

Promoting Global Competence and
Social Justice in Teacher Education

*Successes and Challenges within
Local and International Contexts*

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Chapter Two

Over There

Exploring a WWII-Themed Short-Duration Study- Abroad Program for Preservice Teachers

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INTRODUCTION

Under an overcast sky, it was a cool late spring morning as the waves crashed on to the beaches of Normandy, France, and a group of Americans made their way through the sand. Nearly seven decades since D-Day on June 6, 1944, this group of visiting Americans were not soldiers but preservice teachers. They were not here to liberate but to learn—by participating in a two-week study-abroad program with visits to WWII historic sites and museums in Europe. At their home institution of the University of Connecticut, the preservice teachers explored World War II through textbooks, film, photographs, and soldiers' letters. They would continue to analyze and evaluate the events of the war following this study-abroad program, but little had prepared them for the power of this moment. Reverent silence fell upon this small cohort of teachers in training as they recognized the importance of visiting places of historical significance such as this. On this beach the blood of soldiers stained the sand, and the tide of the war turned. The power of *place* was repeated at the Anne Frank House in the Netherlands and Buchenwald concentration camp in Germany. The preservice teachers would never be the same, and countless numbers of their future students would benefit from their participation in this experiential international program.

This chapter explores the planning, goals, implementation, and outcomes of a short-duration study-abroad program, coupled with a full-semester course, designed to bring to life the mission of preparing globally competent

teachers at the Neag School of Education at the University of Connecticut. This international experience and related course work advance this aim by preparing preservice teachers to deeply consider issues of history and how it is represented and commemorated across cultures, and is designed to enhance preservice teachers' understanding of global perspectives and their ability to effectively help the middle and high school students they will teach to be productive members of a global society. Fostering global perspectives through direct international experiences with WWII historic sites and museums in Great Britain, France, the Netherlands, and Germany to explore European perspectives of the war, participants analyze how these sites tell the story of WWII within the context of their various national narratives. The World War II focus emphasizes the development of historical empathy, and particularly the understanding of multiple global perspectives. Student participants, from an integrated bachelors/masters teacher preparation program, take on the roles of professional historians to examine the possibilities and perils of films and museums/historic sites as ways of knowing about the past, enhancing their ability to think historically and to consider issues of social justice. Additionally, students took on the role of professional educators to explore the classroom implications of movies and museums/historic sites for everyday history instruction.

The many challenges and opportunities of this program are addressed through the description of planning and program activities, discussion of student journals and course work to document the impact of the program on the participants, and the presentation of instructional aims for key aspects of this program to highlight crucial elements. In this vein, contrasting the purposeful outcomes of a short-duration experience with traditional semester-long study-abroad programs will encourage readers to think strategically about program design and perhaps increase opportunities for preservice teachers to study abroad as part of their formal professional preparation through the development of faculty-led programs as described and discussed below.

STUDY ABROAD AND TEACHER EDUCATION

The vast majority of teachers in U.S. schools are European-American and monolingual in English, and thus culturally different from many of the students they teach. These teachers often hold ethnocentric beliefs that may negatively influence the educational experiences of their diverse students (Gay, 2000). Marx and Moss (2011) note that teacher educators must challenge teachers' ethnocentric worldviews and prepare them to successfully teach culturally diverse student populations. To these ends, teacher education programs typically include a combination of multicultural course work and

clinical placements within schools that serve such culturally diverse student populations. However, research cautions that without guided reflection these experiences may reinforce existing beliefs, confirm stereotypes, and hinder preservice teachers' ability to seek alternative ways of teaching (Irvine, 2003; Sleeter, 2001).

Moving beyond domestic school placements and course work, the literature describes teacher education study-abroad programs that afford candidates an opportunity to immerse themselves in an international school setting but also with the primary aim of participation in a teaching practicum (Cushner & Mahon, 2002). Advocates for such teacher education study-abroad experiences suggest that the opportunity to live and work in a foreign culture serves as a catalyst for transforming preservice teachers' ethnocentric worldviews and moving them toward a path of culturally responsive teaching (Cushman & Brennan, 2007). Although we strongly support such international programs and aims, we contend that the primary design of cross-cultural study-abroad work in teacher education need not be limited to experiences that involve practice teaching. There are other ways to promote important aspects of culturally responsive pedagogies in our next generation of teachers.

One such approach is faculty-led, short-duration study-tour programs that immerse preservice candidates in experiential programming coupled with more traditional course work back at the home institution. While the focus of the often full-semester study-abroad programs designed around classroom experiences involve all of the learning inherent in such student teaching practicum in combination with cultural immersion, short-duration programs have different aims. Hutchings et al. (2002) describe study tours as having the potential to expand global horizons for both students and faculty as they are a platform to build links with institutions abroad. Already common to academic and professional programs across the university, such as in business and literature, they offer significant potential for teacher education as well. Faculty-led short-duration study-abroad programs—frequently known as study tours—allow faculty and students to travel together in an intensive learning and living context. In that sense, study-tour programs are *experiential* focused-learning opportunities (Braskamp et al., 2009). But this intensive learning does not occur in a vacuum. Porth (1997) describes the essence of an international study tour as involving both traditional classroom learning and experiential learning opportunities abroad with a three-phase model: (a) pre-departure/classroom phase; (b) abroad (on-site) phase; and (c) return to campus (re-entry) phase.

