HOW PRESERVICE TEACHERS EXPERIENCE
BECOMING INTERNATIONALLY MINDED
THROUGH PRIMARY YEARS PROGRAMME CERTIFICATION

A dissertation submitted to
Kent State University College
of Education, Health, and Human Services
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy

By
Kathleen A. O’Dell

August 2017
A dissertation written by
Kathleen A. O’Dell
B.S., University of Hawaii at Hilo, 1994
M.A.T., Kent State University, 2002
Ph.D., Kent State University, 2017

Approved by

_______________________________, Co-Director, Doctoral Dissertation Committee
Martha Lash

_______________________________, Co-Director, Doctoral Dissertation Committee
Gumiko Monobe

_______________________________, Member, Doctoral Dissertation Committee
Maureen Blankemeyer

Accepted by

_______________________________, Director, School of Teaching, Leadership, and Curriculum Studies
Alexa Sandmann

_______________________________, Dean, College of Education, Health, and Human Services
James Hannon
The purpose of this mixed method study was to understand how preservice teachers experienced becoming internationally minded at the Midwestern public university where they were enrolled in an early childhood education program in which Primary Years Programme (PYP) certification was embedded. Findings show that the PYP elements in the early childhood education courses provided the participants with a framework for understanding and defining international mindedness as shown in their use of the PYP learner profile attributes in explaining international mindedness and its importance in their teaching practice. The frequency and intensity of the PYP field and student teaching experiences varied among the participants, and no single combination had a greater influence than another on their interest in teaching in a PYP school or on their perceived growth in international mindedness. Two areas emerged as influential in their journey. First, predisposition played an important role as a starting point for the participants’ journeys toward international mindedness. Second, intercultural relationships emerged as strongly influencing the level of intercultural competence of the participants and the value they placed on international mindedness in their practice. Those who developed close intercultural relationships before or during this study saw the
extent of the benefits of teaching international mindedness to students beyond the confines of the classroom with the aim of nurturing global citizenship. Although this study provides insights into designing or improving a PYP certification program at a university when the aim is to create international mindedness, much remains to be learned.
DEDICATION

To my children Mika and Kai, my source of strength and inspiration.
ACKNOWLEDGEMENTS

Writing my dissertation was the last step in a four-year plan of commitment to reentering the field of education as a researcher as well as practitioner. This commitment meant major changes for me and for my family. The end result is extremely rewarding, but I fully acknowledge the struggle it has been for all of us to get here and the sacrifices we made along the way. I could never verbalize how blessed I feel to have had the unconditional love and support of my wife Molly along this journey. I could not have made it through without her picking up every ball I dropped, more often than not without being asked. My children lost a great deal of time with me through this process. I am thankful for their patience and hope that they will look back on this time as necessary for the greater good of our family as well as my profession.

I will always credit Dr. Martha Lash, my committee chair and dear friend, with talking me into pursuing my Ph.D. I know that it was her confidence in me and the support that she offered—and has continued to offer—that made me decide to accept this challenge. She is my mentor, my role model, and sometimes my lifeline; and I am so grateful to have her in my corner.

I am also thankful to Dr. Gumiko Monobe, the cochair of my committee, who agreed to accompany me on this journey despite the numerous professional commitments she already had at the time. Dr. Monobe has always challenged my thinking and encouraged me to use a critical lens in my research. I want to thank her for all the deep conversations and for her friendship and support. She is a constant reminder to me to see the whole picture through my eyes and those of others.
I also very much appreciate Dr. Maureen Blankemeyer and Dr. William Bintz, my committee members, for their encouraging words, critical feedback, and time and attention on top of their already very busy schedules.

I will always be grateful to Natasha, my fellow doctoral student. She was one step ahead of me in this process and always reached back to take my hand and guide (or pull) me through my next step. I know I have made a lifetime friend in Natasha.

Finally, my deepest gratitude to Dr. Linda Meixner, who took on the challenge of editing this work. Her energy and drive encouraged me to keep up my pace, and her comments kept a smile on my face. I know I am a better writer now having worked with her.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>International Mindedness and the International Baccalaureate Organization</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Research Questions</td>
<td>6</td>
</tr>
<tr>
<td>Rationale</td>
<td>7</td>
</tr>
<tr>
<td>Researcher’s Perspective</td>
<td>11</td>
</tr>
<tr>
<td>Keywords</td>
<td>12</td>
</tr>
<tr>
<td>Summary</td>
<td>13</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>14</td>
</tr>
<tr>
<td>History of the International Baccalaureate</td>
<td>14</td>
</tr>
<tr>
<td>Challenges for the IB</td>
<td>18</td>
</tr>
<tr>
<td>Benefits and Limitations</td>
<td>20</td>
</tr>
<tr>
<td>The Primary Years Programme</td>
<td>22</td>
</tr>
<tr>
<td>Defining International Mindedness</td>
<td>26</td>
</tr>
<tr>
<td>Comparing Definitions</td>
<td>26</td>
</tr>
<tr>
<td>Defining IM in Practice</td>
<td>28</td>
</tr>
<tr>
<td>Intercultural Understanding as a Component of IM</td>
<td>30</td>
</tr>
<tr>
<td>Intercultural Competence</td>
<td>31</td>
</tr>
<tr>
<td>Learning Theories Related to Intercultural Competence</td>
<td>36</td>
</tr>
<tr>
<td>Gaining International Mindedness</td>
<td>38</td>
</tr>
<tr>
<td>Predispositions and Attitudes</td>
<td>39</td>
</tr>
<tr>
<td>Intercultural Experience</td>
<td>43</td>
</tr>
<tr>
<td>Conclusion</td>
<td>48</td>
</tr>
<tr>
<td>III. METHODOLOGY</td>
<td>50</td>
</tr>
<tr>
<td>Research Questions</td>
<td>50</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>51</td>
</tr>
</tbody>
</table>
Mixed Methodology ........................................................................................................ 52
Pilot Study ........................................................................................................................ 54
  Survey Results .............................................................................................................. 55
  Interviews .................................................................................................................... 56
Implications for Research .............................................................................................. 61
Research Design and Methods ....................................................................................... 63
  Setting and Participants ............................................................................................. 63
  Procedure ................................................................................................................... 64
  Instruments ................................................................................................................ 64
  Data Collection .......................................................................................................... 65
    Phase 1 ................................................................................................................... 65
    Phase 2 ................................................................................................................... 66
  Data Analysis .............................................................................................................. 67
  Role of the Researcher ............................................................................................... 69
  Ethical Concerns ........................................................................................................ 71
Establishing Trustworthiness ......................................................................................... 72
  Credibility .................................................................................................................. 72
  Transferability .......................................................................................................... 73
  Dependability .......................................................................................................... 74
  Confirmability .......................................................................................................... 74
Limitations ...................................................................................................................... 74
Summary ....................................................................................................................... 76

IV. FINDINGS ................................................................................................................... 78
Overview of the Study ................................................................................................... 78
  Description of Participants ....................................................................................... 78
  Data Collection ........................................................................................................ 80
  Data Analysis .......................................................................................................... 81
  Presentation of Findings ........................................................................................... 81
Findings from the Survey .............................................................................................. 82
  Defining International Mindedness .......................................................................... 82
    Learner profile attributes ...................................................................................... 82
    Predisposition and attitude .................................................................................... 84
    Multilingualism, intercultural understanding, and global engagement .......... 85
    The role of multilingualism .................................................................................. 86
    Importance of international mindedness in teaching practice ...................... 87
Making Meaning of the Journey Toward International Mindedness ......................... 90
Valuing IBPYP Certification ......................................................................................... 93
  Understanding the PYP ......................................................................................... 93
  Confidence in ability to teach in a PYP school .................................................... 94
  Total field experiences compared to ability to teach in a PYP school .......... 94
  Confidence in qualifications .................................................................................... 98
  Interest in teaching in a PYP school ..................................................................... 99
Applied to PYP schools .................................................. 103
Summary of Analysis of Survey Results ................................ 105
Findings From the Interviews ........................................... 107
Gia ................................................................. 107
  Survey responses ............................................. 108
  Interview ....................................................... 110
    The journey toward international mindedness .............. 110
    Defining international mindedness ......................... 112
    The role of PYP certification in the journey ............. 112
    Teaching in a PYP school ................................ 114
  Analysis ...................................................... 114
Raymond .......................................................... 117
  Survey responses ............................................. 117
  Interview ....................................................... 119
    The journey toward international mindedness .............. 119
    Defining international mindedness ......................... 120
    The role of PYP certification in the journey ............. 121
    Teaching in a PYP school ................................ 123
  Analysis ...................................................... 124
Ian ................................................................. 126
  Survey responses ............................................. 126
  Interview ....................................................... 128
    The journey toward international mindedness .............. 128
    Defining international mindedness ......................... 129
    The role of PYP certification in the journey ............. 131
    Teaching in a PYP school ................................ 132
  Analysis ...................................................... 133
Abby ............................................................... 136
  Survey responses ............................................. 137
  Interview ....................................................... 139
    The journey toward international mindedness .............. 140
    Defining international mindedness ......................... 142
    The role of PYP certification in the journey ............. 142
    Teaching in a PYP school ................................ 144
  Analysis ...................................................... 145
Kathy .............................................................. 148
  Survey responses ............................................. 148
  Interview ....................................................... 149
    The journey toward international mindedness .............. 151
    Defining international mindedness ......................... 155
    The role of PYP certification in the journey ............. 156
    Teaching in a PYP school ................................ 157
  Analysis ...................................................... 158
ix
APPENDIX C. FINAL ONLINE SURVEY (WITH CONSENT FORM)...........233
APPENDIX D. RECRUITMENT EMAIL .........................................................241
APPENDIX E. POSTSURVEY INTERVIEW QUESTIONS:
   FINAL DRAFT ..........................................................................................243
APPENDIX F. CONSENT FORM .................................................................246

REFERENCES..............................................................................................248
LIST OF FIGURES

Figure                                                                 Page
1. IB Primary Years Programme ..................................................................................... 23
2. Deardorff’s (2006) process model of intercultural competence............................. 33
3. Bennett’s (1986) developmental model of intercultural sensitivity ...................... 35
4. Deardorff’s (2006) pyramid of intercultural competence ........................................ 39
5. Data collection timeline ........................................................................................... 77
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comparisons of Definitions of IM</td>
<td>29</td>
</tr>
<tr>
<td>2. A Cross Tabulation of the Total Number of Eight Possible Field Experiences Compared to the Participants’ Confidence in Their Ability to Teach in a PYP School</td>
<td>95</td>
</tr>
<tr>
<td>3. Cross Tabulation of Total Number of Eight Possible Field Experiences Compared to the Participants’ Interest in Teaching in a PYP School</td>
<td>100</td>
</tr>
<tr>
<td>4. Cross Tabulation of the Kind of Field Experiences Compared to the Participants’ Interest in Teaching in a PYP School</td>
<td>103</td>
</tr>
<tr>
<td>5. Cross Tabulation of Total of Eight Possible Field Experiences Compared to Applications Submitted for PYP Teaching Positions</td>
<td>104</td>
</tr>
<tr>
<td>6. Description of Interview Participants</td>
<td>107</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

International Mindedness and the International Baccalaureate Organization

International mindedness entails an appreciation of the cultures of the world and the possession of the skills necessary to communicate and collaborate globally. Whereas the purposes of multicultural education are to create empathy for and acceptance of those marginalized by the dominant culture of a nation and to take action for social justice, the goal of international education is to teach for global citizenship. International educators teach a cross-cultural curriculum typically focused on the similarities and differences in the cultures of the world with the aim of gaining empathy for all of them and the skills to interact and communicate within and between them. The goal of international education is to teach students to be internationally minded, globally aware, active citizens of the world.

Hill (2012) traced the development of education for international mindedness from the 17th century to the present, ending with the development of the International Baccalaureate (IB) program, the central tenet of which is the concept of international mindedness and its implementation in practice. In discussing various interpretations of the meaning of international mindedness, Hill (2012) maintained that “appreciating cultural diversity within and between nations, and the multiple perspectives which arise from it, is fundamental to international mindedness” (p. 246).

The IB program originated at the International School in Geneva in 1968 with the Diploma Programme (DP) designed for students aged 16 through 19. One of its major
goals was to promote international mindedness. The IB program prepares students for a global society by emphasizing critical thinking skills and providing an international perspective as well as a diploma recognized around the world (Hill, 2012). The IBO teaches international mindedness through a set of learner profile attributes designed to guide the planning and practice of the teachers and students in IB programs. The aim is to develop internationally minded learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, and risk-takers. Demonstration of these attributes is used to assess students’ growth towards becoming internationally minded global citizens. The forgoing definition of *international mindedness* includes the set of attributes upon which this research was based.

The IBO has expanded rapidly since its inception. The organization recently opened its 5,000th IB school worldwide. The Middle School Programme (MYP) for students aged 11 through 16 was added in 1994 with a revised program introduced in 2014; at the time of this writing it had been implemented at 1,356 schools in 108 countries. The first Primary Years Programme (PYP) opened in 1997 for students aged three to 12. As of March 16, 2017, the PYP was offered at 1,472 schools in 109 different countries worldwide (“Key Facts About the PYP,” n.d.). The IB Career-Related Programme (CP), introduced in 2006 to support local vocational career-related studies, was offered at 141 schools in 23 countries as of 2017 (“Key Facts About the CP,” n.d.). The learner profile attributes are now continuously taught in IB schools from preschool through high school.
The expansion of the IBO has created an urgent need for qualified teachers for these programs. Professional development and training offered through the IBO for current teachers and administrators are implemented when a non-IB school becomes an IB school. They are also provided as a means to gain additional training or certification for existing IB teachers and administrators. As the need grew, universities worked with the IBO to offer certification for new teachers as part of their education degrees. Coordinating efforts with the IBO, the Midwestern public university that served as the site for this study became the first in the US to include a PYP certificate with the early childhood education (ECED) undergraduate and graduate diplomas. Elements of the PYP training were embedded in the ECED courses to fulfill the certification requirements. The first class qualified for certification graduated in December 2014. The aim of IBPYP training is to foster international mindedness and give teachers the means to teach students how to become global citizens.

Statement of the Problem

In the United States and beyond, the number of schools offering the PYP continues to increase as does the need for qualified teachers with the disposition to teach in this program. A total of 587 PYP schools were in operation in the US alone as of 2013. Despite the growing demand for PYP-certified teachers, whether or not many of the graduates of the Midwestern public university enrolled in the PYP certification program in this study planned to apply for IBPYP certification and positions at PYP schools was unclear. In addition, not all of these preservice teachers took advantage of the international, intercultural experiences offered while at this university. The
implication is that they may not have regarded international mindedness as valuable for their future teaching careers. The problem is how to cultivate international mindedness in preservice teachers.

An ongoing challenge in any research about international mindedness is the varying definitions found in the literature, even in the IBO itself. Hill (2012) noted that the practice of international mindedness has changed over the years as transportation and technology have allowed for easier intercultural dialogue and interdependence among nations. In addition, it has come to include more critical analysis skills and the need to create critical thinkers (Hill, 2012). Researchers have attempted to gain a deeper understanding of international mindedness and how to cultivate this trait in teachers (Cushner, 2007; Cushner & Mahon, 2009; Magee & Keeling, 2011; Merryfield, 2010; Pappamihiel, 2004; Twigg, 2010).

Although the definition of international mindedness continues to evolve, the value of including global dimensions of teaching and learning as a means of facilitating intercultural and international education has gained attention in the research and practice of those in the education profession. Researchers in these fields have agreed that teacher educators should lead students to the knowledge, experiences, and skills necessary to gain greater intercultural competence in order to communicate and teach in diverse populations and across cultures (Banks, 2001; Bennett, 1993; Brislin, 1993; Cushner, 2007, 2009, 2011, 2012a, 2012b; Cushner & Chang, 2015; Deardorff, 2011; Hofstede, 1986; Mahon, 2009; Mahon & Cushner, 2014; Merryfield, 2000, 2010; Pappamihiel,
In order to teach students to be internationally minded, teachers must first model that disposition.

The problem then becomes how teachers learn to be internationally minded in order to be effective teachers of internationally minded students. Twigg (2010) explored the characteristics, values, and practices of effective teachers, dealing with inquiry-based teaching, a primary tenet of the IBPYP approach. He found that successful IB teachers value and model inquiry, have high personal expectations, reflect, collaborate, and seek challenges; furthermore, they are positive and fun-loving. In addition Crowhurst (2013) explored what he called the X Factor, that is, particular interpersonal qualities needed for open-mindedness and the teaching of a culturally relevant curriculum. He claimed teachers with the X Factor are driven to make their classrooms dynamic, engaging, and free from psychological constraints so that their students can actively engage in learning.

Studying the need for intercultural competence in preservice and practicing teachers, Cushner (2012a) reviewed research on globally competent teachers, defining *intercultural competence* as the critical knowledge and skills that enable people’s success in a wide range of culturally diverse contexts. Cushner (2012a) focused on teachers’ experiences with other cultures in the US and abroad as a determining factor in the development of intercultural competence. He questioned the manner in which this disposition is fostered in preservice teachers. Although multicultural classes are offered to preservice teachers at the university level, he argued that a focus solely on social justice in teacher education may be insufficient in bringing about the changes needed in
the preparation of teacher candidates to understand and address critically important social issues and to build global competence (Cushner, 2012a).

**Purpose of the Study**

The purpose of this study was to understand the experiences of students who graduated from a Midwestern public university, where certification for the International Baccalaureate Primary Years Programme was embedded into the early childhood education program. This study was furthermore designed to determine the participants’ perception of the evolution of their internationally minded dispositions (Hill, 2012) through courses, field experiences, and study abroad opportunities in this program and the number of participants who sought and gained employment in PYP schools.

**Research Questions**

Following are the questions that guided this research:

1. What kind of impact did the PYP course work and field experiences embedded in the ECED program at a Midwestern public university have on preservice teachers’ journey to international mindedness (IM)?

   a. How do participants define IM?

   b. How do participants make meaning of their journey to IM during their time in the ECED program?

   c. How do the participants view the role of the PYP certification included in the ECED program in their journey?
2. What value do participants place on their IBPYP certification?
   a. How do the participants reflect on their qualifications for teaching in a PYP school?
   b. How do the participants express their interest in teaching in a PYP school?

A mixed method study, comprising (a) a survey for all graduates and (b) in-depth interviews of a purposely chosen group of six graduates of the ECED program with embedded PYP certification at the Midwestern public university where this research took place, was used to answer these questions. The online survey included questions regarding participants’ definition of international mindedness, in which they were asked to rank, for example, their various educational experiences and where they planned to apply to teach. A deeper understanding of the participants’ answers was acquired through face-to-face interviews in which they had the opportunity to discuss and reflect on their experiences.

**Rationale**

The IBPYP has been shown to be an effective vehicle for gaining international mindedness and fostering global learners, but the growth of these programs demands qualified teachers. A systematic review of the literature on PYP conducted in 2013 for the International Baccalaureate Organization (IBO) showed that PYP benefits children’s academic and social education through the teaching and enactment of global citizenship by encouraging them to be active makers of meaning and critical thinkers (Eaude, 2013). For children to excel in a global environment necessitates a disposition of international mindedness and intercultural competence (Castro, Lundgren, & Woodin, 2013; Cushner,
Teachers need substantial professional development to appreciate the principles of intercultural understanding and require a high level of expertise in a wide repertoire of pedagogies to teach children to be global citizens (Euade, 2013).

National and international research studies have shown that IB programs yield several educational benefits. Tan and Bibby (2012) compared scores on the International Schools’ Assessment (ISA) of IB and non-IB schools in Australia from 2009–2011. Their findings indicated that PYP students in Grades 3 through 10 generally performed better than students from non-IB schools in the areas covered on the ISA: math literacy, reading, narrative writing, and expository writing.

Pushpanadham (2013) completed a critical analysis of the PYP in India for the IBO. In her mixed method study she relied on surveys, interviews, and observations, 11 separate instruments in all and found that the majority of students enrolled in 12 PYP schools in India, a total of 368 students, displayed high emotional intelligence and positive academic performance. In addition, the PYP teachers were observed delivering strong, engaging lessons; and parents stated they felt involved in and happy with their children’s education.

Looking at classroom instruction in IB schools, Alford, Rollings, Stillisano, and Waxman (2013) conducted a case study of teachers and students in eight of the IB schools in Texas. Ten teachers and two or three students were observed in each of these schools. The research showed that students in these IB schools benefitted from the opportunity to develop critical thinking skills from an intercultural perspective as well as to learn in active, engaging classrooms. They displayed favorable behaviors and spent a
dramatically higher amount of time on task than measured in other observational studies (Alford, Rollins, Stillisano, & Waxman, 2013). The role of the teacher was also observed and compared to that of teachers in non-IB schools. The teachers at IB schools explored with their students, acted as coaches and facilitators, and integrated feedback and assessment into the instruction cycle (Alford et al., 2013).

The benefits of IB programs in inner-city schools in the United States have also been researched. Cortes, Moussa, and Weinstein (2013) used a difference-in-differences framework to conduct their quantitative research study, analyzing the impact of the IB Diploma Programme (DP) on academic achievement in public high schools in Chicago. The data used for their study came from records of students enrolled in the Chicago Public Schools from 1993–1994 and 2005–2006. Their findings showed that the expansion of the IBDP in Chicago Public Schools improved student outcomes, resulting in better performance in 11th-grade coursework, a lower likelihood of dropping out, and a higher probability of high school graduation. Using a quasiexperimental method to study the benefits of the PYP in economically disadvantaged schools in Michigan and North Carolina, Hemelt (2015) found that exposure to the PYP appeared specifically to increase the reading performance of economically disadvantaged third-graders studied in both states.

Using an analytic essay style to study the expansion of the IB program in inner-city schools in the US, Conner (2008) examined both the intentions and the implementation of two of the most distinctive features of the program: its assessment system and its emphasis on promoting intercultural competence. He did not argue the
benefit of this expansion for students in IB schools but instead cautioned IB professionals to remain true to the founding ideals and first principles in the face of the constraints and conventions of U.S. schooling, mindful of the aim of fostering international mindedness. The benefits of the IBPYP education, the specific disposition and training needed for its teachers, and the necessity of an understanding of international mindedness—their themes are at the core of the literature and research on IBPYP.

The challenge of finding internationally minded teachers has been complicated by the rapid expansion of IBPYP schools in the US and abroad. In addition, an inconsistency in implementation exists among PYP teachers. As new schools open and existing schools adopt the IB program, many teachers have found a need for training to be able to teach in these schools. Dean, Tait, and Kim (2012) conducted qualitative research on the professional development of IB teachers, finding that the rapid growth of IB schools has produced a need to provide high quality professional development opportunities to teachers and educators with varied experiences and working in diverse settings. Kauffman (2005) used mixed method research in the form of surveys and observations at three IBPYP schools in the US to study the variation in the implementation of the program. He noted the reality that some schools may have been pressured to adopt the IBPYP program, resulting in teachers forced to implement the PYP curriculum without the disposition or desire to do so. Teachers were at various levels of acceptance and ability to teach the IBPYP program, and inconsistency in implementation among the schools was a result (Kauffman, 2005), supporting the need for quality professional development/training.
Lester and Lochmiller (2015) also used mixed method research in a multisite case study focusing on the challenge of finding qualified professionals to teach PYP in four Colombian schools. Administrators reported that the training programs failed to provide teachers with the skills needed to teach effectively in the inquiry-based programs. In their quantitative research on gifted students’ perceptions of the IB curriculum, Hertberg-Davis and Callahan (2008) found inconsistency in teacher preparation in the IB program with some teachers having minimal opportunity for staff development and others attending many workshops. The training of teachers in schools that had adopted the PYP program also presented challenges. All may not have valued international mindedness or possessed the disposition to acquire it but continued to teach at a school because they needed a job. Further research is needed on how to foster internationally minded dispositions and motivate teachers to teach for global citizenship; thus, this examination of the effectiveness of the courses and experiences in the PYP certification program at one Midwestern public university could guide future PYP teacher preparation.

