

## INFUSING GLOBAL COMPETENCE IN CLASSROOMS THROUGH SHORT TERM TEACHER PROFESSIONAL DEVELOPMENT ABROAD

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### ABSTRACT

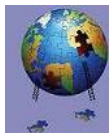
This exploratory study examines the effects of a short term study abroad on mid-career kindergarten through 12th grade (K-12) teachers. The group of U.S. teachers traveled to Belize to gain hands on knowledge about the sciences in an international context, which they have since been able to implement in their classes. This article argues for the value of short term study abroad in internationalizing curriculum. The authors describe the Belize program, its implementation and evaluation, and provide recommendations for future programs of a similar nature. Data collection included pre and post surveys, journals, observations, field notes, and a long term post-program survey. Evaluation was used to measure how the experience influenced professional and personal development, to describe any impacts in the K-12 classroom, and to improve future study abroad programs.

**Keywords:** study abroad, professional development, international teacher education, in-service education, mid-career teacher training

### 1. INTRODUCTION

Educational organizations are increasingly stressing the importance of integrating global competence into the curriculum at the primary and secondary school levels (NCREL and Metiri Group, 2003; Partnership for 21<sup>st</sup> Century Skills, 2009). Mansilla & Jackson (2013) define global competence as “the capacity and disposition to understand and act on issues of global significance”. According to the Asia Society, globally competent students can 1) investigate the world, 2) weigh perspectives, 3) communicate ideas, 4) apply disciplinary and interdisciplinary expertise, and 5) take action. To help acquire these skills, education systems need to incorporate a global curriculum throughout the core subject areas.

The U.S. Department of Education’s (2012) first policy statement on international engagement and education identified objectives to strengthen U.S. education through an international strategy that included emphasizing the importance of global competencies for all students and applying lessons learned from other countries. The strategy is inclusive and commits not only to students, but also to teachers. K-12 teachers must address the need to integrate 21st century skills of global awareness and intercultural competence into their classrooms. One way to achieve this is through funding initiatives which support institutions of higher education to provide professional development to K-12 institutions. For example, the Higher Education Act includes programs funded under the Title VI program administered by the U.S. Department of Education. It allows institutions of higher education to support K-12 teachers to improve their foreign language skills and knowledge about world regions. In turn, teachers can better serve their students to acquire the same skills. Sample K-12 global education initiatives which have been implemented by universities across the U.S. include hosting conferences, offering workshops and study abroad programs.



There is also a universal need for students to apply classroom knowledge in real-world contexts for everyday problem solving. Efforts to address this need combine knowledge and skill acquisition in classroom strategies that foster authentic learning (Herrington & Oliver, 2000). One way to increase global competence and apply knowledge learning is through study abroad programs. The majority of studies have examined the effects of study abroad on undergraduate students (Jochum, Rawlings, and Tejada, 2015). However, current literature is increasingly exploring the outcomes of teachers, both pre and in-service, participating in international learning initiatives. Most research of this nature focuses on pre-service or early career educators and has found various benefits (Marx and Moss, 2011; Phillion, Malewski, Sharma, and Wang, 2009; Alfaro and Quezada, 2010). Brindley, Quinn, and Morton (2009), for example, found that a four-week international experience catalyzed pre-service teacher development related to personal growth, teaching techniques, and cross-cultural reflection. Very few studies, however, have been conducted on the effects of studying abroad on mid-career teachers.

This study focuses on a group of U.S. teachers who participated in a pilot study abroad program in Belize organized by a public university area studies center serving mid-career K-12 educators. This was a U.S. Department of Education funded project aimed at increasing global competence of educators to subsequently transfer global concepts and learning into their classrooms. The goals of the program were 1) to help teachers internationalize their curriculum with a focus on the sciences and 2) to determine impact of a short-term study abroad program on teaching practices. In this paper we describe the program, its implementation and evaluation, and provide recommendations for future similar programs. Findings may also inform the U.S. Department of Education, which is “exploring how to leverage these programs to achieve broad global competencies for more students and teachers” (U.S. Department of Education, 2012).