A significant advantage of faculty-led, short-duration study-tour programs is that individuals may sojourn outside the footprint of the standard academic year. Additionally, such experiences are typically more affordable due to the confined duration of the time abroad and thus may offer greater

opportunity for participation by teacher education candidates. Preservice teachers are an underrepresented group in study abroad. According to a recent report (Open Doors, 2012), only about 4 percent of all students studying abroad from the United States are education majors (out of over a quarter of a million students who study abroad each year). With a pressing need to produce teachers who are on the path to an ethnorrelative worldview, and thus in an ideal position to develop as culturally responsive practitioners, well-designed short-duration programs can offer significant potential to respond to this urgent call.

In the following section we address the aims of the Integrated Bachelors/Masters teacher education program at the University of Connecticut, contrast this WWII short-duration study-tour program with the semester-long international internship program at the university, and establish the specific aims of the secondary social studies program of study as the context for the program design and implementation features discussed later.

PROGRAM CONTEXT

The core tenets of the University of Connecticut's Integrated Bachelors/Masters (IBM) program include a strong liberal arts background, the development of general and subject-specific pedagogical knowledge, and high-quality clinical placements. Study-abroad programs within the Neag School are developed with these underlying principles in mind. Prior to admission to this upper-division professional preparation program, freshman and sophomores are typically regarded as pre-education majors. Admission to the IBM program is highly competitive, keeping with the program goals of preparing outstanding educators to be decision makers, leaders, and innovators. As noted in Howard, Levine, and Moss (2014):

The program is organized around three themes—student as learner, student as teacher, teacher as leader—that require progressively more complex and demanding coursework and clinic placements. Each cohort takes three years to complete their program; during each of six semesters, students complete course work, clinic placements, and a seminar that fosters reflection on and learning from clinic placements. The full-time student teaching occurs in the senior year (second year in the program as they are admitted as juniors). The final year of study (often referred to as the fifth year because it adds one year to the typical four-year undergraduate experience) is when students engage in graduate-level course work and a yearlong internship.

It is in this fifth and final year of the program that the semester-long international internship program in London, England is housed. Consistent with the teacher as leader theme for that year, internships—whether domestic or abroad—are designed to build upon student teaching and afford students direct experiences as leaders-in-training. For example, internships directly in-

volve 5th year interns in school reform projects such as large-scale curriculum development or the planning and implementation of special initiatives such as "History Day." Internships are often school-based as opposed to tied to an individual classroom, and are associated with a graduate-level research project involving timely and relevant questions that encourage students to pursue formal inquiry as a teacher-researcher.

For the London, England, internship site, this leadership lens is layered onto a cultural immersion experience. All program requirements for this international experience are essentially identical to the domestic options, except that students going abroad in the fall term of the fifth year are required to initiate their research project earlier and study intercultural learning and development in the summer term prior to their departure. In that sense, the so-called fall-semester London-based program is actually a whole calendar year program beginning in the summer term with a research methods and cultural theory course. It continues as they travel abroad for the fall term and intern in schools, take graduate-level classes, and conduct the research project. Finally, the experience extends into the re-entry spring semester where students are required to take a seminar that both supports their intercultural reflection and the completion of their research project. Although this teacher education model is non-traditional in the sense that it extends the preservice experience to an internship year beyond student teaching, similar to student teaching international programs, the school-based work is the hallmark of the program while abroad. In the case of this program, interns are immersed in the culture of high-performing urban schools in London. Cultural immersion and reflection are the keys to this program. Supported by significant opportunities for reflection, this program is designed to help preservice teachers develop ethnorrelative perspectives in support of culturally responsive teaching (Marx & Moss, 2011).

In contrast, the WWII short-duration study-tour program is not designed to be a classroom-based cultural immersion program, as students are only abroad for a matter of several weeks, but does afford a different pathway to develop as a global educator—and ultimately a culturally responsive teacher. For this WWII-focused museum and historical site experience, the means by which global competence is defined and fostered is consistent with the aims of the secondary social studies program.

The social studies education program, known among students as "Team Social Studies," follows the framework of the larger teacher education program as described earlier while adding goals specific to the discipline. We strive to have our preservice social studies candidates teach all facets of social studies in authentic and meaningful ways that will encourage their students to be lifelong learners and will help their students to engage in their civic community. We expect our graduates to serve as change agents in their

schools and in society, providing leadership and compassion. We achieve this through several social studies-specific goals that mentor preservice teachers who:

- Understand and incorporate global perspectives and dispositions into their teaching.
- Practice and promote the habits of historical thinking including asking compelling questions, developing historical empathy, connecting the past and present, and evaluating sources of evidence.
- Actively collaborate in a community of professional educators.
- Model and promote civic engagement.

First, we ask preservice teachers to be both historians and teachers from a global perspective. Studying world cultures and history is already a part of the social studies curriculum. The shift we ask preservice teachers to make as part of this program is to consider culture and history from the point of view of non-American cultures. This shift does not exclude American views, but adds to and enhances them and helps preservice social studies teachers to see through and use multiple lenses in their teaching. For example, with WWII we ask teachers to consider how the British, French, Germans, and Russians experienced the war and how their cultures remember and commemorate the war today.

Second, we work with preservice teachers to practice and promote the habits of historical thinking. Historical thinking involves deep content knowledge that is integrated with specific skills. First, the preservice teachers must practice these habits themselves as “historians.” Inquiry—asking questions, researching, evaluating sources, using evidence to make claims, and taking informed action—is a core component to historical thinking (NCSS, 2013). In addition, the ability to develop K–12 students’ historical thinking, particularly the ability to recognize others’ perspectives, is an essential element to our social studies education program. Recognizing other perspectives is directly connected to the goal of learning about and understanding global perspectives. One project the preservice teachers completed to meet this goal is to design and create a museum exhibit on how weather and geography impacted WWII. They developed questions, conducted research, located and evaluated sources, used evidence to support claims, and did all of this while considering multiple perspectives on the war.