**Researcher’s Perspective**

At the Midwestern public university where this study was conducted, informal conversations about students’ experiences and beliefs about PYP drove this research. The varying views and interpretations of their experiences along with the way they constructed the meaning of the experiences socially as they spoke with the researcher and their classmates facilitated a view of the process from a social constructivist perspective. They reevaluated their experiences through conversations, comparing and contrasting them and seeing the journey from multiple perspectives. The intercultural experiences
they had in the PYP certificate program were socially constructed, and they reflected on those experiences through discussion with others. The shared meanings of experiences remained in play until the appearance of new meanings that added to or challenged some elements of meaning in the construction of or increase in sophistication of thinking and understanding (Lincoln & Guba, 2013).

**Keywords**

The definitions of the terms listed below will facilitate reader understanding.

*Intercultural competence:* The ability to interact effectively and appropriately with others who are linguistically and culturally different from oneself (Cushner, 2012a)

*Intercultural experiences:* Interactions with those who are linguistically and culturally different from oneself

*International experiences:* Experiences outside of the borders of one’s own country

*International mindedness:* Possession of “an openness to and curiosity about the world and people of other cultures, and a striving towards a profound level of understanding of the complexity and diversity of human interactions” (Hill, 2012, p. 256) as well as the IB learner profile attributes

*IB learner profile:* Sum total of the qualities and features for which IB learners strive: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective

*Independent variables:* Courses for PYP certification, student teaching placements, PYP school observations, study abroad experiences, intercultural experiences
Dependent variables: Applications for PYP teaching positions and applications for PYP certificates

Summary

In this chapter international mindedness and other key terms used in this research were defined. The author presented brief background on the IBO and addressed the need for training and professional development to supply the growing demands for IB-certified teachers. In addition, an initial overview of the certification program offered at the Midwestern public university where this study took place was presented, and the goal of graduating internationally minded teachers was established. The first class of preservice PYP teachers graduated from this university in December 2014. The demand for and characteristics and dispositions of effective PYP teachers are known. Studying the effectiveness of this program in supplying the demand for quality teachers and in fostering international mindedness in all graduating preservice teachers is the next step.
CHAPTER II
REVIEW OF LITERATURE

This review of literature opens with a history of the IB and the PYP, which illuminates the initial and evolving aim of the curriculum and projects their future trajectory. Next, a survey of the literature regarding the definition of *international mindedness* clarifies its meaning for the purpose of this research. Finally, research on how to increase international mindedness is summarized to show what strategies have already been researched and where more research is needed.

**History of the International Baccalaureate**

The events leading up to the birth of the International Baccalaureate occurred at a conference of teachers of social studies in international schools in 1962. Conference attendees recommended that the International School of Geneva develop an advanced ISA examination in contemporary history and create an international baccalaureate with common standards. The social studies exam was created at the International School of Geneva and first administered in 1963. Then the ISA created the International Schools Examination Syndicate (ISES) to produce a draft profile of an IB Diploma Programme in the middle of 1964. The aim was to establish an exam rigorous enough that passing indicated sufficient proof of meeting admissions criteria at any college or university in the world. Assessment and placement have continued as major themes in the research for decades following the establishment of the IB Diploma Programme (Hill, 2002/2010c).

Support and funding for international education grew in the 1960s. President Lyndon Johnson initiated the International Education Act in 1966; the following year,
newly appointed director of ISES Alec Peterson secured a $300,000 grant from the Ford Foundation for the formation of the IB (Tarc, 2009). Peterson played a major role in developing its philosophical underpinnings (Hill, 2003/2010a). His educational philosophy, based on his own deeply humanist and liberal beliefs, influenced the incorporation of courses to stimulate the imagination, teach independent research, value community service, develop critical thinking skills, and study the theory of knowledge. He emphasized the importance of learning to learn. In 1967, the ISES council changed its name to the International Baccalaureate Organization (IBO) with its headquarters in Geneva, and the International Baccalaureate was established in 1968 at the International School of Geneva. Those who collaborated to design and implement the IBDP shared a passion for understanding cultures and promoting a culture of peace after the horrors of the Second World War (Roberts, 2013).

In its early years the IB program was focused principally on a mobile international population looking for a portable school-leaving (graduation) qualification that would enable children educated outside their own national education systems to gain access to higher education. Although this did not necessarily match the intent of the creators of IB, which was to provide an equal education opportunity to all, not just an elite group, this initial market allowed for a venue to test the program’s effectiveness for future expansion (Tate, 2013). The period from 1970–1976 was considered an experimental phase for the IB (Hill, 2004/2010b).

Until 1976, IB program leaders confronted issues of standardizing assessment, rigor of the courses, and demand for additional school and funding initiatives (Hill,
2005). After demonstrating the feasibility and the small-scale educational success of IB in the early years of the experimental phase, the pressing objective of IBO was to ensure the longer-term operational and financial sustainability of IB (Tarc, 2009). Members of the IBO initially approached UNESCO to help manage and fund the IBDP, but UNESCO declined the opportunity to enter into a partnership. At the 1974 conference in Sevres, France, IBO leaders decided to compensate for the expiration of the Ford Foundation grant as well as the growing rate of inflation caused by the oil crisis in the early 1970s and fill the need for a long-term funding plan by charging schools an initiation fee, an annual subscription fee, and examination fees for individual candidates (Peterson, 1987). This move proved to be a solid financial decision for the future of IBO but reinforced the opinion of many that the program was only for the elite and could not be considered a viable educational choice for schools in impoverished locales (Tarc, 2009).

The focus of the second world conference on the IBO was curriculum development, expansion of the IBO, and future financing (Peterson, 1978). Those in attendance recommended that the IBO should seek to expand its operations to support the needs of mobile families and students who moved from one education system to another and to promote international understanding while maintaining consultative status with UNESCO (Peterson, 1978). When the IB expanded, the greatest growth occurred in Europe and North America. By 1980, a concern arose about the perception that the IBDP was Euro-centered because the DP exams were offered only in English and French and because developing countries had few IB schools (Bunnell, 2013).
After the IBO developed financial stability in the mid-1980s, greater attention was given to the mission and values of the IB (Tarc, 2009); and a new theme dominated the research: how to ensure the promotion of international understanding in the IB curriculum. In 1985

as a curriculum or an examination, compared with other national curriculum and examinations, the International Baccalaureate [was] still a tiny operation. As an educational idea, however, the International Baccalaureate . . . caught fire, illuminating, in its small way, the path towards peace. (Fox, 1985, p. 68)

The 1990s brought the collapse of the Soviet Union and the ascendancy of neoliberalism in a globally integrated economy (Tarc, 2009). IB schools expanded in Europe and North America with the renewed hope of peace and global cooperation. The IB could facilitate mobility and contribute to the development of international understanding while supporting the preservation of individual cultures and national identities (Hayden & Wong, 1997). By the end of the 1990s, the growing recognition of economic polarization under globalization informed IBO discourse (Tarc, 2009); and the IBO placed increased attention on problems of poverty and the imbalance in the growth of IB schools in Europe and North America compared to developing countries.

The most important development in the 1990s for the IBO was the introduction (a) of the Middle Years Programme (MYP) for students aged 11–16 in 1994 and (b) of the Primary Years Programme for those in preschool through age 12 in 1997. The major benefit of these programs in promoting the ideals of international understanding is that they are much less constrained by traditional conceptions of academic standards and
favor inquiry and transdisciplinary approaches to learning (Tarc, 2009). Thus, the aim of the program reverted to the early vision of Peterson and the others who collaborated to form the IB.

**Challenges for the IB**

“The IBO has moved during the past four decades from being a niche player among a diverse group of educational institutions known as ‘international schools’ to offering the world’s major and most well-known international curriculum” (Bunnell, 2008, p. 327). That said, areas still remain in need of attention to ensure the continued success of the IB program. Major thinkers in the field have urged an alliance of schools that promote international mindedness to support greater collaboration and a clear definition of the term *international* among international schools (Bunnell, 2006, 2007; Hayden, Rancic, & Thompson, 2000; Hayden & Thompson, 1995).

As of May 2015, a total of 1,266 schools offered the PYP in 106 countries (“Key Facts About the PYP,” n.d.), the majority of the expansion occurring in North America. In the United States, most of the PYP schools are public. With their rapid growth, researchers have turned to means of monitoring and guiding this growth toward the original aim of the IB program. The disproportionate growth of IB schools in North America has prompted critics to urge that the IB must remain true to the founding ideals and first principles in the face of the constraints and conventions of the American schooling system (Conner, 2008); some have expressed concern that the IB program has assumed a distinctly American character that could be seen negatively by other nations (Bunnell, 2010).
Challenges acknowledged in recent literature regard a negative view of the IB among some conservative Americans. The global education movement in the 1990s in the US took on a number of ethnocentric characteristics; attacks from the right pressured the movement to remain “patriotic,” and interaction with global educators from around the world was viewed as unnecessary (Tye, 2003). Although the negativity directed at the IB in America escalated after September 11, 2001, the terrorist attack on the United States ironically brought a sense of urgency to global issues, including international education. IB school leaders saw both an increase in funding from the U.S. government and an “attack on global education” by paleo-conservatives in America (Bunnell, 2012). This attack on the IB in America began with the influx of funding to the IBO in 2003, allowing for expansion and increased visibility in the United States, and triggered a string of articles beginning in 2004, both in the popular press and on the Internet, accusing the IB of being fundamentally un-American because of the belief of conservatives that American schools should focus on national patriotism (Bunnell, 2009, 2012).

Recent researchers have continued to dispel the idea that IB schools exist only for the elite. Forty years ago IB schools catered to a small group of wealthy, expatriate students; but especially in North America, they have moved beyond providing education for that elite group (Brummit & Keeling, 2013; Bunnell, 2013). The majority of IB schools in the United States are, in fact, publicly funded (Hill, 2012); however, the high cost of offering the program as well as the lack of expansion in developing countries still threatens to convey an elitist image of the program globally and could contribute to the emergence of a global ruling class (Resnik, 2012).
Another area of concern cited in recent literature regards the expansion of the IB and the professionals needed to staff the schools. As the number of IB schools increased, many international school leaders noted difficulty in the recruitment of teachers experienced in teaching IB (Hayden & Thompson, 2013). In addition, the rapid growth of IB schools produced a need to provide high quality professional development opportunities to teachers with varied experiences working in diverse settings (Dean, Tait & Kim, 2012). In response to this rapid growth, the focus turned to quality instead of quantity. To assure that the aims of the IB were implemented, programs were to be monitored; and teachers were to be properly trained and fully adopt the IB philosophy of international mindedness and teaching for global citizenship (Bunnell, 2012; Stillisano, Waxman, Hostrup, & Rollins, 2011).

**Benefits and Limitations**

A review of all research related to the International Baccalaureate Diploma Programme done for the IBO showed a dearth of valid and reliable knowledge addressing the “value-added” effects of participation in the IB Diploma Programme and a call for more research on the IBDP (Cambridge, 2008). Some research has been conducted on the benefits of the PYP, most likely because the program is still in its early stages; however, several studies of the IBPYP, conducted nationally and internationally and published by the IBO, have shown the academic benefits of the program (Gough, Sharpley, Vander Pal, & Griffiths, 2014; Kitsantas & Miller, 2015; Kushner, Cochise, Courtney, Sinnema, & Brown, 2016).
A comprehensive search and systematic literature review commissioned by the International Baccalaureate to inform an assessment of its Primary Years Programme showed that the greater diversity of communities and the likelihood that almost all children will encounter unfamiliar people, places, and experiences makes the promotion of intercultural understanding and values central to the mission of IB particularly pertinent (Eaude, 2013). The authors of the review concluded that the inquiry approach of the PYP was appropriate for the 21st century and broadly reflected current research on how children in the 6–12 age group learned best; however, the focus of the benefits largely pertained to the inquiry approach to learning (Eaude, 2013).

The findings of a case study that included surveys and interviews commissioned by the IBO on the benefits of the PYP in India showed the value of the international curriculum from all perspectives, with the majority of students displaying high emotional intelligence and positive academic performance on the majority of the academic topics (Pushpanadham, 2013). In 2009 the IB commissioned the Australian Council for Educational Research to report on how PYP and MYP students at international schools worldwide performed on the ISA relative to non-IB students in 2007–2008 and 2008–2009. In addition, quantitative methods were used to compare the assessment results of IB and non-IB schools worldwide; the results demonstrated that at a global level, PYP and MYP students generally performed better than students from non-IB schools in the ISA assessment areas (Tan & Bibby, 2012).

In 2013, eight PYP and MYP schools in Texas participated in research focusing on classroom instruction and student behaviors in these programs. The schools studied
were public, and the student bodies were economically and ethnically diverse. The research showed that the students in these IB schools benefitted from the opportunity to develop critical thinking skills from an intercultural perspective as well as to learn in active, engaging classrooms (Alford et al., 2013)

Public IB PYP and MYP schools have continued to expand rapidly; furthermore, the growth of publicly funded IB schooling in the United States, Canada, the United Kingdom, and Australia has far surpassed its growth in the private sector of these countries (Tarc & Beatty, 2012). In fact, the majority of IB schools in the United States are public (Hill, 2012). In a study reported by the IBO, quasiexperimental methods were used to estimate the achievement effects of the PYP on elementary school students in North Carolina and Michigan; exposure to the PYP appeared specifically to increase the reading performance of the economically disadvantaged third-graders studied (Hemelt, 2015). In another study researchers used quantitative methods to analyze the test scores of students in IBDP programs in the Chicago Public Schools and concluded that the IBDP students performed better academically than those attending non-IBDP schools and that the program led to a decrease in the likelihood of high school dropout and an increase in the probability of high school graduation (Cortes, Moussa, & Weinstein, 2013).

**The Primary Years Programme**

The IBPYP curriculum framework consists of six transdisciplinary themes around which learning is planned: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet (IBO,
2009). These transdisciplinary themes focus on issues that cross subject area lines and help teachers develop programs of inquiry. Students cocreate their research under these themes based on their interests. The curriculum goal of the learner profile is to guide students to becoming internationally minded by teaching them to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective (see Figure 1) (IBO, 2009).

![IB Primary Years Programme](image)

*Figure 1. IB Primary Years Programme (IBO, 2009).*

“At the core of the PYP curricular framework is its emphasis on teaching learning through concept-driven inquiry” (O’Conner, Evans, & Craig, 2009, p. 52). IB inquiry is based on the theory of constructivism, in which learning is connected to personal experiences and the learner is placed firmly at the center of the inquiry (Green, 2012). Inquiry as a stance on curriculum helps students to become problem solvers who not only
pursue the questions that others pose for them but who also question the questions as critical thinkers (O’Conner et al., 2009; Short, 2009).

The inquiry-based curriculum of the PYP allows “transmediation,” in which students examine one particular area through several lenses, transferring their ideas and thinking deeply (Davidson, 2009). IB transdisciplinary themes address what children should learn and help shift instruction from the era of thematic instruction to PYP-style inquiry-based instruction (Carber, 2009). Units of inquiry should begin with connection to the conceptual frame, not to the topic, as the essence of that central idea plays out in children’s lives (Short, 2009).

Although other inquiry-based curriculums are in practice, what sets the PYP apart is the call for action that follows the inquiry. The PYP and Understanding by Design are both based on a “backwards design” construct, where the goal for learning is examined first and then a plan for gaining that knowledge is formed (McTighe, Emberger, & Carber, 2008). The two share many philosophical and practical elements to promote student inquiry and meaningful learning; however, the PYP more overtly encourages students to generate their own inquiry questions and to take action to make a difference in the world as a result of their inquiry.

To include taking action in the learning process can be challenging, but students must move beyond talk about global issues into authentic and meaningful action for social change as the result of inquiry (Short, 2011). The most important part of PYP action is daily classroom practice: Small actions play as important of a role as big actions in teaching children to be global citizens who will play their part in society (Davidson,
2009). The point is to make a habit of taking action. These ideas and practices lend themselves well to schools where teachers already use inquiry-based curriculum and want to incorporate the PYP into their programs. The Reggio-inspired child development center at the university that served as the research site for this study, for example, began the process during it.

Both the PYP and Reggio are dedicated to high-level thinking in children at all ages, foster collaboration among children as a vital part of the inquiry process, and value inquiry as central to the learning process (Oken-Wright, 2009). What differs is that inquiry in Reggio is not guided by set units as it is in the PYP. When the Yokohama International School in Japan, one of the first established international schools, incorporated the Reggio Emelia approach into its PYP framework, the two philosophies, both inquiry based, complemented each other. The emphasis on art, imagination, and the hundred languages of children proved to be a beneficial addition to its PYP curriculum (Cancemi, 2011).

Research on the benefits of the IBPYP for students has been largely based on academic achievement (Gough et al., 2014; Kitsantas & Miller, 2015; Kushner et al., 2016). The focus has been on the effectiveness of inquiry-based learning and test scores as a measure the results; however, a gap exists in the research regarding how participation in IBPYP programs increases international mindedness and the benefits of becoming competent to function in the world at large. This is a major goal of the IB, and inquiry-based learning is a vehicle to support it. Perhaps the lack of research on the
benefits of becoming internationally minded can be attributed to the ongoing discussion of the meaning of international mindedness, even among those at the IBO.

**Defining International Mindedness**

“It can be said that the product of a successful international education is international mindedness” (Hill, 2012, p. 246).

**Comparing Definitions**

Defining *international mindedness*, a term originating in the IBO with Ian Hill, its former deputy director general (Roberts, 2013), is a central mission of the IBO (Castro et al., 2013; Hill 2012; James & Davis, 2010). Regarding the history of international mindedness, Hill stated that before the creation of the International Baccalaureate Diploma, “The practice of international mindedness was rarely associated with developing a curriculum and pedagogical approaches that favoured intercultural dialogue, the realization of the inter-dependence of nations, and critical analysis skills” (2012, p. 245). International mindedness is currently supported by the IBO through the IB learner profile attributes, which are an essential component of IB programs from the PYP to the DP. These learner profile attributes include open-minded, inquirers, knowledgeable, thinkers, communicators, principled, balanced, caring, risk-takers, and reflective learners. Although these attributes have been used to explain IM, a clear definition continues to evolve inside and outside the IBO, even in its own research.

The common themes of the learner profile attributes can be found in some research on how to guide the development of IM not specifically related to the IBO (Crowhurst, 2013; Cushner, 2007, 2012a; Gay, 2002; Grant, 1981; Hammer, 2012; James
& Davis, 2010; Magee & Keeling, 2011; Merryfield, 1993, 1998; Short, 2003). The presence of these themes in the literature regarding international mindedness and international education strengthens the argument for the validity of the learner profile attributes in defining IM in the IBO at least; however, this is not the only way IM is defined, even in the research of the IBO. Castro, Lungren, and Woodin (2013) found that IM is embodied in the 10 learner profile attributes; however, their comprehensive literature review of IB documents showed three core components of international mindedness: multilingualism, global engagement, and intercultural understanding. Multilingualism is the ability to speak more than one language fluently; global engagement includes citizenship education and global education. Intercultural understanding includes the related constructs of intercultural competence and open-mindedness, the latter defined by Merryfield as “the willingness to consider experiences, beliefs, values . . . that differ from one’s own” (2012, p. 18). How these three components relate to those of the learner profile is not obvious: Although these are all components of the IB curriculum model and framework, the IBO still lacks a clear definition of international mindedness. More discussion is needed to come to an agreement on defining IM (Castro et al., 2013).

Haywood (2007) found fault with IBO and Hill’s (2012) definition of IM, claiming that it shifted the focus of attention toward outcomes of education instead of the particular kind of education. He noted that the work of Hill and the IBO had still not led to any agreed upon understanding of what is involved in categorizing international mindedness with respect to knowledge and skills around which the educational process
can be structured. Haywood made an important point in encouraging educators and researchers to think of the multiple and distinct forms of IM that involve diplomacy, politics, economics, spirituality, multiculturalism, human rights, and environmentalism instead of confining themselves to a generic definition. “The educator’s role is not to direct students towards a particular style of IM, but is instead to encourage a predisposition towards international-mindedness in general that will allow students to develop their own responses and channels of expression” (Haywood, 2007, p. 85).

Haywood advised teaching IM as a core learning subject like math or science with measurable learning outcomes accompanied by assessment strategies and approaches to teaching and learning. The key components, according to Haywood should include curiosity, knowledge, recognition of the interconnectedness of human affairs, open attitudes, tolerance, and respect and empathy for others. Notably, these are quite similar to the IBO learner profile attributes (see Table 1).

**Defining IM in Practice**

When teachers from two international schools were asked how they could be supported in teaching international mindedness, they said that they needed support with a curriculum with international mindedness at its core (Magee & Keeling, 2011). Defining IM is crucial in determining how best to teach for it in schools as well as among preservice teachers and teacher educators. Moving from internationally minded beliefs as a thoughtful perspective throughout the curriculum into actual practice involves several challenges: the teacher’s educational experience, pedagogical beliefs, and interpretations
Table 1

Comparison of Definitions of IM

<table>
<thead>
<tr>
<th>IBO: Learner Profile Attributes</th>
<th>Castro, Lungen, and Wooden: Three Key Components of IM</th>
<th>Haywood: Predisposition Toward IM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-minded</td>
<td>Multilingualism: the ability to speak more than one language fluently</td>
<td>Open Attitudes</td>
</tr>
<tr>
<td>Inquirers</td>
<td>Global engagement: citizenship education and global education</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Intercultural understanding: intercultural competence and open-mindedness</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Caring Communicators</td>
<td>Empathy</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Principled</td>
<td>Respect</td>
<td>Recognition of the interconnectedness of human affairs</td>
</tr>
<tr>
<td>Balanced</td>
<td>Thinkers</td>
<td>Risk-takers</td>
</tr>
<tr>
<td></td>
<td>Reflective learners</td>
<td></td>
</tr>
</tbody>
</table>

of the concept of international mindedness in teaching (Short, 2003). Similar results of a study of international mindedness in an IBDP in Hong Kong showed that the goal of international mindedness may not have achieved its potential depth of realization in the IBDP programs because the needs of the teachers and programs can vary depending on the context (Lai, Shum, & Zhang, 2014). An often cited investigation of whether or not international mindedness is promoted in the IBDP showed that it may not have been effectively defined by the IBO or implemented by teachers and administrators in IB schools, necessitating ongoing professional development for IB teachers (Giolotti-Labay,
2010). The emerging research trajectories on IB indicated that both defining international mindedness and measuring its development remain challenging in part because research on the development and teaching of international mindedness is scant (Tarc & Beatty, 2013).

