How International Student Teaching Benefits a Classroom

Kasey Donahue

Follow this and additional works at: https://vc.bridgew.edu/honors_proj

Part of the Elementary Education Commons

Recommended Citation
Copyright © 2023 Kasey Donahue

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.
How International Student Teaching Benefits a Classroom

Kasey Donahue

Submitted in Partial Completion of the
Requirements for Commonwealth Honors in Elementary Education

Bridgewater State University

April 21, 2023

Dr. Jacquelynne Boivin, Thesis Advisor  Date: 4/21/2023
Prof. Shawn O’Neill, Committee Member  Date: 4/24/2023
Dr. Andrea Cayson, Committee Member  Date: 4/26/2023
Introduction

In this day and age, more students are considering whether or not they should student teach abroad. International student teaching is not a program that all universities offer. However, at the universities that have the program, student teachers are noticing the effect that the experience has on them in the long run. Interviews with five different teachers who considered completing their student teaching abroad and followed through with it have reflected positive outcomes.

The makeup of our classrooms are rapidly changing with many different cultures and nationalities being represented. In order to provide an equitable and inclusive classroom environment, teachers need to have experiences and exposure to other cultures to increase their own cultural awareness. This investigation will provide more information about international student teaching and the long term benefits that come out of that experience. The information was researched based on the following guiding research questions: 1) How did the student teaching abroad experience influence their teaching?, 2) What are the benefits of student teaching abroad compared to a traditional student teaching experience?, 3) What can student teachers gain from student teaching abroad? and 4) How can traveling abroad help teachers grow both professionally and personally? The following includes: a) literature review, b) methods, c) results, and d) discussion.

Literature Review

Introduction

To properly understand the study conducted for this thesis project and its value, it is necessary to first understand the research that has already been done. The following is all about the findings in previous research around the topic of student teaching internationally and the benefits it brings into the classroom once back in the United States. It will highlight the topics of
why students want to go abroad for the experience and the benefits and outcomes that they experienced after because of their student teaching experiences abroad. This section is broken into the following subsections: a) the importance of increasing cultural awareness, b) motives for going abroad, and c) the benefits and outcomes of student teaching abroad.

The Importance of Increasing Cultural Awareness

It is important to understand what is meant by cultural awareness. According to the National Education Association (NEA, n.d.), cultural awareness is “understanding your own cultures, other’s culture, and the role of culture in education.” Having this definition will help understand why cultural awareness is something that continues to grow and develop with experiences like studying abroad and interacting with other cultures. An example of cultural awareness is acknowledging different celebrations that students may have due to their culture and incorporating them into the classroom.

Student Teaching Abroad

When a university student decides to study abroad, it opens doors to cultures that they have never encountered before. Specifically, when it comes to student teaching abroad, future teachers can be heavily influenced by and gain an understanding of cultural differences and experiences. It is important for a teacher to reflect on the influence culture has on their identity, there are going to be consequences for the students and their cultural identity (Romano, 2008). When a college student is sent internationally, they are being put into an unfamiliar environment immediately the moment they land at the airport. This immediate immersion requires interacting quickly with the new environment. The best way for the student teacher to learn about the culture is to interact with it through a potential host family, the mentor teacher, the school community, and the students in the classroom. The best advice for the student teacher is to use the students to guide them in the culture. Once the teacher gets to know the culture and become more
comfortable, in the end they walk away with a great new perspective and leave behind their mono-cultural perspective and a deeper awareness of their own culture and beliefs. Romano (2008) says, “the experience of awareness of oneself and one’s culture can foster a more critical way of looking at schools, at students, and at what it means to teach”(93). With a greater awareness of oneself and cultures, people will understand and comprehend more about what happens in schools and how people interact with each other. It will allow pre-service teachers to gain a better perspective and understanding of how the inner workings of education is, all with just increasing awareness.

As The Teacher

Currently, school districts around the country are ever changing, with an increase in students of different races and ethnicities as well as students who speak many different languages. However, the majority of pre-service teachers that come out of universities to join the force are white women (Farmer, 2021). Many of these districts are then faced with dealing with the reality of bias, stereotypes, and cultural differences. As teachers, it is important to take the time to research and educate themselves on the backgrounds of their students in their classrooms and the districts in which they serve. Teachers who take the time to do this and see the student for their linguistic and cultural backgrounds, are better able to create stronger relationships (Farmer, 2021). Without doing this research, teachers then allow for a culture gap between themselves and their students. This culture gap directly impacts each student’s performance academically and makes it difficult for teachers to create a relationship (“Importance of cultural awareness for educators”, 2021). Additionally, teachers who take the time to educate themselves about the culture of each student and on some of the actions and things the students do in the classroom, may explain themselves due to the cultural norm they may or may not be used to
(Mercer, 2018). Overall, it is essential teachers have cultural awareness to better understand and connect with their students in their classroom.

For The Classroom

Teachers could consider taking the first step and educating themselves on all the cultures of their students to create a culturally aware classroom (Lynch, 2014). It is important for educators to have this type of classroom due to the fact that districts are ever changing and it shows the students that there is a genuine care for their cultural, emotional, and intellectual needs. Teachers want their classrooms to be a place where students feel welcomed and accepted for their culture even through the curriculum that is taught (“why cultural diversity and awareness in the classroom is important”, n.d.). Teachers may be more likely to thrive if they create culturally aware classrooms so that students become more empathetic, open-minded, confident, safe, and better understand people so they are prepared for other diverse situations (“the importance of multicultural education”, n.d.). Students heavily benefit from this personally, academically, and culturally if teachers take this approach to their classroom.

Motives For Going Abroad

Prior to traveling, most people have motivations for going whether that is for personal benefit, to see family, or to learn more about a certain location. The following subsections will go into why various groups of people decide to take the global journey.

University Students

The opportunity to study abroad is a huge opportunity that is available to many university students. They can have the chance to study in many different countries for many different career paths (Ch’ng et al., 2022). Not every student takes advantage of this illuminating and enriching opportunity. However, even after the COVID-19 pandemic there are still students that do tend to go for various reasons. One such reason is the exposure students get to the culture and traditions
of the places they visit. While students are abroad, no matter how long the stay is, they get immersed in the holidays, festivals, and everyday activities that occur in that location (College Study Abroad, 2022). For many students, this is also their first experience being exposed to various cultures. This tends to lead to students gaining a new perspective, which is another reason many students study abroad. Some students live very sheltered lives and so by going abroad, they are able to experience things for themselves and form an opinion without influence from back home biases. This new perspective allows them to see the world, humanity, and the environment in a different way, and obtain a better and deeper understanding of how the world works.

