read “what *should* be the purpose of the teacher education program?” instead of “what *is* the purpose?”, and then gave the response:

To prepare educators – certified to teach in B.C.

– able to teach in alternative settings.

Another added the following:

To train teachers to work in Elementary and Secondary schools in B.C.

This is, in my opinion, a very short-sighted goal. The Faculty should be preparing teachers to teach anywhere – which implies an international or multicultural perspective.

Eleven faculty members (65%) offered a more broad-minded response with answers like:

To prepare teachers who are well-informed, capable, committed, and skillful, and who are prepared and able to provide engaging and effective learning experiences for their students. I hope that our graduates are as willing to challenge themselves as they are able to challenge their students, and that their goals include fostering “good citizenship” in the broadest sense of the term.

To educate prospective students to become excellent teachers who have

developed a set of values that allow them to manage change, transmit the culture and effectively teach children to read, write, solve problems, be numerate, and enjoy and understand the arts and physical activity. Very difficult to do without a lot of thought.

To produce critical thinking, activist teachers whose main goal is to teach children how to learn and how to think critically.

To prepare pre-service teachers to be critical thinkers, problem solvers and flexible staff members. I hope that our students will leave us with open minds and not think about artificial borders. Many are choosing to teach overseas which is great.

2) Future Employment Opportunities for Pre-Service Teachers.

Positive	Uncertain
88%	12%

Two participants (12%) responded that they *didn't know* about future employment opportunities for pre-service teachers. The remainder (88%) were much more positive about the issue with remarks like: *starting to look brighter, excellent now, improving, looks promising, getting better each year, good potential, very good but not outstanding, and great.* Two other comments worth noting are:

Employment opportunities are difficult to predict for that large percentage

of teachers who only look for work in B.C. There are actually plenty of jobs around the world, but many B.C. students don't look for them or don't want to leave the province – often because of fear related to seniority.

The world is their oyster! There are many and varied opportunities for our students and I hope that we encourage them to be flexible and adventurous when they begin their careers.

3) Preparation of Teachers to Teach Overseas.

Yes	No	General Preparation
29%	53%	18%

Should the Faculty of Education at the University of Victoria be preparing teachers to teach overseas? Nine participants (53%) said *No* or *not specifically*. Some of the comments were:

It seems that the program has enough content in dealing with instruction locally.

No – we have so little time to give them the basics in learning theory and methodology, assessment, child development etc. that we need to do “one thing well” instead of spreading it too thin. If the pre-service teacher is interested in overseas work then a weekend seminar.

No – I don't see how we could do that even if we wanted.

Not as a first responsibility – beyond the fact that good preparation should have application beyond B.C.

Five respondents (29%) said *Yes* with comments such as:

Yes, but I don't know how we can add to an already full curriculum.

Yes. Probably compulsory components in core courses plus one or two elective courses and workshops.

Three instructors suggested that pre-service teachers should be prepared to simply teach with no preference given to British Columbia or abroad:

The focus has to be on B.C, preparation which could be viewed as good general preparation to teach anywhere.

UVic should be preparing people to TEACH – individuals need to decide in which context they will use these skills. If people express an interest in overseas work, options etc. should be made known and special training offered.

3) Information Regarding Overseas Teaching Opportunities.

All seventeen participants (100%) responded in a positive manner when asked if the Faculty of Education should be providing pre-service teachers with information regarding overseas teaching opportunities. To accomplish this, the following suggestions were made: web sites, exchanges, convention display booth, newsletter, seminar, guest speakers, a 'recruitment' fair, bulletin boards, plenary sessions, career day, and workshops with overseas teaching agencies. One faculty member said:

Yes. This would be a good idea, but the problem is who should do it.

We're understaffed and under pressure and unionized!

Eight faculty members offered further thoughts and recommendations regarding the issues presented in this study. The following statements present some interesting thoughts:

Although it may be desirable the program is too short (5 months) to fully address the issue.

This topic is very value laden. The issues are complex but somewhere we need to examine what it means to be a (global) citizen.

This will always be evolving. We need to work at it but not allow it to deter us from our primary goal.

The term “international education” is problematic. We would serve ourselves and the province well if we concentrated on developing education for a multicultural society. Many of our students – future teachers – are ignorant of international culture, but is it our job to train them? It probably is, but the BCCT doesn’t seem to care beyond their minimal requirements, and it’s difficult to convince faculty or students to do more than the minimum.

I think a great opportunity is lost if we do not use and expose our students to the literature, media and perspectives of people from other places, other cultures, other situations. So I feel addressing global issues, looking at things that effect humans on this planet to be something that should be at the heart of our curriculum in public schools – and, correspondingly of our curriculum in teacher education.

4. Interview Responses

When asked if they incorporate information from overseas experiences in their teacher training courses, two faculty members answered:

I teach Math. I integrate references from more than just North America, even though North Americans think they are the centre of the universe in some ways. I consult references from other sources other than just North America.

I point out to students different processes of thinking, and try to demonstrate how people, or Freud or whatever, are coming from a culture that is different from ours and try to understand their theories from the cultures they are coming from. In that sense I do, but I don't do a lot. It's just not appropriate to my classes anyway.