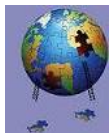
The study abroad program experience analyzed in this article was short term (defined here as less than two weeks) and consisted of mid-career, experienced teachers from across the U.S. Learning activities in this study abroad program were grounded in the principles of adult learning (andragogy) posited by Knowles, Elwood, and Swanson (1998) showing that adults are more motivated to learn when they can make direct connections between learning activities and their work environment. Short term study abroad impacts have been observed in pre-service teachers (Palmer and Menard-Warwick, 2012; Gleeson and Tait, 2012), but few studies have assessed the long term impacts on mid-career K-12 teachers. Two dissertations studied mid-career in-service teachers. Rutledge (2002) identified cultural development, but did not examine longer term effects. Patterson (2013) examined in-service social studies teachers and found an increased enthusiasm for global topics expressed by participants, but they were less successful in classroom implementation.

Documenting long term impacts for this population can contribute to the body of literature to help determine the potential benefits of in-service professional development. The sample for this study is small, but it provides an opportunity to be one of the first of its kind to examine the effects of mid-career teachers who participate in study abroad opportunities and the longer term impacts in the classroom environment. Pre and post trip evaluations were used to determine how the international experience influenced professional and personal development, to describe any changes in the K-12 classroom upon return to the U.S., and to improve future teacher study abroad programs of a similar nature. Results may guide other programs targeting mid-career K-12 educators in terms of program marketing, recruiting, curriculum design, application of practical on-site pedagogy, and approaches to evaluation.

## 2. METHODS

### 2.1 Program Design

The primary goal of this Belize study abroad program was to help mid-career K-12 teachers prepare students to be globally competent through the acquisition of 21<sup>st</sup> century skills in real-world contexts using authentic experiences. The program was developed through a collaboration between a Title VI



Latin American Studies National Resource Center and a non-profit research institute in Belize. Institutional review board approval was obtained to conduct the study.

Integral to the study abroad program design was authentic learning principles tied to situated learning theory, defined by Collins (1988) as “the notion of learning knowledge and skills in contexts that reflect the way the knowledge will be used in real life” (p.2). The program integrated these principles to develop its curriculum and included items in the survey instruments about making these connections. The Forum on Education Abroad’s Standards of Good Practice for Short-Term Education Abroad Programs (2009) and Donnelly-Smith’s (2009) summary of implementation strategies also served as guides to develop on-site activities with the goal of maximizing learning.

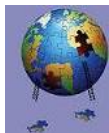
The study abroad program was designing with the end goal in mind, which was to facilitate teacher engagement with students in the classroom with global competencies. Teachers learned practical classroom activities while gaining content knowledge in an international context. The program included the following four key components: pre-departure teacher support and preparation, in-country activities, daily teacher reflection, and post-program implementation of the newly designed curriculum in U.S. schools. Pre-departure activities consisted of participating in virtual meetings through Adobe Connect (a web conferencing program), reading materials to introduce topics encountered in-country, and a collaborative wiki. The in-country activities took place in distinct ecosystems of Belize including a tropical rainforest, pine savannah, marine coastal mangroves, and marine reefs. The activities ranged from conservation case study lectures, guided hikes through nature preserves, culinary experiences, home-stays with local families, tours of agroforestry and environmental education projects, and exploring a coral reef park system.

An in-country program leader chaperoned participants, taught components of the program, and collected data. Each activity offered opportunities for reflection and learning in the form of writing, reading, or discussion. The in-country program leader facilitated group discussions to help teachers make these connections. The post-program consisted of de-briefing teacher experiences, discussion about how to integrate learning experiences into classroom curriculum, developing lesson plans, and preparing class materials.

## **2.2 Program Assessment**

The evaluation of this program was both formative, for program improvement purposes, and summative, to determine the overall efficacy of the study abroad experience. When evaluating K-12 professional development, a distinction was made about the learning that takes place from an instructor to a student, where knowledge transfer is traditionally assessed through standard tests (Hellmig, 2008), whereas knowledge and its application acquired from professional development in-service activities is more difficult to measure. Thus, a long-term follow-up with participants was conducted to help assess knowledge transfer among the K-12 instructors.

Survey items were designed to collect information about knowledge content, logistics, program perceptions, and demographics. The items were developed using survey design best practices described by Dillman, Smyth, and Christian (2009). The data collection design is presented in Table 1. Pre-departure and post-program surveys were completed by participants through commercial online survey software and on paper. Participants were prompted with reflection questions for a personal journal during their time abroad. The in-country program leader also maintained a field journal to record observations throughout the program. Field journal entries were cross-referenced with participant journal entries to help give context to the written responses. The in-country program leader also followed up with telephone interviews six months after completion of the program.


