

Developing Globally Competent Teacher Candidates Through Cross-Cultural Experiential Learning

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Abstract:

An emerging imperative for teacher preparation programs is the development of globally competent teacher candidates. Employing a convergent parallel mixed methods design, the researchers analyzed data from Asia Society's Global Competencies (2008) survey, critical reflection journals, course assignments, and field notes of 124 undergraduate teacher candidates enrolled in two teacher preparation courses during three academic years. Findings demonstrate candidates' perceptions of learning experiences and the extent to which the experiences contributed to the development of global competencies. For educators, the study provides examples of cross-cultural experiential learning that contribute to the development of globally competent teacher candidates.

Key words: global competencies, teacher candidates, global citizenship education, cross-cultural experiential learning, teacher education

Introduction

Our world is changing rapidly as cultures, ideas, conflicts, and issues transcend borders. Young people deserve to have globally competent teachers, but extant research indicates that teacher preparation and professional development have not kept up with the demands and needs of a global society (Longview Foundation, 2008; O'Connor & Zeichner, 2011; Osler & Vincent, 2002;

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Parkhouse, Glazier, Tichnor-Wagner, & Montana Cain, 2015; Rapoport, 2010). In the context of teacher preparation, global competencies include: knowledge of global issues and international subject matter, pedagogical skills to teach students analytical thinking and critical awareness of worldviews that are needed to consider multiple perspectives, and a commitment to helping students become ethically and responsible citizens globally and locally (Longview Foundation, 2008).

Calls for Preparing Young People for a Globalized Future

There are many educational agencies, professional organizations, and policy groups that recognize an educational imperative for preparing young people for a globalized future. (NEA, 2010, 2013-2014; Partnership for 21st Century Skills, 2011; UNESCO, 2015; USDOE, 2012; World Savvy, 2015). The National Education Association, for example, advocates for public education as a pathway to develop global competencies in young people and recommends that global education be included throughout students' pre-K-12 curricular experience (NEA, 2010, 2013-2014). However, education programs are among the least internationalized on U.S. campuses (Longview Foundation, 2008), and global education opportunities in teacher preparation coursework are limited (Kirkwood-Tucker, 2009). In the words of Linda Darling-Hammond (2010), "it is impossible to teach recruits how to teach powerfully by asking them to imagine what they have never seen or to suggest they 'do the opposite' of what they have observed in the classroom" (p. 42). Thus, a challenge for teacher educators is how to prepare globally competent teacher candidates.

Public education is the recommended pathway for global education to occur. Research by Kirby and Crawford (2012) demonstrates that policymakers are now incorporating language to articulate global competencies in professional teacher education standards (i.e., CAEP, 2013; CCSSO, 2013; NCATE, 2008). In practice, however, teacher preparation programs are bound by state and national teaching standards and licensure requirements, high-stakes exams and accountability regimes that regulate teacher education programs (Cochran-Smith & Villegas, 2015; Darling-Hammond, 2010; Wang, Lin, Spalding, Odell, & Klecka, 2011; Zhao, 2010). For teacher educators, it can be difficult to adequately address existing professional teacher education standards let alone those focused on global competencies. Emerging research, however, demonstrates a viable prospect: incorporating a Global Citizenship Education (GCE) framework in teacher preparation courses as a means of developing global competencies in candidates (Kopish, 2016, 2017).

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GCE in teacher preparation is not without its set of challenges, too. Given the priorities of standards-based teacher preparation, GCE is marginalized in teacher education programs, and institutions have generally not committed to adopting GCE as a significant part of teacher preparation programs (Gaudelli, 2016). When taught, GCE acts as a null curriculum in teacher education; it may be present, infused in courses that focus on diversity and culture (Parkhouse et al., 2015) or considered an *add-on* in an overcrowded curriculum (Banks, 2008; Reynolds et al., 2012), but is rarely examined as a learning area for aspiring teachers (Gaudelli, 2016). Scholars and policy organizations have called for the inclusion of GCE as a major component of teacher preparation at the pre-service and in-service levels (Gaudelli, 2016; Myers, 2006; UNESCO, 2015).

This research explores the extent to which teacher candidates develop global competencies as a result of participation in courses designed using the GCE framework to engage candidates in multiple cross-cultural experiential learning opportunities. Findings from this mixed-methods study demonstrate the efficacy of collaborative efforts to create transformative global experiences toward the development of global competencies among teacher candidates.

Literature Review

At a medium-sized rural university nestled in the Appalachian Mountains, the authors redesigned two teacher education courses, *Middle Childhood Social Studies Methods* and *Issues in Global Education*, to focus on development of globally competent teacher candidates. Central to the course redesign was an emphasis on cross-cultural experiential learning and engaging teacher candidates in three core practices: 1) international and cross-cultural experiences (Merryfield & Kasai, 2010; Ukpokodu, 2010); 2) teaching diverse content, multiple perspectives, and engaging in critical inquiry (Boix Mansilla & Chua, 2016; Carano, 2013; Merryfield & Subedi, 2003; O'Connor & Zeichner, 2011; Poole & Russell, 2015); and 3) designing authentic opportunities to take action (Andreotti, 2006; DiCecco, 2016; Ibrahim, 2005; UNESCO, 2015).

International and Cross-Cultural Experiences

International immersion experiences such as student teaching and study abroad continue to be the gold standard for developing global competencies in teachers (Cushner & Mahon, 2002; Merryfield & Kasai, 2010; Pence & Macgillivray, 2008). Unfortunately, teacher education programs are among the least internationalized on campuses in the United States (Longview Foundation, 2008), so the benefits of such international experiences reach far too few teacher candidates. In lieu of international experiences, teacher educators could leverage the global assets on their campuses and communities to engage teacher candidates in cross-cultural

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experiential learning to develop global knowledge and skills for communicating with and learning from different cultures (Merryfield & Wilson, 2005). Cross-cultural experiential learning allows teachers to practice learning from multiple perspectives and worldviews (Merryfield & Kasai, 2010; Ukpokodu, 2010). In addition, engaging in intercultural dialogue helps to develop cross-cultural awareness, relationships, and communication skills (Braskamp & Engberg, 2011; Crose, 2011).