**Intercultural Understanding as a Component of IM**

In the research on acquiring international mindedness, the topic of intercultural understanding is a reoccurring theme and the focus of considerable research specifically pertaining to fostering international mindedness in teachers. In order to understand the meaning of intercultural understanding, exploring the meaning of *intercultural* and considering how it relates to other culture definitions are necessary. *Intercultural* is often confused with *multicultural* and *international* with regard to education. Multicultural education gained popularity and recognition in the 1960s as a result of the Civil Rights Movement, when the aim of African Americans and others was to bring about educational equity, social justice, and the academic success of children of color (Merryfield, 2004). This was followed by the feminist movement for the rights of women and then groups that formed to advocate for physically and mentally challenged individuals. Eventually, multicultural studies came to encompass all groups marginalized by the dominant culture based on age, ethnicity, language, gender, sexual orientation, sexual identity, income status, and physical or mental ability (Banks & McGee-Banks, 2010). This typically pertains to marginalized groups in a particular nation.

A focus solely on social justice in teacher education may be insufficient to bring about the changes needed in the preparation of teacher candidates to understand and
address critically important social issues and to build global competence (Cushner, 2012b). International educators examine and teach a cross-cultural curriculum, which focuses mainly on the similarities and differences among cultures with the aim of gaining empathy for other cultures.

Cultural diversity is a phenomenon that occurs in a population that includes not only those individuals whose ethnic or cultural heritage originates in countries other than those in which they are living but also those in a given country who may have been socialized in ways different from the dominant culture (Brislin, Cushner, Cherrie, & Yong, 1986). *Intercultural education* denotes the type of education that provides the skills necessary to communicate and collaborate globally. Intercultural studies involve more than empathy and focus on the penetration of one culture into another as well as the interaction of the two. Empathy is a starting point, but it is inadequate in the global world. Individuals need the ability to think, perceive, communicate, and behave in completely new and different ways, accommodating the ways of many others and perceiving others as having equally valid ways of viewing and interacting in the world (Cushner, 1988). These concepts relate to the term *empathy*, which denotes the capacity to imagine oneself in another role in the context of one’s own culture (Hanvey, 1976/2004). Beyond those borders, one may engage in transspection, or the capacity to imagine the self in a role in the context of a foreign culture (Hanvey, 1976/2004).

**Intercultural Competence**

Intercultural competence is a key component of intercultural understanding (Castro et al., 2013; Cushner, 2012a). Definitions of *intercultural competence* have
varied throughout the literature from the knowledge, motivation, and skills necessary to interact effectively and appropriately with members of different cultures (Wiseman, 2003) to a transformative process whereby the “stranger” develops an adaptive capacity, altering his or her perspective to understand and accommodate the demands of the host culture effectively (Taylor, 1994). Other definitions include the critical knowledge and skills that enable people to be successful in a wide range of culturally diverse contexts (Cushner, 2012a). Intercultural competence requires effective and appropriate interaction with people who have multilevel cultural identities (Chen & Starosta, 1996); it involves knowledge, attitude, skills, and awareness (Deardorff, 2006). A consensus definition is as follows: “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self” (Byram, 1997, p. 34); but “just as culture is ever changing, scholars’ opinions on intercultural competence change with time” (Deardorff, 2006, p. 258).

Gaining intercultural competence is an ongoing process, fluid in nature (Berry, 2008; Cushner, 2012a). In his developmental model of intercultural sensitivity (DMIS), Bennett (1993) rejected the assumption that progression occurs through stages in one particular way or is permanent (Van Hook, 2000). Deardorff (2006) concurred and used the process model of intercultural competence to represent her theory, which begins with attitudes and moves from an individual level (attitudes) to an interaction level (outcomes). The degree of intercultural competence depends on degree of attitudes, knowledge or comprehension, and skills (see Figure 2). “The overall external outcome of
intercultural competence is defined as *effective* and *appropriate* behavior and communication in intercultural situations, which again can be further detailed in terms of indicators of appropriate behavior in specific contexts” (Deardorff, 2011, p. 66).

Knowing this process is developmental and cannot be rushed is important to teacher educators planning curriculum and experiences for preservice teachers. Information must be presented gradually, and experiences must be planned as students become ready to understand and accommodate new meanings. “Intercultural development is an evolutionary and not revolutionary process that can be achieved in one course or one single experience” (Cushner, 2012a, p. 48). Gradual movement or immersion with well-planned exposure to intercultural interactions allows for “meaningful disorientation, reflection, and transformation” (Cushner, 2012a, p. 50).
Competent intercultural educators start with low-risk activities and gradually increase the risk level as students evolve in their thinking. The purpose of intercultural education is to motivate, not overwhelm (Cushner, 2012a).

One’s level of intercultural competence, or the ability to think and act in interculturally appropriate ways, is directly related to one’s intercultural sensitivity, or the ability to discriminate and experience relevant cultural differences (Brislin et al., 1986). Intercultural sensitivity involves “multiple ways of viewing and interacting in the world [and the knowledge] that others may have approaches that are significantly different from one’s own” (Cushner, 2009, p. 156). In order to gain intercultural sensitivity, people must have intercultural experiences that change their perception and understanding of other cultures and their own. “Intercultural education, as a function of its content and pedagogy, is psychologically challenging” (Paige, 1993, p. 3). In addition, regardless of their roles or their cultural or biological differences, people have similar experiences adjusting to life abroad or extensive interaction with people from other cultures (Cushner & Landis, 1996; Cushner, McClelland, & Safford, 2015). In the stages of intercultural encounters, a person moves from emotional arousal to understanding unfamiliar behaviors to personal adjustment and growth (Cushner et al., 2015). Individuals are not passive recipients in this process.

In his DMIS (see Figure 3) Bennett (1993) noted that “it is the construction of reality as increasingly capable of accommodating cultural differences that constitute development” (p. 24). He explained that the levels are not static and that one may move in and out of a level in either direction, depending on experiences and reflections that
affect perceptions. Bennett emphasized the combination of cognitive, behavioral, and affective qualities associated with those who make effective adjustments from one stage to another. A paradigmatic shift in thinking must occur for an individual to move from the ethnocentric stages of the continuum, where difference is viewed as something to be avoided, to the ethnorelative side, where difference is something that is sought out (Bennett, 1993).

According to Bennett’s (1986) DMIS theory, people go through six stages of development towards intercultural competence, moving from the ethnocentric side of the spectrum to the ethnorelative side. The three stages of ethnocentrism are denial, defense, and minimization. During the initial stages of the shift to ethnorelativism, development takes on a critical cognitive component. One might learn about cultural differences in a multicultural class, creating categories of knowledge. As the level of sensitivity increases, that cognitive knowledge becomes affective in nature. Cognitive dissonance can threaten to cause a shift in cultural perceptions, and the individual may react to this threat in a behavioral way, which then influences her or his cognitive development.
Gaining an appreciation of culture in this process is affective and will then cause a behavioral reaction. This cycle of experiences and new understanding moves the individual from the ethnocentric stages toward the ethnorelative stages, consisting of acceptance, adaptation, and finally integration.

The key to moving from ethnocentrism to ethnorelativism entails resolving the issues between the stages.

In general, the more ethnocentric orientations can be seen as ways of avoiding cultural difference, either by denying its existence, by raising defenses against it, or by minimizing its importance. The more ethnorelative worldviews 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. (Bennett, 2004, p. 63)

People who are interculturally minded move from the avoidance or more tolerance of difference to a respect and appreciation of difference and from an unconscious ethnocentrism to a more conscious awareness of their own and others’ cultures (Bennett, 1993). Greater intercultural sensitivity is associated with greater potential for exercising intercultural competence (Hammer, Bennett, & Wiseman, 2003).

Learning Theories Related to Intercultural Competence

Intercultural experiences occur socially when people come in contact with those from another culture and the experience transforms their understanding and attitudes toward the new culture as well as their own. When Vygotsky (1978) introduced social constructivist theory, he posited that (a) learning takes place in the context of social
relationships and (b) both learning and failure to learn are considered socially organized activities. Those who study intercultural competence would agree. Human reality is viewed as socially constructed in the intercultural framework. “Humans, as social beings, learn best in situations when the complexity of social reality is encountered, examined and understood. Such is the nature of constructivist learning” (Cushner, 2007, p. 36).

“It is the construction of reality as increasingly capable of accommodating cultural difference that constitutes development; behavior such as negative stereotyping will be treated as simply manifestations of a certain stage of construction” (Bennett, 1993, p. 24). In addition, the most basic theoretical concept in the DMIS is cross-cultural experience with others (Bennett, 2004); furthermore, those who hold the constructivist view have argued that experience does not occur simply by being in the vicinity of events when they occur but instead by construing the events through experience (Hammer et al., 2003). In summary, culture is a collective creation, socially constructed by human beings in interaction with each other (Cushner & Brislin, 1996).

Contact theory has been used to explain intercultural competence (Deardorff, 2011). The claim underlying this theory is that contact outside one’s own culture can increase intercultural sensitivity and has been shown to be very useful in explaining overseas effectiveness. Contact with local culture is clearly associated with greater effectiveness at transferring skills and knowledge (Amir, 1969). According to the contact hypothesis, when members of cultural groups increase social interaction with people in other groups, more favorable attitudes toward one another is often the result (Kealey,
Contact theory appears to support the social constructivist view that social interaction with groups outside one’s own is necessary in order to gain intercultural competence.

Finally, the role of transformative learning theory in the process of gaining intercultural competence deserves consideration. In this theory learning results from the reciprocal process of experience and reflection with new encounters leading to transformation and subsequently to further learning (Mezirow, 2000). The introduction of new experiences and critical reflection on them causes a psychological change, a “disorienting dilemma,” allowing for a gain in intercultural sensitivity (Mezirow, 2000). Transformative learning theory relates to intercultural competence and the importance of reflection: “Well-planned international or domestic intercultural encounters . . . immerse participants in potentially disorienting cultural situations that do not align with existing cultural schemes, thus encouraging transformative learning that occurs as a result of experience, reflection, and transformation” (Cushner, 2012a, p. 49).

**Gaining International Mindedness**

Gaining international mindedness is an ongoing and fluid process. Prior experiences influence predispositions and attitudes for preservice teachers entering an early childhood education program. Their experiences in the program, on campus, in fieldwork, and through travel or study-abroad opportunities act as the current that moves them down the river toward international mindedness. The starting point as well as the magnitude of the experiences influences the speed and distance from the destination. For
clarification, an analysis of the research on specific predispositions, attitudes, and experiences appears below.

**Predispositions and Attitudes**

Deardorff’s (2006) pyramid model of intercultural competence places affect or attitude (defined as respect, openness, and curiosity) as a prerequisite to knowledge acquisition (such cognitive dimensions as cultural self-awareness and culture-general as well as culture-specific knowledge), and the attainment of such skills as listening, observing, and interpreting (see Figure 4). Gaining this knowledge and skill set informs one’s frame of reference and causes a shift to the desired internal outcomes of adaptability, flexibility, an ethnorelative view, and empathy, causing the desired external outcomes of intercultural competence.

The prior experience and mindset that preservice teachers bring with them to an institution also affect their capability to become interculturally competent. If students come to an institution at the level of minimization or lower, the reality is that many

![Figure 4. Deardorff’s (2006) pyramid of intercultural competence.](image)
programs will not provide them with meaningful experiences capable of moving them to the ethnorelative stages. “Research on teacher education for intercultural understanding and competence seems to indicate that most efforts are focused on enabling pre-service candidates to achieve the kind of understanding that is encompassed in the Minimization stage of the DMIS” (Mahon, 2009, p. 48). Personality traits have been shown to be important predictors of success in another culture (Kealey, 1989): empathy, interest in local culture, flexibility, tolerance, technical skill, initiative, open-mindedness, sociability, and positive self-image, action-oriented. Attitude is a fundamental starting point for gaining intercultural competence (Byram, 1997).

A clear challenge accompanies implementing IB programs in existing non-IB schools with non-IB teachers. What if they come to the process without dispositions toward open-mindedness or international mindedness? Teachers in schools where the decision has been made to change to IBPYP may have neither the desire nor the capacity to change their practice (Kauffman, 2005). Teaching internationalism does not automatically happen upon deciding to implement the PYP (Lopez, 2010). Teachers come at various levels of acceptance and ability to teach the IBPYP program, resulting in inconsistency in implementation among the schools (Kauffman, 2005; Tye & Tye, 1993); furthermore, inconsistency has been found in teacher preparation with some teachers in the IB program given minimal opportunity for staff development and others attending numerous workshops (Hertberg-Davis & Callahan, 2008). Many of the challenges to implementing the PYP program could be resolved with more IB professional development (Pushpanadham, 2013). Interviews of teachers at a school where the PYP
had been adopted revealed that the majority believed they could improve their practices by coming together with other PYP teachers and sharing knowledge, experiences, and views (Guler & Yaltirik, 2011). Online discussion forums for teachers could, for example, advance professional development in global citizenship education (Harshman & Augustine, 2013). Clearly, a need exists for research regarding effective professional development strategies for IB teachers to promote learner profile attributes, perhaps involving mentoring and collaboration.

Preparing preservice teachers to teach for global citizenship continues to be a challenge. Although major researchers in the field have agreed that IB teacher training and implementation of the IB philosophy continue to be a challenge, the literature on how to meet this challenge is sparse. This was first pointed out in the 1990s, but more than 25 years later research still lags. A systematic literature review commissioned by the IBO showed that PYP teachers require a high level of expertise, a wide repertoire of pedagogies, and a significant level of autonomy (Eaude, 2013). Open-mindedness as a necessary disposition for successful global educators is also prevalent in the literature and is sometimes called broad-mindedness or faith in children (Hill, 2003/2010a). Interviews with international PYP teachers showed that disposition is a key element in the ability to teach effectively in a PYP program; successful PYP teachers must value and model inquiry (Twigg, 2010). The IB teacher, who acts as a guide in the learning process (Hill, 2003/2010a), emphasizes how to learn in the IB classroom.

Minimal attention has been paid to the way teachers actually teach about the world, its peoples, and global issues (Merryfield, 1998). Preparing teachers for work as
global educators is critical (Merryfield, 1993) because students lack multicultural or international experiences. Preservice teachers need teacher educators to guide them to reflect on and deal with the inconsistencies in the worldviews they bring to teaching and how they contribute to their cultural perspectives (Merryfield, 1993). In several school districts in the United States, observation of and interviews with exemplary teachers—master’s students, practicing teachers, and preservice teachers—about their perspectives on current classroom practice in global education showed that global educators come to the profession with an open-minded disposition (Merryfield, 1998). An examination of one’s own culture marks the beginning of any journey of understanding and the acceptance of cultural differences and similarities.

By facing one’s own biases, an individual can develop an understanding of the way they affect his or her perceptions of others. “Teachers must understand how their own rather narrow perspective and experience may influence their ability to accurately perceive and understand the children in their charge as well as the inherently narrow environment in which they work” (Cushner, 2012a, p. 47). The focus of the teacher’s training should be on learning about his or her own culture, growing intellectually and emotionally accustomed to the variety of ways that people learn in other societies (Hofstede, 1986). This process of self-awareness can be a stressful one, so intercultural educators may want to create a climate that encourages self-discovery (Paige, 1993). Moving into the ethnorelative stage without this self-awareness may be impossible. “The missing piece in minimization, and the issue that needs to be resolved to move into ethnorelativism, is the recognition of your own culture” (Bennett, 2004, p. 68).
**Intercultural Experience**

Although no consensus has been reached on which strategy is most effective in guiding preservice teachers on their journey to intercultural competence, a reoccurring theme binds together all of the suggested theories. Taking multicultural or international classes alone, which address culture learning primarily from a cognitive orientation, produces little or no change in intercultural competence (Cushner, 2007, 2009, 2012b; Cushner & Mahon, 2009; Deardorff, 2006; Grant, 1981; Merryfield, 2010; Pappamihiel, 2004; Phuntsog, 1999). A program at the University of South Australia that provided social work students with opportunities funded by the university to develop intercultural skills and sensitivity was shown to increase their level of intercultural competence (Tesoriero, 2006). Three main factors constitute the intercultural experience: intensity of emotions, knowledge areas that incorporate many cross-cultural differences, and some exposure to cultural differences (Brislin et al., 1986). Intercultural experiences outside the classroom have the greatest effect on gaining intercultural competence, notably “impactful experiences, where people are challenged to make sense of their new environment and accommodate to the difference, where they ultimately gain more sophisticated knowledge about other people and a feeling of being at home in a new context” (Cushner & Mahon, 2009, p. 316). This is true for practicing teachers as well.

Merryfield wrote extensively on open-mindedness and substantive cultural teaching as they relate to teachers’ practices of educating for international mindedness and global citizenship. Teacher educators need experiential knowledge of diversity and equity, which emanates from the interaction of identity, power, and lived experiences.
Global educators teach students to be open-minded, to think critically, and to resist stereotypes (Merryfield, 2002, 2012). Among the experiences of teachers who excel as multicultural educators are encounters with people who differ in some substantive way from those with whom they had interacted up to that point in their lives; these experiences create a felt contradiction between beliefs, expectations or knowledge and the multiple realities of the experience (Merryfield, 2010). Furthermore, depth of multicultural activities has a greater impact than breadth on the development of college students’ ethnorelative understandings (Endicott, Bock, & Narvaez, 2003), but experiences alone do not make a person a multicultural or global educator. Instead, “interrelationships across identity, power, and experience . . . lead to a consciousness of other perspectives and a recognition of multiple realities” (Merryfield, 2010, p. 440).

A study of preservice teachers’ beliefs about how they would express caring to English-language learners (ELLs) in their classrooms showed that most addressed only surface and linguistic culture, not deeper cultural differences (Pappamihiel, 2004). Despite prior multicultural coursework, participants revealed low levels of intercultural sensitivity and little evidence of changed thinking or behavioral adaptations. In fact, the majority minimized cultural differences in favor of uniform treatment, for example, offering “hugs and smiles” for all. These teachers still scored at minimization or below on the Intercultural Development Inventory (IDI). “Minimization is particularly enticing because it allows people to acknowledge cultural difference without really having to change the way they interact with those from other cultures” (Pappamihiel, 2004, p. 543).
Studying abroad or student teaching abroad is one strategy widely agreed to have the potential for positive effects on cultural understanding (Cushner, 2007; Cushner & Brennan, 2007; Hammer, 2012; Mahon, 2009; Merryfield, 2000; Vande Berg, 2007). The study abroad experience can provide the crucial “prior knowledge” that can facilitate preservice teachers’ ability to learn more about the world and become more interculturally effective (Cushner, 2009). Both short- and long-term study abroad experiences can have a positive impact on intercultural sensitivity (Cushner, 2009), but IDI research findings have shown only modest increases in intercultural competence when the period of time abroad was longer as opposed to shorter (Hammer, 2012).

Despite these findings, not all study abroad experiences substantially improve intercultural competence (Cushner & Chang, 2015). The effectiveness of a study abroad program on intercultural competence depends on the quality and design of the experience, the degree of immersion into the host culture, opportunities to develop relationships with people from the culture, and program support for guided critical cultural self-reflection (Cushner, 2009, Deardorff, 2011; Vande Berg, 2007). Recommendations to increase effectiveness include well-planned and organized experiences, standardized orientations with learning objectives, mentors in the host countries, and reflection during and after the experience. In addition,

IDI research indicates that students who participate in programs [in which steps are taken] to deeply immerse them in the host culture as well as provide expert cultural mentoring that is developmental—that is, mentoring [in which students are asked] to reflect on their experiences and to reflect on how they
characteristically make meaning of their experiences—do succeed in helping their students develop intercultural competence. (Hammer, 2012, p. 133)

Although study abroad offers a clear opportunity for intercultural growth and has seen an increase in participation with a greater variety of host countries selected, only 5% of first-year students ultimately study abroad (Cushner, 2012a). With regard to undergraduate training of teachers, two thirds of in-service secondary school teachers felt that study abroad should be part of the undergraduate experience, and the majority of students in education would like to see more study abroad opportunities available to them (Schneider, 2003). Unfortunately, barriers to gaining international knowledge and experience exist at universities—minimal encouragement for foreign language education, financial costs for both students and the institution, and increasing state-level licensing demands. Thus, taking time away from their studies to pursue education-related courses overseas is virtually impossible for students preparing for teaching careers (Cushner, 2009).

In the absence of an opportunity to study abroad, field and student teaching experiences can be purposefully organized to allow cross-cultural opportunities for preservice teachers (Cushner, 2009). Carefully planned and structured international or intercultural experiences are perhaps the most effective way to help prospective teachers become more internationally minded. Providing the opportunity for preservice teachers to teach in culturally diverse field settings is an attainable goal for many institutions. The greater the amount of exposure to difference, for example, urban vs. suburban and rural schools, the higher the level of intercultural sensitivity (Cushner, 2012a). The key to an
effective experience regarding studying abroad is that the experience is carefully planned and structured with well thought out learning goals. Preservice teachers need opportunities for reflection during and after the experience, a comfortable environment in which to discuss their changing perceptions, and the support of a learning community.

Opportunities for intercultural experiences are available on college campuses, which are rich with diversity, including an increasing number of international students. Considerable efforts are needed to bring domestic and international students together in meaningful interactions, but doing so necessitates adequate preparation, specific intercultural learning goals for participants, and the encouragement of meaningful domestic–international interactions through relationship-building opportunities (Deardorff, 2011). For example, students can be required to act as conversation partners with interested international students through the course of the semester. If not required, however, meaningful interaction between domestic and international students will be as rare as participation in study abroad, especially for those studying to be teachers (Cushner, 2012a).

Among these experiences runs one common thread. Researchers who study effective intercultural experiences have agreed that the commonality in those experiences with the greatest impact on intercultural competence involve critical reflection before, during, and after the experience (Cushner, 2009, 2012a; Deardorff, 2011; Hammer, 2012; Paige, 1993). In the study of an international social work field education program at the University of South Australia noted above, which provided social work students the opportunity to develop intercultural skills and intercultural sensitivity through
international field placements, students were given assistance in becoming critically reflective practitioners as part of their field experience. Following the experience, students reflected upon the meaning of their experiences, resulting in an increase in the sophistication of their intercultural sensitivity (Tesoriero, 2006).

**Conclusion**

Several gaps in the research compelled this study. The current research has shown that the definition of *international mindedness* is still evolving in IBO research and among international educators; however, three themes relating to defining it emerged in the literature reviewed for this study. First, although IM is qualified in the research by multilingualism or linguistic competence, intercultural understanding, and global engagement, additional discussion is needed to produce a common definition that will guide the practice of internationally minded teaching and learning. The IBPYP presents a curricular guideline for acquiring the learner profile attributes that also appeared in much of the research found in this literature review pertaining to the meaning of IM. The goal of the IBPYP curriculum framework supports inquiry-based learning, global citizenship, and critical thinking when gaining these attributes. Second, Haywood’s (2007) attitudes resemble the learner profile attributes when compared and emphasize the importance of predispositions to gaining international mindedness. Finally, an argument can be made based on research presented in this literature review that gaining intercultural competence is an essential part of becoming internationally minded.

The best method of fostering international mindedness in preservice teachers was also underrepresented in the literature reviewed for this research. Primary Years
Programmes have expanded rapidly in the United States and internationally. Research on the academic benefits of the International Baccalaureate Diploma Programme has become more prevalent; however, research on the benefits of PYP, specifically in creating international mindedness, remains sparse. Researchers have agreed that open-minded, interculturally competent, internationally minded teachers are needed to guide students to becoming global citizens; yet only a limited amount of research has been conducted on how precisely to prepare preservice teachers to be interculturally competent and open-minded in order to teach children to be internationally minded.