**Table 1: Data Collection Design**

Pre-Departure	In-Country Reflection Activities/Observations	Post-Study Abroad	Long-Term Post-Study Abroad
Survey	<ul style="list-style-type: none"> <li>Participant journals and field notes</li> <li>Group discussions</li> <li>Group Leader Observations</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>E-mail correspondence</li> <li>Telephone interviews</li> <li>Curricular materials</li> </ul>

Survey and journal responses were assessed using qualitative data analysis techniques and descriptive statistics. Also, participants took a long term post-study survey six months after returning to the United States to assess any lasting impacts of the short term study abroad. These data were compiled and analyzed using a phenomenological approach (Moustakas, 1994) to extract textual information from participant journal entries and field notes taken by the in-country program leader. A phenomenological approach describes the lived experience of participants and emphasizes their subjective experiences and the construction of meaning.

### 2.3 Data Collection Instruments

The pre-departure survey (Appendix I) was administered online through SurveyMonkey. The post-program survey (Appendix II) was administered by paper and the data was entered manually into electronic form. Field notes were recorded daily by the in-country program leader (need more info here about the process: was it daily? Every other day? Ad-hoc writing? What do you know what to write about?). The program leader guided group discussions to reflect upon activities each day. Teachers responded to prepared reflection questions in their journals as time permitted in-country.

## RESULTS

### 2.1 Participant Profile

Table 2 summarizes the participant profiles. Participants were recruited by email, personal and professional networking, and website advertisements. The five participant subject areas and grade levels were: middle and high school science, speech therapy, media specialization, and language arts. They resided in Florida, Tennessee, and Illinois. The majority of teachers had at least a decade of teaching experience and only one had less experience. Four of five participants were female and the range of ages was 34 to 52, with the average age being 39.

Prior to this study abroad experience, all participants had traveled outside of the United States previously, and three of five had traveled to Central or South America. Prior to this program, 80% had intended to travel to Central America in the future. None of the teachers had traveled to Belize before.

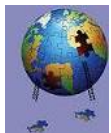
**Table 2: Participant Demographics**

Participant	Age	Teaching Experience	Level Taught	Subject Area
A	52	26 years	K-5	K-5 media specialist
B	37	12 years	9-12	Biology
C	35	10 years	K-8	Language
D	37	3 years	6-8	Spanish
E	34	15 years	6-8	ESL and Spanish

### 2.2 Pre-Departure Survey

The pre-departure survey is presented in Appendix I. In descending order, participants wanted to learn primarily about these three topics during the sojourn: ecosystems and rainforests, different cultures, and pedagogical approaches. Another survey item asked participants to weigh the importance of





knowledge and engagement with local Belizean culture. One hundred percent of teachers responded with “very important.”

In Belize, 63% of people speak English, 57% speak Spanish, and 45% speak Creole Garifuna (Statistical Institute of Belize, 2013). Two participants were fluent non-native speakers of Spanish, one had moderate fluency in Spanish, one spoke a little Spanish, and one did not have any foreign language ability at all. One survey question asked how important speaking another language is to interact and understand the local Belizean population. Two-thirds of respondents thought it was “somewhat” or “very important.” One third responded with “somewhat unimportant.” Because English is spoken throughout Belize, participants were able to communicate directly with host country nationals in the participants’ first language. While many of the Belizeans with whom participants interacted are multilingual, they most often deferred to English when speaking with the study abroad participants as they may do with other tourists to their country. Participants’ perception of limited necessity for multiple language fluency may have been influenced by the convenience of speaking English with Belizeans.

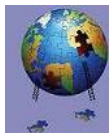
### **2.3 In-Country Reflection Activities/Observations**

While in Belize, the in-country program leader facilitated group discussions to provide opportunities for reflection and guide participants to focus their journal entries. The leader also took field notes during these sessions, which reveal a progression of improving competence along several dimensions. Initially, comments related to culture shock, a phenomenon among teachers described by Trilokekar and Kukar (2011) as dissonance or disorientation. As the culture shock subsided, the learning of content was discussed more frequently. For example, learning how to make tortillas at a research station and then making them with host families provided an opportunity for communication and bonding in intimate settings. Through a 2-day homestay, teachers made connections, comparing and contrasting cultural practices and disparities in wealth. One teacher discovered “opportunities for my students” to engage in research projects in Belize. Another teacher showed local children how to identify local fauna from a guide book. Most of the teachers agreed that the program itinerary should integrate more free time so that they could have better addressed the reflection prompts in their personal journals.