Third, we provide opportunities for preservice teachers to actively collaborate in a community of professional educators including their preservice peers, teachers and administrator in local schools, museum educators, and university faculty. This learning community provides intellectual and emotional support for its members while also preparing them to productively collaborate and communicate as professionals. The preservice teachers are

also exposed to new ways of thinking and multiple models of professional practice.

Finally, we model and promote issues of civic engagement. We strive to encourage teachers to practice civic engagement and to help their students do so as well. Civically engaged citizens are aware of and understand contemporary issues—local, regional, national, and international—can weigh evidence and analyze other points of view, and can communicate and act upon what they learn in order to promote the common good. The content and skills promoted in a rigorous social studies curriculum are critical to promote civic engagement and maintain democracy.

All of these goals promote and encourage teachers who value and actively consider issues of social justice in their teaching and in the education community more broadly. Issues of social justice are important beyond the borders of the social studies classroom but also hold a particular relevance as we can explore these issues through the social studies content covered in class.

It is important to note that the two study-abroad programs—full-semester London internship and WWII study tour—are designed around a similar model: required predeparture, study abroad, and re-entry experiences. In both the planning and execution of each distinct program, the outcomes are clearly articulated and experiences are designed to promote such aims. For the London program, cultural immersion and reflection in an internship is paramount (and thus a full semester is mandated); and for the WWII program, preparing globally competent teachers is accomplished via the consideration of historical thinking, development of the habits of historical inquiry, understanding and incorporating global perspectives into the development of curriculum and museum exhibits, developing connections with institutions abroad, and actively collaborating in a community of globally minded professionals. As will be addressed in the final section of this chapter, the notion of global competence is broad (Longview Foundation, 2008), and a key message of this chapter is that there is more than one way to design and implement study-abroad programs specifically designed for preservice teachers.

In the following section we will address the specific aims of the WWII study-tour program, including key design and implementation features.

PROGRAM DESIGN AND FEATURES

Background

The study-abroad program is part of a University of Connecticut-based course titled “Teaching World War II: Multiple Perspectives on the War in Europe.” It is designed for preservice secondary social studies teachers to enhance their understanding of global perspectives and their ability to effectively help the middle and high school students they teach to be productive

global citizens. The preservice teachers complete two days of preparation work (twelve hours total) followed by travel to WWII-focused historic sites and museums in Great Britain, France, the Netherlands, and Germany where they learn about European perspectives of WWII, analyze how these museums tell the story of WWII within the context of their own national narrative, and interview museum staff. The pre-departure class time and travel occur in May after the customary academic year is complete. The following fall the students complete a full semester of coursework that includes field-work at museums in Washington, DC.

The students who enroll in the course are all preservice social studies teachers. Prior to going abroad and taking the re-entry course, as a routine element of their program they all complete a full semester of social studies methods. The methods course is required for all students regardless of participation in the study-abroad program and is instrumental in introducing key concepts and practices related to history education, museum education, global perspectives, and empathy. As part of the methods course the preservice teachers engage in a series of online communications with preservice teachers from the University of Nottingham in England. They exchange essays and PowerPoint presentations as well as engage in discussions around critical issues in history education and specifically about WWII and the Holocaust. Subsequently, those students who participate in the study tour meet their preservice counterparts from Nottingham during the visit to London and experience museums and sites together. Both the online exchanges and in-person museum experiences offer direct interactions with international peers around issues of WWII through a global lens.

Studying abroad affords students opportunities to interact with history and culture, thus fostering global perspectives through direct international experiences. Students thoroughly investigate their own experiences as students of World War II with two purposes. First, they take on the roles of professional historians to examine the possibilities and perils of films and museums/historic sites as ways of knowing about the past. Students enhance their ability to think historically, particularly to analyze and evaluate films and museums/historic sites. Second, students take on the role of professional educators to explore the classroom advantages and disadvantages of movies and museums/historic sites for everyday historical instruction. Together these two aims support the development of global competence by enhancing the preservice teachers' exposure to global perspectives while also reinforcing the notion of teaching for social justice by encouraging a critical examination of sources of information, by expanding their experiences to better see how others view and experience the world, and by reflecting on the advantages and limitations of their own experiences and privilege as Americans and college students.

The focus on World War II emphasizes the development of historical empathy, particularly understanding multiple global perspectives of WWII and the impact of the war on soldiers and civilians, with the specific goal of developing the ability to be productive global citizens. Hence, the films, museums/historic sites, and readings concentrate on exploring American, British, French, Dutch, German, and other perspectives of both soldiers and other victims and survivors.

The fostering of teachers with global perspectives requires *direct* international experiences, and this program affords students opportunities to interact with history and culture in a way that cannot be accomplished by only studying in the United States.

Course Objectives and Guiding Questions

A set of overall objectives and guiding questions steers the course, including the study-abroad component. The three objectives include:

1. Students will know and be able to skillfully analyze, interpret, and evaluate films and museums in order to understand the past.
2. Students will know and be able to effectively develop lessons for secondary students that incorporate films and museums into their social studies curriculum.
3. Students will know and be able to explore their role as global citizens and strengthen their capacity to participate in a global community.

In addition there are several learning outcomes specifically for the study-abroad component of the course. These outcomes are:

Students will:

- Investigate key events and people from WWII in order to identify turning points in the war and determine cause and effect for various elements of the war from the perspective of multiple participants.
- Explore the human experience during war and the features that shape human activities during war.
- Cultivate an appreciation for teaching about the past in ways that provide multiple international perspectives, develop historical empathy, and stimulate student inquiry.
- Analyze and critique WWII museums/historic sites and consider whether they are an effective means for teaching about the war.
- Evaluate the role of museums in depicting the past and in the development of students' historical understanding.