Moreover, having this new lens allows university students to have a new set of skills that they did not have before, one specifically being problem solving (Moody, 2019). With the new skill sets, university students tend to look best to future employers with their experience internationally and the new knowledge they receive and discover. Leading to the last reason that most university students go abroad; the impact it has on career growth. Students are able to make international connections if they choose to do some work with their career abroad. Even if they choose not to do any work for their career abroad, students are able to gain experience interacting with different cultures, languages, and beliefs. This experience is helpful in many career paths, since students will have to work with many different people in their place of employment.

**Student Teachers**

An international student teaching experience is not an everyday experience for most university students. Many universities do not collaborate internationally to get students opportunities like this (Doppen & Diki, 2016). So when a university does, many students are
interested in going. Not many students who are education majors study abroad during their time in higher education even though it is proven and encouraged to increase their global awareness. It also allows students to support their students to grow as cultural aware learners. But what draws most of them to make that final decision and follow through with student teaching abroad is with a personal desire and just knowing it is a great opportunity to see another country and learn about a new culture.

Additionally, getting that full immersion of learning the differences of education and teaching in countries compared to how education is in the United States (Doppen & An, 2014). This opportunity to compare and contrast the abroad education system and the United States education system also allows for pre-service teachers to get the chance to challenge themselves to step out of their comfort zones, learn about other cultures and languages, and bring new ideas back to use in their future careers.

Furthermore, most student teachers have the motivation to teach abroad as an opportunity to see the world since after college it becomes more difficult to travel especially with a career path in education due to all the state requirements (Buonaugurio, 2020). However, there are not many other resources or articles that touch upon this topic so more research would need to be done before student teachers actually leave to go abroad so researchers can get an unbiased or changed idea.

**Educators**

The ability to get experience abroad does not just stop for university students, there are many job opportunities for people in the field to work internationally. Some of these programs include Fulbright and Council On International Educational Exchange (CIEE). Fulbright is a program run by the U.S. Department of State that has many different international opportunities for research and immersion (“Explore the Programs”, n.d.). There are many different programs
for educators to choose from which can range from two weeks to a year. Some of the offerings include taking courses at a university and conducting research, having an online course and then an exchange opportunity in the classroom, and taking on small assignments in schools, colleges, government, and nongovernmental organizations. Another program run by CIEE is sending educators to different countries to help teach English to students as well as adults (“Teach English Abroad”, n.d.). These placements could be a range of different durations including a semester to a full-year placement.

University students strive for an opportunity to gain cultural experiences as well as many educators. They want to be able to be fully immersed in the location they are working in and build connections with the families that live there. (Become Team, 2021) This allows them to gain experiences that university students might not be able to have due to the time constraint of their time abroad. Additionally, the direct cultural immersion these educators are able to have helps their global perspectives grow.

Another reason educators take this chance abroad is because it allows them to see the world. Many educators receive their licensure in whatever state and then stay in that state for the rest of their life (“6 reasons you should teach abroad”, 2022). However, this chance to teach internationally allows teachers to teach elsewhere and gain new experiences so that if they ever go back, they can bring new knowledge to those students in the United States. Furthermore, it allows educators to get out of the routine that they have placed on themselves and continue to grow as an educator through the whole experience globally.

Lastly, many teachers decide to take the leap to go abroad due to all the compensation and benefits (“6 reasons to teach abroad”, 2022). Teachers in the United States compared to other countries are not treated well. However, teaching internationally, educators have an
increase in money compensation and ultimately in the long run end up saving money. At the same time, many of the host schools provide benefits including some type of airfare compensation, housing, vacation time, cash bonuses, and other insurances. This creates a safety net that many educators in the United States do not even have.

**The Benefit and Outcomes of Student Teaching Abroad**

**Personal Growth**

Traveling internationally is an experience and people learn a lot from it, but to travel internationally to then temporarily live there, even for a short and temporary period, allows people to learn a lot about themselves. Student teachers abroad can learn more about being open minded, welcoming of new cultures and languages, and building self confidence and independence (Phoebe, 2022). Going abroad is rewarding to the point where some educators come back to the United States and say that they found another version of themselves due to their experience. They find that in addition to the aspects of independence and confidence, they also were more adventurous, accomplished, and courageous (Doppen and An J, 2014). Overall, the biggest takeaways in personal growth for the student teachers internationally is adaptability and the increase in confidence. Teachers could benefit from being more adventurous, accomplished, and courageous to inspire their students to do the same as well as be able to feel comfortable to take big risks that might come along with working in the educational field.

**Adaptability.** Student teachers that studied abroad found themselves in situations that they were never before, and while they are completely by themselves in a foreign country, they are placed out of their comfort zone and need to find solutions to the challenges at hand (Phoebe, 2022). They are forced to make adjustments to their normal routine and lifestyle and jump into this whole new one, including teaching classes to students whose native language is not the same as the student teachers’. They are forced to quickly adapt to the new situation in front of them.
Adaptation is not only essential for these student teachers to have when it comes to their abroad experiences, but a necessity for the classroom environment. In a classroom setting, teachers need to adapt to everything quickly to keep the class running smoothly (Doppen & Diki, 2017). Student teachers also saw an increase in their decision making skills, and this is because of their need to adapt in the classroom (Phoebe, 2022). This is important because the classroom is constantly moving and there is so much that could happen in one day as a teacher. It is recommended for teachers to be fast thinking and make decisions to keep control of the class. Apart from this, adaptation requires a lot of creativity when it comes to certain things (DeVilllar & Jiang, 2012). Student teaching internationally allows the student teachers to develop their creativity as they learn to work with alternatives due to the lack of resources and technology that they are used to. The ability to adapt and having this as a skill also allows for student teachers to feel confident in what they are doing.

**Confidence.** As mentioned above, adaptation relates to and influences the idea of self-confidence in these student teachers who go abroad. Many of the student teachers felt an increase in their confidence when it came to the ability to differentiate in the classroom (Doppen and Diki, 2017). When the student teachers were able to showcase their ability to differentiate and noticed how quickly they adapted effectively, they felt an increase in their trust in their own skills and talents. After the student teachers adjusted to the foreign country and got comfortable with their routine, their confidence did not just sustain, but it continued to grow. The experience internationally is like no other because often teachers will experience a different language, lifestyle, religion, and so much more that is just not found anywhere else. The student teachers abroad were constantly facing challenges, and they learned to “persist in uncomfortable situations, be patient with others, appreciate differences, revel in new discoveries, and continue
seeking new opportunities” (Doppen and An, 2014, 66). All of these areas, they now have confidence within themselves to then help others and their students to power through any challenge that lies ahead of them.