Diverse Content, Multiple Perspectives, and Critical Inquiry

Previous research demonstrates that American K-12 students have little knowledge of world and global issues (Myers, 2006; Rapoport, 2009, 2010). Teacher educators should infuse global content in courses and teach diverse content about countries and regions outside the United States, including understudied regions outside the Western world (i.e., Africa, Asia, Latin America, and the Middle East), and design rich curricula that includes multiple perspectives, voices, and experiences of the world's people (Carano, 2013; Merryfield & Subedi, 2003; Poole & Russell, 2015). Opportunities for teacher candidates to learn from different perspectives and points of view facilitate the development of perspective consciousness and encourage reflexivity (Andreotti, 2006). Finally, teacher educators should model pedagogy of comparisons through cross-case analysis of global issues (Boix Mansilla & Chua, 2016) and promote critical inquiry so that teacher candidates can practice investigating root causes of global issues, such as legacies of power and inequality (O'Connor & Zeichner, 2011).

Authentic Opportunities to Take Action

A social justice approach to GCE requires an overt commitment among educators to develop the capacity for responsible engagement as global citizens both in and outside of the classroom (Andreotti, 2006; DiCecco, 2016; Ibrahim, 2005; UNESCO, 2015). Curriculum that engages teacher candidates through international and cross-cultural experiences, includes diverse content, promotes learning about local/global issues from multiple perspectives, and teaches skills associated with critical inquiry, fosters greater awareness of personal and social responsibility, and the impact of one's choices on others. Thoughtfully designed global experiences and support from globally competent teachers can motivate students and help to cultivate the individual agency necessary for people to take action and affect change.

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Conceptual Framework

It is important to acknowledge different pedagogical perspectives that guide the design of teacher education courses. Teacher candidate preparation is in a period of accountability demands from state and federal governments that privilege workforce development of professional and academic knowledge (Cochran-Smith, Piazza, & Power, 2013). These pressures are felt in every course taught, but so is a desire to empower teacher candidates' voices and foster the development of enlightened and engaged citizens whose actions can achieve social and political change. The participants in this study were engaged in courses that created opportunities for civic participation (Dewey, 1924) and experiential learning, where social interactions and democratic principles are integrated with learning activities (Dewey, 1938). Further, the educational milieu of the courses offers an environment to foster the development of critical consciousness (Friere, 1973), challenge students through disorienting dilemmas and conflicting frames (Meizrow, 1978, 1990), and engage in critical reflection to examine assumptions and deconstruct and reconstruct personal beliefs and knowledge. Based on these pedagogical perspectives, Global Citizenship Education (GCE) served as the framing paradigm for the courses.

GCE as a Framing Paradigm

GCE is the framing paradigm employed to design cross-cultural experiential learning opportunities for teacher candidates (UNESCO, 2015). There are three dominant perspectives of GCE offered in the literature: a technical-economic approach, a social justice approach, and an interrogative approach (DiCicco, 2016; Dill, 2013; Kopish, 2017; Marshall, 2011; Parker & Camecia, 2009). In our efforts to develop globally competent teachers through GCE, we adopted a social justice and interrogative approach. The social justice approach is issues-centered (i.e., refugees, food insecurity) and allows teacher candidates to explore principles such as human rights, cultural diversity, democracy, and tolerance. It encourages teacher candidates to engage in critical inquiry to develop an understanding of global issues and how nations are implicated at local and global levels. This approach also promotes engagement in intercultural perspectives and empowers people to take action and interrupt injustices. In order to teach candidates critical perspectives espoused in the interrogative approach, we adapted Andreotti's (2012) HEADS UP framework to provide a lens for candidates to examine hegemony, ethnocentrism, ahistoricism, depoliticization, salvation, un-complicated solutions, and paternalism throughout their cross-cultural experiences. The GCE framework guided teacher candidates with a sense of purpose through inquiry processes and cross-cultural experiential learning opportunities.

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GCE in Practice

As course designers and instructors, the authors collaborated with campus and community assets and embraced the power of multiple perspectives to foster global experiences for teacher candidates. Based on the three core practices above, the approach involves: inviting citizens of the world to speak on topics related to global citizenship; engaging teacher candidates in cross-cultural conversation workshops with international students enrolled in an intensive English program; immersion experiences in immigrant and refugee communities; engaging in critical country studies to explore local/global issues (i.e., refugees, food insecurity); and designing and participating in after-school programs on global citizenship education.

Critical to undertaking critical inquiry and cross-cultural experiential learning is a purposeful design and approach to support teacher candidates' navigation through expectations both as participants and future practitioners for the dual purpose of developing global competencies and meeting curricular outcomes. To this end, Parker and Hess's (2001) study on promoting democratic competencies by teaching *with* and *for* discussion offered a helpful framing for this work. Applied in this study, the authors taught *with* critical inquiry and cross-cultural experiential learning to help teacher candidates develop global competencies. The authors also taught *for* critical inquiry and cross-cultural experiential learning, which placed these instructional strategies as the subject matter to clearly emphasize their value along with explicit teaching of its purposes, types, and procedures for teacher candidates. As such, teaching *for* critical inquiry and cross-cultural experiential learning is not an instructional strategy but rather curricular outcomes that teacher candidates are expected to achieve.

Methods

This research employs a convergent parallel mixed methods design (Creswell & Plano Clark, 2011), which focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study. We seek to better understand to what extent cross-cultural experiential learning opportunities foster the development of globally competent teacher candidates. Specific to this research, the following questions guided the inquiry:

1. Whether and to what extent did teacher candidates global competencies develop as a result of course content and activities?
2. How did teacher candidates describe learning experiences that contributed to the development of global competencies?

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Participants

Study participants included 124 undergraduate teacher candidates: 63 enrolled in *Middle Childhood Social Studies Methods*, a mandatory course for middle childhood licensure, and 61 enrolled in *Issues in Global Education*, an elective general education course that satisfies a cross-cultural perspectives requirement. Both courses were offered for 15 weeks during the 2015-2016, 2016-2017, and 2017-2018 academic years.