- Consider how to prepare students for participation as citizens in a global community with ethnorrelative perspectives beyond that of the United States.

Finally, there are four guiding questions that direct all course activities and assessments. These are:

1. Was World War II a “good” war?
2. How can we use WWII films and museums as effective teaching tools, particularly to understand multiple perspectives? What opportunities do they create? What dangers do they pose?
3. How do films and museums enable us to engage the past? What avenues do they open up and what avenues do they close down?
4. What is the relationship of film and museums to other ways of knowing the past? How do they serve as evidence and as representations of the past in comparison to other primary and secondary documents?

Study-Abroad Experiences

Prior to visiting each site the students provide an overview/preview and lead a discussion (students are preassigned sites and conduct research as part of the previsit preparation). At each site the preservice teachers have some time to tour on their own and some time meeting with museum staff to discuss museum education, history education, and global perspectives on WWII. After each visit the students self-lead debriefs of each site. As noted, in 2013 our London visits also included collaboration with preservice social studies teachers from the University of Nottingham.

The Europe visit runs for about two weeks. The 2013 trip (most recent at the time of publication) included the following experiences:

Duxford Air Base, Duxford, England

Duxford is the site of a former WWII airbase. There are multiple exhibits each in a separate hangar, memorials, and dozens of planes and other vehicles. The museum provides the British perspective of WWII with a heavy emphasis on the Battle of Britain and the role of airpower. The preservice teachers learn about just how differently the average British citizen experienced the war compared to Americans. There is also a hangar and memorial dedicated to the Americans, which provides the opportunity to evaluate how the British view American involvement in the war—something unique to the preservice teachers.

Green’s Park WWII Memorials

Green’s Park in London has several WWII memorials including a general memorial, a memorial for the British airmen who served during the war, as well as memorials for New Zealand, Australia, and those who served from Africa. The memorials show a British perspective while emphasizing the importance of the commonwealth and bonds with other (non-American) nations. These memorials reinforce the point that the dominant American viewpoint taught in the United States is not the only way to learn about WWII or other events. This tour, as well as to the HMS *Belfast* and Churchill War Rooms, included students from the University of Nottingham.

HMS Belfast, Churchill’s Cabinet War Rooms

The HMS *Belfast* is a British navy ship from WWII based in the Thames River in London. The Churchill War Rooms is the underground bunker where the British government functioned during the war. Both emphasize the British role in the war and show a focus on Churchill (rather than FDR) and the impact of the war in London.

Mémorial de la Shoah, Paris

This museum is France’s major Holocaust museum. Viewing the Holocaust via a French perspective added an important dimension both in terms of considering the French experience and also analyzing how a French museum chose to remember these events.

Normandy beaches/Pont-du-hoc/American Cemetery

The preservice teachers visited several of the Normandy beaches including Pont-du-hoc and the American Cemetery. Here students developed strong emotional connections to the past and viewed American perspectives alongside European ones. These sites also emphasized the power of place—the feeling of awe in being at the location of significant events.

Musée de l’Armée, Paris

The military museum in Paris provides a uniquely French narrative covering all eras of French history. The mostly one-dimensional perspective affords a wonderful opportunity to see how museum can convey a narrow view of the past. The story of the U.S. role in both WWI and WWII is shown as limited, a real revelation to the preservice teachers.

The Jewish History Museum/Old Jewish Neighborhood Tour/Portuguese Synagogue, Amsterdam

The visit to Amsterdam includes a visit to the Jewish History Museum, and varying by year, a tour of the old Jewish neighborhood or the Portuguese synagogue. This site provides Jewish cultural background, adding context to the students' understanding of WWII and the Holocaust. It also provides a Dutch perspective.

Anne Frank House, Amsterdam

Similar to the Normandy beaches, the power of place is overwhelming when walking into the Anne Frank House. Once again the preservice teachers deepened their emotional bonds to the past. They especially appreciated exposure to the perspectives of Anne's father, Otto, as well as other people who helped hide or hid with Anne. This expands the perspective beyond just that of Anne, which they know from reading her diary prior to the trip.

Holocaust Memorial, Berlin

The focus of the visit to the Holocaust Memorial in Berlin, Germany was consideration of how the Germans are choosing to remember and honor victims. Larger issues of memorialization play an important role in the discussions.

Buchenwald Concentration Camp, Germany

Buchenwald was the third site that emphasized the power of place and helped the preservice teachers establish strong emotional bonds with the past. They also explored how the site is preserved and how the Germans chose to present it in modern society.

Jewish Museum, Berlin

Berlin's Jewish Museum provided a German-Jewish perspective and a fascinating forum to examine the use of evidence in creating historical narratives. It also offered a way to evaluate how a museum can create balance between its educational and memorializing missions.

Topography of Terror Museum, Berlin

This relatively new museum, which opened in 2010, delivers a uniquely German perspective, distinctly different from the allies. Two specific issues emerge from the visit. First, why do they focus primarily on the Third Reich and not many of the more brutal aspects of the war? Second, why do they rely primarily on photographs to tell the story?

Table 2.1 illustrates an overview of the WWII study-abroad program for preservice secondary social studies teachers.

In the following section we will discuss the assessments and overall impact of the program on the preservice teacher participants.