Should global issues be a part of teacher preparation programs? The following responses are of interest:

Generally speaking, yes. I think the teacher who faces a group of students is an important influence and the more they know about general issues, the better they can share those with the students that they teach. So some of these issues should be a part of teacher training. It should go beyond just skills and the 3 R's. Teachers should know how to, in a neutral way without any bias, talk about these issues or share ideas or coordinate projects that value these issues so their students will not grow up in a narrow way or biased way, so they can look beyond their own environment and make comparisons.

There are so many different aspects of a curriculum, and if we are dealing with a curriculum as a program, it would be one thing that we need to clarify. As far as the Faculty of Education is concerned, we can't possibly within our curriculum teach everything that needs to be taught. There are some things that are just touched upon and others that are dealt with in more detail, but

in general most things are just touched upon. In the area of global issues, multiculturalism, etc., they are touched upon for an understanding but it's not related to the international scene, it's related to the British Columbia scene and the need for an understanding of multiculturalism and the effect it has on schooling in British Columbia.

When asked to comment on whether the Faculty of Education should be preparing teachers to teach overseas, the following remarks offer some insight:

I think that the Faculty of Education needs to give up the idea that they're preparing teachers for the public school system. That's only one of, as a matter of fact it may be the smallest market for our graduates. So we need to prepare our students for a variety of teaching situations and overseas is part of it.

I think we've got an opportunity right now to do a serious assessment of who we attract, what we're trying to produce, what our product is as it were, a teacher who can feel comfortable in several circumstances, not just downtown Vancouver or downtown Victoria, who can be comfortable in a rural setting because they've got an adaptability in they're training; they can be comfortable in the setting of any country in Europe, comfortable in the 3rd World and be successful at it.

Concerning the idea of having an International Teacher Education Office or Advisor in the Faculty of Education, some ideas were as follows:

I don't know if we are big enough to have an international person in this faculty. My reaction would be 'no'. We should invite somebody to visit with us, perhaps the universities in British Columbia should have an advisor who visits the campuses. But to have a permanent position, I don't think we are big enough.

I'm afraid my views on that are colored by finances. I don't know how, unless the Faculty could come up with a grant to do that since there is such a problem now getting funding for the regular program.

In a perfect world, of course, the answer is 'yes'. If we get into the logistical aspect of the world, of the university, it is very difficult. The Faculty of Education, its budget has been reduced 15% in the last five years, and the faculty has been reduced by twelve faculty members. So there has been a substantial downsizing and at the same time no fewer students. It's very difficult to find additional resources. It doesn't mean that there can't be reallocation, but in all likelihood, there would not be any additional funding coming in to do such.

CHAPTER 4

Discussion of Results and Recommendations

Discussion of Results

In order to discuss the findings of this survey, it is important to reflect back on the research questions that were posed in Chapter 1. Each question will be analyzed in succession.

- 1) How do both pre-service teachers and faculty members perceive the many global issues facing the world today?

(Section A on both questionnaires addresses this question.)

Tables will be used to compare the responses of both the pre-service teachers and faculty members to regarding their concerns for the issues in Section A of the questionnaires. The tables will reflect a comparison of responses based on the three categories of Global, Local, and Personal.

Table 3

Comparison of High Concern Responses on Global Issues

Issue	Pre-Service Teachers	Faculty Members
Globalization of financial markets	33.9%	52.9%
World poverty	71.2%	70.6%
Global warming	55.9%	58.8%
Human rights	74.6%	58.8%
World population growth	64.4%	70.6%

Table 4**Comparison of High Concern Responses on Local Issues**

Issue	Pre-Service Teachers	Faculty Members
The Canadian economy	59.3%	52.9%
Over fishing	64.4%	N/A
Deforestation of rainforests	74.6%	52.9%
Earthquakes	54.2%	35.3%
Free trade	16.9%	47.1%

Table 5**Comparison of High Concern Responses on Personal Issues**

Issue	Pre-Service Teachers	Faculty Members
Your current academic load	67.8%	29.4%
Gender equity	61%	41.1%
Future employment prospects	76.3%	47.1%
Your grades	74.6%	N/A
Tenure and promotion	N/A	17.6%
Personal finances	76.3%	58.8%

As these tables illustrate, the responses to Section A of the questionnaire show that pre-service teachers have a high concern (over 50% of respondents) for 13 issues. The only two issues that did not receive a ranking of high concern were 'Globalization of financial markets' (33.9%) and 'Free trade' (16.9%). Breaking this down into the three categories of Global, Local, and Personal offers some insight into the interests and apprehensions of the students. The global issues of 'Human rights' (74.6%), 'World poverty' (71.2%), 'World population growth' (64.4%), and 'Global warming' (55.9%) were rated of high concern. The responses for the local issues of 'Deforestation of rainforests' (74.6%), 'Over fishing' (64.4%), 'The Canadian economy' (59.3%), and

'Earthquakes' (54.2%) illustrate that the student teachers seem to have more concern about the environment than the economy or the effects of an earthquake. Only 16.9% were concerned with the issue of 'Free trade'. The two issues that they were most apprehensive about were 'Your future job prospects' (76.3%) and 'Personal finances' (76.3%) which ranked higher than any of the other issues. These issues are followed closely by the personal issues of 'Your grades' at 74.6%, and 'Your current academic load' at 67.8%. Gender equity ranked 5th among personal concerns but at 61% was still rated high in concern. The issues of 'Deforestation of rainforests', 'Over fishing', and 'Gender equity', if viewed from a broader perspective, could also be considered global in nature. In interpreting these results, student teachers have a strong concern for the state of the world in which they live. They are also uncertain about their future, especially with regard to employment and monetary issues.