**Influence on The Classroom**

When the student teachers are able to go abroad, they are gaining the experience and knowledge on how to be a more inclusive teacher (Doppen and Diki, 2017). The opportunity allows the student teacher to learn about the education system and classrooms in a foreign country which will allow them to apply it back to the United States to better the school systems and classrooms they are working in. Since the environment is new, the student teachers are more aware of what they are doing and observing from the other teachers, so it allows them to increase their awareness of the differences among the students and learn to differentiate their instruction to many different learners. The experience abroad allows the student teachers to bring back many new perspectives and ideas to the United States including pen pals, more culturally diverse activities, and how to work with English language learners.

Teachers gain a new confidence and ability to work with students with multicultural backgrounds and languages (Phoebe, 2022). This is because they felt how English language learners feel in the classroom every single day if their placement was in a non-English speaking country, in the classroom that they were placed in since there would be language barriers and curriculum differences. It allows the teachers who went to a non-English speaking country to gain a better understanding and respect for how hard the English language learners work in the classroom back in the U.S. But also, student teachers learned to help decrease the barrier and increase the comprehension for the students if they used more body language and visual aids, breaking down activities, and putting things as simple as possible, as well as learned the importance of letting the students work and communicate in their native languages and how that
supports their comprehension and learning tremendously (Jiang et al., 2019). Their comprehension increases due to the fact that students are able to understand the content and not try to focus on translating. When students spend most of their time translating, they miss the main concept and takeaways.

Additionally, many student teachers learn basic classroom skills, however, with a changed perspective, for example, students are encouraged to work together but to think for themselves (Lickteig et al., 2019). This perspective allows the teacher to support and assist but ultimately puts the power of learning into each of the students’ hands. This also includes not forcing the curiosity and interest out of the students but rather letting them take control of it and lead the learning in the classroom/lesson. For the most part, many of the student teachers also bring the new ideas for curriculum and overall content that the students learn after the experience (Devillar and Jiang, 2012). It includes teachers' integration of students’ culture into the curriculum units as well as brings appreciation for all cultures globally (Doppen and An J, 2014). This can be brought up in the classroom by sharing with the students different cultural stories and teaching them the current news globally.

**Increase in Cultural Awareness as a Teacher**

When student teachers go abroad for their practicum, they learn more about the world and it leads to them being a more well rounded person and educated for that experience along with continuing to be involved in international activities, have friends and professional acquaintances in other countries and show an understanding of the differences between nations (Phoebe, 2022). On top of that, the experience opens up new ideas on how to see human differences and diversity that teachers might not get in their communities. It allows for a deeper appreciation for different cultures since it truly creates and shapes people and communities. It is
also learning that there is no one way to live life because everyone’s way of living life is neither wrong nor right (Doppen and An J, 2014). In addition to gaining knowledge about the cultures around the world, the student teachers get the opportunity to learn about the perspectives of the United States globally. This allows for the “study abroad students [to] demonstrate greater objectivity in their own country, being able to recognize both positive and negative characteristics, and hopefully placing them in a better position to contribute to the common good” (Shiveley & Misco, 2012, 54). In total, having this new cultural perspective allows the student teachers to work towards breaking stereotypes and starting to change the perspectives of their students. If the student teacher’s cultural perspective could change, then the student’s perspectives can change, leading to eventually ending stereotypes over time.

**Conclusion**

Overall, much of the research displayed the benefits and best outcomes that have come out of teachers who have students taught abroad. There was not much information about what drew them to student teaching abroad or the specifics of actually going across the globe. There is no modern research on the topic of specifics when it comes to going abroad; the most seminal pieces are from the early 2000s (Moseley, et al., 2008; Quezada, 2004). There definitely is a gap of research that is outdated due to the fact of the COVID-19 pandemic and international travel looks different now than it ever has been.

**Personal Inspiration**

While the research conducted by the other scholars has been inspirational and illuminating, my own journey as an educator has been the greatest motivation for the study that will be described in the remainder of this thesis. A continuing motive for this study would be the fact of wanting to go abroad myself as a student teacher come my senior year. I want to be able to see the benefits and outcomes of going abroad for a teacher and be able to convey that to
people who may be on the fence about going. Through my research, I was able to see that there was not much research on the aspect of how student teaching internationally specifically affects instruction and so I am hoping to learn more about that through my own research.

Methods

The following is all about the steps taken to conduct the research. This section is broken into the following subsections: a) Institutional Review Board (IRB) approval and instrument creation, b) participant recruitment, c) data collection procedure, and d) data analysis procedure.

IRB Approval and Instrument Creation

In order to start the interview process, the IRB application needed to be completed to get approval. The first step was filling out the application, in early January 2023, with the necessary information. A section that was needed for the IRB application was the creation of the research questions. The guiding research questions include a.) How did the student teaching abroad experience influence their teaching? b.) What are the benefits of student teaching abroad compared to a traditional student teaching experience? c.) What can student teachers gain from student teaching abroad? d.) How can traveling abroad help teachers grow professionally and personally? This was followed by creating a consent form that participants needed to fill out which included their name, if they currently work in a classroom, days and times that would work for them to meet, confirming consent to participate, and giving permission for the interview to be recorded with their identities staying anonymous (see Appendix A). Furthermore, the creation of an invitation letter would be sent out to potential participants for them to understand what the research was about and if they were interested in participating. In this letter, there was a link attached that brought them to the consent form. Lastly, the creation of the interview protocol was needed for the IRB application (see Appendix B). The interview protocol consisted of many questions that aligned with what was found in prior research as well as questions that touched
upon topics waiting to be answered. After submitting the IRB application, it got approved on January 13, 2023 and the participant recruitment and interview process could start.

**Participant Recruitment**

With the approval of the IRB, the next step was to get in contact with the alumni who have had this experience abroad. First, reaching out to the licensure office on campus via email on January 17, 2023 was done. However, after three follow up emails over the course of two weeks, there was no response or help. Following that attempt to get information, the next step was reaching out to the professor on campus who runs the international student teaching program on January 23, 2023. After a brief meeting on February 3, 2023, he was able to provide a list of recent alumni who have participated in the program the past eight semesters. From there, the names were searched in the campus directory and for those who were still in the directory, an invitation letter was sent on February 5, 2023. After the invitation was sent, one person responded to the email/form immediately. Another one followed a couple days later. After a gentle reminder from the thesis mentor towards specific alumni who were on the list, two more accepted the invitation to participate. From here, emails were sent to participants within a week, who filled out the consent form to set up a time to meet via Zoom. One participant responded quickly, setting up an interview time later that week on February 15, 2023. The other participants needed a friendly reminder email to pick a time that works for them or to communicate that another time needed to be scheduled.