PROGRAM IMPACT

Major Assessments

The students are required to complete five major assignments and multiple smaller assignments as a means of assessing their growth and learning. All of these assessments are directly related to the study-abroad experience. First, students must maintain a reflective journal throughout the study-abroad experience and class sessions to record their experiences and critical reflections. Second, working as a group, students are required to create a museum exhibit in collaboration with a local museum. Third, students write and present a grant proposal to help facilitate the integration of WWII museums/

Table 2.1.

Key Components	Assessments
<p>Pre-Visit</p> <ul style="list-style-type: none"> • Two days of coursework • Readings prior to class • Content preparation • Intercultural understanding and communication training • Team building • Museum education preparation <p>Multiple museum visits through previous coursework</p> <p>Online collaboration with preservice social studies students from the University of Nottingham, England</p>	<p>Informal</p>
<p>During Visit</p> <p>Visits to museums and historic sites in England, France, the Netherlands, Germany (two weeks).</p>	<p>Presentation/orientation of museums to peers</p>
<p>Post-Visit</p> <p>Full-semester course</p> <ul style="list-style-type: none"> • Mini-teaching • Monument visits • Museum visits in Washington, DC • Readings • Film viewings • Small group projects 	<ol style="list-style-type: none"> 1. Reflective journal 2. Teaching of World War II film 3. Monuments/memorials project 4. Museum exhibit creation 5. Grant proposal

historic sites and film into the social studies/history curriculum. Fourth, students complete a mini-teaching lesson based on a film viewed by the class. Fifth, students must visit and present about monuments and memorials in the United States. See appendix A (“Key Elements from Course Syllabus”) for an overview of the assignments and appendix B (“Selected Course Assessments”) for a full description of select assessments.

Student Development

Overall, the preservice teachers demonstrated clear evidence of growth in their understanding of history as having multiple perspectives and narratives, in their ability to develop lessons that present more global perspectives, and in their interest in continuing to pursue international opportunities and thus further mature as global citizens. Across all journals the preservice teachers reflected on how the visits to museums across Europe changed how they viewed WWII and opened their eyes to new ways of thinking about history, increasing empathy, and providing ideas for teaching. Representative of this shift is one participant who wrote in her journal (referring to a group of French students at the American Cemetery in Normandy): “This really got me thinking about learning history from multiple perspectives. How would this French group be studying WWII compared to American students? How would they see their role in something like D-Day compared to the U.S. perspective?”

The preservice teachers also demonstrated their growth through lessons they created, which were more likely to include additional perspectives when compared to units created the year before. The preservice teachers also showed an ability to be civically engaged in the creation of an exhibit on the impact of weather and geography on WWII that was installed at a local museum near the university. Finally, the participants became much more eager to travel and work abroad. Several decided to teach abroad, including in Thailand, Spain, and South Africa. Several others went back to Europe for further short-term international experiences. We even received multiple comments from department chairs and principals that the preservice teachers’ study-abroad experiences played a prominent role in the hiring process and helped to distinguish them as candidates, particularly because they could speak from experience about empathy and global citizenship. Examples of student products can be seen at:

- Website for student-created tour book (from 2011 trip), <https://sites.google.com/a/uconn.edu/wwiitour-book/home>
- Website for student-created museum exhibit (from 2013 trip), www.wv2weathergeography.weebly.com

CONCLUSIONS

A key aim for this chapter was to present and discuss central elements of a short-duration WWII study-tour program as means for preparing globally competent teachers. In summary, participants in this program take on the roles of professional historians and educators to examine the possibilities and perils of films and museums/historic sites as ways of knowing about the past through a global lens. The development of global competence is explicitly promoted by enhancing preservice teachers’ exposure to global perspectives while also reinforcing the notion of teaching for social justice by encouraging a critical examination of sources of information, by promoting experiences to better see how others view and experience the world, and by reflecting on the advantages and limitations of their own experiences and privilege as Americans.

It is important to recall that the two study-abroad programs discussed within this chapter—full-semester London internship and WWII study tour—are both designed around the predeparture, study abroad, and re-entry model. We assert that such a model is necessary to achieve our aims for promoting global competency as operationalized for each distinct program. For the London program, cultural immersion and reflection in an internship supported by a teacher-as-researcher project is foremost; in contrast, the WWII program preparing globally competent teachers is accomplished via the development of the habits of historical inquiry, understanding and incorporating global perspectives into curriculum and museum exhibit planning, fostering connections with institutions abroad, and actively collaborating in a community of globally minded professionals. The construct of global competence is broad, and the key message of this chapter is that there are multiple ways to design and implement study-abroad programs specifically for preservice teachers—it depends upon which aspects of global competence you prioritize and it is likely that no single program can meet all the various aims. Although many successful programs involve student teaching or other school-based activities, faculty-led short-duration study-tour programs offer a viable option to help the next generation of teachers develop as globally competent professionals.

To conclude this chapter, we would like to briefly address the ongoing teacher education internationalization efforts at the Neag School at the University of Connecticut as it offers important lessons learned for programs engaged in such work. Although the WWII program is only several years old, the full-semester London-based internship has been running for approximately two decades. Yet, both programs remain a work in progress. Partnerships with the Office of Global Affairs at our university, especially education abroad, have been instrumental in assisting with the logistical design and execution of each program. Similarly, the academic component of each pro-

gram evolves along with the literature in the fields of intercultural studies, study abroad, and teacher education—to name but a few. Key faculty hold the primary responsibility for each program, and since the pre and post model of both programs involves substantial faculty involvement, our programs would not be possible without both significant faculty effort and institutional support. For example, the re-entry seminar as part of the London program and post-study-abroad course in the WWII program are assigned to faculty as routine elements of their teaching load. In that way, the Neag School has institutionalized both programs by supporting faculty in all aspects of its implementation.