Data and Analysis

Quantitative data were analyzed from the Asia Society's Global Competencies (2008) survey administered at the beginning and end of the courses. The survey involves self-rating on a 4-point Likert scale for 16 total statements, four statements in each of the following categories: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action (see Appendix A). Preliminary data are presented as aggregate mean scores (four statements of the four survey categories) on the pre-survey and post-survey by course.

Qualitative data, in the form of critical reflection journals, course assignments, and field notes, were analyzed thematically with a process outlined by Braun and Clarke (2006): 1) immersion in data to create lists of initial ideas; 2) employing a semantic approach (Patton, 2015) to construct a coding scheme; 3) code sorting into possible themes of global competencies; 4) review of themes and examples across the entire data set; 5) creating themes and definitions with clear descriptive language and illustrative examples. Each author worked through each step, comparing, discussing, and adjusting codes during weekly meetings. Final codes were reviewed to ensure reliability, and any discrepancies were addressed until final consensus was reached.

Course Cross-Cultural Experiential Learning Opportunities

As stated, the *Middle Childhood Social Studies Methods* and *Issues in Global Education* courses were redesigned using the GCE framework to engage teacher candidates in multiple cross-cultural experiential learning opportunities. In the space below is a brief description of the core experiences for teacher candidates. Table 1 provides a summary of the academic year, the course, and cross-cultural experiential learning opportunity.

Critical country study. One of the unique features of GCE is a critical investigation of international crises, problems, issues, and global power structures. Guided by the Inquiry Arc from the Social Studies C3 Framework (NCSS, 2013), teacher candidates explored push/pull factors of migration

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in several understudied regions of the world: the Horn of Africa, the Middle East, and regions of Asia to address the compelling question: *Why do people move?* (Kopish, 2016, 2017)

International cultural understanding certificate (ICUC). The ICUC involved collaboration between the College of Education and an intensive English program on campus. Earning the certificate involves successful completion of three core components: a series of hour-long workshops designed to promote intercultural awareness and understanding, a requirement to participate in two Conversation Hours hosted by the intensive English program, and a requirement to attend seven different cultural events sponsored by campus or community organizations.

Diversity presentations. Diversity presentations involved inviting diverse people and perspectives into classrooms with intentionality and purpose. By intentionality and purpose, we mean that the presentation aligns with one or more of the topics in the Global Citizenship Education framework. Some examples of presentations include: *Reducing stereotypes and myths to teach about Islam and interrupt Islamophobia*; *Debunking myths of Africa*; *Critical perspectives from one's lived experiences in Iran*.

Religious panel facilitated discussion. The panel discussion engaged teacher candidates in a discussion of religious practices of global faiths and how to teach religion in schools. For this panel, we invited representatives from different religious student organizations on campus or the community.

Cross-cultural conversations. Cross-cultural conversations engaged teacher candidates in three one-hour workshops focused on learning from people from different countries of origin. Working closely with different campus organizations and through personal connections, cross-cultural conversations provided teacher candidates with opportunities to learn and enact practices to promote discussion across cultural and linguistic barriers.

After-school program. The after-school program was designed to support sixth grade teachers at a local school and teacher candidates in their development as global educators. Offered as a 10-week program, university students worked with small groups of sixth graders to address food insecurity as a local/global issue, which involved teaching with inquiry and service learning.

Immersion experience. With generous support from the Longview Foundation and through partnerships with several community organizations in a large metropolitan area (Columbus, Ohio), teacher candidates participated in a three-day immersion experience in the Somali

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community. The immersion experience allowed teacher candidates to engage with immigrants and refugees and learn from the community organizations that offer support. Columbus is home to the second largest community of Somali immigrants in the United States, so many of the community organizations with whom we partnered offered opportunities for teacher candidates to learn about the immigrant experiences directly from the community.

GCE unit plan. In collaborative teams, teacher candidates designed a 5-10 day unit based on their critical country study. The goal was to design a GCE unit guided by state standards but also aligned with topics in the three domains of the GCE framework (Cognitive, Socio-Emotional, and Behavioral/Taking Action) that encompasses key learning of content, skills, and assessments.

Global citizen action project. Aligned with GCE Behavioral Domain (UNESCO, 2016), teacher candidates were given freedom to explore a global issue through self-guided inquiry. The project required public action or presentation as an activity for International Week on campus.

Table 1 – Summary of Cross-Cultural Experiential Learning Opportunity by Academic Year and Course

Year	Middle Childhood Social Studies Methods	Issues in Global Education
2015-2016	<ul style="list-style-type: none">• Diversity Presentations• Cross-Cultural Conversations• Critical Country Study• GCE Unit Plan	<ul style="list-style-type: none">• Diversity Presentations• Cross-Cultural Conversations• Critical Country Study
2016-2017	<ul style="list-style-type: none">• Diversity Presentations• Cross-Cultural Conversations• Critical Country Study• GCE Unit Plan	<ul style="list-style-type: none">• Cross-Cultural Conversations• Critical Country Study• Immersion Experience• After-School Program
2017-2018	<ul style="list-style-type: none">• Diversity Presentations• Religious Panel Facilitated Discussion• ICUC• Critical Country Study• GCE Unit Plan	<ul style="list-style-type: none">• Critical Country Study• ICUC• Global Citizen Action Project

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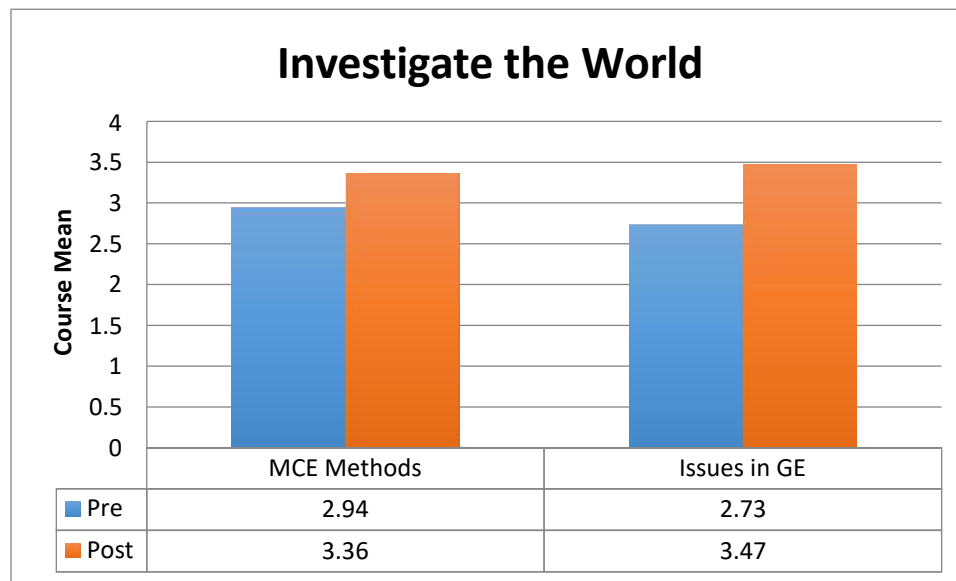
Findings