Eight issues were rated as high concern by more than 50% of faculty members. The global issues of 'World poverty' and 'World population growth', both at 70.6%, ranked highest among the fourteen concerns on the questionnaire. 'Human rights' and 'Global warming', each at 58.8%, were ranked next. 'Personal finances' also came in at 58.8%. 'Deforestation of rainforests', 'The Canadian economy', and 'Globalization of financial markets' were each considered as high concern by 52.9% of instructors. All other issues on the questionnaire were considered to be of low concern, although 'Free trade' and 'Future employment opportunities' were both ranked reasonably high by 47.1% of the respondents. These results suggest the faculty members also have a strong concern for many of the problems facing the world today.

A comparison of the responses of the pre-service teachers and the faculty members gives some interesting results. Concerning 'Global issues' (See Table 3), both the students and the instructors showed a high concern for 'World poverty' (71.2% and 70.6%) respectively and 'World population growth' (64.4% and 70.6%). 'Human rights' (74.6% and 58.8%) was also ranked high by both groups as was 'Global warming' (55.9% and 58.8%). These results suggest that both groups are aware of and concerned about these problems. Faculty members (52.9%) were more concerned with 'Globalization of financial markets' than the students (33.9%). This may be because faculty members have more money than students have although 11 of the instructor respondents were sessional instructors, and they might argue that fact that they have more money than students.

Comparing the response considered 'Local' (See Table 4), both groups showed a high concern for 'Deforestation of rainforests' (74.6% of students and 52.9% of instructors). 'The Canadian economy' also ranked reasonably high among both groups (59.3% of students and 52.9% of instructors). The issue of 'Over fishing' cannot be compared because of an error by the researcher, but 64.4% of students ranked it high concern. As was stated earlier, the issues of 'Deforestation of the rainforest' and 'Over fishing', if viewed from a broader perspective, may be considered global problems. These results suggest that environmental issues are a concern for both groups. The economy is also a concern of over half of the respondents.

Table 5 suggests that students are more concerned about personal issues than faculty members. 'Your future job prospects' (76.3%), 'Personal finances' (76.3%), 'Your grades' (74.6%), and 'Your academic load' (67.8%) are all ranked much higher by

pre-service teachers than equivalent issues for faculty members although instructors do rank 'Personal finances' as a concern. These results may be a function of the fact that faculty members already have jobs while most students do not have full time employment and will be of significance when the results of Section C regarding travel and overseas employment are discussed.

In answer to the first research question, the results of Section A suggest that both pre-service teachers and faculty members are concerned about global and environmental issues that affect the earth. The pre-service are also concerned about their present situation as students with regard to money, grades, and workload, and their future as teachers.

- 2) How do pre-service teachers and faculty members define the terms 'Multiculturalism', Cross-Cultural Education', Global Issues' and 'Internationalization of the Curriculum'?

(Section B, question 1 on both questionnaires addresses this question.)

1a & b) A perusal of the definitions offered for 'Multiculturalism' and 'Cross-cultural Education' shows that both pre-service teachers and faculty members have an understanding of these two concepts. The definitions of these two concepts presented in Chapter 3 are representative of the definitions supplied by both groups. Considering that these two ideas have been a part of the educational system for some time and that the British Columbia College of Teachers stipulates that multiculturalism should be incorporated in teacher education programs, it is not surprising that they would offer a

variety of definitions and interpretations for these terms. This is not to say that these issues lack importance. On the contrary, whether one thinks of these two concepts as meaningful subjects or simply politically correct topics, it is important that all teachers understand the concepts of multiculturalism and cross-cultural education.

1c) Defining 'Global Issues' with comments such as *Issues that affect us all* (student response) and *Issues of concern to people all over the world* (faculty response), both groups of participants, realize that there are many issues that touch on and influence the lives of a large number of people around the world, even though these problems may not affect them directly.

1d) On the other hand, the term 'Internationalization of the Curriculum' caused some confusion. Only twelve student teachers (20%) gave a definition similar to *Studying about the world; Allowing and encouraging what is happening globally to be incorporated into the classroom*. Nine of them (15%) offered an interesting interpretation similar to *Establishing a standard curriculum across the globe*. Twenty-seven percent of students did not answer. The remainder (38%) gave a wide variety of responses that had little relation to the definitions given in Chapter 1 of this paper. These definitions are not necessarily wrong. They simply suggest that the pre-service teachers are unaware of the concept as it has been defined by those who postulate internationalization of the curriculum in post-secondary institutions in Canada (See Chapter 2). Twenty-three percent of faculty members did not offer a response to this definition. Twelve percent were not completely certain about the term, with one respondent calling it *another vague*

term, but 65% did have some sense that it meant a curriculum that included *cultures, politics, societies beyond our borders, or considers an international community.*

Both pre-service teacher and faculty respondents conveyed an understanding of the concepts of ‘Multiculturalism’, ‘Cross-Cultural Education’, and ‘Global Issues’. Their interpretation of the term ‘Internationalization of the Curriculum’ suggest that a proper working definition of the concept should be developed and scrutinized before an attempt is made to introduce the idea of internationalizing the curriculum to the Faculty of Education.