At the time of the development of this chapter, as a teacher education program at our university we find ourselves in program-wide discussions regarding the further internationalization of our programs to enhance our ability to foster globally competent teachers who implement culturally and linguistically best practices in their classrooms. In a recently developed internal report at our university titled, “Rationale for the implementation of expanded cultural immersion experience programs” (Moss et al., 2014), we address the motivation for expanding our study-abroad programs in teacher education and echo a point made earlier in this chapter that an ethnorrelative worldview is a key element of the broader construct of global competence and, for educators, globally competent teaching. As such, we advocate that teacher education candidates should pursue the purposeful development of knowledge, skills, and beliefs that promote global competence. Bennett (2004) describes an ethnorrelative worldview as one that allows for “the experience of one’s own beliefs and behaviors as just one organization of reality among many viable possibilities” (p. 62). The ethnorrelative developmental stages are “ways of *seeking cultural difference*, either by accepting its importance, by adapting perspective to take it into account, or by integrating the whole concept into a definition of identity” (2004, p. 63, italics in original). Seeking difference is a core notion underpinning the pursuit of social justice, and encouraging ever greater numbers of preservice teachers to seek such difference through direct international experiential opportunities will help serve the elusive aim of promoting equity across the American educational system today.

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APPENDIX A: KEY ELEMENTS FROM COURSE SYLLABUS

Course Overview

This course brings together two undertakings: the study of the past and the development of effective ways of teaching history. Its historical focus will be World War II, and we shall endeavor to comprehend this complex and consequential conflict as deeply and as rigorously as would a class devoted solely to the history of this war. We shall do this principally through the study of films, museum displays, historic sites, and memorials.

We will thoroughly investigate our own experiences as students of World War II with two purposes. First, we will take on the roles of professional historians to examine the possibilities and perils of films and museums/historic sites as ways of knowing about the past. You will enhance your own ability to think historically, particularly to analyze and evaluate films and museums/historic sites. Second, we will take on the role of professional educators to explore the classroom advantages and disadvantages of movies and museums/historic sites for everyday historical instruction.

Our focus on World War II will emphasize the development of historical empathy, particularly understanding multiple global perspectives of WWII and the impact of the war on soldiers and civilians, with the specific goal of developing our ability to be productive global citizens. Hence, our films, museums/historic sites, and readings will concentrate on exploring American, British, French, German, and other European perspectives of both soldiers and other victims and survivors.

A significant component of the course includes field site visits. During the first half of the course we will journey to Europe to witness firsthand the location and artifacts of many critical moments during World War II. The second half of the course includes the viewing and analysis of numerous World War II films and a visit to the United States Holocaust Memorial Museum in Washington, DC.

Essential Questions for the Course:

1. Was World War II a “good” war?
2. How can we use WWII films and museums as effective teaching tools, particularly to understand multiple perspectives? What opportunities do they create? What dangers do they pose?
3. How do films and museums enable us to engage the past? What avenues do they open up and what avenues do they close down?
4. What is the relationship of film and museums to other ways of knowing the past? How do they serve as evidence and as representations of the past in comparison to other primary and secondary documents?

Goals and Objectives

Enduring Understandings/Objectives:

1. Students will know and be able to skillfully analyze, interpret, and evaluate films and museums in order to understand the past.
2. Students will know and be able to effectively develop lessons for secondary students that incorporate films and museums into their social studies curriculum.
3. Students will know and be able to explore their role as global citizens and strengthen their capacity to participate in a global community.

As part of the enduring understandings above, students will know and be able to:

- investigate key events and people from WWII in order to identify turning points in the war and determine cause and effect for various elements of the war from the perspective of multiple participants
- explore the human experience (civilians and soldiers) during war and the features that shape human activities during war
- continue to evolve a personal philosophy of learning and teaching social studies
- cultivate an appreciation for teaching about the past in ways that provide multiple perspectives, develop historical empathy, and stimulate student inquiry
- consider how to prepare their students for participation as citizens in a global community by “learning” history/social studies throughout their adult lives
- analyze and critique WWII films and museums and consider whether they are an effective means for teaching about the war

- evaluate the role of film and museums in depicting the past and in the development of students’ historical understanding
- demonstrate the skills and knowledge to effectively use film to teach history and to effectively incorporate trips to museums into the curriculum

Readings:

- *History on Trial*, Deborah Lipstadt (2005)
- *Night*, Elie Weisel (2008)
- *Alan’s War*, Emmanuel Guibert (2008)
- *Preserving Memory: The Struggle to Create America’s Holocaust Museum*, Edward T. Linenthal (2001)
- *In the Garden of Beasts*, Erik Larson (2011)
- *Freedom From Fear*, David Kennedy
- *Diary of Anne Frank*
- “Teaching History with Film,” Marcus, Metzger, Paxton, Stoddard
- *War and Genocide: A Concise History of the Holocaust*, Doris Bergen (2009, second edition)

Required Films to View (some may be viewed in class):

- *Schindler’s List* (1993)
- *Europa Europa* (1990)
- *The Pianist* (2002)
- *The Shop on Main Street* (1965)
- *Defiance* (2008)
- *Life is Beautiful* (1997)
- *Saving Private Ryan* (1998)
- *Patton* (1970)
- *A Bridge Too Far* (1977)
- *The Longest Day* (1962)
- *Band of Brothers* (2001)
- *Swing Kids* (1993)
- *The Bridge* (1959)
- *Sarah’s Key* (2010)
- *Amen* (2002)
- *The Counterfeiters* (2007)
- *Train of Life* (1998)
- *Black Book* (2006)
- *Miracle at Santa Anna* (2008)
- *A Film Unfinished* (2010)