Results are presented as four major themes from the merging of quantitative and qualitative analyses of participants’ pre- and post- Asia Society’s Global Competencies (2008) survey results and thematic analysis (Braun & Clarke, 2006) of critical reflection journals, course assignments, and field notes.

Theme One: Emerging Skills of Criticality

As a consequence of participation in cross-cultural experiential learning, teacher candidates report improved ability to engage in critical inquiry and investigate local/global issues beyond their immediate environment. To illustrate, teacher candidates enrolled in the *Methods* course reported their ability to Investigate the World as pre-survey ($M=2.94, SD=0.650$) and post-survey ($M=3.36, SD=0.581$), as well as teacher candidates enrolled in the *Issues* course: pre-survey ($M=2.73, SD=0.750$) and post-survey ($M=3.47, SD=0.593$).

Table 2. Course Means on Pre- and Post-Survey for Investigate the World Measures



One of core assignments for the two courses, the critical country study, is grounded in an inquiry process informed by the Inquiry Arc from the Social Studies C3 Framework (NCSS, 2013) and global competence education designed by the Asia Society (2008). For many teacher candidates, it was their first exposure to a systematic investigation of global issues, which expanded their

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ability to conduct research and consider multiple perspectives beyond their circumscribed local surroundings. Analyses revealed that as candidates described their experiences, two subthemes were present: rethinking global issues as interconnected and complex, and moving toward critical understanding of power and inequality.

Rethinking global issues as interconnected and complex

Hallmarks of GCE (UNESCO, 2015) and global competencies (Asia Society, 2008) include being able to: investigate global issues and their impact at global and local levels, evaluate evidence from a variety of domestic and global sources, and develop arguments based on compelling evidence and multiple perspectives. Through engagement in different cross-cultural experiential learning opportunities, candidates were provided multiple and unique opportunities to explore the effects of global issues at home and abroad. As one candidate shared in a critical reflection after participating in the after-school program, “Learning about food insecurity has made me learn a lot about the world around me and how most of the world is effected by poverty, even the towns right around me, including the one I am living at for four years of my life.” Through this example, the candidate demonstrated an understanding that food insecurity is not something that happens only in faraway places but also in the local community. In the same reflection, the candidate also discusses complexity related to food insecurity:

I was shocked to learn that a similar percentage of people in our community and from my country study are experiencing food insecurity. I would have guessed way more in my country based on the images and made me start asking questions. *Why are so many food insecure? How does this happen in rich and poor countries?* There are no easy answers. For some, it’s government policy, and others, it’s climate change or they live in food deserts.

Related to the issue of food insecurity, other candidates’ reflections demonstrated new thinking about poverty. To illustrate, several candidates discussed how the learning opportunities “changed [their] perspective that poverty is not a choice, but is something systemic and often imposed on marginalized people.”

A second example of rethinking global issues as interconnected and complex is from a candidate’s reflection after their critical country study on Syria.

I heard about Syria in the news and thought it was a bad government that was the root of the problem. After researching Syria for my critical country study, I learned the refugee

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crisis was way more complex. ISIS to Russia and the U.S. are all contributing to the violence along with Turkey and the EU for their role with the refugees.

Similar to the previous example on food insecurity, this candidate acknowledges a simplistic initial understanding of the Syrian crisis; however, after a sustained inquiry, the candidate learned the plight of people in Syria is exacerbated by violence among powerful countries and organizations and shifting policies toward refugees in countries that offer safe haven.

Moving toward critical understanding of power and inequality

Previous research indicates that some teacher candidates possess uncritical privilege as they enter into courses with a global focus (Kopish, 2016) or harbor uncritical notions of progress and development, models of the ideal global citizen, or view the world from entrenched perspectives of Western ideals and values (Agresto et al., 2003; Leming, Ellington, & Porter, 2003; Merryfield & Wilson, 2005; Ukpokodu, 2010). Global processes promote economic and cultural exchange that transforms identities and communities; uncritical perspectives contribute to the acceptance of dominant ways of thinking about global interconnectivity (Rizvi, 2009). Supported by Andreotti's (2012) HEADS UP framework, the courses offered teacher candidates opportunities to critically examine normative dimensions of GCE and global perspectives.

Adopting Andreotti's (2012) framework helped candidates move beyond uncritical or literal consumption of information to see how power and inequality are perpetuated through discourses and language. As one teacher candidate reflected:

My original perceptions of Somalia changed after the immersion trip. I started to understand the effects of colonialism on the political, social, and cultural aspects of why they left. I imagine it is difficult for Somalia to be sovereign with so much outside influence and pressure to conform from Europe, China, and the U.S.

This excerpt indicates teacher candidate thinking around issues of hegemony, ahistoricism, and ethnocentrism through their cross-cultural immersion experience and application of the HEADS UP framework (Andreotti, 2012).

In a second example, a teacher candidate reflects on their experience participating in the ICUC with a conversation partner. Here, the candidate reflects on the fourth workshop, a discussion of current events affecting each other's country:

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After talking with my conversation partner, I learned that not everything the U.S. does overseas is without consequence. My partner is from Saudi Arabia and they shared that the U.S. is actively involved in many different conflicts in the region. I only knew about Iraq and Afghanistan and thought elsewhere we are providing humanitarian aid. I had no idea that our footprint was much larger and our foreign policy is contributing to civilian deaths and forced movement of people in places like Syria and Yemen.