- 3) How do both groups perceive the current state of teacher education programs with regard to an international and multicultural perspective and do they think that these programs should reflect a more global point of view?

(Section B, questions 2, 3, and 4 of the pre-service teacher questionnaire and questions 2, 3, 4, and 5 of the instructors’ questionnaire address this question.)

Fifty-five percent of student participants said that that had had very little or no international focus in their previous undergraduate education while 36% said that their programs had an international flavor. Seven percent responded that that their previous education had been limited in its international focus. Although this suggests that some students arrive in the Faculty of Education with some idea of the world at large, it also suggests that the teaching of the global issues given in the working definition in Chapter 1 should not necessarily be left to other undergraduate faculties.

Twenty-seven percent of the pre-service teachers responded that multiculturalism and cross-cultural education had been introduced to a significant degree in their teacher preparation courses, 35% said that these issues were dealt with to a limited extent, and 33% said that these issues had been acknowledged very little or not at all in their programs. There may be a variety of reasons for this mix of responses. It may be a function of the specific courses that the students have taken during their teacher training. Certain faculty members might introduce the topics more often than others might.

Seventy-six percent of faculty respondents said that they included information from their overseas experiences in their teacher training courses, but when asked if they incorporated multiculturalism and cross-cultural education into their programs with consideration for the policies and by-laws of the BCCT, there was a much wider range of answers with no distinct pattern. Although the BCCT stipulates that multiculturalism should be a part of teacher preparation programs in the province, it seems that it may be left up to individual instructors to address this issue.

Approximately 70% of the student teachers responded in a positive way when asked if their teacher education program should reflect a more global point of view. Sixty-five percent of the instructors answered with a similar positive stance. On the other hand, the remaining faculty members were uncertain about this idea, with one respondent suggesting that there was not enough time in the program to include global issues. Another advised that it might not be wise to make such an inclusion a requirement in the program since *such requirements are usually ignored*. These responses suggest that it would be advisable to develop a deeper global consciousness in teacher education programs, but in doing so one must be aware of the time constraints involved and the

need to address the thoughts and feelings of faculty members regarding the issues at hand before any attempt at implementation. Considering the suggestions that were given by the students to accomplish this task, a course that includes information on educational systems other than that of British Columbia, knowledge about opportunities to work and study abroad, and curriculum that reflects a relationship between global issues, current events, and teaching should be considered in the Faculty of Education.

When asked to consider the current focus across Canada to ‘Internationalize the Curriculum in Post-Secondary Education’ and its inclusion into the Strategic Plan of the University of Victoria, 53% of the instructors responding were uncertain of the meaning of the term (one calling it a *buzz phrase*), and/or were unfamiliar with the Strategic Plan. However, 41% of faculty members responded in a positive manner, one suggesting that *it should be a thread woven throughout the program*. This is a surprising result considering 65% of instructors gave an adequate definition of the term ‘Internationalizing the Curriculum’ in Question 1 of Section B. This again would suggest the need for an appropriate definition. Others mentioned that it would be difficult to implement considering that a short program *does not allow for all topics to be addressed*.

- 4) Should student teachers be trained to teach only in British Columbia or should they also be introduced to the educational systems and curriculums of other countries and cultures? Is there an awareness of overseas career opportunities for teachers?

(Section C, on both questionnaires addresses this question.)

Seventy-five percent of student teachers and 88% of faculty members who responded were quite positive and confident about future employment opportunities for pre-service teachers in the field of education. But with comments like *everyone keeps telling us that there will be a surplus*, and the fact that 76.3% of students said that they were concerned about their future job prospects in Section A of this survey, the results suggest that some students are still apprehensive about their prospects for employment.

Seventy-one percent of the students had travelled to various places throughout the world, some more extensively than others. Twenty-nine percent said that they had never travelled abroad. However all of them stated that, given the opportunity, they would like to travel to different parts of the world including the desire *to explore the diversity of Canada*. Ninety-three percent of the pre-service respondents had very positive and interesting ideas about what they might gain from their travels and how they might relate their experiences to the classroom.

With regard to working overseas in a regular K-12 school, 73% answered that they would consider it, but they were uncertain as to where they might find information about these teaching opportunities, giving a wide range of possible sources. Forty-one percent said that they would search the Internet for available positions, but no one gave any specific web sites that might offer adequate information.

Eighty-nine percent of the student participants said that it would be a good idea to have an International Teacher Education Advisor in the Faculty of Education to provide them with information regarding overseas employment. When asked if the Faculty should be preparing teachers to work overseas, 53% of the instructors said *no* or *not specifically*, 29% said yes, and 18% said that the Faculty should be offering an education that could

accommodate both B.C. schools as well as schools in other situations. One must not consider this response as necessarily negative. Although close to 35% of faculty members said that the purpose of the teacher education program at the University of Victoria was to prepare teachers to teach in British Columbia schools, 65% suggested a much broader view of the situation with statements such as: *The Faculty should be preparing teachers to teach anywhere – which implies an international or multicultural perspective.* One must also consider that 100% of instructors responded positively when asked if the faculty should be providing pre-service teachers with information regarding overseas teaching opportunities. This suggests that many pre-service teachers are still apprehensive about future employment opportunities and would like as much information as possible about job prospects, be they here in B.C. or abroad. The problem according to some faculty members is how to accomplish this task and who should do it. The question of funding was also addressed.