Most of the findings have shown that further research is needed in order to impact teacher preparation programs because many of these programs still provide no experiences necessary to foster intercultural competence or international mindedness. Extant literature has revealed that well-planned, guided intercultural experiences involving critical reflection are necessary in this process. Further research is warranted on the kinds of experiences needed in university programs, experiences that can be measured in terms of the impact they have on the way preservice teachers define and value international mindedness. The current study represents an effort to fill a gap in the research—in this case the perspectives of preservice teachers on their experiences and the courses offered in a PYP certification program at a Midwestern public university as these fostered international mindedness and motivated them to pursue employment in PYP classrooms.
CHAPTER III

METHODOLOGY

Research motivated by the expansion of IB schools and the need for internationally minded teachers to fill an increasing number of positions revealed challenges in defining international mindedness and in fostering the disposition. This chapter includes my research questions, the theoretical framework, and the research methods. A description of the pilot study I conducted along with its results and implications for this research are also included. The participants, setting, procedure, and instruments used in the data collection and analysis are explained. Finally, the chapter concludes with the role of the researcher, ethical concerns, trustworthiness, and limitations of the study.

Research Questions

Following are the questions that guided this research:

1. What kind of impact did the PYP course work and field experiences embedded in the ECED program at a Midwestern public university have on preservice teachers’ journey to international mindedness (IM)?
   a. How do participants define IM?
   b. How do participants make meaning of their journey to IM during their time in the ECED program?
   c. How do the participants view the role of the PYP certification included in the ECED program in their journey?
2. What value do participants place on their IBPYP certification?
   a. How do the participants reflect on their qualifications for teaching in a PYP school?
   b. How do the participants express their interest in teaching in a PYP school?

Theoretical Framework

Vygotsky’s (1978) social constructivist theory served as the theoretical framework for this research. Knowledge as well as values and beliefs are constructed, fluid, and capable of change when individuals are exposed to new information and experiences. Changes resulting in open-mindedness and intercultural competence occur with each intercultural experience. Vygotsky also believed that people construct knowledge through social interactions with others. They actively make meaning when they engage in discussions and collaborate with others. This is an ongoing, lifelong process, one that can be slowed down or sped up, depending on the opportunities one has (a) to scaffold existing knowledge and (b) to challenge prior assumptions by interacting with others in diverse contexts.

As . . . interactions between and among individuals and groups who live very differently are expanded and the new culture understood and accepted on its own terms, individuals form broader capacities for understanding, and consequently, identities [emerge] which are able to consider and reflect upon construction not previously entertained. (Lincoln & Guba, 2013, p. 49)

According to Mezirow’s (2000) theory, transformative learning occurs when current knowledge and beliefs are challenged by new information and experiences,
prompting individuals to reflect critically on their assumptions, causing them to construct a new or revised interpretation of the meaning of their experience as a guide to future action. The process transforms people’s perspectives to make them more inclusive, reflective, and open-minded; furthermore, transformative learning requires emotional maturity (Mezirow, 2000). This is directly relatable to Bennett’s (2004) theory of the sophistication of thought, involved in achieving intercultural competence. In addition, the most basic theoretical concept with regard to gaining intercultural sensitivity is that experience (including cross-cultural experience) is constructed (Bennett, 2004; Cushner, 2007). Thus, I chose to interview participants in addition to soliciting their responses on surveys in order to determine whether their answers would show deeper critical reflection of their experiences when engaging in a conversation with me.

**Mixed Methodology**

The research questions for this study were best answered by both quantitative and qualitative methods, lending themselves to a mixed method study, which involves combining or integrating both qualitative and quantitative data. To best address my research questions, I used a convergent parallel mixed method study (Creswell, 2014), allowing for data from multiple sources to be collected and analyzed separately and then brought together in the discussion to interpret and compare. Acknowledging that weaknesses and bias are inherent in all methods, I chose this research design to allow for the collection of quantitative and qualitative data to expose the weaknesses of both and strengthen the research as a whole. The methods of data collection included online surveys with both quantitative and qualitative questions and face-to-face interviews.
Qualitative data tend to involve open-ended questions without predetermined answers as is the case in participant interviews, and quantitative data comes in the form of close-ended questions like those found in surveys. Both forms of data are analyzed and then integrated in the design analysis by merging the data, connecting the data, or embedding the data (Creswell, 2014). Relatively new, this design originated in the late 1980s and gained widespread recognition in 2003, when it was extensively discussed in the *Handbook of Mixed Methods in the Social and Behavior Sciences* (Tashakkori & Teddlie, 2003).

I chose a mixed method design in order to benefit from the strengths of both quantitative and qualitative research, minimizing the bias and limitations of both approaches. In the case of this research, a survey with both close- and open-ended questions was administered to gain data from a larger participant sample, followed by face-to-face interviews with a smaller group selected purposefully from that group to gain additional insight into the research problem and to acquire the perspectives of those individuals. This process is called “convergent parallel mixed methods” (Creswell, 2014) and involves collecting and analyzing data separately in a side-by-side analysis, using both qualitative and quantitative methods, comparing them to confirm or refute statistical findings and interpreting those findings in the final discussion. This method provided a deeper understanding of the research problem and allowed me to value the voices of the participants. In addition, combining qualitative and quantitative methods accommodated the triangulation of data to increase the validity of the study. To further increase the
validity and to strengthen the instruments themselves, I conducted a pilot study to inform my research.

**Pilot Study**

The pilot online survey (Appendix A) and set of face-to-face interview questions (See Appendix B) were originally developed in collaboration with Dr. Martha Lash, my faculty advisor, in June 2015 and later modified as a result of the findings of the pilot study and feedback from a panel of experts. The intent of the pilot study was to gather data for my dissertation research as well as to provide data for future investigation by Dr. Lash regarding the PYP certification program. Once we had completed the original online survey, we requested assistance from the university’s Research and Evaluation Bureau to format the survey and upload it to Qualtrics. As of June 2015 three classes had graduated with PYP preparation, and one group of students had visited Canada to observe PYP schools as a part of ECED 4/50123 Critical Inquiry into Integrated Curriculum in the Primary Years, a course focused on the IBPYP. I sought out participants from the group of 15 who had visited Canada because I assumed they would have more intercultural experience and direct observation of PYP schools than those who had not participated in the trip. I also asked one of the professors who taught that cohort of preservice teachers on campus to provide me with 10 additional participants who had taken ECED 40123 online without participating in the Canada trip in order to secure a spectrum of responses. In total, the link to the online survey was sent to 25 participants in July 2015. Once the survey had been disseminated, I contacted two of the participants, K and L (pseudonyms), whom I knew personally and who had been on the Canada trip as
part of the ECED 4/50123 course with me, to ask whether they would participate in a one-on-one interview as well. I informed them that I needed them to fill out the online survey first. Both of them completed it, but they were the only two of the 25 who did so. As a result, I decided that in my future data collection, I would send one or two reminder requests to those who failed to fill out the survey initially. I do not believe the length of the survey was a deterrent because none were started without completion. I gained a better understanding of the need to be strategic in my planning to encourage participants to complete the online surveys.

**Survey Results**

The results of the survey brought to light several areas of interest to me in my research. First of all, neither of the participants indicated prior knowledge of the IBPYP before applying to the College of Education program, so the program was not a deciding factor in their pursuing an Early Childhood Education degree at this Midwestern public university. I was curious about when they discovered the PYP certification and whether and when it became important to them as future teaching professionals. When asked to name the top three assignments or experiences that helped them become open-minded and understanding of others’ perspectives, both cited the trip to Canada. K also identified her semester abroad and her student teaching at an IB school. L noted observations of two IB schools and exploring “cultural” literature. Notably, one cited all as experiences and the other cited two of three as experiences, not assignments. I knew I needed to find out more about their experiences and the how and why they had influenced their international mindedness. In their answers both used learner profile attributes, such as
open-minded, risk-taker, and inquirers in their definitions of international mindedness; but they did not specifically cite the learner profile. I wondered whether the attributes had become a part of their beliefs and practices even when not in the presence of a PYP program. Finally, with regard to the differences in the responses to the questions regarding whether or not they wanted to teach in a PYP program, the participant who had had more intercultural experience and had done her student teaching in a PYP school felt prepared to teach in one and wanted to find a PYP teaching position. The other participant felt unprepared with the planning piece of the PYP and would not pay to receive her final PYP certification because she felt it was costly and she would not use it. Both, however, felt that they possessed the learner profile attributes (listed in the survey question) and that they could model them to students. They both answered that a teacher should be internationally minded but not in reference to teaching for global mindedness. Both participants emphasized its importance as it related to teaching diverse student populations in their classrooms; however, I found their valuing of IM encouraging, even with what might be interpreted as a limited understanding of its meaning and practice: International mindedness may be developed in a PYP certification program even among those who do not intend to teach in PYP schools.

**Interviews**

I conducted the face-to-face interviews individually in private rooms free of most distractions. Each interview lasted approximately 45 minutes. After each participant completed her online survey, I reviewed the results to prepare for the interviews. Although I had scripted questions in front of me, I probed often in an attempt to keep the
conversation flowing naturally. I had not amended the questions after reviewing the online surveys, but I wanted more clarification and information in some areas. I struggled to avoid leading the participants, eschewing responses that would imply judgment and keeping the conversation on target. For a novice interviewer, these pilot interviews were as important as a means to collect data as they were for me to practice my interview skills. I recorded the interviews and transcribed each of them before analyzing them using a three-step process. First, I read through the transcripts of the interview and made comments in the margins about points of interest and lingering questions. Then, I read through the document and color-coded emerging themes. I then grouped those themes under three categories. Finally, I read through the document with the comments and themes, drew some final conclusions, and posed some questions to include in future research and to improve my interview questions.

K, who came from a small town in the same region of the state where the university in this study is located, had never traveled outside the US before attending a public university in the Midwest. She was quick to explain that she had very few intercultural experiences growing up; however, she discussed brief interactions with foreign exchange students at her high school and her subsequent curiosity about what it would be like to travel abroad. She spent a semester in Florence, Italy, which sparked her further interest in exploring other cultures and traveling. She participated in ECED 4/50123 in the section that traveled to Canada with Dr. Martha Lash to observe PYP schools in Toronto for a week. In addition, she took the opportunity to student teach for a year in an IB school in the US.
Three overall categories emerged from my analysis of K’s interview. I
categorized the first as intercultural competence, defined as the ability or skills necessary
to interact effectively and appropriately with others who are linguistically and culturally
different from oneself (Cushner, 2012a). This theme included incidents of awareness and
curiosity as well as the comparison of cultural similarities and differences. K described a
journey of awareness and understanding that began in high school when she interacted
with foreign exchange students and was guided by her intercultural experiences at her
public university in the Midwest and abroad.

Intercultural experiences, which constituted the second category, can be described
as interactions with those who are linguistically and culturally different from oneself.
This category comprised her study abroad semester, her observation of PYP schools in
Canada, and the influence of her student teaching placement on her understanding of the
PYP, particularly the guidance of the IB Coordinator.

The third category included learner profile attributes, which K discussed in her
interview, related to herself as an individual and a teacher and her goals for her students
as well as her definition of international mindedness. She included inquiry, open-
mindedness, acceptance, caring, communication, and the importance of being thinkers,
principled and well-rounded. The number of occurrences of themes under the category of
the learner profile attribute was more than double that of any other category. Using the
measure of the learner profile attributes as the determiner of IM allowed me to conclude
that K had gained an understanding of IM and had developed a belief that it is an
important trait for teachers, based on the frequency of her responses in this category.
L, the second participant, also grew up in a small town in Ohio and had never traveled outside the United States until she participated in the week-long trip for ECED 4/51233 to Canada to observe PYP schools with the group from her public university in the Midwest. She described her experience as growing up in a bubble, a feeling she transferred to an assumption that children are generally unexposed to cultures other than their own and similarly do not travel; therefore, the teacher must bring experiences into the classroom. Although they both had participated in the observation trip to Canada, L’s experiences differed from K’s while at their university. L had not studied abroad and was not placed at a PYP school for her student teaching. I employed the same method of data analysis with L’s interview; however, I purposely tried to group the themes I found into the categories I had uncovered in my analysis of K’s responses. Although the themes did not completely coincide, most still fell into the same three categories.

A limited number of L’s themes fell under intercultural competence. She mainly discussed the use of cultural children’s literature in the classroom, by which she meant multicultural or international children’s literature. This literature exerted the greatest influence on her awareness of the similarities and differences among diverse people as well as how to present them in the classroom and how to develop the knowledge base and skills needed to interact with people from diverse cultures. For L, using cultural children’s literature was a safe and comfortable way to learn about other cultures without person-to-person contact with anyone outside one’s own culture. I drew this conclusion not only from her frequent discussion of multicultural literature as the best vehicle for creating cultural awareness but also from her lack of interest in traveling abroad or
working in a PYP school. Under the category of intercultural experiences, she mentioned her Canada trip often as well as her exposure to people from other cultures on campus. She found the culture in Canada to be one of understanding and peace. L also alluded to some of the learner profile attributes throughout her interview but without directly stating as K had. Among those discussed, L spoke often about tolerance but never used the term acceptance. She also spoke of understanding, awareness, and knowledge when describing the PYP and international mindedness.

A fourth category emerged in L’s interview that I had not identified in K’s. She often spoke of her confusion about putting PYP teaching into practice. She emphasized her lack of understanding regarding how to plan for teaching in a PYP program. She felt most of her professors either lacked sufficient knowledge about the PYP or had not transferred that knowledge in her classes. Although she expressed her belief that the learner profile attributes are important in teaching practices generally and admired the collaboration she saw with the teachers and administrators in the Canadian PYP schools (also noted by K), she felt less than confident in her own ability to implement the PYP. The difference in the experiences of K and L emanated from K’s student teaching in a PYP school, where she participated in weekly meetings with the IB coordinator, who guided the teachers in collaborating and implementing the PYP. Through this experience, K observed the PYP in practice in Canada; she said she saw “all those strategies teachers were using there, but they weren’t even strategies anymore. They were just natural for them.” She understood that achieving this “fluency” was possible through practice, guidance, and collaboration. This was the missing piece for L: She saw
the same strategies and practices in the PYP schools in Canada but could not understand how they got to that point, nor did she believe that achieving it would be possible for her as a new teacher. I inferred that K and L were at different levels of risk taking in their journeys.

**Implications for Research**

As a result of my pilot study, I reviewed the online survey to assure focus on the participants’ understanding of international mindedness. The survey already included questions about the ability of participants to model and teach the learner profile attributes, but I decided to ask what international mindedness meant to them. The survey included a question about experiences at their Midwestern public university that helped them become internationally minded. I decided to add the word *intercultural* to *experiences* to help them think about the meaning of *intercultural* and how this is an important piece of IM. In addition, I added an agree–disagree question about whether or not they had become more internationally minded as a result of PYP experiences at their Midwestern public university. I felt this would be better as a separate question that was followed with “How?” I wanted participants to think more deeply and reflect on the process of becoming internationally minded. I also believed this was a better prompt to lead to questions I planned to ask in the face-to-face interview about intercultural experiences.

When rereading the face-to-face interview questions, I saw that they heavily related to the participants’ understanding of the PYP but less to the idea of IM. Because I knew through the informal discussions I had with students at this university that they felt a great deal of confusion regarding how to practice PYP, I needed to concentrate more on
whether or not they were becoming internationally minded regardless of their understanding of the PYP or their desire to teach in a PYP school. I then amended the survey, adding questions regarding international mindedness, some specifically about learner profile attributes. I used these questions to determine their understanding and level of international mindedness, but I had not yet included them in the interview. I added a question that began by stating that the IB defines international mindedness as embodying the learner profile attributes and then asked whether or not they agreed with that definition; furthermore, I decided to ask which attributes they believed they possessed and which they still worked to acquire. Finally, I asked how they felt they could help children become internationally minded in order to assess whether they had a deeper understanding of the attributes and how they were acquired. I planned to bring a list of the attributes to the interview for those who faltered and could not remember. Using this strategy, I assumed that doing so would jog their memory and promote a richer conversation.

Upon reflection and discussion between Dr. Lash and me, the online survey was amended to add the changes based on the analysis of the pilot study. The survey was then sent to Dr. Gumiko Monobe, Dr. Monica Miller-Marsh, Dr. Maureen Blankemeyer, and Dr. Ken Cushner for further review. Suggestions included organizational advice as well as clarification of the terms used. I changed related terms, such as globally minded and interculturally competent, to internationally minded in order to maintain consistency and focus on international mindedness. The survey was amended again based on suggestions from the panel of experts and then returned to the Research and Evaluation
Bureau at the university for final revision. After consultation with Dr. Lash, I updated the face-to-face interview questions, focusing them on international mindedness and adding questions related to another definition of international mindedness that included three major components: multilingualism, intercultural understanding, and global engagement (Castro et al., 2013). This definition was drawn from a literature review commissioned by the IBO in 2015. This article had been part of my original literature review, but Dr. Cushner and Dr. Lash suggested I review it when considering my revision. The importance these experts placed on this particular research motivated me to give greater consideration to exploring these elements as a means of defining international mindedness as well. The revised, final survey appears in Appendix C.

Research Design and Methods

The research design and methods used for this research were tested during the pilot study. Although the instruments used to collect data were refined, the general process of data collection and analysis remained the same.

Setting and Participants

Participants in the research for this study included the first Early Childhood Education majors graduating with bachelor’s and master’s degrees from an IBPYP program at a Midwestern public university in December 2014, May 2015, December 2015, and May 2016. Approximately 200 students were asked to participate. The first group of approximately 50 students graduating in December 2014 who were used in the pilot study were included along with the subsequent graduates. The pool of candidates for this study was chosen purposefully, but the participants were self-selected according
to those who agreed to answer the survey. From those who consented via the completed survey, six were chosen for face-to-face interviews.

**Procedure**

Participants were contacted via email and asked to participate voluntarily. Those who choose to complete the web-based survey were included in the sample. In June 2016 the survey link was sent in an email to those who had graduated in December 2014, May 2015, December 2015, and May 2016. A total of 49 responded, and 32 completed the entire survey. Data collection was completed by July 2016, and the analysis of data took place in August 2016. Of those who participated in the survey, six were chosen to participate in interviews based on their responses and willingness. A range of participants was chosen based on the amount of intercultural experience they reported having at this Midwestern university, the level of importance they attached to international mindedness for teachers, and their interest in teaching in PYP schools. Two had low interest and experience; two, medium; and two, high.

**Instruments**

The online survey was created by my faculty advisor Dr. Martha Lash and me and piloted with participants from the first group of graduates in May 2014 prior to applying it to all four groups of graduates to obtain reliability and validity. I consulted Dr. Lash to create and administer the interview questions to provide rigor. Dr. Gumiko Monobe, Dr. Monica Miller-Marsh, Dr. Maureen Blankemeyer and Dr. Ken Cushner, a panel of experts familiar with the IBPYP and international studies, were asked to review the online survey and interview questions to add to their content and strength. The survey
was approved by the Institutional Review Board before it was administered. Respondents completed it at their leisure, taking approximately 20 minutes, and transmitted their responses electronically. An Internet survey was chosen because of its relatively low cost and the reduction of data entry requirements; in addition, it eliminated the possibility of transcription or data entry errors and accelerated survey administration. The interview questions were also created in collaboration with Dr. Lash and amended, based on the findings from the pilot study. The survey acted as a template for the interview, but additional questions were added at will to clarify answers given on the survey and in the interview itself.

**Data Collection**

I used a convergent parallel mixed method design (Creswell, 2014) to merge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this type of research design, data are collected from multiple sources, and then integration of the information occurs during data analysis to allow for an interpretation and comparison in the discussion of the overall results. This design strengthens the research by balancing the weaknesses and biases of each method and minimizing the limitations of both approaches. I employed a two-phase process to collect data for this mixed method investigation. In both forms of data collection, I used the same or parallel variable, construct, and concepts.

**Phase 1.** In order to administer an online survey to the participants, I obtained from the school’s database known email contacts for all December 2014–December 2016 graduates of the Early Childhood Education program at the Midwestern public university
that served as the setting for this study. This included a total of four graduating classes of undergraduates and graduates with approximately 50 students in each class. The students received an email invitation (see Appendix D) to participate in an online survey about their experiences in the PYP program, the positions they applied for upon graduation, and their current employment status. The intent of this portion of the study was to determine whether a positive correlation existed between (a) the Early Childhood Education IBPYP certification coursework and experiences at one Midwestern public university and (b) application for PYP positions by measuring which classes had been the most informative for the students, which experiences influenced their feeling of competence in teaching PYP, and whether or not the program fostered growth in their internationally minded dispositions. I expected that those who had taken the courses from effective teachers, had intercultural experiences, and student taught in a PYP school would be the most likely to obtain their IBPYP certificate and apply to teach at a PYP school. The term effective was used in this context to describe internationally minded teachers who were able to guide students to a deeper understanding of international mindedness and the elements of the PYP as outlined by the International Baccalaureate Organization.

Phase 2. Based on participant survey responses, six participants were asked to engage in face-to-face interviews based on their survey responses and willingness. The interview questions (see Appendix E) were answered through face-to-face interviews. In this second and final phase I sought a deeper understanding of (a) how the participants had made meaning of the experience based on their prior knowledge and intercultural
experiences and those gained through this program and (b) how these factors guided their future plans and goals as educators.

**Data Analysis**

Analysis of the data gathered from the online surveys involved both quantitative and qualitative analysis because both frequency and open-ended questions were included. In the analysis I sought to determine a correlation between the independent variables (coursework, PYP experiences, intercultural experiences) and the dependent variable (applications for PYP certificates and applications to PYP teaching positions). Because multiple independent variables were in play, I used frequency tables and cross tabulations to show the relationship between each of the variables and the dependent variable. I expected a positive correlation between (a) courses taken, PYP field experiences, and intercultural–international experiences and (b) application for PYP teaching positions.

For both the open-ended survey questions and the interview transcripts, I employed a similar data analysis. In qualitative data analysis, only guidelines, not rules, are available to a researcher, but multiple strategies can be considered in analyzing the data. The seven phases of data analysis include the following: organizing the data, immersion in the data, generating case summaries and possible categories and themes, coding the data, offering interpretations through analytic memos, searching for alternative understandings, and writing the report (Marshall & Rossman, 2016). I followed this process in my data analysis, employing an inductive method of analyzing my data in order to find patterns that led to tentative theories regarding the phenomena in this
research. Inductive analysis has been described as discovering patterns, themes, and categories in one’s data instead of adhering to predetermined categories (Patton, 2002).

The staff at the Research and Evaluation Bureau at the university where this study was conducted transcribed the interviews. In order to organize and code data, I began with categories and themes found in my pilot study and added or revised as new ones emerged. I read the data multiple times and coded them, using the constant comparative method (Glaser & Strauss, 2012). Although originally designed for grounded theory research, this method is now widely accepted for conducting data analysis in other qualitative approaches, such as case studies (Merriam, 2009). While coding an incident for a category, I compared it with previous incidents in the other interview transcripts in the same category. I looked for in vivo codes in the data, or codes that emerged from the actual data (Marshall & Rossman, 2016). I reread all transcripts each time a new one was added in order to reassess the codes and to put them into categories, creating additional categories as necessary. I analyzed the data as they were collected, seeking emerging themes and allowing them to guide the evolution of my questions (Hatch, 2002). In addition, I kept analytic memos to constantly revisit my thoughts about how the data came together in clusters, patterns, or themes as they were accumulated. I also kept a researcher’s journal to reflect upon my own biases and assumptions throughout the process of data analysis.