### **2.4 Post Study Abroad Survey**

The post-study abroad survey was administered on paper (Appendix II). It aimed to assess the effectiveness of the course activities in meeting participant expectations. All five participants of the study abroad program completed the post-study survey on the last morning of the program. Participants ranked how much they learned on a three point scale (not at all, a little, a lot) on six study areas. Eighty percent of participants reported that they learned a lot about Latin America, ecosystems, and culture; 80% learned at least a little about science methods, pedagogical approaches, and technology use in the classroom.

Participants were asked to rate the usefulness of 20 program activities (Appendix III) on a four point scale. The scale consisted of the following four points: not useful, a little useful, moderately useful, and very useful. A Likert-like scale was not used because the scale for these 20 items is construct specific and asked participants to respond to a specific dimension of interest, in this case usefulness. The “agree/disagree framework requires respondents to process an extra concept because they first have to decide... and then convert that judgment into a different concept” (Dillman, Smyth, and Christian, 2009). All activities were rated moderately useful or very useful as measured by mode (Table 3).


**Table 3: Most Frequent Ratings for 20 Program Activities**

	Not Useful	A Little Useful	Moderately Useful	Very Useful
Belize Zoo tour				*
Visit to the Maya Center				*
Development of Cooperative				*
Guest 1 Lecture				*
BFREE hike-in and facilities tour				*
Camera trapping activity			*	
Insects at night activity			*	
Agroforestry cacao activity				*
Nature reserve survey				*
Lunch lesson planning				
Home stay				*
Garifuna drums and dance			*	
Hickatee turtles activity			*	
Snorkeling in marine reef				*
Reflection activities				*
Cooking activity				*
Avian activity				*

Also in the post survey, participants were asked to rate 16 statements on a four point scale (strongly disagree, somewhat disagree, somewhat agree, strongly agree). The statements related to on-site content, participant perceptions, and relating the experience to the classroom environment. Ratings were favorable on average and the three statements with unanimous ratings of “strongly agree” were:

The topics covered in the institute were appropriate.

I will be able to improve my lessons with the content knowledge I acquired.

I benefitted personally and intellectually from the content.

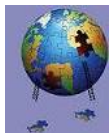
The following statement was rated unfavorably: the number of hours for the study abroad program was adequate. Although there was only moderate disagreement with this statement, participants wrote in the free response section and in the margins of the paper survey about not having enough time to participate in each activity. Participants desired more time for various activities and a longer stay in Belize.

## 2.5 Long-Term Post Study Abroad Survey

The five study abroad participants completed a written long-term post study abroad survey six months after returning to the United States. The survey, presented in Appendix III, included questions to gauge any lasting impact that the study abroad trip had on participants, especially in their professional careers as educators. The survey was supplemented by e-mail and telephone communication. Photographic evidence of teacher activities based on the study abroad program was sent via e-mail (Appendix IV).

In response to the question of whether they used what they learned in the study abroad experience for new classroom lessons, three responded that yes they had while a fourth mentioned developing future lesson plans. The newly developed lessons included the use of photographs taken during the program and addressed habitat fragmentation, the threat of extinction, leaf-cutter ants, water conservation, caring for the earth, and cultural influence in scientific approaches.

Participants also agreed that the study abroad program helped reinforce content that they already taught in the classroom through improved connections and cultural understanding. One



participant referenced improved understanding of culture based on the study abroad experience. Her students in the United States had “felt as if [she] brought back a piece of the world for them to experience as well... They had a greater understanding from [her] being able to share what [she] learned and experienced. [They] were able to work on map skills, vocabulary, and environmental education.” These comments indicated that the study abroad experience was transferrable to the classroom and connected content in a more authentic way.