For this candidate, the HEADS UP framework (Andreotti, 2012) assisted learning about complicated and often contradictory U.S. foreign policy from another perspective and challenged hegemonic and ethnocentric perspectives about the U.S. role in the region. These examples are illustrative of teacher candidates developing the ability to employ systems thinking and critically evaluate how decisions and actions interrelate and affect people across the globe in interconnected ways.

Theme Two: Perspective Consciousness

Cross-cultural communication workshops are foundational experiences for all courses, and the skills developed are applied in campus- and community-based experiences. For many candidates, the courses offered a formative experience talking with someone from another culture and country of origin. Opportunities to engage in discussion with people from diverse backgrounds facilitates the development of perspective consciousness as teacher candidates learn that socio-cultural influences result in different perspectives and points of view (Villegas & Lucas, 2002).

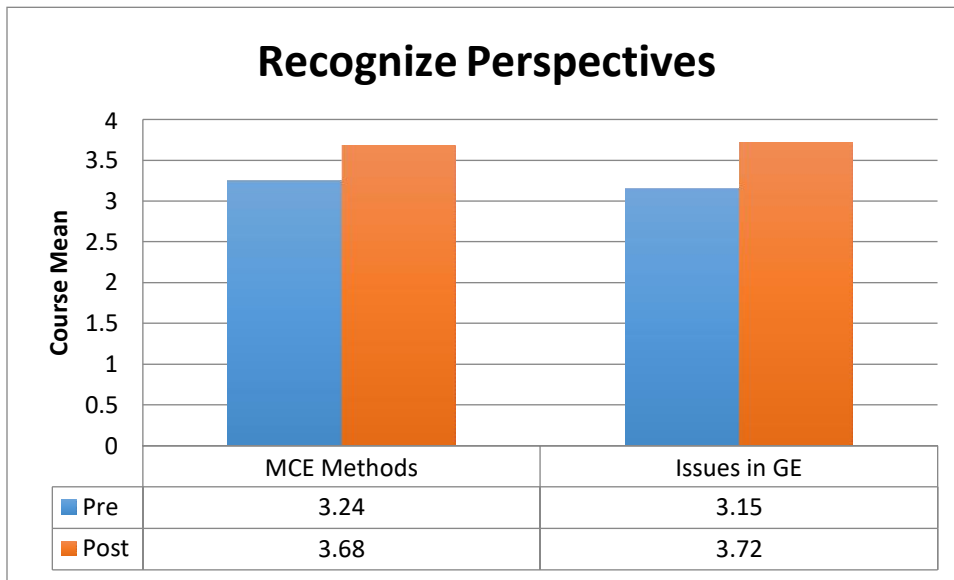
Survey data indicated a change in teacher candidates' ability to recognize their own and others perspectives. For measures related to Recognize Perspectives, teacher candidates enrolled in the *Methods* course reported a change from pre-survey ($M=3.24$, $SD=0.566$) to post-survey ($M=3.68$, $SD=0.535$). Likewise, the candidates enrolled in the *Issues* reported a change from pre-survey ($M=3.15$, $SD=0.575$) to post-survey ($M=3.72$, $SD=0.451$).

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Table 3. Course Means on Pre- and Post-Survey for Recognize Perspectives Measures



Analyses of critical reflection journals indicated two subthemes teacher candidates used to describe their experiences: bridging communication barriers and perspective taking.

Bridging communication barriers

One subtheme derived from candidates' reflections indicated a new focus on bridging communication barriers. Again, for many teacher candidates, the courses offered formative opportunities to engage in cross-cultural communication. According to candidates' journals, workshops and campus and community interactions required students to "step out of comfort zones," "actively listen to other perspectives," and "work through language barriers to promote effective communication." In addition to the ways many candidates described their initial experiences, they also highlighted strategies to bridge communication barriers as a first step in engaging in meaningful and sustained cross-cultural conversations. To illustrate, one candidate reflected on a cross-cultural conversation workshop where directions were given in Korean by discussing empathy and a strategy for listening:

This taught me how hard it must be for people to come into a completely different culture where they don't speak the native language and have no idea what people are saying. This really put us into a situation that I know I was uncomfortable and I wouldn't want

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others to struggle with that, either. I had to listen closely for similar words and non-verbal cues so I could follow along.

On most days, teacher candidates enter the classroom and prepare for engagement in class activities with partial attention to the procedures and directions. Workshops offered in other languages exposed candidates to disorienting dilemmas and conflicting frames (Meizrow, 1978, 1990), which posed direct and difficult challenges similar for those in environments where a second language is spoken. The power of this activity carried over for students in future workshops with conversation partners from the intensive English program:

On the day we had directions in Korean, I became very self-aware of my own gaps in my skills and knowledge with another language. I think this really helped me think about how to more effectively communicate with my conversation partner. Throughout the experience, I used the resources from the workshops and modified some to create personal strategies to use to make the conversation useful and relevant. I learned that cross-cultural communication is more involved than being respectful and appropriate.

For candidates, learning how to effectively bridge communication barriers was a helpful and necessary step in building trust and establishing a positive relationship with conversation partners and people in the community, which allowed candidates to learn from others' perspectives.

Perspective taking

A second subtheme, perspective taking, demonstrated various experiences that helped candidates develop empathy and the ability to see viewpoints from other perspectives. Repeated experiences engaging in discussion with people of different cultures enabled candidates to "more closely examine their own perspectives" and "discuss aspects of identity and how one's life experiences influence perspectives." At a fundamental level, the experiences challenged harbored assumptions from misunderstanding and stereotypes. As one candidate candidly offered in a reflection:

I'm not going to lie. I was really scared to talk with my conversation partner from Saudi Arabia because I associate people from the Middle East with terrorism. During our first conversation, we talked about soccer, video games, and cars. It was awesome! We have so much in common. I'm a little embarrassed by my first thoughts but think the

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experience was so valuable. [My conversation partner] is going to join me for soccer open gym this week.

From fear to friendship, this candidate expressed an ability to examine aspects of identity, life experiences, and different interests between people.