I analyzed the data from the surveys and the interviews separately in what is called a side-by-side comparison. In this method, the researcher first reports the quantitative statistical results and then discusses the qualitative findings that either
confirm or refute the statistical results in the discussion section (Creswell, 2014). The survey data represented a larger number of participants and could be more easily generalized, but the face-to-face interviews were completed with a smaller group with the intent to gain more extensive information and a deeper understanding of the research problem from those participants. Merging this data in the discussion, although not a simple process, allowed me to strengthen the study by establishing both quantitative and qualitative validity for each database.

**Role of the Researcher**

In considering my role as a researcher, I acknowledged the responsibility of acting as the instrument or tool in my own research. Just as studies based on human subjects present predictable and unpredictable challenges, so must the biases of the researcher be taken into account when considering the strength of the research. Agar (1980) said, “Whether it is your personality, your rules of social interaction, your cultural bias toward significant topics, your professional training, or something else, you do not go into the file as a passive recorder of objective data” (p. 98). In this section, I have explained how my personal experiences and goals for my future teaching informed my research and the strategies I employed to diffuse these biases.

I have taught children in one capacity or another for the past 20 years. My own intercultural experiences include teaching children in Hawaii, Japan, and inner city Cleveland. I have taught in a Reggio-inspired program, Montessori programs, and social constructivist programs. I have observed multiple PYP schools in the United States and Canada and have completed the coursework for PYP certification. At the time of this
writing, I was an instructor of record in the Early Childhood Education Department at my university. My research topic was of personal interest to me as a teacher educator because I believe the PYP program is an international education framework that offers the opportunity to teach children to become global citizens. The passion I have for international early childhood education was a bias of which I remained cognizant throughout my research. I needed to reflect continuously on how I reacted when I interviewed participants and when I later listened to the recorded conversations and read the transcripts, noting my words and tone, to determine whether I appeared to judge participants’ responses, which could result in influencing their reactions and responses.

With regard to subjectivity, researchers should systematically identify their subjectivity throughout the course of their research (Peshkin, 1988). I believe strongly in the importance of international mindedness for teachers and had to control that passion when interviewing my participants so that their answers were not influenced by my own beliefs. I wanted to ensure that I heard the voices of my participants throughout my study more clearly than I heard my own because “untamed subjectivity mutes the emic voice” (Peshkin, 1988, p. 21).

A major consideration in situating myself in this research was that I had already developed relationships with some of the participants. My sample included approximately 200 students who had graduated in 2014 and 2015; as a graduate assistant and instructor of record, I had taught some of these students in their undergraduate early childhood education classes. I supervised another group as an instructor at the university in this study on a PYP observation trip to Canada during their time in the PYP program.
I strove for transparency in my data analysis regarding those with whom I had already established rapport prior to formally beginning my research. I assumed that those who had already opened up and spoken with me on this topic in the past would be capable of greater forthrightness than those with whom I as yet had to establish trust. A benefit to interviewing those who had already graduated, however, was the lack of worry on their part that their answers would in any way influence their grades in one of my classes.

Agar (1980) stated, “The goal is to begin your work honestly by presenting yourself and your task in some way that will make sense to group members” (p. 111). In accordance with IRB requirements, I willingly disclosed the purpose of my study to the participants. Those who had had conversations with me in the past knew that I was interested in exploring the effectiveness of the PYP program at our institution. I wanted to provide the same openness and honesty to the participants I would meet through this study as well. All participants received a letter explaining the intent of my research. Throughout my research, I worked to identify and disclose my biases by keeping a journal and reflecting on my own reactions and interpretation of participants’ responses, changing my approach and questions reflexively as needed to compensate.

**Ethical Concerns**

Several ethical issues arose specific to my research and my role as researcher. I needed to take all precautions to protect the rights and privacy of the participants in the study. Per IRB approval from my university, I fully disclosed my research intentions, using the consent form (Appendix F) that all potential participants received when they were sent the link to the electronic survey via email. They could choose one or both of
the following options: (a) to complete the survey and (b) to consent to be interviewed upon completion. I further informed those who were willing and chose to be interviewed of my role at the college. I wanted to be clear that although they may have known me as a professor, I was also a doctoral student and had no authority over them moving forward. Ethics requires a focus on matters of relationships, and respect for persons usually receives the most attention in research of human subjects (Marshall & Rossman, 2016). Thus, I also assured participants that their responses would remain anonymous in case they were concerned about offending professors who might teach them in the future if they were to pursue an advanced degree. I stored the audio files and the transcriptions of the interviews in a locked container.

Establishing Trustworthiness

Four criteria for establishing trustworthiness in qualitative research include the following: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 2013). Each of these was addressed in my methodology as described below.

Credibility

To strengthen the credibility of my study, I used peer debriefing, which is “a process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer’s mind” (Lincoln & Guba, 2013, p. 308). I asked another doctoral student pursuing her degree in curriculum and instruction to examine my data collection and analysis in order to suggest improvements. She was helpful in
pointing out any lack of clarity in my analysis as well as areas where my own bias was apparent.

In addition, I used a method of triangulation of my data sources. The act of bringing more than one source of data (in the form of multiple informants and or more than one data-gathering method) to bear on a single point, triangulation can substantially strengthen the usefulness of the study for other settings (Marshall & Rossman, 2016). This process began with my pilot study, the results of which informed revisions in my final survey and interview questions to clarify responses. Next, I used both interviews and surveys to determine whether the answers in both were consistent. Finally, I chose multiple participants to interview from those surveyed in order to obtain a spectrum of experiences and perspectives. The answers from the pilot study as well as the main survey and interview answers presented as consistent with the conversations I had with students before beginning my research. I took these steps to reduce the possibility of representing a narrow range of experiences and biases.

**Transferability**

A study that has transferability is one that allows the reader to decide whether the results apply to his or her context (Lincoln & Guba, 2013). Although this research was site specific and, therefore, not generalizable, the information gathered may be useful and informative in other similar settings. This is accomplished through “thick description” (Lincoln & Guba, 2013). I intended that the semistructured interviews would allow open responses, guided by leading questions and enhanced with probing questions in order to provide a rich picture of the participants’ experiences and ultimately lead to thick
descriptions of their attitudes, beliefs, and values about PYP and international mindedness.

**Dependability**

Dependability occurs when the findings of a study are consistent and the study can be replicated (Lincoln & Guba, 2013). In order to achieve dependability in my study, I relied on careful documentation in the form of a research journal and analytic memos written after each interview. I also kept a data collection log, noting the date and time each piece was collected. My data sources were stored on my computer and were password protected. These steps were taken to maintain transparency throughout data collection and analysis.

**Confirmability**

Confirmability results from a degree of neutrality in the research, when the study is shaped by the respondents and not researcher bias, motivation, or interest (Lincoln & Guba, 2013). I established confirmability by keeping a research journal to continuously reflect on my own assumptions and personal interests during the data collection and analysis. In addition, my peer debriefer was tasked with combing my data and analysis for researcher bias.

**Limitations**

A few internal validity threats presented themselves in the survey portion of this study, including an inability to manipulate the independent variables. The treatment variables were preexisting, having occurred prior to this post assessment. The time of measurement may also be a cause for concern because some of the participants had
graduated a year before taking the survey, and others had just graduated. In addition, demonstrating a relationship between variables does not prove that one variable actually caused another to change; the results of correlational studies do not prove cause and effect.

The limitations to be considered in the interview portion of the study included the relationships that some of the participants had established with me prior to their formal interviews, whereas others were new to me and may have been reluctant to open up to me during the face-to-face interview. This may have caused a variation in the responses and possibly limited the understanding I gained from those new to me. Those more familiar with me may have felt more relaxed, and this could have led to openness or could have limited the amount of information I obtained on the topic because they may have been more inclined to speaking off topic.

Limitations in the data collection and analysis should also be considered. The data collected were limited to surveys and interviews of preservice teachers. The design disallowed data collection from the course instructors, who were considered a factor in the development of international mindedness by the participants and this researcher. Exploring and analyzing the dispositions and attitudes of the professors who taught the participants in this study could have given another perspective on what influences the development of international mindedness. The analysis was further limited by the lack of member checking in this design. Participants did not have the opportunity to read their interview transcripts and provide feedback to contribute to the interpretation.
In addition, the main limitation of this study was its generalizability; however, I did not intend to generate generalizable conclusions but instead to offer a credible interpretation of the education and the intercultural experiences the ECED students had at this Midwestern public university and how they affected their future teaching objectives.

My hope was that the results could inform the content and pedagogy of the current programs even if they could not be directly applied to other programs because each program and university has its own course content, out-of-class experiences, and professors. Although this study is not generalizable, it may be transferable to other institutions, where aims are to implement the PYP certification program and foster international mindedness among their preservice teachers as a model for what have been shown to be successful experiences according to the students as this institution.

Summary

In this chapter I presented the methodology for my research: I used a convergent parallel mixed method to include both quantitative and qualitative data. Data sources included an online survey and semistructured interviews. Data analysis was performed with side-by-side analysis. Data analysis of the surveys consisted of frequency charts and cross tabulations to determine a correlation between each of the independent variables and the dependent variable as well as coding and comparisons of the themes presented in the open-ended questions. The analysis of the data from the interviews occurred through constant comparison (Glaser & Strauss, 2012), which I used to segment, code, and divide the data into categories and themes. Trustworthiness was established through procedures for maintaining credibility, transferability, dependability, and confirmability (Lincoln &
Guba, 2013). This study was limited to one program at a particular site, but multiple participants were surveyed and interviewed; and their experiences were reported through thick description to allow for transferability.

The following figure depicts my data collection timeline.

Figure 5. Data collection timeline.
CHAPTER IV

FINDINGS

The purpose of this mixed method study, which included both a survey and interviews, was to understand the experiences and beliefs of students who graduated from a Midwestern public university, where certification for the International Baccalaureate Primary Years Programme was embedded into the early childhood education program. I explored participants’ perceptions of their growth in international mindedness as it occurred through courses, field experiences, and intercultural and international opportunities offered in this program; furthermore, I examined the value participants placed on IBPYP certification.

The first section of this chapter contains an overview of the study; the second section includes findings from the survey; the third section contains findings from the one-on-one, in-depth interviews with six recent graduates of the program. A comparison of findings from the survey and interviews constitutes the fourth section.

Overview of the Study

The two primary sources of data were the online survey and the interviews with six participants. The following describes the participants, data collection, and data analysis.

Description of Participants

Early childhood education graduates from December 2014 to May 2016 at the university where this study took place were included in the original sample of participants. These graduates represented the first four graduating classes of students
earning the IBPYP Certificate in Teaching and Learning as well as their early childhood teaching licenses. Approximately 50 students were in each graduating class for a total of 200 graduates. A total of 49 participants agreed to take the survey, but the survey allowed them to skip questions or submit the survey without answering all of them. This was an automatic function of Qualtrics not revealed when the survey was designed. After viewing the results from the first email request to participate in the survey, I realized that not all participants had completed all questions. Upon gaining an understanding of the reason for this situation, this function was purposely blocked so that participants were required to complete the survey by answering all of the questions in order to submit it; thus, those who submitted their surveys as a result of the reminder emails could not submit unless they answered each question.

Thirty-two of the 49 participants answered most or all of the survey questions, continuing until they reached the final question. Seventeen of those participants graduated in spring 2016; four graduated in fall 2014, six in spring 2015 and five in fall 2015. All but one participant were registered as in-state students. Of the 31 in-state students, 27 came from the geographical region in the state where the university was located and four came from another region in the same state. All but three continued to live in that state at the time they took this survey. All but one of the participants reported a grade-point average (GPA) between 3.50 and 4.00 at graduation; the other participant reported a GPA between 3.00 and 3.49. All participants earned the bachelor of science in education (BSEd) from this institution. The majority of the participants, 30 of 32, identified as female and the other two as male. Thirty of the participants identified as
Caucasian; one identified as Black or African American, and one identified as both. Five participants reported speaking more than one language in their home, but only two of them said they spoke another language fluently.

**Data Collection**

The survey included a quantitative portion comprising a combination of multiple choice questions, ordinal-scale questions, and interval-scale questions; the qualitative portion included open-ended questions requiring short answers. A mixed method study was used in order to gain a comprehensive understanding of the research problem. Both qualitative and quantitative data were collected using a convergent parallel mixed methods design. Data were collected simultaneously and analyzed separately with the intention of comparing the results to determine whether the findings confirmed or invalidated one another (Creswell, 2014) as well as to answer the research questions. A two-phased process of data collection was employed to collect data. Those in the sample group of the four graduated classes were emailed and asked to participate in an online survey that included both measurement questions and open-ended, short-answer questions. Respondents included six participants who volunteered to be interviewed one on one in order to provide an understanding of their experiences. These interviews, which varied in length from 40–60 minutes, were conducted one on one with the researcher. The interview questions were predetermined, but additional questions were added as an ethnographic interviewing technique when needed to probe, clarify, or expand upon answers from interviewees’ surveys and those given during the interview (Frank, 2011).
Data Analysis

Data were analyzed separately in preparation for a side-by-side comparison to merge the data in the discussion section to compare and contrast the statistical findings and themes. Frequency tables and cross-tabulations were used to determine a positive or negative correlation between each of the independent variables (number and kind of PYP experiences) and the dependent variables (confidence in ability and qualifications as well as interest in teaching in PYP preschools and elementary schools) from the survey results. Answers to open-ended questions contained in the survey were coded for common themes. The interview transcripts were also analyzed using inductive analysis (Patton, 2002) to discover patterns, themes, and categories in the data. The data were read multiple times and coded using the constant comparative method (Glaser & Strauss, 1967/2012). Interview participants’ survey responses were compared to their face-to-face interview responses for similarities and contradictions.

Presentation of Findings

Findings have been presented below, first from the larger survey and then from the interview participants’ surveys and interviews. The findings have been organized by the research question. The data analyzed from the surveys helped to determine how participants defined international mindedness, how they made meaning of their journey toward international mindedness during their time in the early childhood education program, and how they valued the inclusion of PYP certification. In addition, findings from the interviews have been presented below to confirm or invalidate and expand on their survey answers. The combination of survey results and face-to-face interviews
helped to determine the value participants placed on their IBPYP certification, how they reflected on their qualifications for teaching in a PYP school, and how they expressed their interest in teaching in a PYP school. Finally, the findings from the six interviews were compared to the overall survey results of all survey participants.

**Findings From the Survey**

Survey results showed how participants defined *international mindedness*, how they made meaning of their journey toward international mindedness during their time in the early childhood education program, and how they valued the inclusion of PYP certification.

**Defining International Mindedness**

The responses from the 49 participants who answered the questions on the survey regarding how they defined *international mindedness* and identified its components revealed common themes coinciding with the definitions prevalent in the literature. Their definitions included learner profile attributes as well as predisposition and attitudes. As subsequent short answer questions were asked on the survey regarding the learning profile attributes, those attributes appeared more frequently in their answers discussing international mindedness than in their initial short answer definition.

**Learner profile attributes.** Although others were mentioned by the 43 participants who contributed definitions of *international mindedness*, one of the learner profile attributes mentioned most often was open-mindedness as shown in the following comment by a participant: “Having a global mindedness when teaching. Making your
lessons include an international perspective in order to cause open-mindedness and awareness in your students.”

Another participant wrote, “The ability to acknowledge others outside of your own beliefs and way of life. Being international minded means you have an open mind to be understanding and respectful of any and all cultures, religions and over all beliefs.”

Participants used other attributes in their definitions, categorized as open-mindedness by this researcher as well according to the context. The attributes included aware, mindful, understanding, and accepting. Of the 64 attributes appearing in their 43 short answers, attributes including or related to open-mindedness occurred 41 times.

When subsequently asked which learner profile attributes participants felt confident to model specifically, the highest rate of strong agreement came with caring and reflective. By contrast, when asked specifically which they felt confident in teaching, the highest rate included caring and reflective as well as open-minded and thinker.

When asked whether they felt fostering these attributes in their classroom is important, regardless of whether or not they were teaching in a PYP school, all answered yes. The short answers explaining why they were important were all positive and often referred to international mindedness. In contrast to their initial definitions of international mindedness, more of these answers also overwhelmingly focused on global issues, global citizenship, and global peace. One participant wrote, “Yes. I think that
there is great value in teaching and modeling international mindedness. You’re preparing your students for the world beyond the classroom.”

Another wrote, “Yes. All children should be taught the attributes because they are fundamental to our society today.”

Yet another agreed, stating,

Absolutely. Teaching the principles of PYP (whether directly stating the terms or not) is basic character education. I am a strong believer in teaching children about how to be a worldly person.

Of course! The world is changing and more international mindedness is definitely what is needed right now. It leads to more understanding for one another. It leads to peace.

Another participant wrote, “I feel it is very important. Students need to be aware that there are other cultures in our world so they can be more aware of what life will be like in the ‘real’ world.”

Predisposition and attitude. Other common themes present in participants’ initial responses defining international mindedness were related to predisposition and attitude. They described the need to be understanding, aware, mindful, and accepting in order to be internationally minded. One participant noted:

Before I went to [this university], I thought I lived a life being internationally minded. It wasn’t until [university] faculty opened my eyes to the wide variety of diversity there is in the world around us. I can genuinely say I see people form the common humanity which we all share. I love people and I am not afraid, nor
intimidated by differences, rather I embrace them with open arms. I think our world could take a little lesson from [this university] and we should all be working towards a more internationally minded nation.

Another participant wrote:

I would define international mindedness as simply having an interest in the entire world, and not just what is directly around you. Whether it’s culture, practice, cuisine, current events, history, just wanting to learn about all of those things. Also, just being mindful that you aren’t the only one on this planet and that you must have empathy and understanding for others. Realizing that we are all human, we just may have different experiences.

In addition, another participant responded:

Considering the perspectives and experiences of people in other countries/nations. Considering how an event or decision may impact people in other countries/nations. Seeing oneself and one’s country as one part of the world (rather than seeing the world relative to oneself/one’s country).

**Multilingualism, intercultural understanding, and global engagement.** When combining the learner profile attributes as a whole with the components Castro et al. (2013) found in their IBO review of publications on international mindedness, that is, multilingualism, intercultural understanding, and global engagement, the 45 participants who chose to respond to this question ranked these four components from most important to least important in becoming internationally minded. According to those 45 participants, 62% felt the learner profile attributes were the most important followed by
33% ranking intercultural understanding as most important. Only 5% of the 45 participants thought global engagement was most important and 2%, or one participant, ranked multilingualism first.

The role of multilingualism. When specifically asked what role multilingualism plays in international mindedness, eight of the 23 participants who chose to answer this short-answer question wrote responses that indicated they felt it played an important role in international mindedness. Responses included the following: “Multilingualism is a definite benefit in being internationally minded but I do not find it a necessity” and “I think it plays a role and should be recognized, but not pushed too much.” The responses also showed those participants were confused by the meaning. One participant, for example, thought multilingualism was learning a few words of the languages spoken by students in their classroom. Other responses included the following: “I don’t know”; “Developing an appreciation of other languages”; and “I do not remember this being a part of our program.”

The majority of the respondents (15 of the 23), however, indicated that multilingualism played an important role. Some realized the connection between understanding a culture through language and becoming internationally minded. These participants wrote: “It gives the speaker a look into another culture”; “We need to be able to understand the language of other cultures because it plays an important role in learning about them as a people”; and “At the school I student taught at the students were taught Chinese. It helped them become more knowledgeable and respectful of the culture.”
One participant had a high level of understanding of the role of multilingualism in international mindedness, stating:

According to the Sapir-Whorf hypothesis, the way we view the world is relative to the language we speak. In theory, some words and concepts cannot be understood by mere translation (in much the same way that culture-bound syndromes exist). If this is true, it is impossible to fully take on the perspective of another without speaking their language. Even for someone who doesn’t believe in (understand) linguistic relativity, the argument for multilingualism still stands. Language remains a huge barrier in communication. Additionally, a person will believe we are invested in understanding (and not exploiting) them if you have made the effort to learn their language. This allows students to not only learn other languages, speeches, dialects, and the specific culture; learning another language teaches students discipline, commitment and hard work. It also allows students to be put out of their comfort zone into another person’s shoes when coming overseas or learning a new language in order to live and reside in America.

**Importance of international mindedness in teaching practice.** Of the 33 participants who answered whether or not international mindedness was important in a teacher, all agreed; and of those, 78.8% strongly agreed that it was. When comparing their experience with the level of the importance of international mindedness held, those who had done their field experience in a PYP preschool (three), those who had student taught abroad (two), and those who had participated in the Canada PYP trip (eight)
strongly agreed 100%. When asked why international mindedness was important, almost all of their answers focused on meeting the needs of a diverse student population. Only three of the 28 short answer responses on why international mindedness is important in a teacher included the importance of teaching for global citizenship. Even in those cases, it was usually secondary to the need to address diversity in the classroom.

Responses included the following:

Teachers must understand or try to understand the development and cultures of their learners. In this way, teachers can build strong relationships. Form better lesson plans for individual students, and challenge learners based on their specific needs. It allows for multiple perspectives to be seen in the classroom and for teachers AND learners to really get to know themselves.

I believe it is important for teachers to be internationally minded because we may have multiple cultures in our school, community, and classroom. We have to know how to accommodate this diversity and make these families feel comfortable and welcome in the classroom. I also think teaching students to think about how they are similar and different to others is important for them to be well-rounded.

Not all students learn the same and it is important to understand this in order to best help them learn. You have to understand different teaching styles as well as
different cultures and how they learn. This will help you teach in the best way for each student.

I feel that it is important to be internationally minded because there are a lot of different children that will be in your classroom who will possibly be from other cultures and teachers need to be able to celebrate that to create a good environment for those children. Also, teaching children to be internationally minded will help them be more aware of what is out there in the world and why it’s important to understand how cultures are different but we all live in this world together.

In today’s world a classroom truly is a melting pot of various cultures around the world. It is our job as educators to understand our students’ background in order to create the most effective learning environment possible for each of our diverse students.

Another participant stated, “As an educator you will have many students from many different cultures within your classroom. It is important to be open-minded regarding their cultural background so you understand how they learn and what they bring to the table.”

The response regarding teaching for global citizenship was as follows:

The world we live in is connected on a global level and what affects one part of the world affects us all. It is essential that we as teachers are able to promote
acceptance of beliefs and cultures that differ from our own and exemplify the learner profile traits for our students. Our students might also come from different backgrounds and we need to value those differences to create a sense of unity and harmony.

**Making Meaning of the Journey Toward International Mindedness**

Prior intercultural experiences were reported as limited for the majority of the participants. Only nine of the 31 participants who answered the survey question regarding their prior intercultural experiences indicated that they had traveled outside the United States before entering the university. One of the participants had hosted a foreign exchange student, and one had lived abroad. A total of 22 of those 31 participants indicated that they had interactions with specific cultural groups other than their own, and seven stated they had other intercultural experiences not described in the survey questions.

Prior knowledge of the PYP program was also minimal. A total of 49 participants answered this question. Only five of the 49 participants who responded reported having knowledge of the PYP when they applied to the university where this study took place. Of those five, only three reported knowledge of the PYP program as very important to their decision to apply to the early childhood education program. One of the remaining two said it was important and the other reported it not being important at all.

Of the 32 participants who responded to the question about experiences fostering international mindedness, half of them agreed they became more internationally minded as a result of PYP experiences at the university where the study took place. An
additional 18.8% strongly agreed; however, a third (31.3%) disagreed. When asked to describe experiences at the university that guided them in becoming internationally minded, participant responses fell fairly into three categories. First, they cited their field experiences.