Through the directory search, a total of four participants were received. However, more participants were needed to ensure additional information was gathered. The next step to get more participants was reaching out to the alumni office on February 5, 2023. After receiving no responses after several attempts from the Alumni office over the course of three weeks, the hope from hearing from them started to diminish. A final email was sent on February 21, 2023 for one
last try. On February 27, 2023, a response came from the Alumni office saying they were unable to provide contact information but they were more than willing to send the invitation letter out to the alumni who had yet been contacted which was sent to potential participants on March 6, 2023. Through this outreach, two more participants were attained. With both participants, the same procedure was followed as with the rest of the participants.

**Data Collection Procedure:**

The interviews took place over Zoom at the time that was decided over email. When the participant joined the meeting, it was confirmed that they did not mind having the interview recorded. After receiving confirmation, the interview began, following the interview protocol. Notes were taken during the interview on the responses the participants gave. Once finished going through the interview protocol, there was time for the participants to ask any questions that they might have had, if they had any. Once that was complete, each interview ended with the statement that there may be a follow up email if more questions arise through the research process and thanking them for their time. Interviews tend to have lasted anywhere from 30 to 50 minutes and over the course of days between February 15, 2023 to March 16, 2023.

**Data Analysis Procedure**

The collected data was then analyzed and sorted based on major concepts found within groups of questions on the interview protocol which was created on March 26, 2023. The major concepts include a) background information of each participant, b) motives for going abroad, c) internal changes, d) benefits and outcomes, e) implementation and instruction specific, f) differences between colleagues, and g) their advice for anyone on the fence. These main concepts were heavily influenced by the need for answers to the approved IRB research questions. After these major concepts were created, the notes and the recordings were referred back to for main ideas that participants had for each question. After recording that information
down on the same document, the responses were then looked at to see similarities and differences between them.

Overall, completing the IRB application and the components involved in it, getting approval, reaching out to the correct offices and professors to get the contact information of alumni who participated, and personally getting in contact with the alumni to set up interviews allowed for more diverse and detailed results. These steps led to the ultimate goal of this research which was actually interviewing these alumni who could provide great insight to this idea of international student teaching. From here this allowed for the analysis of data, allowing more insight and new information to be found out about getting experience abroad.

Results

This section will group and present the results that were found through the conducted research. This section is broken into the following subsections: a) Background of each participant, b) data themes, and c) outlier.

Background of Each Participant

In this section, it is the background information of each participant including what they currently do in the profession and where and when their international student teaching was.

Participant A

She is currently a second grade teacher in the state of Massachusetts. She has been in the profession for three years. She student taught abroad in San Pedro, Belize in 2018.

Participant B

She is an intervention specialist teacher and she works in title I math in the state of Massachusetts. She has only been in the profession for about three months. She student taught in Zurich, Switzerland in fall 2022.

Participant C
She is currently a graduate student at Bridgewater State University. She student taught abroad in Quito, Ecuador in spring 2022.

**Participant D**

She currently teaches third grade in the state of Massachusetts. She has been in the profession for three years. She student taught in Dublin, Ireland during fall 2018.

**Participant E**

She is currently teaching third grade in the state of Massachusetts. She has been in the profession for eight years. She student taught in Quito, Ecuador in 2015.

**Participant F**

She is currently a last semester undergraduate student who is about to travel to Quito, Ecuador for her student teaching. She was an outlier and her contributions will not be included in the analyzed data.

**Data Themes**

In this section the themes discussed will be a) motives for going abroad, b) internal changes, c) benefits and outcomes related to teaching, d) implementation and instruction specific, e) difference between colleagues, and f) persuading unconvinced teachers.

**Motives for Going Abroad**

The question was asked to the participants to investigate each of their own personal motivations were for student teaching internationally due to the fact that it is not a requirement for student teachers (refer to Appendix B question 4). Four out of the five participants said that one of the reasons was because they enjoy traveling whether that was traveling with their families, independently, or as other school trips prior to college. Two participants specifically touched upon the desire to study abroad at some point during their years in the university but not being able to due to the way the education major is set up at Bridgewater State University.
Additionally, one of those two participants touched upon how this was an even better option over any other study abroad program due to the fact that it was shorter in length compared to a whole semester abroad. Participant D said “why not? It is a once in a lifetime opportunity.”

**Internal Changes**

For these student teachers, there were results that conveyed how they changed internally including their confidence, identity, perspective, and lessons learned about themselves because of their experience abroad (refer to Appendix B questions 5, 8, 10, and 11).

**Confidence.** All five participants found that they had some kind of increase in confidence while abroad whether that was a personal growth or a professional growth or even both. Three out of the five participants mentioned the increase of confidence happened more personally. This included an increase in their ability to explore alone, their ability to be more independent, and their ability to speak another language. All five of the participants mentioned an increase in their confidence when it came to specifically teaching. Participant A mentioned how she felt an increase in comfortability in her abilities when it came to dealing with student behaviors. Participant B and participant C shared how they got more confident in teaching in front of the children and even adults. Participant D felt as though she had an increase in confidence in her capability to teach and her flexibility when it came to things in the classroom. Participant E said that she felt just an overall increase in confidence when it came to teaching and getting more experience. None of the participants said that anything negatively affected their confidence. Participant A said, “experience is experience at the end of the day” which brought together the idea that all the participants had when it came to their confidence increase.

**Identity.** Five out of the five participants felt as though their identity changed due to their experience internationally. However, four out of the five participants found that it was more of a
personal identity change than a professional one. Participant B mentioned how she felt like she
became more open to change and said she was even more open minded to trying new things.
Participant C felt like she had more of a change in her lifestyle and realized the need to live in
the moment and do more things for fun instead of constantly following the plan that people lay
out for teachers. Participant D found out that she was more of a “home body” and that she
wanted to continue her teaching career in Massachusetts. Finally, participant E felt like she was
more well-traveled and felt a connection to her placement that will stay as a piece of her forever.
However, none of the participants mentioned any negative change to their identity for both
personal and professional while international.

**Perspective.** All five of the participants did say that their perspective of teaching changed
while abroad, however, how it specifically changed is where there was differentiation. Three of
the five participants found that the education systems internationally were very different
compared to the United States. Some of the participants touched upon the lack of resources while
others talked about the increase of resources abroad. Also, a participant mentioned the lack of
security and the increase of safety they felt in the school while abroad. One participant found that
teaching abroad was very similar to being in the United States in the sense that the students were
similar to the students she had back in Massachusetts. Additionally, another participant
mentioned her perspective changed, realizing she enjoyed teaching in the U.S. and the U.S.
routine was far better than her abroad experience.

Even with a change of perspective due to their abroad experience, many of the
participants do not find themselves using this change in their implementation in their current
classroom. However, two participants touched upon how they specifically use this changed
perspective now when it comes to their mindset with their current students. Participant A said
“so [my] perspective changed on trying to think how to make materials more meaningful.”