Furthering this notion of improved connections and cultural understanding, one participant stated that “the entire experience had an impact on me, and I saw people working at the Belize Zoo, BFREE, and people working in their communities to help educate people about their environment, natural resources, and endangered species, as well as teachers who were educating their students, with very few resources.” This participant returned to teaching science and social studies, sharing her experiences with her students. She suggested that her students take advantage of similar short-term study abroad programs to improve learning outcomes in the classroom.

All respondents to the long-term post study abroad survey expressed desire to attend a future study abroad program and that it would be helpful in their classroom. One participant declared that “actually experiencing another country and its culture and customs can provide you with so much more information to share with your students, more so than just reading a book can ever do.”

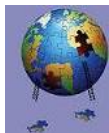
### 3. DISCUSSION

Participants were able to connect the study abroad experience to their personal goals, professional goals, and advance their development as knowledgeable contributors in the classroom environment. As Wernicke (2010) notes, “While students tend to focus on learning as a means of acquiring more knowledge, teachers are more often engaging in new knowledge with the view of later transforming this into learning opportunities for their own students.” This behavior was recorded on several occasions.

There are many examples of our participants learning from the study abroad experience with a goal to teach what they learned. First, participants came to consensus on a digital technology platform to share resources (e.g. Adobe Connect, Google Docs) to maintain contact with one another. They agreed to share photo resources with each other and their classrooms upon return to the U.S. One participant emphasized the importance of photographs for her students that weren’t able to leave their hometown: her students will be able to understand her experience abroad when they see photographs. This teacher wrote in a post study abroad email that she “made a PowerPoint of all the pictures [she] took which runs on the big screen TVs in front of [the] library. The whole school can see what [she] saw. Kids have loved it!”

Second, after the third day of the trip teachers asked to have access to the PowerPoint presentations given by the staff of BFREE about Harpy eagles and Hicateeturtles hoping to use them in classrooms. Third, one teacher made note of the “opportunities for her students” to design and implement research investigations on a potential future study abroad to the BFREE field station. Lastly, after visiting with school teachers in Golden Stream community, teacher participants conversed about the possibility of developing connections for pen-pal exchanges between schools in Belize and the U.S. or of donating books, field guides, and electronic learning materials to Golden Stream’s school and families.

The importance of program evaluation is to assess curriculum design and to describe growth of participants via their immersion experiences and application in their classrooms. Long-term post study abroad virtual connections, emails, and surveys provided examples of the long term impacts of the teacher summer institute, as noted above. Outputs of the study abroad include a bulletin board with maps, photographs, and captions on display at one school, videos and slide shows of photographs in kindergarten classroom visits, an online blog tracking the study abroad with photographs and captions, and a leaf-cutter ant storybook reading coupled with videos from the field. One teacher expressed interest in taking her high school students to Belize to conduct research, which students would design



in class. Teachers of younger students expressed interest in establishing pen-pal programs bridging the classrooms and cultures.

The changes made to classroom curriculum were reasonable and similar to other study abroad impacts on teaching (Cushner& Mahon, 2002; DeVillar& Jiang, 2012; Quezada, 2004; Roberts, 2003). Broader impacts on K-12 students were not explored in this study.

### **3.1 Recommendations for Program Improvement**

Teachers had high expectations to interact with locals, indicated by responses to several survey items. The overnight home stay with locals was one such experience. It was, according to one participant, an “eye opening experience.” Participants also referenced cultural differences, poverty, and unfamiliarity with the environment. They expressed discomfort entering the homes of strangers, difficulty engaging in conversation, and straining to behave in culturally appropriate manners. Group discussions later revealed that a more thorough orientation meeting prior to the home stay would have eased some of the challenges experienced by participants.

Teachers suggested that creating safe and inviting spaces for interactive communication, development of pedagogy, and reflection would help maximize professional and personal development opportunities. This is important because “it is these experiences from which program participants will draw to make more enlightened classroom decisions that will result in improved classroom instruction” (Myers, 1997). The itinerary kept participants busy, but each activity should be reviewed to provide an engaging environment to achieve the goal of improving classroom instruction. All except one participant indicated a desire for more time to participate in activities, more transition time between activities, more personal time, and a longer stay in Belize.