One participant responded:

Student teaching at the Child Development Center for an entire year helped me to become more internationally minded. My mentor teacher and the natural atmosphere of the school helped me to understand others from different backgrounds and walks of life.

Another wrote, “Toronto [Canada PYP trip] was the biggest influence in my opinion.”

Another participant noted, “After going on the Canada trip and coming back to Kent I noticed all of the diversity on the Kent campus.”

And one participant commented, “Working at the Child Development Center in a toddler classroom with J. M. I learned a lot from her and her classroom.”

Of the 32 participants who chose to respond to the question about the kind of field experiences they participated in during the program, 67% recalled observing or touring a PYP school and 48% mentioned shadowing a teacher in a PYP school for a day. Only three of the 32 had done their fieldwork in a PYP preschool, and 12 of the 32 had done their K–3 fieldwork in a PYP primary school. Student teaching in a PYP school was reported by seven of 32 of the participants. None of the participants had studied abroad, but two students had student taught abroad. Nine of the 32 participants chose to go on a
weeklong PYP observation trip as part of the course in which they studied the IBPYP to learn more about it by visiting PYP schools.

When asked to describe the experiences at the university that guided them in becoming internationally minded, 32 participants responded by citing class discussions and the course work.

One stated, “K. K.’s social studies class in Block 3 helped me become internationally minded because we really explored how to teach different cultures and different perspectives.”

Another wrote, “Many of our classes and coursework helped to reinforced the positive aspects and importance of IB being internationally minded.”

Yet another participant wrote, “The principle [sic] from an IB school that came and talked to us during professor T.’s home school community class.”

The top three responses about which assignments had helped them become internationally minded fell under the categories of visits to IB schools (including in Canada), making an IB planner or lesson plans, and the 3-day curriculum planning project they had done in their Home, School, and Community Partnerships in Diverse Settings class in Block III, the third semester of the ECED program. Of the 10 professors or instructors listed by the 38 participants who responded to the question asking which professors or instructors had helped them become internationally minded, two of the 10 were mentioned two to three times as often as any of the others.

Finally, among the group of 32 who responded, participants cited general exposure to diversity on campus as helping them to become more internationally minded.
One stated:
I think just the experience of being at [this university] and White Hall in general because the staff and students are very diverse and so this really forces you to think about different cultures and where people come from and what their experience is.

Another participant wrote:
Attending a university with so much diversity made me think more about how I would teach my students. Although my cohort was not very diverse, the university itself was and it made me become aware of what the world looks like outside of my home community. It really was a learning experience for me.

**Valuing IBPYP Certification**

A number of questions on the survey were designed to ascertain the degree to which participants valued the opportunity for IBPYP certification embedded in their early childhood education program.

**Understanding the PYP.** First, to determine the level of understanding of the PYP among the participants compared to the amount of exposure to the PYP in the field, participants were asked whether they believed they had observed a number of PYP schools while in the university program sufficient to facilitate their understanding of the PYP program. Of the 32 participants who responded to this question, 56.3% agreed they had, and 31.3% strongly agreed. Only 12.5% disagreed. Similarly, the majority of those participants felt they had developed a strong understanding of the components of PYP upon graduation with 58.1% agreeing, 29% strongly agreeing, and 12.9% disagreeing.
Confidence in ability to teach in a PYP school. The participants were asked how confident they were in their ability to teach in a PYP school. Of the 32 who responded to this question, only 12.5% felt extremely confident. The largest group, 50% felt moderately confident. Less than a quarter of the participants, 21.9% were somewhat confident; and 15.6% were only slightly confident. Those participants with four or five of the eight possible reported experiences (observation/tour of an IB school, one-day shadowing in a PYP school, field experience in a PYP preschool, field experience in a PYP primary school, student teaching in a PYP school, studying abroad, participating in a Canada IB/PYP trip, and overseas student teaching) were moderately confident in teaching in a PYP school. None of the participants had engaged in more than five of the eight experiences. Those with three of the eight reported experiences were split equally between extremely confident, moderately confident, and somewhat confident. Of those with one or two experiences, 41.7% were moderately confident with more extremely confident in the two-experience group at 16.7%, compared to the one-experience group, in which only 8.3% were extremely confident. These two groups, however, were the only ones that included participants who were only slightly confident as shown below (see Table 2).

Total field experiences compared to ability to teach in a PYP school. Those of the 32 participants who responded to the question regarding confidence in their ability to teach in a PYP school with three or more field experiences agreed or strongly agreed they were confident in their ability to teach in a PYP preschool, kindergarten, and Grades 1–3. When looking at the specific experiences of participants in comparison to their
Table 2

*A Cross Tabulation of the Total Number of Eight Possible Field Experiences Compared to the Participants’ Confidence in Their Ability to Teach in a PYP School*

<table>
<thead>
<tr>
<th>Total Field Experience</th>
<th>Count</th>
<th>% of Total Field Experiences</th>
<th>Confidence in ability to teach in a PYP School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extremely confident</td>
<td>Moderately confident</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>8.3%</td>
<td>41.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>16.7%</td>
<td>41.7%</td>
<td>16.7%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>12.5%</td>
<td>50.0%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

*Note.* The eight possible field experiences included the following: observation/tour of an IB school, one-day shadowing in a PYP school, field experience in a PYP preschool, field experience in a PYP primary school, student teaching in a PYP school, studying abroad, participating in a Canada IBPYP trip, and overseas student teaching. The largest number of experiences of any participant was five.

confidence in teaching in a PYP school, the largest percentage of those who were extremely confident was in the group who had done their field experience in a PYP preschool. A total of 33.3% of them were extremely confident, and an additional 66.7% were moderately confident. Among those who had done their student teaching in a PYP school, 14.3% were extremely confident, and 71.4% were moderately confident. This was close to the 9.1% extremely confident and 72.7% moderately confident in the group who had done their PYP primary field work in a PYP school. Those who had completed only a one-day observation or tour of a PYP school had percentages—9.5% extremely confident and 52.4% moderately confident—similar to those who had shadowed one day...
in a PYP school—13.3% extremely confident and 53.3% moderately confident. None of the participants who had gone on the Canada PYP trip were extremely confident to teach in a PYP school, but 62.5% were moderately confident. In this particular group, 37.5% were only somewhat confident. The participant who had student taught abroad were extremely confident to teach in a PYP school.

The short answer queries asking for participants’ explanations of their confidence level in teaching in a PYP school revealed that the majority believed they had the mindset (open-minded, internationally minded) but lacked confidence in the planning and implementing of PYP curriculum, a situation they attributed to what they perceived as a lack of experience in PYP school settings. One participant wrote:

IB is so complex. It requires you to really think about your teaching and what material you’re presenting to your students. Although I am aware of the components I should teach, it is still fairly difficult and I am not as confident right now, but with exposure and if I was immersed in a school with IB curriculum, I’m sure that I would do fine.

Another participant wrote:

I feel that I have a good understanding of what the standards are in order to teach in PYP schools but I have never been a field student in those schools. I know that I have done a lot of lesson plans incorporating IB in my student teaching experiences, but I never got to work alongside with a mentor who was also trained to teach IB. I feel with more experience I would feel more confident.
Yet another participant noted the following: “I do not feel that I had enough experiences with the foundation and practice of the PYP program. I understand constructivism and international mindedness, but not specifically within the context of the PYP program.” This participant explained, “Because most of my student teaching experiences is in traditional schools I have not had the opportunity to use all of the PYP program staples. However, I understand them and have been able to teach from an international mindset regardless and feel confident in doing so.”

In concurrence another participant wrote:

I am confident that I was trained in understanding what a PYP school is and how a PYP school teaches. However, I am not confident that I had enough personal experience teaching similarly as a PYP school. . . . I was not placed in a PYP school for field experience, I only observed one day. I feel if I had more observation or field experience in a PYP school, I would feel more confident.

Many of the participants, however, felt they would be able to teach in a PYP school with additional training and support. One participant wrote:

While I feel like I have come so far in my understanding of what it means to teach at a PYP school there is still a lot more I feel I would benefit from with additional research and study. I have seen it occur in the classroom when we were in Toronto but I am still unsure where to begin the process.

Those who had indicated confidence in their ability pointed to their experience in PYP settings during their time in the ECED program. One wrote:
My confidence level in teaching in a PYP school is so high because I student taught every semester in a PYP preschool or school. My entire full time student teaching was based in a PYP school where I was a part of creating planners, editing previous planners, incorporating central ideas from the planner in my lessons, and move. I have already worked closely with resources, vocabulary, and ideas PYP schools embody and embrace.

Another participant commented, “I felt confident in teaching it. I have had experience in PYP classrooms so I feel good about it.”

One participant noted, “I have more to learn but still would love to teach in a PYP program. My level of confidence was increased greatly after touring PYP schools in Canada.”

Notably, no IBPYP preschool placements occurred at the time of this survey. Some participants had done their field experience or student teaching at the university lab school, which was undergoing the IB accrediting process at the time of this survey. Candidates may have mistakenly classified it as a PYP preschool.

**Confidence in qualifications.** The 32 participants were asked whether they believed they were qualified to teach in a PYP classroom, that is, in possession of the knowledge, skills, and disposition necessary to lead students to success in a PYP classroom. In response 46.9% strongly agreed and 53.1% agreed. None of those 32 participants believed they were unqualified to teach in a PYP classroom. This was in contrast to the lower level of confidence in their ability. Educators in the early childhood education program at the university where this study took place teach inquiry and a
constructivist approach, which blended well with the PYP and its similar pedagogy. When asked whether they believed they were qualified to teach in a constructivist classroom, however, two of the 32 participants reported they did not believe they were qualified. A slightly stronger agreement occurred among the remaining 30 participants in qualification to teach in a constructivist classroom compared to teaching in a PYP school with 59.4% strongly agreeing and 34.4% agreeing. When asked whether their education and experiences with PYP content had prepared them to teach inquiry-based curricula, 56.3% strongly agreed and the other 43.8% agreed.

**Interest in teaching in a PYP school.** Although the majority felt both able and qualified to teach in a PYP school, only 14 of the 33 participants (42.43%) who responded said that they had applied for their PYP certificate at the time of this survey. Among those who had not applied for the certificate, the cost was the reason most cited. The only other reasons given were the hassle or time it takes to acquire it. For those who reported acquiring their certificate, the reasons included (a) wanting to teach in a PYP school, (b) valuing the certificate for the principles it represents or the work they put into it, and (c) recognizing value to future employers.

Seven of the 32 participants who answered indicated that they were moderately interested in teaching in a PYP school with an additional 21.9% extremely interested. This was followed by 25% somewhat interested, 3.1% slightly interested, and 6.3% not interested at all. The number of intercultural experiences made no appreciable difference in the participants’ interest in teaching in a PYP school. Those with three experiences of the eight were split equally between extremely interested, moderately interested, and not
interested at all. The largest number not interested at all occurred in the group who reported having three of the eight experiences. The participants with four of the eight experiences were split equally between extremely interested, moderately interested, somewhat interested, and slightly interested (see Table 3).

Table 3

Cross Tabulation of Total Number of Eight Possible Field Experiences Compared to the Participants’ Interest in Teaching in a PYP School

<table>
<thead>
<tr>
<th>Total Field Experience</th>
<th>Count</th>
<th>Extremely interested</th>
<th>Moderately interested</th>
<th>Somewhat interested</th>
<th>Slightly interested</th>
<th>Not at all interested</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.7%</td>
<td>58.3%</td>
<td>25.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8.3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>66.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>33.3%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>33.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.0%</td>
<td>25.0%</td>
<td>25.5%</td>
<td>25.5%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>33.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.9%</td>
<td>43.8%</td>
<td>25.0%</td>
<td>3.1%</td>
<td>6.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note. The eight possible field experiences included observation/tour of an IB school, one day shadowing in a PYP school, field experience in a PYP preschool, field experience in a PYP primary school, student teaching in a PYP school, studying abroad, participating in a Canada IB/PYP trip, and overseas student teaching. The largest number of experiences of any participant was five.

The kind of experiences the participants had made no difference in their interest in teaching in a PYP school. The experiences included observation or tours of an IB school, one-day shadowing in a PYP school, field experience in a PYP preschool, field
experience in a PYP primary school, student teaching in a PYP school, studying abroad, participating in a Canada IBPYP trip, and overseas student teaching. Among the 32 participants, the group of three who had done their field experience in a PYP preschool all reported moderate interest in teaching in a PYP school. Among the group who had gone on the Canada PYP trip, all but one participant who was not at all interested reported extreme interest or moderate interest. Overall, the other experiences did not strongly increase interest in teaching in a PYP school.

In total, of the 32 participants who responded when questioned about how interested they were in teaching in a PYP School, 30 of them indicated they were at least slightly interested; however, only 22 of the short answer responses were in favor of teaching in a PYP school. Positive responses included the following:

I am interested to one day teach in a PYP school because I believe that the program is fantastic and could help children become more aware of what is happening in our world. I also feel it will even help me become more internationally minded because I will have to set the example for the students and I will be surrounded by the same ideas.

“After having a wonderful experience throughout my student teaching in a PYP school. I would love to be a part of a PYP school again.”

I love the concept, theories, and ideals that go along with the PYP program. Even if I do not end up teaching at a PYP school, I want to incorporate things like the learner profile traits and global awareness into my classroom.
Although this group was interested in teaching in a PYP school, some identified barriers to reaching that goal, for example, one participant wrote:

I would love to teach in a PYP school. I incorporate the Learner Profile in my daily classroom at my local public school since it provides so many benefits to my learners! I hope that more PYP schools rise up in the next few years and more public schools can begin realizing its worth!

An additional four responses were positive but included barriers to teaching in a PYP school, including the lack of PYP schools near them and the need to find immediate employment. One wrote, “At this point in my career I am interested in teaching in any school that will hire me. I would be interested in teaching in PYP school but it is not my main concern.”

Of the four participants who responded negatively, two said they would still use the PYP philosophies in their classrooms.

One wrote:

I am most interested in using the characteristics of the IB program. I value what the IBPYP has to offer in terms of the values of the program. However, I do not feel qualified to teach the program at this time.

Another wrote, “I am not particularly interested in teaching in a PYP school because I feel that I can incorporate these philosophies in any classroom.”

Negative responses varied in reasons given and included the following: “I also know very few PYP schools in the area I am interested in teaching in.”
Another wrote, “I am not interested in teaching for a PYP school because all teacher that I talk to HATE it. They believe it is just extra work and the students don’t benefit as much from it.”

A third wrote, “I like the set up of a public school.” (See Table 4.)

Table 4

Cross Tabulation of the Kind of Field Experiences Compared to the Participants’ Interest in Teaching in a PYP School

<table>
<thead>
<tr>
<th>Kind of Experience</th>
<th>Extremely Interested</th>
<th>Moderately interested</th>
<th>Somewhat interested</th>
<th>Slightly interested</th>
<th>Not at all interested</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation/tour of IB School</td>
<td>2 (16.7%)</td>
<td>7 (58.3%)</td>
<td>7 (33.3%)</td>
<td>1 (4.8%)</td>
<td>1 (4.8%)</td>
<td>21</td>
</tr>
<tr>
<td>Shadowing in a PYP School</td>
<td>4 (26.7%)</td>
<td>5 (33.3%)</td>
<td>5 (33.3%)</td>
<td>1 (6.7%)</td>
<td>0 (0.0%)</td>
<td>15</td>
</tr>
<tr>
<td>Field in PYP Preschool</td>
<td>0 (0.0%)</td>
<td>3 (100.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>3</td>
</tr>
<tr>
<td>Field in PYP Primary School</td>
<td>2 (18.2%)</td>
<td>5 (45.5%)</td>
<td>1 (9.1%)</td>
<td>1 (9.1%)</td>
<td>2 (18.2%)</td>
<td>11</td>
</tr>
<tr>
<td>Student Teaching in PYP School</td>
<td>1 (14.3%)</td>
<td>3 (42.9%)</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
<td>7</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0</td>
</tr>
<tr>
<td>Canada/IB Trip</td>
<td>2 (25.0%)</td>
<td>5 (62.5%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (12.5%)</td>
<td>8</td>
</tr>
<tr>
<td>Overseas Student Teaching</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (100.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Applied to PYP schools. Less than half, or 42.9%, of the 28 participants who responded reported that they had applied to teach at PYP schools. The only participant in that group who reported having had five experiences applied at a PYP school.
four participants who had four experiences, only 25% (or 1 of the 4) applied at a PYP school. Among those with three of the experiences, 66.7% (or 2 of 3) had applied for PYP teaching positions compared to 54.5% (or 6 of 11) who had only two experiences. For those with only one experience, only 22.2% (or 2 of 9) applied for a PYP teaching position. A negligible difference was shown in percentages based on the kind of experiences they had had. The reason most often cited for not applying to PYP schools was the distance from their hometowns (see Table 5).

Table 5

Cross Tabulation of Total of Eight Possible Field Experiences Compared to Applications Submitted for PYP Teaching Positions

<table>
<thead>
<tr>
<th>Total Field Experience</th>
<th>Applied to teach in a PYP School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>12</td>
</tr>
</tbody>
</table>

Note. The eight possible field experiences included observation/tour of an IB school, one day shadowing in a PYP school, field experience in a PYP preschool, field experience in a PYP primary school, student teaching in a PYP school, studying abroad, participating in a Canada IB/PYP trip, and overseas student teaching.
Summary of Analysis of Survey Results

An analysis of the survey responses showed that the participants defined *international mindedness* using the learner profile attributes, but they focused their original definitions primarily on one: open-mindedness. Once they answered subsequent questions regarding their own perceived attributes and their perceived ability to model them, their answers regarding the importance of the learner profile attributes in teaching practice, their answers included more pronounced references to international mindedness. Some also referred to attitudes and predispositions in their definitions, including awareness and understanding. When asked how the importance of the learner profile attributes compared to that of intercultural understanding, global engagement, and multilingualism, they ranked the learner profile attributes most important in defining *international mindedness*. Intercultural understanding followed with only a few considering global engagement and multilingualism important in defining *international mindedness*. When asked specifically about the role multilingualism plays in international mindedness, the majority felt it was important. The presence of this specific question may have guided their answers to perceive it to be more important than they initially reported. Multilingualism and global engagement are not the foci of the early childhood program at the university in this study. Regardless of their definitions, all participants felt international mindedness was important to their teaching practice. The short answers explaining its importance, however, primarily referred to addressing the needs of diverse student populations in their classrooms and better understanding their
own their cultures. Few seemed to understand the need to teach for global citizenship or
to develop intercultural understanding beyond the borders of the United States.

The participants engaged in minimal intercultural experiences before
matriculating at the university in this study, and only a few had knowledge of the PYP.
Two thirds of the participants agreed they became more internationally minded as a result
of PYP experiences during their time in the early childhood education program. When
asked which PYP experiences guided them in becoming internationally minded, they
cited field experiences in PYP settings, class discussions and coursework, and
intercultural experiences on campus. The last category was not related to the PYP, but
students recognized those experiences as impactful in fostering international mindedness
nonetheless.

The majority of the participants felt qualified to teach in a PYP school, but fewer
had confidence in their actual ability to do so. The qualification may have been based on
eligibility to obtain the PYP teaching certificate, where ability had more to do with
confidence in their knowledge and the amount of hands-on practice they had in PYP
classrooms. The number of experiences they had did not, however, meaningfully
influence their interest in teaching in a PYP school nor did the type of experience. Just
under half the participants applied for their PYP certificate upon graduation, citing the
cost as the major factor. In addition, less than half applied at PYP schools for teaching
positions, citing mainly the lack of PYP schools in close proximity to their homes as the
reason.
Findings From the Interviews

Six participants volunteered for face-to-face interviews by the researcher. Among the six, four were female and two male. Only one of the participants was not Caucasian. All were from the same geographical region as the university in this study. They had had a variety of intercultural experiences before and during their time at the university in this study, and their perceived confidence, ability, and interest in teaching in a PYP school varied as well. That variety presented the opportunity to compare and contrast their stories (see Table 6).

Table 6

Description of Interview Participants

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Semester Graduated</th>
<th>Age</th>
<th>GPA</th>
<th>Gender</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gia</td>
<td>Fall 2015</td>
<td>23</td>
<td>3.5–4.0</td>
<td>Female</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Robert</td>
<td>Fall 2015</td>
<td>24</td>
<td>3.0–3.49</td>
<td>Male</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Ian</td>
<td>Spring 2016</td>
<td>22</td>
<td>3.5–4.0</td>
<td>Male</td>
<td>African American</td>
</tr>
<tr>
<td>Abby</td>
<td>Spring 2015</td>
<td>23</td>
<td>3.5–4.0</td>
<td>Female</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Kathy</td>
<td>Fall 2014</td>
<td>24</td>
<td>3.5–4.0</td>
<td>Female</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Laura</td>
<td>Spring 2016</td>
<td>23</td>
<td>3.5–4.0</td>
<td>Female</td>
<td>Caucasian</td>
</tr>
</tbody>
</table>

Gia

Gia was a 23-year-old Caucasian female from the same region of the state where the university in this study was located. She attended classes on the main campus and graduated with a cumulative GPA between 3.50 and 4.00 with a B.S.Ed. in early childhood education in fall 2015. She reported no intercultural experiences before matriculating at this university. She had never lived or traveled abroad, hosted a foreign
exchange student, or interacted with a specific cultural group other than her own. She spoke only English.

**Survey responses.** When presented with four components to define *international mindedness*, Gia ranked the learner profile attributes as most important, followed by intercultural understanding, global engagement, and multilingualism in that order. Her definition of *international mindedness* was as follows:

Before [attending this university], I thought I lived a life being international mindful. It wasn’t until the [university] faculty opened my eyes to the wide variety of diversity there is in the world around us. I can genuinely say I see people for the common humanity, which we all share. I love people and I am not afraid, nor intimidated by differences, rather I embrace them with open arms. I think our world could take a little lesson from [this university] and we should all be working towards [being a] more internationally mindful nation.

Gia strongly agreed with the importance of a teacher being internationally minded. She defined that importance in relation to the needs of children in the US:

When a child feels accepted, appreciated, and proud of who they are they are much more capable of learning. Not only for the children’s sake, but for teaching the children about other cultures and to be open-minded! Children developed learned behaviors about being racist and closed minded at a young age from examples of elders. When they see important role models (teachers) displaying a positive mindset, they will be able to see the world through more appreciative and kind eyes.
Gia indicated she had no prior knowledge of the PYP program before applying to the early childhood education program at this university. She had done no field work or student teaching in a PYP school, nor had she participated in the trip to Canada to observe PYP schools. She had had an opportunity only to shadow one day in a PYP school during her time at this university. She indicated that she had not had the opportunity to observe a sufficient number of PYP schools while at the university to facilitate her understanding of the PYP program. She agreed, but not strongly, that she had a strong understanding of the components of the PYP when she graduated from the university, however. In contrast, she indicated that she was not qualified to teach in a PYP school. She stated that she was only slightly confident in her ability to teach in a PYP school and was only moderately interested in teaching in one. She did not apply to PYP schools and had not applied for her PYP certificate, indicating that it was too expensive.