Along with this, participant A touched upon giving students, specifically English language learners, more wait time because she understands that they may require more time to translate back and forth due to her experience with that in her abroad experience. The other participant (B) has brought the perspective change also into the classroom through working with students to increase their independence. Participant B found that the students internationally would just clean up together instead of being told and reminded to clean up after themselves. This is something she tries to implement with her students.

**Lessons Learned About Self.** All five of the participants found that they learned something about themselves while student teaching internationally, whether that was professionally as a teacher or personally. Three out of the five participants felt as though they learned about a new sense of confidence in themselves while abroad. The confidence in their ability to adapt, how to lead a whole classroom of students, and their ability to communicate and present in front of adults increased due to the opportunities they were given abroad. One of the participants found that as a person, she could not handle down time, and she found that she had too much down time. She felt like at some point she just could not have been prepped more because there were no other tasks for her to do. However, none of the participants felt like the international experience negatively affected their thoughts on themselves.

**Benefits and Outcomes Related to Teaching**

For this section, refer to Appendix B questions 7 and 8.

**Benefits.** While taking part in the experience student teaching abroad, many of the participants walked away with multiple benefits for their future teaching careers back in the United States. For personal benefits though, three out of the five participants highlighted how
student teaching internationally gave them the benefit of traveling and being able to live in a new place. Additionally, Participant E spoke on the benefit of her being in her placement, forcing her outside of her comfort zone and making her use Spanish more often, so by the end of her time in her placement, she was more confident in her abilities in Spanish.

For teaching purposes, all the participants highlighted how going international allowed them to gain new and different strategies needed for themselves professionally. Participant A touched upon how she was challenged with the different behaviors her students had so she was forced to create her own behavior management to put in place. Participant B mentioned that she is walking away with the importance and the value for students to have visuals for most things in the classroom, from having it in directions to the schedule for the day. Participant C said, “working with two other teachers in the room constantly, it took a while for us to find the dynamic about who was teaching what…but I stepped out of my comfort zone, having a conservation about how I get involved. This increased my interpersonal skills and taught me to stand up for myself because I have my own needs and need to prioritize what I need to get done.” Participant D talked about just how appreciative the students were that she was there and how they wanted to learn so much from her experiences in the United States. Participant E was ultimately just amazed with how the students in her placement were able to learn all the information but also be learning it all in a second language.

Outcomes. All five of the participants felt as though they learned some kind of lesson that pertains to the classroom and teaching through their experience abroad. Three out of the five participants highlighted that a major lesson they learned was having confidence in their abilities and themselves when it came to teaching a subject. Translating this to their classroom now, just having confidence in their capabilities has allowed them to continue educating the students and
believe in what they are doing. Participant D specifically highlighted another important aspect to teaching. In addition to confidence, she learned through her experience, “just be flexible. You can walk in prepared and then they move you somewhere else. Being flexible and going with the flow, nothing goes as planned as a teacher.”

Even more so, a lesson learned through student teaching abroad that is extremely important to highlight was touched upon by participant C with English language learners. Participant C said she had “more of an understanding for our EL populations…it was an English speaking school but around town they were speaking Spanish, it was so much harder not being able to read lips [because of the mask mandate]. Connecting back to EL and trying to discover ways to make it easier for them.”

**Implementation and Instruction Specific**

Participants talked about how they implementate their instruction in each subject area with what they learned abroad; however Participant D did not detail her implementation of her experience into each subject area, specifically. Rather, she did so in general terms. Participant D talked about how through this experience she was able to understand the structure of running a lesson and gain the repetition of making plans that now it is just muscle memory to her. For this section refer to Appendix B question 12a-e.

**Math.** Four out of the five participants were each able to share a particular type of implementation and experience they received that is now used for math in their current classrooms. Participant C actually is able to reuse the same lesson plans that she created for math with her placement students in Ecuador with her students she is working with now. Even more so, participant E, through her experience, became comfortable with a program down in Ecuador which is similar to a program that is now used at her school in Massachusetts. She said she feels
as though through her experience abroad she is more comfortable with using the current program. Participant B mentioned two strategies that she uses now in her Title I math intervention groups, which is the idea of visuals and not just written words and giving students more wait time. She realized through her experience that students need more wait time to translate what is said, then understand it, and then translate it back to say the answer. Lastly, participant A mentioned, “Going abroad I worked with students who did not necessarily have a true foundation for math. They just thought math was writing and copying from the board, math facts. I was able to provide a more hands-on approach and incorporate centers for them. Math is something that is not just worksheets and memorizing facts but more of a hands-on approach where students are able to try and have that productive struggle and they are able to work with a partner, on their own, and with a teacher. It is also a cumulative review.”

**Science.** Science was touched upon by four out of the five participants. Participant D said that during her experience abroad, her classes never taught a science lesson and it was not integrated into the other curriculum. However, three out of the five participants mentioned that through their experience abroad, they were able to see the significance of hands-on experiments when it comes to science. So now in their classrooms, their students do a lot of hands-on activities to learn more about science. Participant C highlighted that through the hands-on experiments that occurred in her placement, “the students in Ecuador would do things with real world problems and the students would have to come up with the solutions.” This allowed the content to be more realistic and opened the opportunity for students to see how useful and vital science is today. On the contrary, participant B highlighted that through her experience she learned the importance of teaching the students how to use technology. In her placement, their science lessons involved a whole unit on technology and learned that it is a tool. She felt as
though it would be important to “teach the kids in the U.S. that technology can be used for research other than just entertainment.”

**Reading.** Four out of the five participants that experienced reading and are currently working with reading, all implement something different in their classrooms from their international placements. Participant A now ensures that her students are reading at the right reading level for them and that what they are reading is something that is engaging to them. She found that through her experience internationally, the students were not reading content at their level which is where their lack of understanding of content was coming from. Participant B highlighted again the importance of using visuals and allotting enough wait time for her current students since through her international experience, she could see that the students needed more time and resources to complete work due to learning content in another language. Participant C now uses breaking words down even more and highlighting the mouth and the emphasis in the mouth. Lastly, participant D said that she does chapter book read alouds with her class since that is something she observed in her placement. Also she currently implements her guided reading activity that she did down in Ecuador with her higher level readers as an extra enrichment they can do when they finish work.

**Writing.** Four out of the five participants mentioned having experience with writing in their placement abroad and in their current classroom. Two out of the five participants mentioned that through their placements abroad, they realized and now emphasize the use of sentence frames with their students. Participant B said, “having sentence frames allows for the students to think about what is the next answer.” Participant A mentioned how sentence frames provide “a scaffold to make sure that the students feel supported but also make sure that they are doing some of the heavy lifting too.” On the other hand, Participant C talked about how through her
experience with writing, especially, the students need more explicit instruction. She found this more in her placement due to the fact they were communicating in most of the student’s second language which would open more opportunities for confusion or misunderstanding. Even more so, Participant E found that through her place, she was focused a lot on the grammar of her students because they were writing in a second language so she finds herself now almost being too nit-picky about grammar with her current students.