For other candidates, the workshop on global issues in respective countries offered unique opportunities to learn perspectives from life experiences of others. As one candidate expressed:

I specifically saw my perspective change when [he] talked about how his brother was taken from his home and taken to jail just for expressing his opinion against the government. This is so different from the life that I know. My dad is a police officer so I have always thought to be tough on crime. [His] story really made me reflect on laws and criminals. Being able to have a conversation with [him] opened me up to how we can all come from different places and have unique experiences but we are all connected by our humanity.

Perhaps most importantly, candidates expressed pride in their newfound ability to reflect more critically on the intersectionality of multiple identities related to culture, power, and privilege. As one candidate reflected, “As a gay woman of color, working with refugees and learning about their experiences in our service learning project made me reconsider my own privilege and status as a middle-class citizen living in America who has the opportunity to go to college.”

Theme Three: Effective Communication

Across the different cross-cultural experiences, teacher candidates were placed in opportunities to engage in dialogue with culturally and linguistically diverse people. Conversations ranged from biographical exchanges between teacher candidates and students enrolled in an intensive English program to discussions with people in immigrant communities about lived experiences with uncertainty and fear stemming from U.S. policies. In other examples, teacher candidates were placed in leadership positions working with young people in an after-school program or delivering presentations to people at community and campus events.

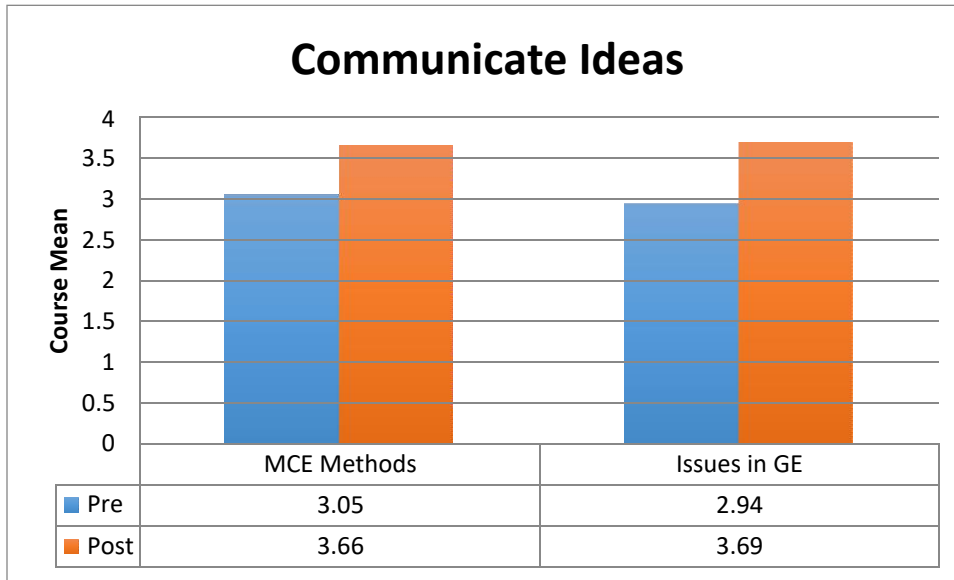
Through the different experiences, candidates learned to communicate effectively for different audiences by leveraging strategies and technology. On measures of related to Communicate Ideas, *Methods* candidates' surveys indicate a positive difference from pre-survey ($M=3.05$, $SD=0.805$) to post-survey ($M=3.66$, $SD=0.483$), which was similar to *Issues* candidates' scores pre-survey ($M=2.94$, $SD=0.733$) to post-survey ($M=3.69$, $SD=0.489$).

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Table 4. Course Means on Pre- and Post-Survey for Communicate Ideas Measures



In teacher candidates' reflections, two themes were identified during analysis: employing strategies to sustain conversations and understanding how to communicate for different audiences.

Employing strategies to sustain conversations

Meeting someone for the first time and engaging in a sustained conversation can be difficult for some people. Prior to meeting new people, all teacher candidates participated in workshops designed to prepare them to work with diverse people. For example, the first workshops for the ICUC and cross-cultural conversations focused on engaging candidates in different strategies to facilitate conversations across cultural and linguistic barriers. Prior to the immersion experience, candidates participated in a workshop to address stereotypes and misperceptions of the Somali community. In reflections, teacher candidates shared ways they were able to effectively communicate with different people on a personal level "by using verbal and non-verbal strategies, technology, and expressions that evoked care and interest in the person." To illustrate, one candidate reflected on their first intercultural interview with a conversation partner from China:

During the intercultural interview with my conversation partner, I found myself using body language to express ideas more than I usually do and speaking more slowly. If we

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hit a rough spot in describing something, we used Google Translate or did an image search on our phones.

For candidates, understanding that communication does not need to be perfect helped to ease some of their anxiety. Allowing the use of devices such as phones and apps provided a necessary bridge to overcome language barriers that could limit the conversation. Some candidates, however, opted not to use technology and instead focused on regulating their own speech patterns. Trying to limit potential barriers in advance helped both partners feel more comfortable. For example, one candidate offered:

When I was preparing to talk with [my conversation partner] in Columbus, I remembered the workshop on different idioms and speaking colloquially and tried to speak more simply and clearly. I think it really helped us feel more comfortable with each other and because the conversation was more to the point, it allowed [my partner] to ask questions to me.

Employing strategies to sustain conversations is critical in small group settings. However, the cross-cultural experiential learning opportunities also placed teacher candidates in settings with a range of different people.

Understanding how to communicate for different audiences

Through the different experiences, candidates were challenged to effectively communicate ideas for different audiences in myriad ways. The experiences most discussed by candidates related to their participation in activities where they engaged with people from diverse cultures and backgrounds, such as the ICUC, cross-cultural conversations, and the immersion experience. Candidates often described feelings of nervousness followed by a sense of confidence communicating across cultural and linguistic differences. For example, one candidate described the difference between attending their first and second conversation hour for the ICUC certificate:

At first I was nervous attending the conversation hours because I never did anything like this before. I don't think I contributed much the first time. By the second one I was more comfortable because I was used to talking to international people from our class workshops. I spoke more simply and clearly and didn't talk like I do with my friends.