She agreed that her education and experiences with PYP content prepared her to teach inquiry-based curriculum, and she strongly agreed that she was qualified to teach in a constructivist classroom. In addition, regardless of her confidence level in teaching PYP, she strongly agreed that she had become more internationally minded as a result of PYP experiences at the university. She also indicated that she was confident in modeling and teaching the learner profile attributes and believed that fostering these attributes in her classroom was important and stated that she talked about them in her interviews at public schools.
Interview. Gia began by telling me about the rural area in which she had grown up when I asked her about her intercultural experiences before coming to this university. She focused on the influence of her mother, who modeled and taught kindness to others. Describing her mother, Gia stated, “She doesn’t look at people for who they are or what they look like or their differences. It’s more like you’re a person, and you know she relates with them, and she’s just this bubbly, happy person.” Gia’s personality was quite similar. When asked specifically about the diversity of her school system, she described it as mostly Caucasian, except for her best friend, who was Mexican American. This was a piece she had left out of the survey when asked if she had experiences outside her own culture. As for experiencing cultures outside the US, Gia had never traveled outside the country and in fact had only visited two neighboring states—Indiana and Michigan—and flown to Florida. When mentioning diversity, she often substituted the word differences.

The journey toward international mindedness. Gia felt she had seen more diversity, or differences, on the university campus but noted that the other students in the early childhood education program were almost all Caucasian women. She was challenged to recall any specific intercultural experiences. When I asked her about intercultural experiences in her field and student teaching experience, she responded, “I was at the university’s lab preschool. I don’t think of things, and you’re asking me this, and it’s jogging my memory. . . . It was an amazing experience . . . and that was very multicultural, very much so.” She described the teacher action research project she had done while she was at the lab school.
There was a little girl who is Chinese, and a little boy who was Arabic, and they were both bilingual, and they were very shy. And so . . . I focused on their background and their culture and brought it to the classroom to try to see if it made them feel more accepted.

I asked her pointedly how she thought her project helped the children become more internationally minded to determine whether she could make that association. She said, “I think if you open their eyes to the differences, then they are more able to appreciate them for who they are.”

Knowing she must have been placed in one rural and one urban setting for her K–3 field experiences, I asked her to tell me about that time. She had been placed in a small rural school district, where the majority of students qualified for free or reduced lunch. She described this site from a deficit perspective, finding their lives “sad” and assuming they didn’t get the love and support needed at home. She said, “You get a whole different appreciation for how they appreciate you because it’s just so—say . . . they like care about your interaction with them so much more because they don’t get it at home.” She also talked about the staff being in a “sad” state as well, not enjoying their jobs, blaming families and not collaborating with one another. She compared this to her second K–3 placement in an affluent school district, where “everyone was very supportive, and the teachers’ lounge was just talking about children’s growth and how they can be better and things like that. And it’s just funny how, you know, what I mean, there’s two totally different worlds.” She saw both the children and the teachers in her rural setting as too “sad” and difficult to work with, influencing her greatly enough not to
apply for a teaching position there. She did not relate these experiences as intercultural
nor did she seem to have gained intercultural sensitivity as a result of these K–3 field
experiences. She spoke about how much she cared about the students living in poverty.
Care was a reoccurring theme in her definition of international mindedness and best
practice for teachers.

**Defining international mindedness.** In addition to referring to caring and
noticing and appreciating difference, Gia spoke often of open-mindedness. Her
definition of international mindedness included this idea. She described international
mindedness as follows:

> Having an open mind set and like, not just knowing the differences but knowing
> who you are, knowing that there are differences out there, appreciating them for
> who they are, you know, not being like I’m this way, that’s how everybody is, and
> being like closed off. I would say that international minded is more we are
> common for the common humanity, and we all are unique in who we are.

She talked about how being internationally minded was important to her teaching practice
and that she discussed the learner profile attributes at her interviews. She associated the
learner profile attributes with international mindedness without prompting from me.

**The role of PYP certification in the journey.** Gia had known nothing about the
PYP before entering the ECED program at this university. When she initially heard
about it, she said her first impression was that it was “multicultural, like it was more
focused on and incorporated multicultural more than just wanting to do it in your
classroom. It was more of a requirement.” She described her only field experience as
touring a PYP school during school hours for a day and attending classes in a PYP school occasionally after school hours during a semester-long class focused on the IBPYP. Her cohort was not given the opportunity to participate in the trip to Canada to observe PYP schools. She recalled making PYP lesson plans but never had an opportunity to enact them with students. Gia said that she regretted the lack of opportunity to student teach in a PYP school. She said that if she couldn’t student teach there all semester, she would have liked at least a week in a PYP school. She indicated that would have been a better option for her than a trip to Canada because she is “not a big risk taker.” She said, “I’m a homebody. I love being close to my family. I get anxiety when I have to travel.”

She spoke about the influence the faculty had on her journey toward understanding the PYP. She said:

Every professor was able to change my mind frame in a different way. And I think that comes with who you are as a person, being open to different ideas. If you didn’t agree with something a professor said, you know, you were able to see where they’re coming from and think more about yourself, being reflective.

She noted that she was able to transfer this skill to her life outside the classroom:

That’s a huge thing that as I’m getting older and, like, figuring out my friendships, there’s people who are so closed minded and you love them, I mean, you gotta love people for who they are, but that they can’t open their eyes to think, “That might not be my perspective, but that’s hers, and this is why she has it, and here is her reasons.”
Although she lacked confidence to teach in a PYP school partially because of a lack of experience, I asked her whether she found herself to be internationally minded in the way that the IB describes it through the learner profile attributes. She answered, “Oh yes. But I can’t name them off the top of my head.” She recalled a few that she felt she embodied: empathy, reflective, and communicator.

**Teaching in a PYP school.** Gia had not applied at a PYP school at the time of the interview. She cited the main reason as wanting to teach very close to home. The only school to which she had applied was the one in the affluent district where she student taught. She was currently planning her wedding and said she was not in a hurry to take a full-time position that was far from her home. She was content with subbing for a year. When I asked her the benefit of teaching in a PYP school, she responded “Umm, having support to be more multicultural and presenting that mind frame and knowing that it’s important to the school as much as it is to you.” She may not have understood the difference or value of international vs. multicultural. She said that the challenge of working in a PYP school was the learning curve because she believed she was not yet qualified or confident in her ability to teach in one.

**Analysis.** The interview allowed Gia to recall intercultural experiences that she had not thought of when she completed the survey. She omitted the Mexican American best friend she had in a predominantly Caucasian high school. Her failure to mention this experience in her survey and remembering it only when prompted in the interview may mean that her friend had acclimated to the point where she no longer appeared to Gia as someone from another culture. Her perception of her intercultural experiences in the
field during the early childhood education program changed as well. She had not considered the diverse student population at the university lab school as an intercultural experience despite the focus of her teacher action research project on two of its international students. She referred to the experience as very “multicultural,” emphasizing the idea of multiculturalism in her explanation of PYP and international mindedness. She focused on diversity in the US and how she would teach amid that diversity.

The discussion of differences was by far the most common theme throughout her interview. Although she discussed the importance of caring for others and being open-minded, she also seemed to harbor a fear of differences and new experiences. She wanted to remain close to home and teach in a school district with a socioeconomic status similar to that of her home school. Focusing heavily on poverty level as an aspect of diversity, she associated poverty with depravity, viewing students in poverty from a deficit perspective. Her field experience in a school where the majority of students lived in poverty influenced her perception. She clearly saw the differences but showed no evidence of looking for the similarities in all children regardless of socioeconomic status or the “common humanity” of which she spoke in her definition of international mindedness during her interview.

Although Gia described herself as open-minded enough to accept the values and teaching principles of the PYP, she admitted that she would face a learning curve because of what she perceived as a lack of hands-on teaching experience in PYP schools during her time in our program. She believed she was unqualified to teach in a PYP school and
was only slightly confident in her abilities to do so. She made little mention of the learner profile attributes or any of the attributes specifically except for open-mindedness but spoke often about caring as an important part of the profession and of humanity. She did not apply at PYP schools and explained in her interview that she simply wanted to teach close to home in a suburb like her own with a low rate of poverty. She decided not to seek PYP certification upon graduating, citing cost as the primary reason; furthermore, she saw no value in PYP certification for the teaching positions for which she planned to apply in non-PYP schools.

Gia was at the early stages of becoming internationally minded. She did not speak of all children as the same or claim not to see color. She recognized differences and displayed curiosity about other cultures; however, her heavy focus on differences may have indicated not only difficulty tolerating some of those differences but also accepting them. Gia had never left the United States and had barely left her own state. Beyond her Mexican high school friend, whom she did not recognize as someone from another culture until prompted, her intercultural experiences may have been limited to her field placement in a rural, high-poverty setting. She knew she should care about everyone, but that knowledge came from a place of assuming they needed care because they were needy in some way. Gia did not discuss the benefits or opportunities that could come from working with children and families of diversity. Her view of the children and families she worked with in her field placement was that their “situation” was “sad” and she felt she wasn’t strong enough to be around “that type” of school environment. She cried [for them] when she told me this. Perhaps because her intercultural experiences had
been limited to working with children in poverty, she was unable to move beyond the us–them mentality. She may have needed more diverse intercultural experiences to move beyond the ethnocentric stages.

**Raymond**

Raymond was a 24-year-old Caucasian male from the region of the state where the university in this study was located. He attended classes at the main campus and graduated with a cumulative GPA between 3.00 and 3.49 with his B.S.Ed. in early childhood education in fall 2015. Reporting minimal intercultural experiences before matriculating at this university, he had never lived or traveled abroad or hosted a foreign exchange student; but he reported interactions with specific cultural groups other than his own. Raymond spoke only English.

**Survey responses.** When presented with four components to define international mindedness, Raymond ranked intercultural understanding as most important, followed by global engagement, the learner profile attributes, and multilingualism in that order. His definition of international mindedness was as follows: “Being world conscious and understanding the diversity of world members.” Strongly agreeing that international mindedness was important for a teacher, he defined that importance based on the needs of the population of the United States:

It is important for a teacher to be internationally minded due to the growing world and cultures that are found in this country. Students need to understand the differences that everyone has and learn how we can get along with each other as we grow.
Raymond indicated no prior knowledge of the PYP program before applying to the College of Education at the university. He did no field experience or student teaching in a PYP school, nor did he participate in the trip to Canada to observe PYP schools. He shadowed in a PYP school one day during his time in the program. He agreed, but not strongly, that his observation time at PYP schools was sufficient in order to facilitate his understanding of the PYP program. He strongly agreed that he had a strong understanding of the components of PYP upon graduation. He also strongly agreed that he was qualified to teach in a PYP school; however, he reported only moderate confidence in his ability to teach in a PYP school. He explained his confidence level as follows: “I am very confident to teach in a PYP school due to strategies that were learned at [this university]. I really enjoy having a central idea or essential question that can set the direction for an instructional unit/lesson.” He reported extreme interest in teaching in a PYP school and had applied both to teach in PYP schools and to receive his IB certificate. He provided his reasoning:

I am interested in teaching in a PYP school because of the constructivist strategies that were learned to make understanding knowledge easier for students in a nontraditional way. I enjoy the atmosphere that these types of schools have and the importance they strive for in their instruction.

Raymond strongly agreed that his education and experiences with PYP content had prepared him to teach inquiry-based curriculum and that he was qualified to teach in a constructivist classroom. He also strongly agreed that he had become more internationally minded as a result of PYP experiences at this university. He reported
confidence in his ability to model and teach the learner profile attributes and the belief that fostering these attributes in his classroom was important regardless of whether or not it was a PYP school. He said, “I have seen how students enjoy these types of activities and different kind of instruction that is found in other schools.” He largely compared the practice of PYP teaching to his field and student teaching placements but more often to that which he observed daily in his current teaching position (“other schools”) at a non-PYP preschool and daycare. Although he did not elaborate on what activities and kind of instruction specifically he felt embodied the learner profile attributes, he referred to PYP practice as teaching “to the whole child” and “inquiry based.”

**Interview.** Raymond began by telling me that his intercultural experiences before matriculating at this university were very limited. He had grown up in a “middle-class community” and did not believe he had had many experiences with other cultures outside those in his own family. He talked about his grandparents being Hungarian and Polish and how the foods they ate differed from what his friend ate sometimes. When asked about the diversity in his school system, he noted some but that he “didn’t understand it” at the time. Raymond commuted from his home to classes at the university.

**The journey toward international mindedness.** Raymond described noticing surface cultural differences when he came to the university in terms of “how people act, how people dress, what people eat, and so forth.” He admitted that his experiences and interactions on campus were limited because he commuted and had a job off campus as well. He also noted that his cohort, with whom he spent the majority of his time on campus, lacked diversity. While at the university and at the time of the interview, he
worked at a daycare where he talked about working with children from cultures other than his own and experienced “what they can eat, what they can wear, how they act, and their different languages.”

By the time of the interview, he had returned to the university to take master’s courses and has noticed the greater diversity in those classes by comparison, both ethnic and international diversity. Graduate school had given him a much different experience compared to his time as an undergraduate. He talked about how different the classroom discussions were and how “each culture has a different understanding” of the readings. This had been his first extended exposure to people from outside the United States besides those he had met when he went to Canada with his family. In his survey he had indicated that he had not traveled abroad. Either he had forgotten about visiting Canada or he did not view the trip as international travel. He indicated that he would love to travel abroad but has not been able because of financial constraints. He was interested in going on the trip to Canada with the university to observe PYP schools, but he said an insufficient number of students had shared that interest so the trip was cancelled.

**Defining international mindedness.** When talking about international mindedness, Raymond often used the term *embrace* when referring to the way he would approach other cultures and teach his students how to work in a diverse classroom. When I pressed him to define *embrace*, he referred to being open-minded. He also defined *international mindedness* in his classroom:

To be internationally minded is—I guess it would be understanding different cultures, and the world is growing, and a lot of immigrants, and a lot of cultural
groups, and a lot of individuals from different countries are coming to the United States, and how we need to be understanding of how they act, or what they bring to the workplace, and what they bring to the schools as well.

Neither his discussion nor his definition of international mindedness surpassed the need to “embrace” diverse cultures in the classroom. His discussion of international mindedness more closely aligned with multiculturalism. When I prompted him to talk about the global engagement in which he had been involved with the hope of his recollecting the role it played in international mindedness, he didn’t understand the meaning of global engagement. I then gave him examples of being involved with international organizations or working with people from other countries on projects that impact the global community. He said he had never had any experiences like that and returned to pointing out that he had been a commuter student and involved in nothing extracurricular.

The role of PYP certification in the journey. Raymond did not know what the PYP was before enrolling in the early childhood education program at this university. When speaking of his early impressions, he mentioned learning about inquiry, indicating he understood that PYP was inquiry based. He did not recall how or when he initially learned about PYP exactly, but he remembered a one-day visit to a PYP school where his instructor worked. He said she “did a very good job of explaining what international baccalaureate was, and seeing it in place and observing different classrooms as well in practice.” This experience, his only time to observe a PYP school in session, was impactful enough for him to have gained confidence and interest in teaching in a PYP
school. He mentioned having classes after school hours at a local PYP school as well but did not believe that deepened his understanding of the PYP because he had not actually seen it in progress. He stated:

I wish I could have had more experiences. I wish I could have seen it, almost like we were being taught like a lesson. Seeing with how we experience in preschool, just even like, I know this stuff steps on teachers toes when you go in their classrooms, but just almost like if it had been planned and we could see it how it acts out.

He appreciated the opportunity to make a PYP lesson but emphasized that he would have liked actually to have enacted that lesson with children. He noted the importance of reflection in his learning process, which is also part of the inquiry learning process. He pointed out that “how we reflect on our lessons is one of the ideal principals. It’s how we reflect on our learning. It’s just a whole cycle. . . . You don’t get to do it with the children.”

Raymond said what he liked best about the PYP was that the ideas come from the students so they really enjoy and understand the topic. This is again part of the inquiry cycle. He also endorsed learning a second language and emphasized the importance of knowing a second language to compete in the “growing world.” This contrasted with his ability to speak only one language and his ranking of multilingualism as the least important piece of four choices in defining international mindedness. In addition, he appreciated how the subjects were integrated under the topics. He said that the organization of the PYP guided inquiry learning, a feature he mentioned most often.
I asked Raymond pointedly about the role of the learner profile attributes because he had not mentioned them at all. He said they were important in relation to children learning differently, explaining them as learning styles that needed to be “embraced” and considered when planning how to teach to those specific attributes (or learning styles as he defined them). He described how he would use this knowledge in his practice:

Let’s just say if they are reflective, okay, maybe they need to be more open-minded ‘cause they’re just so worried about their own work that they need to be open-minded of others, like maybe try this strategy or try introducing this topic or introduce this reading, and then they will be able to . . . open them up to new ideas. And also . . . let’s say you have different students. . . . You see that that student’s very open-minded and that student’s a very principled learner and so forth. And putting those students together maybe doing a certain project or like a group work and having those students contribute.

**Teaching in a PYP school.** Raymond spoke of envying his classmates who had done their student teaching in a PYP school. “They got to actually act and reflect on those lessons, and I wish I could have.” He said that he was interested in teaching in a PYP school but that he would need more training. He stated, “I would love an opportunity. Maybe I’d like to see it in action first. Maybe see like a lesson or see like the planning process, almost like professional development.” This response differed from the confidence shown in his survey answers regarding his qualifications and ability to teach in a PYP school. He applied to the specific PYP school where he had observed for the day. He said he believed strongly in the principles of the IB and said again that he
particularly liked the inquiry-based learning and the opportunity for all the students to learn a second language. He voiced his concerns that a public school would not support this kind of thinking and teaching and seemed very concerned that he would need to do what was expected by the administration.

**Analysis.** Raymond’s definition of *international mindedness* in his survey and in his interview did not focus on the learner profile attributes. Intercultural understanding, or “embracing” different cultures was the strongest theme throughout the interview. He strongly agreed that a teacher should be internationally minded; however, he defined its importance based on the needs of the population in the United States and “embracing” diversity in his classroom.

Throughout his interview he spoke of embracing culture. When pressed to define *embracing*, he referred to being open-minded. He appeared to me to be open-minded in that he was open to considering the beliefs and values of others but lacked opportunities actually to embrace other cultures in a meaningful way. He thought he had been exposed to little diversity and few intercultural experiences or opportunities for global engagement during his time in the early childhood education program at the university in this study. The lack of these, he believed, was intensified for him because he was a commuter with an off-campus job and unable to participate in campus activities while at the university in this study; however, he noted that he had been exposed to more diversity and intercultural experiences in his graduate courses than in his undergraduate courses at the university in this study. When discussing culture, however, he focused repeatedly on surface cultural aspects (food, famous people, fashion, festivals, and flags).
Raymond stated that he wished he could have had additional exposure to PYP schools and noted that in particular he would have appreciated enacting a PYP lesson in a PYP classroom. He spoke several times of the missing opportunities in his education on the IBPYP. He planned a lesson but never acted it out with students or reflected on the teaching and learning. The importance of reflection was another common theme in his interview. He admired the experiences of those classmates who had done their field teaching in IB schools. Although his experience with PYP schools had been limited to one visit, he thought it had greatly impacted his understanding of and interest in the PYP. He may not have had a strong understanding of the principles of the PYP, but he understood and valued inquiry-based learning; and the interview gave him an opportunity to discuss that in length. He placed considerable value on the role of reflection in teaching as well as learning and related that to the inquiry cycle. He applied at PYP schools but was most interested in them because of their “constructivist strategies.” He also recognized the value of learning a second language for students in PYP schools.

Raymond was at beginning stages of becoming internationally minded, open to intercultural experiences and “embraced” other cultures but had not had the exposure and opportunities to move farther than understanding surface culture. He was, however, open to exploring cultures and gaining a deeper understanding of international mindedness. He enrolled in graduate courses and recognized the benefits of learning with and from a diverse group of students. He was willing to take a risk to teach at a PYP school despite his lack of confidence in his abilities in order to be in an inquiry-based program, where diversity and multilingualism were valued.
Ian

Ian was a 22-year-old African American male from the same region of the state where the university in this study was located. He attended classes on the main campus and graduated with a cumulative GPA of between 3.50 and 4.0 with his B.S.Ed. in early childhood education in spring 2016. Ian reported interacting with specific cultural groups other than his own before matriculating at this university. He had no additional intercultural experiences, which could have included living or traveling abroad or hosting a foreign exchange student. He spoke only English.

Survey responses. When presented with four components to define international mindedness, Ian ranked the learner profile attributes as most important, followed by intercultural understanding, multilingualism, and global engagement in that order. His definition of international mindedness was as follows:

I would define international mindedness as simply having an interest in the entire world, and not just what is directly around you. Whether it’s culture, practice, cuisine, current events, history, just wanting to learn about all of those things. Also, just being mindful that you aren’t the only one on the planet and that you must have empathy and understanding for others. Realizing that we are all human, we just may have different experiences.

Ian indicated that he had no prior knowledge of the PYP program before applying to this university’s early childhood education program. He did no field experience or student teaching in a PYP primary school, but he completed his preschool field experience in a PYP preschool. He also reported shadowing one day in a PYP school.
He had neither studied abroad nor participated in the trip to Canada to observe PYP schools. He agreed, but not strongly, that he had the opportunity to observe a sufficient number of PYP schools while at this university in order to facilitate his understanding of the PYP program; furthermore, he agreed, but not strongly, that he had a strong understanding of the components of PYP when he graduated from this university. He strongly agreed that he was qualified to teach in a PYP school. In comparison, he believed he was only moderately confident in his ability to teach in a PYP school based on his experiences in the PYP program at this university. He explained his confidence level as follows:

I feel as if I’ve had a decent amount of time in a PYP school, but I’m still not as confident in my own abilities as I could be as a resident teacher. I feel that confidence will come with more interactions and experiences throughout my career.

Reporting only moderate interest in teaching in a PYP school, he had applied at PYP schools but accepted a position at a public non-PYP school. He applied for his PYP certificate because he believed it is “an awesome credential to have [even though] it is sort of expensive.”

Ian agreed that his education and experiences with PYP content prepared him to teach inquiry-based curriculum, and he strongly agreed that he felt qualified to teach in a constructivist classroom. He strongly agreed that he had become more internationally minded as a result of PYP experiences at this university and agreed and strongly agreed that he was confident to model and teach, respectively, all the learner profile attributes in
his classroom. When asked if it was important to foster these attributes in any classroom he stated:

Of course! The world is changing and more international mindedness is definitely what is needed right now. It leads to empathy. It leads to more understanding for one another. It leads to peace. Not saying that the current generation of adults is lost or astray, and I know this may sound a little cliché, but the future lies with the children.

**Interview.** Ian grew up in an urban neighborhood in a major Midwestern city. Not only was he one of the few males his early childhood program, but he was also one of the few persons of color. He talked about the lack of diversity where he grew up as well, but his experience was different from the other participants interviewed. He said most of the people he interacted with growing up were African American or Hispanic. He said it wasn’t until coming to this university that he “started hanging out with different kinds of people and it broadened [his] horizons.” He came to this university because he heard the education program was excellent and it was not too far away from home, but far enough. He fell in love with the campus when he visited it, noting it was “quaint” but still big.

**The journey toward international mindedness.** Ian recalled his intercultural experiences on campus, beginning with his roommate, who was from China, his sophomore year. The following year, he met international students from Italy, Saudi Arabia, and Korea as well and became friends with them. I asked Ian what he learned from his friendships with these international students, and he said:
Just that we’re all the same even though we’re all different. Like we had so many of the same interests. My roommate was really into hip hop, and he actually rapped back home in Mandarin. And he had songs he showed me, and it was really cool. He was an artist like I am. You know, different culture, but we’re all humans.