**Social Studies.** Four out of the five participants spoke about social studies, whether there was a lack of experience abroad or they currently do not teach it in their school now. However, three out of the five participants mentioned that now in social studies they heavily rely on the use of pictures. Two out of those three participants highlighted the fact that they liked to use the pictures that they took while they were abroad and incorporate them into a lesson in social studies. Participant A used her own pictures and said they “[expose] the different cultures and traditions and then having a personal connection makes it great!” Additionally, Participant C mentioned how she enjoyed the use of photos in her place because they were all around the room and they would correspond with whatever cultural awareness month it was. She continued on about how during the month all the read alouds would correspond and it was found with all of this exposure that the students were making connections back to social studies in their other subjects. Even more so, three out of the five participants said that they use their international experience as basis for contextualizing their social studies lessons and relating to some students. Participant E mentioned that she likes to try to relate her experience going to Ecuador to the topics that come up in their online program they use for social studies to try to make the content more understandable and relatable for the students.

**Difference Between Colleagues**
In this section refer to Appendix B question 13. None of the five participants said that they felt and/or noticed a difference between themselves and their colleagues due to their student teaching experience internationally. Many of the participants mentioned that when colleagues found out about them having the experience, they wanted to hear all about it and were extremely impressed. However, two out of the five participants did say that they noticed a slight difference when it came to their peers that stayed in Massachusetts for the whole student teaching semester. Participant C said “there is a different appreciation with going abroad and having that background with you.” Both the participants mentioned that they just had different stories and challenges that just did not occur for their peers.

**Persuading Unconvinced Teachers**

In this section refer to Appendix B question 14 which is “if you were trying to convince a future teacher who is on the fence about student teaching abroad, what would you tell them?”.

All five of the participants said to take this opportunity and to go abroad. Two out of the five participants highlighted the fact that this opportunity could be once and a lifetime experience for prospective teachers. Participant B said “it makes so many dots connect, it is rewarding for yourself and you feel like you accomplished something.” To add to that advice even more, participant E said “definitely go, it is a short amount of time but it is so meaningful and impactful in the grand scheme of your life. [It is] memories that you can share with your family and students. It also allows you to connect with some students.”

**Outlier**

Participant F, as mentioned in the background section, when interviewed, was a current undergraduate student a couple days out from going to Quito, Ecuador. However, the interview was still conducted with slight changes to the interview questions since they had yet to have had
the experience abroad. The participant was full of excitement as she was in the final days in the States. She touched upon the reason she was going abroad, which was due to the fact she always wanted to study abroad as a university student but missed the opportunity because of the COVID-19 pandemic. After transferring to Bridgewater State University, the chance to study abroad through student teaching was presented to her and she decided to participate. Through this experience abroad she is expecting there to be cultural shock but overall, many positive benefits to her personally and professionally. The participant is predicting that when she returns from her abroad experience, she will have an increase in confidence, self-advocacy, adaptability, and overall ability to step out of comfort zone. Through this opportunity, the participant believes that she will notice a difference between her and her peers due to the change of routine and getting the cultural immersion experience that they may not have while staying in the States.

In total, all the participants had different experiences even though some of them traveled to the same location. Even with these different experiences, many of the participants were able to walk away with similar takeaways and influence on self. In the Discussion section next, these results are applied to give insights in relation to the guiding research questions.

Discussion

This section will relate the results found in the previous section to the research questions, as well as discuss the significance of this research for other people and myself. This section is broken down into the following subsections: a) guiding research question insights, b) practical implications, c) future research, and d) personal.

Guiding Research Question Insights

*How Did The Student Teaching Abroad Experience Influence Their Teaching?*
Through this research, educators who get experience abroad tend to use strategies and skills that they obtained internationally in their current classrooms. Classrooms abroad can be different from classrooms in the United States due to differences in the resources and accessibility to materials. In the literature review, it mentions how through experiences abroad teachers develop more creativity due to the lack of resources and technology (DeVillar & Jiang, 2012). One participant talked about how in her placement, there was a lack of technology and resources for them to use for the students. With this international student teaching experience in her back pocket, she now finds that she still uses those skills with her students today. She does this by making all materials meaningful which then ensures that everything given to the students will actually be used and not just wasted. On the contrary, some of the participants discussed that their placements had an abundance of resources compared to U.S. placements. This was not found in the literature review and nothing is known about the effects of this experience now with teachers currently in the field.

Additionally, when searching for information on how student teaching internationally directly affects instruction in each subject area, there were no previous articles or research on it. This leads to the use of the interviews to gather some information to get an idea of the long term effects on instruction. The participants in this study mentioned different ways in which they still are influenced for each subject in the classroom. Overall, for each subject area, the general takeaways include the use of visuals and hands-on activities for most subject areas, providing adequate wait time for students, ensuring students are receiving content at the right level, and providing tools of scaffolding for students. However, in relation to some of the information in the literature, a lot of these tools educators still use for specific instruction in the classroom are things that previous researchers have found that educators got from working with English
language learners. This includes using more physical movements, visuals, and simplicity (Jiang et al., 2019). All of these are things that can be used in every subject area to help English Language Learners but also other students too.

    With this, experiencing teaching abroad allows the teachers to gain skills that will be useful for both the English Language Learners in their classrooms, due to the language and culture barrier that tends to be there at the start of placements, but also with other students to help make content overall more understandable and fun.

*What Are The Benefits Of Student Teaching Abroad Compared To A Traditional Student Teaching Experience?*

    After the literature review, there was a certain kind of idea created about there being an obvious difference between the teachers who got experience abroad versus those who did not. Student teachers, during placements, noticed a difference between their experiences compared to their peers back in the States. It was found that the students abroad faced different challenges and ultimately had different stories to tell upon return. With this information, the difference in challenges between the two makes sense because as found out in the literature review, they were forced to adapt and make adjustments to their normal routine and lifestyle (Phoebe, 2022). In all, this just makes international student teachers more adaptable over traditional student teaching without even noticing. The significance is that the teachers who went abroad might be able to think on their feet more when it comes to materials, routine, and structures compared to traditional student teachers who are now continuing to work in a place that has the same lifestyle and routine they had in their placement. However, according to the interviews, the participants do not notice a difference between them and their colleagues in their current place of employment.
Through the experiences aboard as a student teacher, there is an opportunity to learn about the education system in the new location where the placement is. With this, these educators are able to experience and learn something new that could be potentially brought back to the States to be used or be influential. The participants touched upon the amount of resources they had access to. For some, it was an abundance while for others there was a lack of resources, and the safety that was within the school and the community was far more trusting than what is found in the United States. In relation to the literature review, there is information which talks about how these teachers getting this experience in a foreign school system will allow them to apply it back in the United States to better the school systems and classrooms (Doppen and Diki, 2017). The importance of this is that the classrooms and school communities are ever changing these days and schools need to consider the best way to support these students academically, physically, emotionally, and mentally. With the experience abroad, these teachers may be able to help support these schools so there can be better assistance provided for these students in the future.