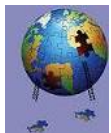
These participants’ experiences corroborate findings from other studies such as Lu and Soares (2014) where teachers got “to experience the cultural and linguistic difficulties themselves as a teacher and learner simultaneously.” Group discussions, field notes, and survey responses all indicated that teachers approached various activities, in part, by the degree to which lessons could be developed for their own classrooms. Upon completion of the sojourn abroad, outputs included a photojournal, online blog, and exchange of ideas via e-mail. Though not explicitly stated by the participants, pre-sojourn, in-country, and post-sojourn activities resembled a community of practice as described by Gleeson and Tait (2012), where “learning is regarded as socially situated in that individuals form a community for a common purpose” (p. 1145). Gleeson and Tait continue, “it forms as members come together for a particular purpose and when that purpose no longer exists, the members disperse” (p. 1150).

It may be useful for study abroad programs to review their pedagogical practices to ensure that they are appropriate for teachers to adapt to younger classroom environments. In this study, most teachers taught middle school students. Nevertheless, the Belize experience proved useful to developing curriculum in the classroom. One teacher wrote about being “able to make a more direct effort in connecting animals, plants, etc., to the specific environment.”

Prior to this trip, 83% of participants had intended to travel to Central America in the future. However, concerns from teachers on the pre-departure survey related primarily to logistics and security. Even though these topics were thoroughly covered, participants still expressed desire that these concerns be addressed more. Despite the challenges participants mentioned about their experiences in Belize, one participant wrote that “Overall, this trip has been life changing.” A survey item asked if participants would attend another summer study abroad program and 100% of respondents said they would. The authors recommend the following based on the data:

- Utilize a marketing strategy to identify opportunities to network and share the study abroad program
- Develop a comprehensive FAQ accessible to potential participants
- Once teachers commit to study abroad, review pedagogical practices to ensure they are age appropriate for students of the teachers

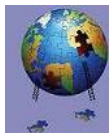




- Audio record structured discussions for later analysis
- Be observant about dual teacher and learner roles and prompt participants to write about them
- Invite past participants on future study abroad opportunities
- Revise itinerary with fewer activities or better spacing between them
- Add time slots specifically for personal time and group reflection time

#### **4. CONCLUSION**

This exploratory study included a pre-departure survey, written experiences in journals, a post-return survey, and a long term post-return survey. The results suggest that participants made positive gains in several domains including content and cultural knowledge. According to participants, the knowledge is transferrable to the classroom environment. Data indicates that there is value in short-term study abroad programs for mid-career professional K-12 teachers. The Belize study abroad experience had long term impacts on the teachers and their classes. This study highlights the potential for study abroad to allow teachers to grow professionally and to increase their global competence while at the same time enriching curriculum development for K-12 students, as well as support for future pre-service or in-service teacher study abroad programs. Documenting these kinds of results are important indicators that very short-term study abroad programs for mid-career professional K-12 teachers are having a positive impact.



## Appendix I: Pre-Departure Survey



### 2014 Teacher Summer Institute Belize Pre-Trip Survey

This short survey is designed to record your perceptions and opinions to help us improve the utility and quality of our summer institute program. We appreciate your time and input.

How did you learn about this summer institute? \_\_\_\_\_

Was the information provided to you about the summer institute clear?

- ☐ Very clear
- ☐ Moderately clear
- ☐ A little clear
- ☐ Unclear

Is there additional information that would have been helpful to know in advance? Please specify:

\_\_\_\_\_

List three areas you hope to learn about to improve learning outcomes in your classroom.

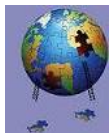
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

As a Summer Institute Participant I hope to learn about:

Latin America	Not at all	<input type="radio"/>	A little	<input type="radio"/>	A lot	<input type="radio"/>
Ecosystems and Rainforests	Not at all	<input type="radio"/>	A little	<input type="radio"/>	A lot	<input type="radio"/>
Science Methods	Not at all	<input type="radio"/>	A little	<input type="radio"/>	A lot	<input type="radio"/>
Technology use in the classroom	Not at all	<input type="radio"/>	A little	<input type="radio"/>	A lot	<input type="radio"/>
Different Cultures	Not at all	<input type="radio"/>	A little	<input type="radio"/>	A lot	<input type="radio"/>
Pedagogical Approaches	Not at all	<input type="radio"/>	A little	<input type="radio"/>	A lot	<input type="radio"/>

How important is knowledge of and engagement with the local Belizean culture to enriching the experience of the summer institute?