Summary of Results

There are several salient themes that present themselves throughout this study. Many of pre-service teachers who responded to this survey are certainly concerned about many of the issues that face our changing world and would like to see a more global, multicultural, and international perspective in their training. Many would like to travel and possibly work abroad, some to remain overseas, some to return to Canada and British Columbia to pursue their careers as teachers with the insight gained from being an explorer. Many of the faculty participants are also aware of the problems we are and may be facing on a global scale and the rapidity and scope of change that seems to be

occurring in the world today, and would like to see a broader, more global, focus in the programs at the Faculty. McKellin (1998) makes the statement:

B.C.'s post-secondary institutions are facing three challenges: (1) the need to develop the international dimensions of teaching and learning in response to the imperatives of global interdependence and the increasingly multicultural nature of their communities; (2) the challenge of carrying out their international activities in a continuing climate of diminishing public resources for higher education; and (3) the necessity of balancing their desire to participate in the wider global community with their responsibilities to meet the educational needs of their local constituents. (p.76).

The Faculty of Education at the University of Victoria will face these three challenges in an attempt to internationalize the curriculum in teacher education. The results of this study suggest that an international dimension be included in the teacher education programs at the University of Victoria to acknowledge the multicultural make-up of schools in British Columbia and the ever-changing concerns that face the world's population. The question of scarce resources available to the faculty is a concern that needs to be considered. The findings also suggest that teacher education programs should train teachers to work in British Columbia schools to meet the needs of students in this province as well as offer information about overseas employment opportunities. This author's question is: Given the time constraints, the lack of funding, the need to satisfy the criteria of the BCCT, and the skepticism of some, how is the task of internationalizing

the curriculum in teacher education accomplished without adding to the already heavy workload of both faculty and students?

Recommendations

These recommendations are based in part on the work of Francis (1993) who offered some general recommendations for internationalizing the curriculum of post-secondary institutions in British Columbia, and Maidstone (1995) who, in developing a manual for internationalizing these institutions, promoted some of the ideas suggested here, and in part on the results of this study.

1. Explain the Purpose for Internationalizing the Curriculum in Teacher Education.

Francis (1995) argues that “There is a need to promote better understanding of what internationalization means and how internationalization of the post-secondary campus can and does make a difference” (p.64). The results of this study suggest that the purpose for developing an international perspective in teacher education may not be fully understood by some faculty members in the faculty of education.

2. Develop an Appropriate Definition for Internationalization as it Relates to Teacher Education.

The results of the survey suggest that an adequate definition of the concept may be needed. A working definition of Internationalization of the Curriculum was developed in the introduction of this thesis. It was defined as:

An infusion of an international or global perspective and consciousness into all subject areas, be they K-12 subjects or post-secondary courses, in an interrelated sense that develops an international communicative competence and reflects on and allows for interpretation of issues based on the following four categories:

- 1) the issues of the diversity of cultures, beliefs, ideologies, and religions and their interconnectedness worldwide;
- 2) environmental issues as they relate to the world as a whole;
- 3) the issues of world politics and economic globalization as they relate to both the local and the global;
- 4) the issues involving the rapid advancement in scientific, medical, genetic, and information and communications technologies as they affect us now and in the future.

Internationalization is an evolving process. So to, the definition should evolve through dialogue and the scrutiny of all stakeholders involved in the infusion process.

3. Senior Administrators Should Assume a Leadership and Supportive Role, and Be Committed to Promoting Change.

Maidstone (1995) suggests that, “it is primarily administrators who have the power to change the social organization and culture of their institutions... we find the process essentially begins with them” (p.39). In the Faculty of Education, this would mean that the Dean, Associate Dean, and the Chairpersons of each department would have to take an active role in addressing the need for internationalization of the curriculum and the process for implementation.

4. Develop an International Consciousness among Faculty Members.

Maidstone (1995), in citing McCarthy (1986), comments:

Internationalized learning is critically dependent upon the consciousness of the faculty. As they are the ones who must reformulate the curriculum and teach a reformulated syllabus, without their direct involvement and commitment, internationalization cannot effectively proceed. (p.36).

Gaining the commitment of the faculty may not be an easy task. One must remember that infusing an international perspective into any program should not be an imposition on faculty members. There is probably no doubt that an initial investment of time and effort will be needed to reformulate not only the actual content of curriculum but also the manner in which it is presented, but this does not necessarily have to be a painful process. The idea is to infuse an international

consciousness into the curriculum, not to add on substantial new material or completely revise old content. It might begin with the three questions proposed by McKellin (1995) that faculty members can ask themselves with a view to internationalizing their courses (p.151):

- 1) What are the international dimensions of my subject area and how can I integrate them into my course?
- 2) What knowledge, skills and attitudes do my students require in order to function in this field or practice this profession or use this training in an international setting?
- 3) What are the learning needs of my students (international and domestic) and what is the best way of addressing them in my classroom and in assignments?