Projects/Assignments

There will be five (5) major products expected from each student. In addition, there are several smaller assignments that support the larger products and various in-class assignments. The five major products are:

1. Reflective journal
2. Teaching of World War II film
3. Monuments/memorials project
4. Museum exhibit creation—how weather and geography impacted WWII
5. Grant proposal

Additional Resources—Websites—World War II:

- Imperial War Museum (United Kingdom): <http://www.iwm.org.uk/>
- Normandy (Dday): <http://www.normandie-tourisme.fr/normandy-tourism-109-2.html>; <http://www.normandiememoire.com/NM60Anglais/mneh/accueil.php>
- Museum of Jewish Art and History (France): <http://www.mahj.org/>
- Museum (France): <http://www.invalides.org/>
- KL-Natzweiler concentration camp and museum (France): <http://www.struthof.fr/index.php?id=1&L=1>
- Anne Frank House (Amsterdam): www.annefrank.org
- The Jewish Museum of Deportation and Resistance (JMDR), Mechelen, Belgium: http://www.cicb.be/en/home_en.htm
- Battle of the Bulge—Bastogne: <http://www.crba.be/>; http://www.bastognehistoricalcenter.be/index2.php?sm=bastogne_en-1
- U.S. Holocaust Memorial Museum: www.ushmm.org
- Holocaust Denial on Trial: <http://www.hdot.org/>
- United States WWII Memorial (Washington, DC): <http://www.wwiimemorial.com/>

APPENDIX B: SELECTED COURSE ASSESSMENTS

Reflective Journal:

The purpose of the journal is to help you record what you are learning (about WWII, about teaching with film and museums/historic sites, about analyzing historical sources, and about global citizenship) and how you are reacting to that learning (emotional reactions, ideas for teaching, reflections on the nature of history, etc.). Your journal entries may help you in the completion of your other projects while also allowing me a window into your growth and development during the semester. It is expected that you will

candidly record in this journal your reflections as a student of history aspiring to teach history and social studies.

There are required entries for each of the readings, films, and museums/historic sites. In addition you are required to include at least five (5) other entries at any time during the semester as well as a short introduction/overview to the journal and a final summary entry. The final summary entry should highlight your key reflections from during the semester and, drawing from the journal, must explicitly address the course's essential questions.

Each page of the journal will have two columns. The first column is for information or ideas that you are learning from a reading, film, museum/historic site, class session, and so on. The second column is for your personal thoughts, reflections, ideas, feelings, and so forth, in reaction to or in addition to what is in the first column. For your second column keep in mind the course's essential questions:

1. Was World War II a good war?
2. How can we use WWII films and museums/historic sites as effective teaching tools? What opportunities do they create? What dangers do they pose?
3. How do films and museums/historic sites enable us to engage the past? What avenues do they open up and what avenues do they close?
4. What is the relationship of film and museums/historic sites to other ways of knowing the past? How do they serve as evidence and as representations of the past in comparison to other primary and secondary documents?

Other variations of the two columns are okay (e.g., different colors) as long as you have notes and meta sections. In summary:

- An entry is required for each reading, film, and museum/historic site—you already have these for Europe. (You can do one entry for a set of assignments due a particular day as long as you include reflections on all of the readings/films). Be sure to include a date with each entry.
- You must complete at least five (5) additional entries.
- Include an introduction or overview of the journal that previews the journal for the reader.
- Provide a summary entry with overall thoughts and reflections and that addresses the course's essential questions.
- Each page (and thus entry) must have two columns—one for what you are learning and one for your thoughts, reflections, ideas, and feelings.

Museum Exhibit Assignment:

Working as one large group, we will collaborate with the Connecticut Museum of Natural History to plan, design, and build a museum exhibit focused on how weather and geography impacted the European theater of WWII. We will learn about all phases of museum exhibit design and apply our studies to a real museum project. The exhibit will culminate in hosting a grand opening for the community. Website for final product: www.ww2weathergeography.weebly.com.

Monument follow-up assignment:

Monuments and memorials are an important way our society remembers the past. Our collective memory of past people and events is expressed, in part, through the monuments and memorials in towns and cities throughout the United States.

Our goal is to explore how World War II and other historical events, are remembered through monuments here in Connecticut and the region and to consider how we might use monuments in our teaching.

In pairs you will research, visit, and present local monuments and memorials about WWII and another topic of your choice. Please complete the following tasks:

With your partner, research background information on local monuments and memorials including:

- WWII monuments/memorials
- Another topic or location or theme of your choice (e.g., you could decide to go to the CT State House and explore all monuments there across multiple events, or you could choose a specific event like 9/11, or you could choose a theme like women/women's history).
- Some towns may have multiple monuments while others may have few. There is no restriction on which towns or how many towns you cover. Visiting monuments in your hometown where you teach is always a good option but may not be enough to complete the assignment.

Questions to consider for your research include:

- When was the monument/memorial built?
- Who funded the monument/memorial?
- Who sponsored/promoted/proposed/championed the monument/memorial?
- What controversies arose in planning or building the monument/memorial?
- What is the purpose, function, and/or goal of the monument/memorial?

- Has the monument/memorial been changed in any way?
- Take photos of each monument/memorial. You will use the photos to describe the monument/memorials to your colleagues during presentations in class.