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In this excerpt, the candidate also indicates that their level of comfort for talking with international students increased through repeated exposure and practice during class workshops.

Still, other candidates discussed the educational implications of communication for different audiences from their experiences working with young people in the after-school program:

From my experience in the community and the after-school program, I am more thoughtful and deliberate in how I speak and listen and in the materials I develop for students. Because we are dealing with serious local/global issues, I have to be clear.

On the one hand, candidates acknowledged rethinking how global issues are interconnected and complex and expressed cognitive change from uncritical or literal consumption of information to see how power and inequality and perpetuated through discourses and language. On the other hand, teacher candidates also recognized the need to teach complexity and criticality in a manner suitable for sixth grade students in the after-school program.

In the spring of 2018, teacher candidates enrolled in the *Issues in Global Education* course were asked to pilot a global action project. The project was loosely defined and encouraged students to practice global competencies related to Investigating the World (Asia Society, 2008). For candidates, the global action project was an opportunity to engage in inquiry and present findings to a public audience during a campus-wide global event. As one candidate reflected:

The public performance of our global action projects was my biggest challenge and greatest reward. I normally don't have to give presentations to people outside of my class and I spent extra time preparing for the audience because I wanted them to know how climate change is affecting different countries.

The global action project, administered at the end of the semester, offered candidates an authentic path to explore their interests and passions on global issues and create a project that involved taking action.

Theme Four: The Call to Future Engagement

GCE from a social justice perspective requires an explicit commitment to develop capacity for responsible participation and engagement to interrupt injustices at local and global levels (Andreotti, 2006; DiCecco, 2016; Gaudelli & Wylie, 2012; Ibrahim, 2005). When working with candidates, teacher educators should create meaningful and productive learning opportunities

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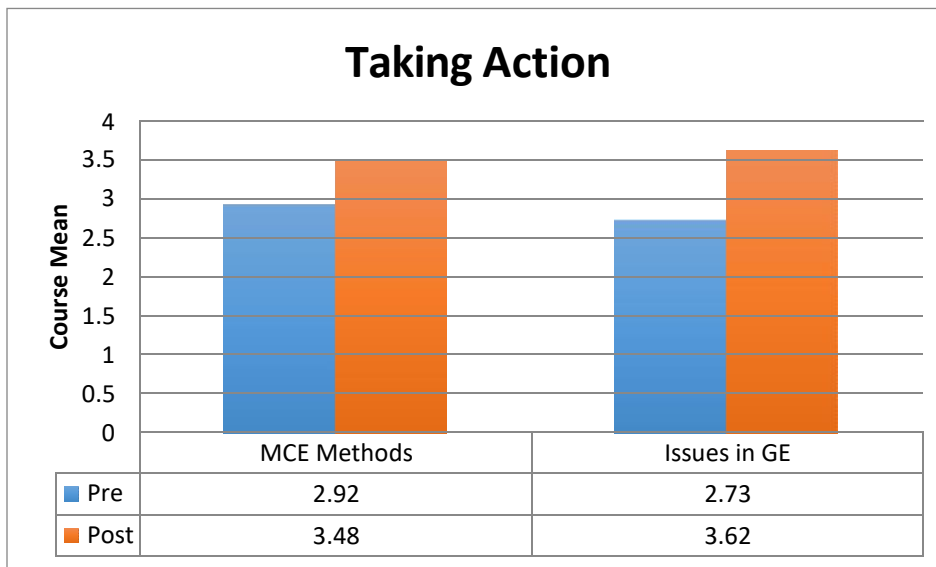
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within and beyond the classroom on projects related to global citizenship (Ibrahim, 2005). The courses in this study featured projects in the classroom (i.e., cross-cultural conversations, ICUC workshops) and beyond (i.e., immersion experience, after-school program) that encouraged candidates to engage with global issues and global citizenship in authentic ways.

Collectively, the experiences encouraged teacher candidates to take action, which is a hallmark of GCE and on the Asia Society (2008) survey. Survey measures included: identify and create opportunities for personal or collaborative action to address situations, assess options and plan actions based on evidence, act personally or collaboratively in creative and ethical ways, and reflect on one's capacity to advocate for and contribute to improvement. Teacher candidates in *Methods* and *Issues* reported a change in perception of their ability to take action from pre- ($M=2.92, SD=0.621$; $M=2.73, SD=0.624$) to post- ($M=3.48, SD=0.80$; $M=3.62, SD=0.535$), respectively.

Table 5. Course Means on Pre- and Post-Survey for Taking Action Measures



Taking action, however, meant different things to different candidates. Two themes were identified during analysis: actions are proximal and personal, and commitment to action.

Actions are proximal and personal

The first subtheme indicated that for some teacher candidates, taking action is something that is proximal and personal. As expressed in several journals, the knowledge and skills developed

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during the course helped candidates be “more comfortable with international students and people in the community.” For example, one candidate stated, “Before this class I ignored or avoided international students. Now I smile at them and even make small talk when in line at [cafeteria] or for coffee.”

Other candidates indicated that their development is “imperative for being a better consumer of information on global issues.” To illustrate, one candidate offered the following reflection:

I am way more aware of refugee crises and am watching and listening to the media’s portrayal of Trump’s ban more closely. It is a topic I never would have paid attention to. Now I find myself looking across different U.S. and international sites to get perspectives.

In both examples, the teacher candidates expressed their willingness to take action and started by changing the ways in which they interacted with others or in their daily consumption of media. The examples taken together are a start and for some teacher candidates are foundational in the development of global competencies. Other candidates, however, expressed an outward readiness to take action more publicly.

Commitment to action

A second subtheme, commitment to action, was present in teacher candidates who actively sought to engage in action on local/global issues beyond the course. These candidates viewed taking action as engagement by “actively participating in global experiences available on campus.” For example, one candidate reflected on the ICUC requirement to attend seven global events and shared their influence on others: “From the ICUC I learned how global our campus is. I loved all of the events and actually got my roommates to join me. I am definitely going to go to more events, even if it’s not a requirement.”