The international learning outcomes presented by Stanley and Mason (1998, p.13) could be given to faculty members to act as guidelines in the infusion process. One should realize that instructors cannot be all things to all people and that parts of the teacher education programs lend themselves more freely to internationalizing than others. The idea here is for everyone, or as many faculty members as possible, to participate in the process. It must also be remembered that many instructors in the teacher training programs already include information from overseas or multicultural experiences into their course. In many ways, the internationalization of curriculum in teacher education has already begun.

5. Listen to the Pre-Service Teachers.

The survey results from this thesis suggest that pre-service teachers seem to be concerned about many of the major issues facing the world, and they would like to see a more global perspective addressed in their teacher education programs. Those at the bottom of a hierarchy can often initiate change. Many students have had experiences both at home and abroad involving the four categories of issues in the working definition presented in Chapter 1. Their knowledge and insight should not be overlooked.

6. Provide Up-To-Date and Accurate Information on Overseas Employment Opportunities for Teachers.

The survey results show that there is a need to provide more information regarding overseas employment opportunities. There is certainly some information regarding overseas positions available in the Faculty on various bulletin boards or from individual instructors, but what is needed is a coordinated effort to centralize this information. A subscription to *The International Educator* should be provided to students in the Curriculum Library. It can be ordered through the TIE web site: www.tieonline.com. Workshops could be given during seminars or plenary sessions to discuss the many possibilities for living, working or studying abroad to those

students who are interested. The feasibility of doing a teacher practicum in an international school that is acceptable for certification by the BCCT should be researched.

7. Design a Course that Includes Global Issues as They Relate to Teaching, Information about Working Abroad, and Curriculums other than that of British Columbia.

The study suggests that an elective course should be developed to address the four categories of issues introduced in the working definition and their relationship to the teaching profession. Curriculums and educational systems from other countries could be examined in a comparative sense. Information regarding overseas employment opportunities could also be included.

8. Hire a Person Aware of Global Issues to Champion the Cause of Internationalization of the Curriculum in Teacher Education.

The study indicated that there is some question as to how all this infusion and information disseminating would be accomplished. One solution would be to hire someone to champion the cause of internationalization in the Faculty. This person should have a vested interest in developing an international/global perspective in teacher education programs. He/she could be a professor or sessional instructor in the Faculty who sees the need for international infusion. Perhaps a graduate student doing research in curriculum and instruction with a curiosity in internationalization might

be on appropriate candidate for the position. Simply presenting the faculty with a directive to internationalize their courses might not work. This person would be involved with faculty members in the reformulation of curriculum content and presentation of courses offered in the Faculty to address international concerns. He/she would attempt, through dialogue, communication, and further research in curriculum and instruction, to educate the educators in internationalizing their curriculums. The inception of the elective course described in Recommendation 7 could be included in his/her research in curriculum design. He/she would also be responsible for providing information about overseas employment opportunities. It may be possible to raise money to fund this position through coordination with the Office of International Affairs, the Centre for Global Studies, and/or, considering the international focus in the Strategic Plan of the university, the Administrative Offices of the University.

Fullan (1991) states:

The problem of meaning is central to making sense of educational change. In order to achieve greater meaning, we must come to understand both the small and the big picture. The small picture concerns the subjective meaning or lack of meaning for individuals at all levels of the educational system.... It is necessary to build and understand the big picture, because educational change after all is a sociopolitical process. (p.4).

It is therefore necessary to share the meaning of internationalization and its possible outcomes with all stakeholders in the process. An appropriate, sound design for implementation of a global perspective in teacher education should be developed that is practical and acknowledges the culture and make-up of the Faculty. Fullan proposes two types of innovation: first order changes “that improve the efficiency and effectiveness of what is currently done”, and second order changes that “seek to alter the fundamental ways in which organizations are put together, including goals, structures, and roles” (p.29). Internationalization of teacher education programs could be a first order change by simply including global and/or multicultural components to some of the courses. However, in order to alter the fundamental ways in which the Faculty is put together, a second order change that infuses a new international consciousness may be essential for success.

McKellin (1995), citing Harari (1992), makes the comment: “Internationalizing the university is like trying to put socks on an octopus” (p.115).

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Appendix A

INTERNATIONALIZING THE CURRICULUM IN TEACHER EDUCATION

PLEASE PARTICIPATE IN THIS IMPORTANT SURVEY

The purpose of this survey is to consider the opinions of pre-service teachers in the areas of multiculturalism, internationalization, and global awareness as they relate to your teacher preparation.

Participation is completely voluntary. There are no implications or consequences for not participating. All responses are confidential and there is no way for you to be identified. To protect your anonymity and to maintain a high level of confidentiality, do not state your name on this document. The data provided by participants will be placed in a locked filing cabinet. Summaries produced by this data will not identify any individual. When the research study is concluded, all data will be destroyed. Please note that completion and return of this questionnaire constitutes your consent.

If you consent to a 30-minute interview in the near future, please remove and complete the attached form providing your name as well as your telephone number and/or e-mail address. Return the completed form to me at the end of this plenary session or place it in my mailbox in the Faculty of Education General Office, 2nd floor, McLaurin Building A, Room A241. If you wish to contact me personally about the inquiry, please e-mail me at mneville@uvic.ca.