- ☐ Very Important
- ☐ Somewhat Important
- ☐ Neither Important nor Unimportant
- ☐ Somewhat Unimportant
- ☐ Very Unimportant



How important is speaking another language when it comes to interacting with and understanding the local Belizean population?

- ☐ Very Important
- ☐ Somewhat Important
- ☐ Neither Important nor Unimportant
- ☐ Somewhat Unimportant
- ☐ Very Unimportant

Do you speak any of the languages spoken in Belize (i.e., Belizean Creole, Spanish, Mayan Languages, or Garifuna)? Please circle the language(s) above and your fluency below.

- ☐ Fluent native speaker
- ☐ Fluent non-native speaker
- ☐ Moderate fluency
- ☐ Conversational fluency
- ☐ Familiar with some common words and phrases (speak little)
- ☐ Cannot speak or understand any of these languages

Before this summer institute, have you ever traveled ...

A. Outside of the United States?	No <input type="radio"/>	Yes <input type="radio"/>
B. To Central or South America?	No <input type="radio"/>	Yes <input type="radio"/>
C. To Belize?	No <input type="radio"/>	Yes <input type="radio"/>

Before taking this summer institute trip, how likely were you to travel to Central America?

- ☐ Very Likely
- ☐ Somewhat Likely
- ☐ Neither Likely nor Unlikely
- ☐ Somewhat Unlikely
- ☐ Very Unlikely

What city and state do you live in now? \_\_\_\_\_

What grade levels do you teach? \_\_\_\_\_

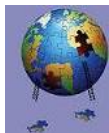
What subjects do you teach? \_\_\_\_\_

How many years have you taught? \_\_\_\_\_

What is your gender? \_\_\_\_\_

What is your age? \_\_\_\_\_

Please provide your name to link to your follow up survey. \_\_\_\_\_



## 2014 Teacher Summer Institute Belize Post-Trip Survey

This short survey is designed to record your perceptions and opinions to help us improve the utility and quality of our summer institute programs. We appreciate your time and input.

**Were the pre-trip instructions clear?**

- ☐ Very clear
- ☐ Moderately clear
- ☐ A little clear
- ☐ Unclear

**Were the pre-trip instructions useful?**

- ☐ Very useful
- ☐ Moderately useful
- ☐ A little useful
- ☐ Not useful

**Was the itinerary clear?**

- ☐ Very clear
- ☐ Moderately clear
- ☐ A little clear
- ☐ Unclear

**Would you attend another UF summer institute if it were offered in the future?**

- ☐ Yes
- ☐ No

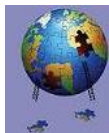
**As a Summer Institute Participant I learned about:**

Latin America	Not at all <input type="radio"/>	A little <input type="radio"/>	A lot <input type="radio"/>
Ecosystems and Rainforests	Not at all <input type="radio"/>	A little <input type="radio"/>	A lot <input type="radio"/>
Science Methods	Not at all <input type="radio"/>	A little <input type="radio"/>	A lot <input type="radio"/>
Technology use in the classroom	Not at all <input type="radio"/>	A little <input type="radio"/>	A lot <input type="radio"/>
Different Cultures	Not at all <input type="radio"/>	A little <input type="radio"/>	A lot <input type="radio"/>
Pedagogical Approaches	Not at all <input type="radio"/>	A little <input type="radio"/>	A lot <input type="radio"/>
Other (Please describe):			

**I attended the institute only to meet in-service requirements.**

- ☐ Yes
- ☐ No





Rate the following activities regarding their usefulness.

	Not Useful	A Little Useful	Moderately Useful	Very Useful
Belize Zoo tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit to the Maya Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medicinal Plants Talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BFREE Hike-in and Facilities Tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mammal Trapping activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bats at Night activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agroforestry Cacao activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aquatic Field Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Planning & Cultural Competence lecture. Home Stay Role Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Garifuna Drums & Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service in Golden Stream Maya Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snorkeling in Placencia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did the summer institute reinforce content or apply to standards you teach in the classroom? If so, explain. If not, explain why not.

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What three moments/experiences had the most impact on you during this summer institute?

1. 

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2. 

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3. 