With your group, visit the monuments/memorials you researched. During your visit complete the following:

Answer the following questions:

- What is the history/background of your monument (funding, who proposed/designed it, controversies, location, etc.)?
- What is your first impression of this monument?
- What is the monument's primary message about WWII (or another event/person)?
- How does the monument make you feel?
- How does the monument make use of words, light, architecture, materials, sound, symbols, and other aesthetics to convey its message, establish a mood, impact a visitor, and so on?
- Whose values and perspectives are best represented, and whose values/perspectives are left out?
- How does this monument compare to the others you have visited?
- What does the monument portray in a positive way? What does it portray in a negative way?

Back in class you will discuss your monuments/memorials as part of an interactive gallery walk.

On a laptop you will present your monument/memorial. The format of the presentation should include images and text.

One person from each team will present while the other team member rotates to see the other presentations. The process then repeats with presenters and audience switching roles.

When presenting your monument/memorial you must provide copies of a one-page handout with background information, analysis, and resources (Alan can make copies for you if provided at least a week prior to the presentations).

Lessons for WWII Film Assignment:

For this assignment students will work in small groups. Each group will be assigned the film(s) for one day of class and will be responsible for developing lessons for using the film(s) for teaching with secondary students. You will present the lessons to the class, and at least in part, teach the

lessons. The activities are an opportunity to practice developing lessons for films and to receive colleague feedback lessons and teaching.

Your responsibilities include:

- Develop the lessons and submit them for review, along with your plan for presenting them, two weeks prior to teaching.

The lessons should include recommendations for use of the film in secondary history classrooms—when and how to use and a list of resources that might accompany the film. Be sure to include primary and secondary sources.

- Teach/present the lesson to the class (twenty-five-minute lesson).

You are welcome to include PowerPoint, handouts, and so on. I can help with copying of materials if they are submitted in a timely manner (at least one week prior to the lesson).

- Participate in a “meta” session about your lesson.

Simulated Grant Proposal

Grant Proposal Paper:

You and a colleague are applying for a grant of up to \$2,500 to use in your school district to help facilitate the integration of film or museums into the social studies/history curriculum. The ultimate goal is to demonstrate your skills in developing effective lessons for film or museums. A secondary goal is to give you practice at applying for funding. As part of the grant application, you must create, and present (informally in class) a component of a unit for WWII or another topic of your choice that employs film and/or site visits to museums/historic sites as its central pedagogical tool(s). You are to submit your project in a narrative of no more than twelve pages.

The narrative should begin with an opening section that provides an overview of your application (what is your topic/project, how will the funds be used, the strengths of your project) and then must answer the following questions:

- What are the student objectives and guiding questions for this unit?
- What educational purpose does your unit serve?
- What materials provide background for you as the curriculum developer and what materials are included as part of the classroom practices in your unit?
- What is your rationale for choosing your specific topic and for choosing these materials?

- What are the activities for the unit? How do these activities meet your objectives?

Setting for unit: The school context for your unit is a class (or multiple classes) with high school students who are of mixed ability levels (non-tracked), represent a diverse range of racial and ethnic backgrounds, and come from a wide range of income levels. Technology and general resources are readily available, and the administration and parents are supportive of your efforts. You may choose whether the course is world history (ninth/ tenth grade) or United States history (eleventh grade).

The committee reviewing the grant applications is comprised of teachers and historians.

Suggested format for proposal:

- Overview of project (two pages).
 1. What is your topic/project?
 2. How will the funds be used (an overview—the actual budget goes in appendix A)?
 3. The strengths of your project.

- Rationale for choosing your specific topic and for choosing the materials (two pages).
- Overview/outline of the lesson including guiding questions/objectives and a one-page calendar outline of lesson (one to two pages).
- Information about all of the films and/or museums used in the lesson including detailed descriptions, rationale for including, a brief analysis of each (historical accuracy, perspectives included and left out, strengths and weaknesses, etc.) (three to four pages, may vary depending on number of films/museums). Supplemental information could be included in an appendix.
- An outline of activities for the unit. This should be a day by day lesson plan. You do *not* need to include accompanying materials/handouts/rubric, and so on. You *do* need to discuss how you are assessing within and across the lessons. There is no minimum or maximum length (number of days) of the lesson (three to four pages).

Include: Proposed budget; a list of all resources used for the proposal both for yourself and for the lessons; and a self-evaluation of the proposal using the rubric.

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Chapter Three

Culture and Class

Latina Preservice Teachers in Costa Rica

Mary Petró and Burcu Ates

INTRODUCTION

I feel now that I can't just come back and teach in Houston. . . . I would be stuck, but there is so much to see. I feel like this is Costa Rica, imagine the other countries, how their system works, maybe I'll find better methods, you know? So I just want to learn more and more. (Yadira, interview, March 6, 2014)

These thoughts are from Yadira, a preservice teacher of Mexican descent who participated in a study-abroad program in Costa Rica where she taught content area lessons in Spanish and English to public elementary school children. It was taken from an interview with her conducted ten months after she returned from the study abroad. She has been changed by the experience and developed the ability to view education from an international perspective, recognizing the wealth of knowledge that exists beyond the confines of the United States.

Internationalization of higher education has been a common theme and an educational goal for administrators, faculty, and researchers not only in U.S. institutions, but also in other countries (Thomas, 2006; Kahlhan, 2013). There are various rationales (i.e., political, academic, cultural/social, and economic) for internationalizing higher education (Kreber, 2009). From the academic point of view, it is “the goal of achieving international standards for both teaching and research” (Kreber, 2009, p. 3); and from a cultural/social point of view, it involves “understanding foreign languages and cultures, the preservation of national culture, and respect for diversity” (Kreber, 2009, pp.