Please be as honest as possible when answering the questions. There are no right or wrong answers. Your opinions and suggestions are valuable to this research. I hope very much that you will find the time to share your thoughts and opinions about the issues presented for comment.

Yours sincerely,

Michael Neville
University of Victoria

The following demographics will be used for statistical purposes. Please circle the appropriate response.

1) In what program are you currently enrolled?

Professional Degree Program

Transition Program

2) What is your age?

16-20

21-25

26-30

31-35

36-40

Over 40

3) What is your gender?

Female

Male

SECTION A

Please rate your concern of the following issues.

(1) no concern at all, (2) somewhat concerned, (3) concerned, (4) very concerned

	no concern		very concerned	
	1	2	3	4
1) Your current academic load	1	2	3	4
2) Globalization of financial markets	1	2	3	4
3) Gender equity	1	2	3	4
4) World poverty	1	2	3	4
5) Your future job prospects	1	2	3	4
6) Global warming (Climate change)	1	2	3	4
7) The Canadian economy	1	2	3	4
8) Over fishing	1	2	3	4
9) Human rights	1	2	3	4
10) Your grades	1	2	3	4
11) Deforestation of old growth rainforests	1	2	3	4
12) Earthquakes	1	2	3	4
13) World population growth	1	2	3	4
14) Personal finances	1	2	3	4
15) Free trade	1	2	3	4

1) Please comment on any other issues, either local or global, that may concern you.

SECTION B

1) In your own words, please offer a short definition of the following concepts:

Multiculturalism:

Cross-cultural Education:

Global Issues:

Internationalization of the Curriculum:

2) Has your previous undergraduate education been international in nature (i.e. specific courses you have taken, certain professors who have included an international perspective, study abroad, etc.)? Please explain.

3) Have multiculturalism and cross-cultural education (as you have defined these terms above) been a part of your teacher education program? In what ways?

- 4) Do you think that the curriculum in teacher education should reflect a more global point of view? If so, how would you accomplish this task?

Please comment on any other international or global issues that you would like to see incorporated into your teacher education program. Any recommendations are welcome.

SECTION C

- 1) What are your views regarding future employment opportunities in the field of education after you graduate.

- 2) Have you ever travelled overseas (outside Canada or the USA)? If so, where did you go, for how long, and for what purpose did you travel?

If you had the opportunity to travel, where would you go?

- 3) In relation to your position as a teacher, what would you hope to gain from your travels?

- 4) Given the opportunity, would you consider teaching in a regular K-12 school overseas (i.e. a school that teaches an American, British, or Canadian curriculum in English)? If so, where do you think you might find information about these job opportunities?

- 5) What are your views about the Faculty of Education at the University of Victoria having an International Teacher Education Advisor to provide information regarding overseas employment?

Please offer any other thoughts or recommendations that you may have regarding global issues, multicultural/cross-cultural education, or internationalizing the curriculum in teacher education.

Appendix B

INTERNATIONALIZING THE CURRICULUM IN TEACHER EDUCATION

The purpose of this survey is to consider the opinions of the instructors in the teacher preparation program in the Faculty of Education in the areas of multiculturalism, internationalization, and global awareness.

Participation is completely voluntary. There are no implications or consequences for not participating. All responses are confidential and there is no way for you to be identified. To protect your anonymity and to maintain a high level of confidentiality, do not state your name on this document. The data provided by participants will be placed in a locked filing cabinet. Summaries produced by this data will not identify any individual. When the research study is concluded, all data will be destroyed. Please note that completion and return of this questionnaire constitutes consent.

If you consent to a 30-minute interview in the near future, please remove and complete the attached form providing your name as well as your telephone number and/or e-mail address. Please place the completed form in my mailbox in the Faculty of Education General Office, 2nd floor, McLaurin Building A, Room A241. If you wish to contact me personally about the inquiry, please e-mail me at mneville@uvic.ca.

Please be as honest as possible when answering the questions. There are no right or wrong answers. Your opinions and suggestions are valuable to this research. I hope very much that you will find the time to share your thoughts and opinions about the issues presented for comment.

Yours sincerely,

Michael Neville
University of Victoria

The following demographics will be used for statistical purposes. Please circle the appropriate response.

1) What is your current position?

Professor

Sessional Instructor

Other _____

2) What is your age?

20-29

30-39

40-49

50-59

60-69

Over 70

3) What is your gender?

Female

Male

4) Are you currently teaching in the undergraduate teacher education program at the University of Victoria?

YES

NO

SECTION A

Please rate your concern of the following issues. Circle the appropriate response. (1) no concern at all, (2) somewhat concerned, (3) concerned, (4) very concerned

	no concern		very concerned	
1) Your current work load	1	2	3	4
2) Globalization of financial markets	1	2	3	4
3) Gender equity	1	2	3	4
4) World poverty	1	2	3	4
5) Future employment opportunities	1	2	3	4
6) Global Warming (Climate change)	1	2	3	4
7) The Canadian economy	1	2	3	4
9) Human rights	1	2	3	4
10) Tenure and/or promotion	1	2	3	4
11) Deforestation of old growth rainforest	1	2	3	4
12) Earthquakes	1	2	3	4
13) World population growth	1	2	3	4
14) Personal finances	1	2	3	4
15) Free trade	1	2	3	4

Please comment on any other issues, either local or global, that may concern you.