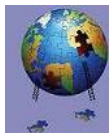
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How will you use what you learned in this summer institute to improve teaching in your classroom?

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Rate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The work expectations for the institute were reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of hours for the institute was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics covered in the institute were appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can integrate the institute content into the standards for curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to improve my lessons with the content knowledge I acquired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I benefitted personally and intellectually from the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speakers were interesting and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institute informed me of educational resources in the Gainesville area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the institute helped me think of ways to integrate international content across curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I completed the pre-institute readings posted on the wiki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online pre-readings prepared me for the institute content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not think the readings were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used a wiki for the first time through this institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked using a wiki for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to learn how to use collaborative technology tools along with content in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work expectations for the institute were reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to attend more workshops with a blended format (online, face-to-face, and hands-on activities over an extended period of time).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In what ways and on what occasions did you communicate with local Belizeans during the institute?

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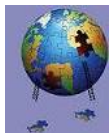
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How do you think Americans are generally perceived in Belize?

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**Did this experience change your views about your own culture?**

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**How important is speaking Belizean Creole, Spanish, or indigenous languages to communicating effectively with the local population?**

- ☐ Very Important
- ☐ Somewhat Important
- ☐ Neither Important nor Unimportant
- ☐ Somewhat Unimportant
- ☐ Very Unimportant

**Which phrase best describes your fluency in Belizean Creole, Spanish, Mayan Languages, or Garifuna (please circle the language(s) above to which you are referring)?**

- ☐ Fluent native speaker
- ☐ Fluent non-native speaker
- ☐ Moderate fluency
- ☐ Conversational fluency
- ☐ Familiar with some common words and phrases (speak little)
- ☐ Cannot speak any Belizean Creole or Spanish at all

**Did partaking in this summer institute increase your interest in learning a second language?**

- ☐ Yes
- ☐ No

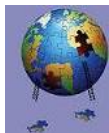
**Please share any suggestions for improvement you have about the institute.**

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**Please provide your name to link to your pre-trip survey.** \_\_\_\_\_



## Appendix III: Long-Term Follow-Up Survey



### 2014 Teacher Summer Institute Belize Long Term Post Study Abroad Survey

This short survey is designed to record your perceptions and opinions to help us improve the utility and quality of our summer institute program. Please write answers in the space provided and use a second page if you need more space. We appreciate your time and input.

1. Do you use what you learned in the study abroad experience for new classroom lessons?  
a. If so, how? If not, why not?

b. What barriers did you encounter when incorporating the experience into your lessons?

2. Are there things that you have not yet implemented, but plan to, as a result of the summer institute?

3. Did the summer institute help reinforce content you already teach in the classroom? (check one box)

☐ No

☐ Yes If yes, how?

4. Was there pedagogical value to experiencing culture shock upon arrival to Belize, throughout the study abroad, and during the home stay? (check one box)

☐ No

☐ Yes If yes, how can you describe the value of such an experience?

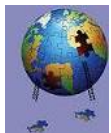
5. Thinking back, what moments/experiences had the most impact on you during this summer institute?

6. Would you attend another summer institute? (check one box)


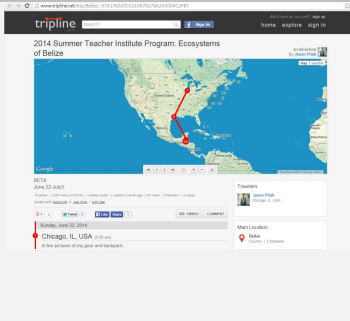
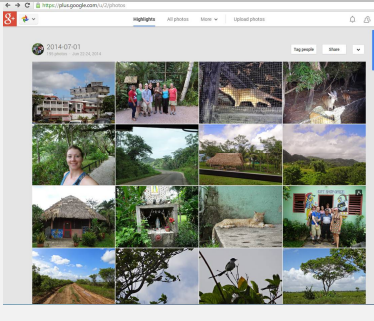
☐ No

☐ Yes If yes, how do you think it could further help you in the classroom?



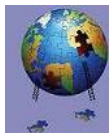


## Appendix IV: Long-Term Follow-Up Outcomes (need original image files)

A bulletin board created by one participant on display in a school.	An online blog tracking the course of the study abroad made by a participant.	A digital photoshare compiled by participants.
		

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