*What Can Students Teachers Gain From Student Teaching Abroad?*

There are plenty of possibilities that students can get out of this international experience including traveling experience, new skills, exposure to cultures and traditions, and so much more. In the interviews, many teachers talked about how this opportunity allowed them to go and travel more, since they were able to see new things that they never had before. This is important because through literature research it was found that traveling becomes more and more difficult as people get older due to family and job responsibilities (Buonanguirio, 2020). Also, there is usually a high desire to travel because it is a great opportunity to see another country and learn
about new cultures (Doppen & Diki, 2016). This helps to create well-rounded people who understand the world and the people who live there and may be around them.

Additionally, many of the participants mentioned how this experience changed them internally, including an increase in confidence, transformation of perspective, and a change in identity due to their time in their international placements. For further information on the importance and connection of the literature review, reference the below subsection.

**How Can Traveling Abroad Help Teachers Grow Both Professionally and Personally?**

The international experience allowed for shaping and growing to occur for these individuals as teachers but also for them as people in this global community. They have now used this growth from this opportunity in their classrooms and in their everyday lives. Some of the growth includes open mindedness, confidence, and flexibility which all can be helpful for teachers.

A participant mentioned how through the experience, there was an increase in being open minded to trying new things while stepping out of their comfort zone. This could also be implied not only for the teaching aspect of it, but also the personal aspect too. In the literature review, there was mention that student teachers who go abroad can learn more about being open minded, welcoming to new cultures and languages, and building self confidence and independence (Phoebe, 2022). Teachers rely on the ability to keep an open mind to not only survive but to truly take away as much information as possible through the experience. Having an open mind as a teacher can be beneficial since students are coming from all backgrounds and communities. Teachers need to be ready to receive any type of information and be able to work with it to help provide whatever support is needed for the students. Additionally, it can be useful since
education is ever changing, and teachers need to have an open mind to changes to the curriculum or subjects or anything else.

Participants all also noticed an increase in their confidence both inside and outside of the classrooms. They noticed a confidence boost when it came to working with students who did not speak the same native language, as well as talking in front of both students and adults. Additionally, they noticed an increase in their confidence outside of the classroom with being more independent and exploring the location on their own which they wouldn’t have done previous to this opportunity. In relation to the literature review, as mentioned above, self-confidence increases due to time abroad (Phoebe, 2022) but it was also found that even through the time that the student teachers were in their placements, getting comfortable in the routines and lifestyle, their confidence continued to grow (Doppen and Diki, 2017). Confidence growth can occur in many different places, especially for these young adults at the start of their teaching careers, through international student teaching an increase of confidence was felt when it came to the ability to differentiate in the classroom (Doppen and Diki, 2017). However, this is not the only place student teachers could have felt a confidence boost. The importance of an increase in confidence is that teachers then can feel more comfortable taking risks and in their skills. With more confidence, people can tend to find growth in other areas of self.

Furthermore, some participants mentioned that through their experience abroad, they were able to see their capabilities to teach and flexibility when it came to things in the classroom. In relation to the literature review, adaptation is key to keep things moving smoothly in the classroom (Doppen & Diki, 2017). With flexibility there is the need for adaptation since both are essential and still influential for these educators after their experiences abroad because the
classrooms are constantly changing and teachers can never know what to expect on any given day, both in the classroom, with each student, and individually.

Practical Implications

In this subsection the practical implications of this research will be discussed, including who this research could benefit and influence if they read it. It is broken down into the following subsections a) teacher preparation programs, b) student teachers, and c) school district administrators.

Teacher Preparation Programs

Universities across the nation have teacher preparation programs that prepare students for a career in teaching through classes and student teaching opportunities. This research could be beneficial for programs across the country that only have student teaching opportunities in the state in which they are located. These programs could see the overall outcomes and benefits for their student teachers who study abroad and how it further develops their students in ways impossible in state due to the exposure participants get in culture, language, and lifestyles. For universities that already have this program in their options for student teaching, this research can reaffirm some of the ideas they have about this opportunity and bring awareness to the long term benefits these types of programs can have on teachers in the classroom years after their placement.

Student Teachers

Student teaching can be something that can be nerve racking for a lot of students even prior to thinking about going abroad. However, with this research, it is my aspiration to inspire them to take a chance on themselves and do something out of their comfort zones. Many of the participants from this research were on the fence about it prior to this experience. However, all of
them walked away from it recommending it to everyone. This can help student teachers who are unsure about going into the details about how it can be overall beneficial for themselves as people and as educators. Personal development, professional development, and cultural awareness increase from the abroad opportunity that is unlike any experience in the United States. For student teachers who are already interested or signed up for this opportunity, this research can just reaffirm some of the ideas they may already have about what is going to happen to them abroad. It may also be able to add some excitement for them to see what is ahead in their placement abroad.

**School District Administrators**

For school district administrators, especially those who participate in the hiring process of teachers, this research could be beneficial to show them the outcomes that teacher candidates have with student teaching abroad compared to a teacher candidate who has not had the experience. It will allow them to also see the potential ideas, perspectives, and mindsets that the teacher candidate with abroad experience can bring to their school districts and be able to support the higher officials with making changes that may better their school communities culturally and educationally.

**Future Research**

Throughout the conducted research, there have been many places that have left unanswered questions which could lead to some further research. The first place research would be needed would be on the motives of the student teachers who go abroad. In order to get an unbiased answer this research would need to be conducted prior to the students’ departure.

Additionally, further research could be conducted with pre-departure student teachers and how they think they are going to change and things they are going to experience while abroad.
then compare it to their answers when they return from abroad. This would be similar to the
interview with participant F and then there would be a follow up interview on the return
answering the same questions the other participants answered. It would be interesting to see
where there were parallels and where they thought more or less of an effect in an area.

Additionally, social emotional learning is another place research could be conducted.
Articles read for literature review were lacking content in this area. On top of this, this area was
not directly asked about during the interview process. This would be influential for educators due
to the fact that classrooms are constantly changing and because the importance of supporting the
students emotionally connects to their growth in learning.