SECTION B

1) In your own words, please offer a short definition of the following concepts:

Multiculturalism:

Cross-cultural Education:

Global Issues:

Internationalization of the Curriculum:

2) Do you include information from any overseas (i.e. outside Canada or the USA) research, consultation, teaching, or other overseas experience that you have had, in your teacher preparation courses? If so, how is this accomplished?

3) Considering the policies and by-laws of the British Columbia College of Teachers, how do you incorporate multiculturalism and cross-cultural education into your program in teacher education?

- 4) Do you think there is a place in teacher education programs for current global issues? If so, how might this be included?

- 5) Considering the current focus across Canada to 'Internationalize the Curriculum in Post-Secondary Education' and its inclusion into the Strategic Plan of the University of Victoria, what are your views concerning this process in teacher education?

Please comment on any other international or global issues that you would like to incorporate into the teacher education program. Any recommendations are welcome.

SECTION C

- 1) In your view, what is the purpose of the teacher education program at the University of Victoria?

- 2) What are your views about the future employment opportunities for the pre-service teachers in your program?

- 3) Should the Faculty of Education at the University of Victoria be preparing teachers to teach overseas? If so, how might this be done?

- 4) What are your opinions about the Faculty of Education at the University of Victoria providing pre-service teachers with information regarding overseas teaching opportunities? How might this be accomplished?

Please offer any other thoughts or recommendations that you might have regarding global issues, multicultural/cross-cultural education, or internationalizing the curriculum in teacher education.

Appendix C

CONSENT FORM FOR PARTICIPATION IN THE STUDY ENTITLED “Internationalizing the Curriculum in Teacher Education”

RESEARCHER: Michael Neville

This research project focuses on the opinions of pre-service teachers and faculty members in the Faculty of Education at the University of Victoria. The purpose is to discover whether these participants are aware of various issues that affect the world today, and to determine whether they are interested in the development of an international focus in the teacher preparation program at the University.

You will be asked to offer your thoughts, opinions, and concerns regarding the internationalization of the curriculum in teacher education at the Faculty. You may withdraw from the interview at any time without explanation. You will be given an opportunity to read the questions before the interview starts, and you may refuse to answer any of the questions that you don't feel comfortable answering. All data collected will be taped and will remain strictly confidential. The tape will be locked in a filing cabinet. Only the researcher and his graduate committee supervised by Dr. Geoff Potter (phone 721-7802) will have access to the material collected. Your name will not be used in any of the results, and your anonymity will be guaranteed by the use of a pseudonym to identify the information gathered from individual subjects.

If you volunteer to be interviewed and are one of those chosen, the discussion will be audiotaped. Your tape will be erased immediately if you chose to withdraw from the interview. The information will be transcribed into written form and the tape erased. A copy of the written transcript will be made available to you and you will be given the opportunity to clarify and revise any of your responses.

Your participation is completely voluntary. There are no implications or consequences for withdrawing from the interview. Do you have any questions before we begin?

Signature of Participant _____ **Telephone** _____

Signature of Researcher _____ **Telephone** 250-381-4806

Date _____

Appendix D

INTERVIEW QUESTIONS FOR FACULTY MEMBERS OF TEACHER TRAINING PROGRAMS.

- 1) Have you done research overseas? When? Where? Would you consider it?
- 2) Do you incorporate information from this research or any other overseas experience that you have had in your teacher training courses? How is it accomplished?
- 3) In your own words, please offer a definition of “Internationalizing the Curriculum”.
- 4) What are your thoughts about the many global issues facing the population of the world today?
- 5) Do you think that there is a place in teacher education programs for global issues? If so, how would you incorporate these ideas into your program?
- 6) In your opinion, are there any aspects of the current teacher education program at the University of Victoria that are internationalized? (i.e. multiculturalism, environmental issues, global problems, etc.) Please elaborate.
- 7) Are you aware of the many teaching job opportunities at the K-12 level worldwide?
- 8) Should the Faculty of Education at the University of Victoria be preparing teachers to teach overseas?
- 9) Given the opportunity, would you consider internationalizing the curriculum in your courses? How would you accomplish this?
- 10) What are your views on having an International Teacher Education Office or Advisor in the Faculty of Education at the University of Victoria?

VITA

Surname: Neville

Given Names: Michael William

Place of Birth: Montreal, Quebec, Canada

Educational Institutions Attended:

University of Victoria	1998 to 2000
University of Toronto	1976 to 1977
McGill University	1965 to 1970

Degrees Awarded:

B.Ed.	University of Toronto, 1977
B.Sc.	McGill University, 1970

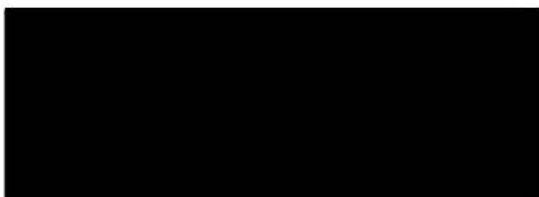
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Title of Thesis:

Internationalizing the Curriculum in Teacher Education

Author



Michael Neville

June 6, 2000