The influence over family and friends was present in other candidates’ reflections as well. To illustrate, the following excerpt is a reflection after participating in the after-school program:

From learning about food insecurity, volunteering, and how it affects me as an educator, I think it is safe to say this class and experience has really benefitted me for the future. I am really blessed to be a part of this opportunity and I love being able to share what I have learned with friends and family who can also get involved.

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Sharing experiences with family and friends was just the start for this candidate. In a separate journal, the candidate shared some steps taken to act collaboratively on issues related to food insecurity:

I learned there is food insecurity in my hometown. When I go home for the summer I plan to lead a drive to create weekend packs for students who are in the summer program where I work. The students in the program are all on free and reduced lunch, so we feed them two meals a day. Some of the students in the program are recent immigrants, so I want to make sure the food in their packs is culturally sensitive.

This example demonstrates a direct connection made by the candidate between the experiences in the after-school program and class workshops on cross-cultural awareness. Perhaps most importantly, the example exhibits the candidate's willingness to act in creative ways to improve the local condition.

For other candidates, taking action meant a commitment to future participation in study abroad programs. In the following excerpt, the candidate shares the effect of the cross-cultural workshops from the ICUC and immersion experiences: "This class inspired me to apply for the Belize Literacy Study Abroad program. I got accepted and I am so excited because I feel prepared to work with people from different cultures."

The immersion experience in the Somali community proved to be a powerful learning opportunity for many teacher candidates, especially those originally from the Columbus area. Some candidates actively networked with community partners in order to "continue working with the refugee community during the summer." As one candidate offered:

Throughout the whole experience in the Somali community, I was shocked how little I knew, and I am from Columbus. I took cards from people at the organizations we worked with and want to work with them when I am home this summer.

This excerpt is representative of several candidates' reflections following the experience in the Somali community and demonstrates that the immersion experience opened new opportunities for candidates to be engaged and take action beyond the classroom and in communities.

Discussion

The findings demonstrate the extent to which course content and activities and significant learning experiences contributed to the development of teacher candidates' global

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competencies. In both courses, a required *Middle Childhood Social Studies Methods* and an elective *Issues in Global Education*, and across three academic years, the results from the Asia Society survey of global competencies (2008) indicate an aggregate positive change in developing global competencies among classes. Moreover, the qualitative data from teacher candidate critical reflections demonstrate the ways in which candidates think about significant learning experiences and how they contribute to the development of global competencies.

The results, however, are limited to the experiences of teacher candidates at one university and represent a select sample of teacher candidates. Compared to similar qualitative studies of smaller sample size (Harshman, 2016b; Kirkwood-Tucker, 2004; Maguth, 2014; Parkhouse, Tichnor-Wagner, Cain, & Glazier, 2016), this study does offer a necessary contribution to the literature in its attempt to analyze both quantitative and qualitative data across two courses and over three academic years. Furthermore, the study is limited in the analysis of two key data sources: a survey and critical reflections. Both data sources are self-reported and may reflect a heightened sense of achievement and confirmation bias of teacher candidates. Further analysis of these data may be warranted to better demonstrate unique contrasts or characteristics among candidates who exhibited minimal to little change and those of whom perceived higher degrees of change in the development of global competencies.

Despite these limitations, the courses designed with a GCE framework offer new insights of pedagogical practices employed and may help teacher educators who are considering integrating GCE in existing courses and curriculum. Specifically, this study demonstrates the extent to which teacher candidates develop global competencies by enacting the following core practices: 1) international and cross-cultural experiences (Merryfield & Kasai, 2010; Ukpokodu, 2010); 2) teaching diverse content, multiple perspectives, and engaging in critical inquiry (Boix Mansilla & Chua, 2016; Carano, 2013; Merryfield & Subedi, 2003; O'Connor & Zeichner, 2011; Poole & Russell, 2015); and 3) designing authentic opportunities to take action (Andreotti, 2006; DiCecco, 2016; Ibrahim, 2005; UNESCO, 2015). With GCE as a framing paradigm, this study offered concrete examples of core practices and unique opportunities for cross-cultural experiential learning. The critical reflections of teacher candidates captured the extent to which human connections contributed to their development of global competencies. For example, the ICUC, cross-cultural conversations, immersion experience, and after-school program rose above all other course experiences as the most memorable and impactful.

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Conclusion

While there is no prescriptive path to developing global competencies among teacher candidates, one consideration for teacher educators is clear: Seek to establish human connections at the core of GCE course design and enactment of pedagogical practices. In their roles as course designers, instructors, and researchers, the authors embraced the power of human connections. Through years of meetings, ongoing conversations, and critical dialogue across international perspectives, the authors challenged their own pedagogical thinking and practices to design reflexive and complex experiences that enabled teacher candidates to move out of their comfort zones, experience dissonance, turn from self-focus to consider others' perspectives, and practice critical thinking across cultural and linguistic differences. Despite the successes, the fruits of this labor are not felt in 8-15 weeks because the development of global competencies is a journey, not a destination. At this critical juncture in global relations and global citizenship education, teacher educators must be front and center to ensure that all teacher candidates are globally competent and prepared to meet the needs of young people in a globalized world. As campuses seek to globalize, there are new opportunities to leverage campus and community assets to promote GCE and design experiences for teacher candidates to develop a sense of place as a global community and work toward continuous development of global competencies.

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Appendix A

Global Competencies (Asia Society) Survey Questions

Likert Scale: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree

Investigate the World

1: I am able to . . . - Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions.

2: I am able to . . . - Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.

3: I am able to . . . - Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions.

4: I am able to . . . - Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.

Recognize Perspectives

1: I am able to . . . - Recognize and express my own perspective on situations, events, issues, or phenomena and identify the influences on that perspective.

2: I am able to . . . - Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.

3: I am able to . . . - Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.

4: I am able to . . . - Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

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Communicate Ideas

- 1: I am able to . . . - Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication.

- 2: I am able to . . . - Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.

- 3: I am able to . . . - Select and use appropriate technology and media to communicate with diverse audiences.

- 4: I am able to . . . - Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Take Action

- 1: I am able to . . . - Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.

- 2: I am able to . . . - Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences.

- 3: I am able to . . . - Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.

- 4: I am able to . . . - Reflect on your capacity to advocate for and contribute to improvement locally, regionally, or globally.

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