Overall, more research on the topic of international student teaching is needed that is
more current and if there has been a change to some of the programs and the outcomes due to the
COVID-19 pandemic and the effect on traveling.

**Personal Implications**

Through the research gathered from both the literature review and the interviews, I have
learned so much about the impact student teaching internationally has on current teachers in the
field. I found out so much information about how it changes the outlooks and perspectives of
teachers through the full cultural immersion. Through this change, they are able to bring cultural
immersion into their classrooms, which helps create a more welcoming and multicultural
environment for students. Additionally, I learned so much about the implementation of lessons
and experiences gained from abroad placements that are still continuing to be used by
professionals years after their international experience.

Prior to this research, I was dreaming of going abroad for student teaching in my last year
in my undergraduate program, since I felt like studying abroad just makes a whole college
experience. Due to the way my program is set up, along with my second major, going abroad was no longer a possibility until I heard about international student teaching. Through this research, I have motivated myself even more to continue reaching for this goal of going abroad, and it also pushed me to try and get experience even earlier through an education-based travel course to Colombia this spring. Ultimately, all of this inspires me to go abroad, get the experience, and create a safe environment for all my students to feel as though they are heard, represented, and celebrated.

Overall, the guiding research questions conveyed the benefits and total impact international student teaching has on teachers completing practicum experiences. This shows the overarching positive outcomes personally and professionally for these students including influence on instruction, differentiation in school system experiences, opportunity to travel, and increase in open mindedness, confidence, and flexibility. These essentially could influence teacher preparation programs, student teachers, and school district administrators to consider the significance of cultural immersion and how it benefits new teachers and the schools in which they get to impact while also highlighting the fact that some research is still needed. Ultimately, this has opened up ideas about future experiences for myself and peers. Further, the research can influence pre-service teachers into opportunities they may not have ever thought of prior to being exposed to this research.

In conclusion, through the literature review and the responses from the interviews, it is evident that the impact the international student teaching experience is positive on educators in the field. The educators who complete some experience abroad walk away with different perspectives, internal changes as a person and an educator, and benefits that traditional student teachers do not always receive due to the lack of personal immersion in different cultures around
the world. It goes to show the importance for the future classroom by the teacher putting themselves in the experience so they can better understand their students and who and what makes them who they are despite any cultural differences.
Hello,

I would first like to introduce myself, my name is Kasey Donahue. I am currently a junior Elementary Education and Spanish major at Bridgewater State University. I am working on my honors thesis this semester which is going to be all about how student teaching abroad loads to a more culturally well-rounded teacher and how it has influenced things in the classroom and teaching.

With this, I was wondering if you would be so kind as to consider letting me interview you to learn more about your experiences teaching abroad? I would like to conduct these interviews over zoom so if this is something that interests you please click this link here.

I look forward to hearing from you! Thank you so much in advance for your time!

Thank you,
Kasey Donahue
Interview Consent Form

You are invited to participate in a research study about student teaching abroad. You will be asked to interview with me. There are no foreseeable risks. This study is important to society because it will increase knowledge and awareness to future students and other universities the benefits of a student teaching abroad program. Individually, you may benefit by looking back at your experiences and inspire future teachers. The information you provide will be recorded and collected anonymously. Your name will not be included on the written work or any of the materials used in this study. If the data should be published, your identity will not be revealed. The Department of Early and Elementary Education of the University Institutional Review Board may inspect your records. Absolute confidentiality cannot be guaranteed, but will be upheld to the extent permitted by law.

Your participation in this study is voluntary and you may refuse to participate or discontinue your participation at any time without incurring any penalty or losing any benefits to which you are entitled. You are also free to decline to answer any questions that make you uncomfortable.

Sign in to Google to save your progress. Learn more

* Indicates required question

Name *
Your answer

Best email to contact you: *
Your answer

Are you currently working as a teacher/ in the classroom? *
  ○ Yes
  ○ No
  ○ Other:

What days and times work for you to schedule an interview?

<table>
<thead>
<tr>
<th></th>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>3pm-4pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4pm-5pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5pm-6pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6pm-7pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7pm-8pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By completing this form with your information, you consent to participate. *
  ○ I understand

I give permission for my interview to be recorded and understand that my identity will remain anonymous.
  ○ I agree

Submit Clear form
Appendix B
Interview Protocol

1. What grade do you currently teach and where?
2. How long have you been in the profession?
3. Where and when did you student teach abroad?
4. What made you decide to student teach abroad? What drew you to the opportunity?
5. Did you ever notice that your perspective of teaching was changing while you were abroad? If so, when and how did it change?
   a. How do you use this change now in your current teaching and classroom?
6. Tell me about the moment you felt like you made the best decision for yourself with getting some experience abroad.
7. What are some lessons you learned from your experience in the classroom abroad? How do you use these lessons now in your teaching and classroom?
8. Tell me about some things that you felt like you learned about yourself as a teacher while abroad.
9. What benefits did you find you got out of teaching abroad? How were these benefits beneficial for you in the short term? Then how were these benefits beneficial for you in the long term?
10. How was your confidence affected when you went abroad? What specifically do you feel like you got more or less confidence in going abroad?
11. How did your identity change while you were abroad?
12. How is your experience abroad being implemented into the classroom now?
   a. How do you think your instruction specifically for math is influenced by your experience abroad?
   b. How do you think your instruction specifically for science is influenced by your experience abroad?
   c. How do you think your instruction specifically for reading is influenced by your experience abroad?
   d. How do you think your instruction specifically for writing is influenced by your experience abroad?
   e. How do you think your instruction specifically for social studies is influenced by your experience abroad?
13. Do you personally notice or feel a difference because of your experience abroad between you and your colleagues? If so, what is the difference? Is it positive or negative or both?
14. If you were trying to convince a future teacher who is on the fence about student teaching abroad, what would you tell them?
References


College Study Abroad. (2022, November 7). Why study abroad? top 7 benefits of studying abroad: College study abroad. CIEE. Retrieved March 1, 2023, from https://www.ciee.org/go-abroad/college-study-abroad/blog/why-study-abroad-top-7-benefits-studying-abroad


Importance of cultural awareness for educators. Mississippi College Online. (2021, February 4). Retrieved March 1, 2023, from https://online.mc.edu/degrees/education/cultural-awareness-for-
According to the National Education, expectations and reshaping curriculum to


Lickteig, A. D., Rozell, J., & Peterson, A. (2019). Here Is the Place to Begin Your Explorations: An Autoethnographical Examination into Student Teaching Abroad. Educational Considerations, 45(1).


6 reasons you should teach abroad. USC. (2022, November 30). Retrieved March 1, 2023, from https://rossieronline.usc.edu/blog/6-reasons-to-teach-abroad/