I asked him what was different between their cultures and he replied,

Like courting, like when you’re dating, that was like different. Their approach is definitely different than ours. We always discussed, and like, he was like, “Oh, she’s so beautiful,” and I’d tell him just go talk to her, and he was like, “No way!” What else? Just the way he spoke with his parents over the phone was interesting. Like me and my mom joke a lot, you know. And when he would talk to his mom and dad, it was like really quiet and straight to the point, you know.

He spoke about how much he would like to travel and study abroad, but that it was financially impossible. He talked about how much value he would place on those kinds of experiences and bring them into his classroom.

**Defining international mindedness.** Ian spoke often of the importance of experiences in understanding cultures and becoming internationally minded. When asked how he would define *international mindedness* he said:

It’s taking into consideration everyone and kind of stepping out of your comfort zone and realizing that like other people are different and being aware of that and being aware that other people do exist because sometimes we get caught in this kind of bubble. I guess we don’t really think about other ways of doing things,
you know. Like not even thinking of other people and what they’re going through, like what’s going on in the world, especially like terrorist stuff and things like that. So people aren’t even considering it because they’re like, “That’s not me, I live here.” It’s kind of like putting yourself in other people’s shoes and seeing their perspectives.

He talked about the importance international mindedness in the classroom to teach empathy and compassion and how that is just as important as academics.

I asked Ian how he thought his experience in the early childhood education program compared to that of his classmates, who were almost all Caucasian, middle-class women. I asked specifically how their perspectives compared to his regarding international mindedness and diversity. He said:

One thing that really caught my attention was when we were talking about children in poverty and behavioral issues and classroom management and things like that. I was thinking to myself, like I wonder if anyone in this room has ever experienced these kinds of things or seen these kinds of things. Not saying they couldn’t be empathetic or they couldn’t understand, but it’s definitely a lot harder if you haven’t been around it. And the same for me, like some people would talk about going on trips and doing stuff, . . . and I was like, “Man, I’d love to do that, but I haven’t experienced that.” I feel like I stood out because like obviously I’m a male and also African American, especially seeing it when I came to [this university] and being in early childhood.
We talked about sharing his perspectives in class to benefit those who hadn’t had the same experiences. He said he wished he had done more of that, but he did not want to tell what might be regarded as a “sob story,” so he kept quiet. He stated that every time he talked about his background, everyone was “looking at me like the expert.” When I asked how these experiences were transferable to his teaching practice, he said that he realized how important it is to bring people from other cultures into the classroom, especially into classrooms where the children have little chance to travel themselves. At the time of the interview, he was teaching in an urban setting and wanted to “reach out to community members to see who’s available” to come to his classroom. He also said this experience “might even broaden [his] horizons even more.”

**The role of PYP certification in the journey.** Ian knew nothing about the PYP program before enrolling in the early childhood program. He knew that the program at the university where this study took place offered substantially more field and student teaching experiences compared to other colleges, and that was the most important thing to him. He valued experience and categorized himself as a “hands-on” learner. Ian talked about learning about the learner profile attributes during the second semester of the early childhood education program, and doing so excited him about the PYP. He said:

> Just the importance of me actually living that way and doing it was more than an idea. At that point it was more of a lifestyle, like you have to monitor yourself and actually say, “Am I being a risk taker? Am I being balanced? Am I trying to get more knowledgeable,” so things like that you have to seriously really change and really think about how you’re doing things.
When I asked him what he thought helped him the most in understanding the PYP in the early childhood program, he talked about doing his preschool field experience at the university laboratory school. This Reggio-inspired center underwent the certification process to become a PYP school during his time there. Learning from his mentor teacher and participating in the collaboration and planning for the classroom helped him understand how the PYP works.

I asked Ian what else would have helped him to feel more confident in his ability to teach in a PYP school, and he said:

Maybe having an assignment where I had to do something like that at my school at my field site. We did make a lesson, but it was—like it was straight from our heads. We didn’t have to actually implement it in a classroom. We were just doing the planning part, but actually doing it and seeing how the kids react and getting their input . . . we didn’t have that when we were doing that by ourselves. So that would be tough to do, though, because a lot of schools aren’t familiar with IB yet or the PYP program.

**Teaching in a PYP school.** Ian described the students who had done their student teaching in a PYP school as “lucky” and remarked that his friend was placed at a PYP school:

And he was telling me how like they had to do a theme, and they’d work with like all the second grade teachers and like the whole entire second grade team, and I was like, “Boy, I wish I could do something like that!”
Ian had applied at public, charter, and PYP schools. In the end, he took the first job offer, citing financial reasons; in fact, he said the non-PYP schools didn’t even ask him about his PYP certification. He embraced the school where he earned a position and looked forward to teaching but not the lack of diversity that followed him from his program. He noted, “The first week I was at training at my new school, I stopped and looked around and thought, ‘No one is like me.’ It’s all White women. There’s some males, but they’re in middle school.” He was still interested in PYP teaching positions and perceived the learner profile attributes as a form of “accountability” that would “accelerate [his] growth and push [him] past the bar.” He also talked about how important it is to be multilingual and how much he wished he were:

It’s not the most important thing but especially up there because it’s hard to be on the same page with somebody if you can’t communicate with them well. If you know the language, you can focus more on what’s being said rather than decoding what’s being said. So that’s important. I wish they taught language earlier.

**Analysis.** Ian defined *international mindedness* in his survey and in his interview as having a predisposition or attitude of “interest” or curiosity in culture beyond what is around him. He emphasized the need for understanding and empathy towards others. He stated it meant, “realizing that we are all human. We just may have different experiences.” He emphasized the need to take risks to get to know people to be able to see life from another perspective. This idea of taking risks and being interested in other cultures were qualities Ian possessed himself and enabled him to engage in intercultural experiences on campus unlike many of the participants in this study. He did not speak
specifically about the learner profile attributes, but the attitudes he described aligned with those attributes; and he rated the learner profile attributes as the most important component in defining *international mindedness*.

Ian was highly focused on the role of experience in learning as a reoccurring theme during his interview as shown in his references to hands-on learning as well as the intercultural experiences he believed helped him become internationally minded and had or could help others. Furthermore, he commented about the benefits for himself and the other students of practicing in a PYP setting to become supportive of PYP. In addition, he emphasized creating relationships as experiences that helped him gain intercultural competence as well as the importance of facilitating those relationships in his own classroom. According to Ian, the most important contributor to his journey to international mindedness had been the relationships he had created with international students at the university in this study. He discussed noticing the similarities and differences in a way that indicated a higher level of cultural understanding, focusing on values, beliefs, and mannerisms.

Ian also brought a unique perspective on his journey compared to the other participants interviewed. He was an African American male and recognized the rarity of others like him in the program and in the teaching population generally. He believed he was able to understand more about the struggles of minorities and children of poverty than his classmates but also acknowledged his own challenges in understanding the privileged White culture that they had come from. He did not, however, perceive his membership in a marginalized group as giving him any greater ability to gain
intercultural understanding. He stated that although it helped him understand children with backgrounds similar to his, he was often unable to relate to the dominant culture of his classmates any better than they could to his. He did not equate membership in a marginalized group as giving him a commonality with members of all marginalized groups or a greater cultural understanding in those groups.

He was able to transfer his beliefs regarding the importance of having multiple cultural experiences outside his own to gain empathy for and intercultural understanding of the needs of children in the classroom. He talked about his envy of those in his program who had more exposure to the PYP than he had, especially envious of those who had participated in the Canada IBPYP tour. He mentioned expenses often, indicating they were a very real concern for him; his lack of funds had heightened his awareness of the struggle to afford to study abroad as other students could. He clearly had a desire to travel and to engage with other cultures in the future.

Ian had the opportunity to do his preschool field experience in the university lab school, a preschool where a feasibility study was taking place with regard to becoming a PYP candidate school at that time. He stated that this experience had helped him the most in understanding the PYP; however, he said that he wished he had had a chance to actually implement the PYP lesson he planned. He also wished he had had the opportunity to student teach in a PYP school as some of his classmates had. In his survey he indicated that he agreed that he had sufficient opportunities in PYP schools to facilitate his understanding of the components of the PYP, but his interview showed that he clearly wished he had had more. This helped explain his answer on the survey, where
he conveyed his moderate confidence in his ability to teach in a PYP school. He applied to PYP schools but took the first teaching job offered to him because of financial necessity. Ian did not discuss PYP as important to his practice in order to work with children from diverse cultures. Instead, he saw it as a guide that held him accountable to a higher standard of teaching practice for social justice and global citizenship. He wanted to bring other cultures into the classroom and encourage his students to explore the world.

Ian had moved from ethnocentrism in his journey toward international mindedness. His actions showed that he recognized the benefits of learning from other cultures, including how people became more aware of their own culture in the process. Understanding the importance of intercultural experiences in this process, especially creating and nurturing intercultural relationships, he sought to teach in a diverse setting and hoped to continue to increase his cultural knowledge and intercultural opportunities as a part of his personal and professional development. In addition, he recognized the need for multilingualism stating, “If you know the language, you can focus more on what’s being said rather than decoding what’s being said.” This realization had come from his own experience, and he was able to analyze that experience to gain a greater understanding of intercultural communication.

**Abby**

Abby was a 23-year-old Caucasian female from the same region of the state as the university in this study. She had attended classes on the main campus and graduated with a cumulative GPA between 3.50 and 4.0 with her B.S.Ed. in early childhood education in
spring 2015. Reporting several intercultural experiences before matriculating at this university, she had traveled and lived abroad, had interactions with specific cultural groups other than her own and was multilingual. In addition, she was fluent in a language other than English.

Survey responses. When presented with four components to define international mindedness, Abby ranked the learner profile attributes as most important, followed by intercultural understanding, multilingualism, and global engagement in that order. Her definition of international mindedness was as follows: “Being culturally aware and accepting of international communication styles, communities, and the world around you. Being a part of those cultures and immersing yourself in their beauty is a huge part of becoming successfully internationally minded.” She strongly agreed that it is important for a teacher to be internationally minded, explaining her position as follows:

Teachers must understand or try to understand the development and cultures of their learners. In this way, teachers can build strong relationships, form better lesson plans for individual students, and challenge learners based on their specific needs. It allows for multiple perspectives to be seen in the classroom and for teachers AND learners to really get to know themselves.

Abby had no prior knowledge of the PYP program before enrolling in the early childhood education program at this university. She did no field or student teaching in a PYP school, nor had she participated in a trip to Canada to observe PYP schools. She spent one day in two separate PYP schools observing and touring. She agreed, although not strongly, that she had a sufficient number of opportunities to observe PYP schools
while at this university in order to facilitate her understanding of the PYP program. She strongly agreed that she had a strong understanding of the components of PYP when she graduated from this university. She also strongly agreed that she felt qualified to teach in a PYP school and reported extreme confidence in her ability to teach in a PYP school based on her experiences in the PYP program at this university. She explained her confidence level:

   During my first year teaching, I incorporated the IB PYP Learner Profile into my classroom and it has built up my students beyond belief with the encouragement of knowing who they are as learners! I received praise from faculty endlessly for using this program, taught my peers how to facilitate the profile in their rooms, and always impress at job interviews when I discuss how important it is to young learners. The program really speaks for itself since it is gaining so much attention throughout the education world!

Reporting extreme interest in teaching in a PYP school, she had applied to PYP schools as well as for her PYP certificate because, she said, “I recognize its value in education.” At the time of this study, she was employed as a kindergarten teacher in a public school in Tennessee.

Abby agreed that her education and experiences with PYP content had prepared her to teach inquiry-based curricula and had qualified her to teach in a constructivist classroom. She also strongly agreed that she had become more internationally minded as a result of PYP experiences at the university where this study took place. She reported confidence in her ability to model and teach the learner profile attributes in her classroom.
regardless of whether or not it was a PYP school. She said, “I will never teach a year without fostering the values of the Learner Profile in my classroom. It builds up students like I have never seen and it keeps me encouraged as well.”

**Interview.** Abby grew up in a Midwestern state but accepted a teaching position in Tennessee just outside Knoxville after graduating from this university. She described it as a “mostly White school” but was quick to point out that she believed they “love their diversity down here.” The decision to teach in Tennessee emanated from her plans with her fiancé about where they wanted to live together long term. They agreed that they wanted to leave the Ohio winters behind and move to a warmer climate. In addition, her family was originally from Texas; so she was familiar with Southern culture and knew she would enjoy it.

When I asked her about her intercultural experiences before matriculating at this university, she told me about the many volunteer opportunities she had growing up, working with people in poverty. She said,

My parents always sent me to work at homeless shelters, and we would go during Christmas time and actually, all times of the year, and we would work in a lot of homeless shelters in downtown [urban city], and just work with all kinds of people.

Her mother had her own ministry, and she described how she would raise money to support people, and we would buy blankets at Christmas time or make blankets, and get food, and just kind of collect things to just support people
who are in poverty and in need; and then when I was in high school, I actually raised my own funds and went to live in Jamaica for two summers. She described working at an orphanage for deaf people from kindergartners through 21-year-olds. She lived at a boarding school with them, became fluent in sign language, and later earned an associate’s degree in sign language, which she now uses in her own classroom. She had also volunteered in Haiti, working with impoverished people. She explained the impact these opportunities had on her:

It’s been really rewarding and has given me, I think, some culture and a little bit of open-mindedness towards how other people. You know, how other people have culture and how they interact with one another. And the language, too. I think multilingualism has been a huge thing, and I think that’s paid off, and it helps children as well.

She says she’s also been fluent in Spanish in the past but hasn’t used it in a while.

**The journey toward international mindedness.** Once she started at this university, she felt she had to shift her focus to studying. She had the chance to work with some children from cultures different from her own during her field and student teaching experiences. She talked about working with children in poverty in the schools. Probing to determine whether she had (or recognized that she had) any intercultural experiences that involved people other than those living in poverty, I asked her specifically if she had observed diversity in her peer group or in the groups or organizations she she had joined on campus. She had to think a minute about this and then replied:
You know, since it’s [the Midwest], I think we’re mostly Caucasian middle-class college students, you know, who have the privilege to go to college, which is nice. But there—my name’s Abby, and I specifically connected with another Abby in our class, and she was from—um, she was actually from Africa and she—I really connected with her because we had both grown up and danced, and she had done African style dance, and I had done contemporary ballet. So we would often talk about how we grew up as dancers in different countries and what our techniques were, and it was just really neat to talk about those experiences that we had in completely different situations. It was so nice to talk on a peer level about what we wanted to do in the future, what our goals and dreams were. And she wanted to go to Africa and build a school for the children there when she was able in the future. And I? I would love to someday when I have the funds to go back to Jamaica and support the deaf orphanage that I worked at when I was a teenager as well.

Abby then recalled the diversity she encountered doing her field placement at the university child development center, a Reggio-inspired lab school. She said:

That was a really great experience because all of the teachers there were very internationally minded. and they were all very well trained. . . . They knew exactly how to work with those students, and they have such a great flow, constructivist method of things, providing those internationally minded discovery experiences for young children.
**Defining international mindedness.** I asked Abby what it meant to her to be internationally minded. She replied:

I think that for me, international mindedness is just really connecting with people and showing them that you care about who they are and that you care about just loving them. And, you know, your heart is the same as their heart, and—and just letting them know that they’re cared for, no matter what color their skin is or what language they speak. . . . You know, we all have the same heart, and we all need to be cared for and have the same quality of life and the same quality of education. And I think that’s one of the most important things.

The theme of caring continued in our conversation, and she talked about how much the people in the South and particularly those in her school district cared about the children and “love the diversity of these students.” She noted that she had seen teachers and her principal cry over “the families that are broken,” and she had seen them come together to “do everything they can to support the families.”

**The role of PYP certification in the journey.** Abby had not been placed in PYP schools, but she was quick to tell me how she used the learner profile attributes in all of her classrooms in her field placements and in her current classroom:

I did not have any IB or PYP experiences at all, but I was able to take some of the things that I had been learning in my class and use them, but especially the learner profile, which is one of my favorite things. Just encouraging and empowering the students at that young age and showing them the attributes that they can grow and even just expressing myself and saying that “Yeah, I have these attributes as well,
and I’m reflective and I’m balanced and I’m creative and I’m a risk taker,” and so just being able to connect with them and show them that they can have all those attributes is important. So I would take those to the classroom, even if it wasn’t an IB school, and the teachers thought it was great.

She discussed how the learner profile attributes are the first thing she remembered learning about the PYP and about how excited they made her about the certification. She said:

I was most excited that we were gonna be one of the first universities to be receiving it at that time. We were one of the first groups to graduate from [this university] with it. . . . And no one else is receiving this, so this is fairly new.

And we could go and work in 168 different countries!

She noted that some students in her program were very negative about it because of all the perceived non-PYP work they already had in the program. She found, however, that it was a great asset in securing a teaching position because everyone she interviewed with seemed very impressed when she talked about the PYP and specifically the learner profile attributes. She discussed at length the importance of the learner profile attributes to her personally and in her profession, specifically reflective, balanced, and caring.

Even though she was so enthusiastic and knowledgeable about the learner profile attributes, when I asked if any parts of the early childhood program could be changed or improved upon to better prepare the preservice teachers to teach in a PYP school once they graduate, she had some suggestions. She said:
I would love if there’d been more opportunity for us to explore PYP schools and
to, well, you know, I got to go one day or two days to go see this one [PYP school
about one hour away], and I loved it. So I wish that maybe I got a choice if I
wanted to go to a PYP school or if there was a selection of schools that I could
have chosen from to go student teach at. Um, or even if there was just a class
where we had blocked out time to go and—and explore it more, and I don’t mind
driving wherever we needed to. I think it would have been a great opportunity.

She mentioned envying those who were able to participate on the trip to Canada to
observe PYP schools because those students were really excited about PYP.

_Teaching in a PYP school._ Abby applied for PYP and non-PYP positions in
Texas and Tennessee, two locations where she and her fiancé wanted to settle. She
talked about the learner profile attributes in all of her job interviews for both PYP and
non-PYP positions. Ultimately, she accepted a position at a public school in Tennessee
but did so with the confidence that she could incorporate the principles of the PYP by
using the learner profile attributes in her classroom. She taught her kindergarten students
the learner profile attributes her first year as a teacher. She said:

And they know it. They know those things, and they build that as they go. And I
just, I saw my kids go from not really knowing what they were capable of to
functioning on a really high level. And academically, they were able to be higher
that almost all of the other classes. I’m not just saying this because they were my
class. They were functioning higher than all the other children in the school
because they know who they were. And they—they had a higher level of
self-esteem, and I think the learner profile and the connection that they can make to the outside world and to others is just—. It’s a big deal because they can understand themselves, and then they can understand the world around them.

**Analysis.** Abby defined *international mindedness* in her survey response as being culturally “aware” and “accepting.” She spoke of the importance of “immersing” oneself in a culture. During the interview, however, she expanded her definition and spoke repeatedly about the importance of care, caring, and being cared for as well when discussing the meaning of *international mindedness*. She focused on the commonality of needing to be cared for and the right of all people to the same quality of education and life. She ranked the learner profile attributes as the most important component in defining *international mindedness* and spoke of them often during the interview. She possessed a strong understanding of the learner profile attributes, citing six of 10 of them often. She described them as empowering and values transferring that power to her students. Of all the learner profile attributes, caring was the one she spoke of most often. This likely related to her upbringing and the values of her family as well as to her volunteer opportunities working with people in poverty. Her mother was a pastor, and Abby had been raised in a family who valued service perhaps above self.

Abby had the most international experiences among the participants interviewed. She had both traveled and lived abroad, spoke Spanish, and signed fluently. She explained intercultural experiences through stories of helping those “less fortunate” in Haiti and Jamaica. At the same time, she discussed volunteering in homeless shelters in the city close to her home. To Abby, people who were homeless also represented a
culture different from her own because they had grown up in poverty. She viewed the people she had helped from a deficit perspective, not speaking of what she learned from them or the strengths or talents they possessed—only of their need of assistance.

When asked about intercultural experiences she had during the early childhood education program at the university in this study, Abby struggled to recall any besides working with children “of poverty” in her field placement. When pushed, she realized her experience making friends with an African student in one of her classes was also an intercultural experience, but she did not recognize this experience as such at first. She spoke of their common background in dance, and she may have viewed this woman as privileged much in the same way she herself is. This may have prevented her from seeing this friendship as intercultural if her perception of cultural differences had been so strongly focused on economic capital. Upon further discussion, she also raised the topic of her field placement at the university’s lab school. She described the teachers there as internationally minded and related that to their constructivist teaching practice.

Although Abby had not been placed at a PYP school for her field or student teaching, she was especially drawn to the learner profile attributes and incorporated them into her teaching as a preservice teacher and later as a practicing teacher. She also used them in interviewing for teaching positions, describing her own learner profile attributes and the merits of teaching them to children; however, her knowledge of the PYP was largely confined to the learner profile attributes. She has such a high level of confidence in her ability to teach in a PYP school, yet her only knowledge and practice were limited to the learner profile attributes, which she saw as standing alone.
Abby stated that she was highly interested in teaching in PYP schools and very excited that she could teach in “168 different countries.” She had applied for PYP schools, but only in Texas and Tennessee. She implemented the learner profile attributes in her classroom in a non-PYP school as a “program” but did not speak of planning lessons around the transdisciplinary themes, central ideas, or guiding questions. She believed they are a “soft start” to the PYP. She said she would have liked more opportunities to observe PYP schools, suggesting that should be an option for those interested.

Abby had had an ample number of intercultural experiences compared to most of the participants in this study. She had lived and worked in other cultures and learned to communicate in two other languages. What held her back on her journey toward international mindedness was the cultural binary she created between the fortunate and the less fortunate, an idea that followed her to her teaching practice, demonstrated when she talked about her students from “broken families.” She cared about them because she felt sorry for them. She may have recognized her own economic and social privilege but perhaps not the power that accompanies membership in the dominant culture. She was unaware of the bias created when viewing those who are different from a deficit perspective. Perhaps if she had more experiences like the one she had with her classmate from Africa—she didn’t mention the country, only the continent—where she could see more commonality, she would see more similarities among all cultures.
Kathy

Kathy was a 24-year-old Caucasian female from the same region of the state as the university in this study. She attended classes on the main campus and graduated with a cumulative GPA between 3.50 and 4.0 with her B.S.Ed. in early childhood education in fall 2014. She reported having some intercultural experiences before coming to this university. Although she had not lived abroad or hosted an international student, she had traveled abroad and interacted with specific cultural groups other than her own. She indicated that she spoke only English.

Survey responses. When presented with four components to define international mindedness, Kathy ranked the learner profile attributes as most important, followed by global engagement, intercultural understanding, and multilingualism in that order. Her definition of international mindedness was as follows: “the ability to foster a learning community where you teach from a culturally diverse mindset.” She strongly agreed with the importance of a teacher’s international mindedness, explaining its importance by stating that the following: “It is important for teachers to be internationally minded because they can better understand, relate and educate all students. You also are a role model for your students and have the ability to show them all the variety out there.”

Kathy indicated that she had no prior knowledge of the PYP program before applying to this university’s early childhood education program. She indicated that the PYP certification was somewhat important in her decision to apply for the early childhood education degree. She did no field or student teaching in a PYP school, nor did she participate in the trip to Canada to observe PYP schools. She reported observing
or touring PYP schools twice. She agreed, but not strongly, that she had the opportunity to observe a sufficient number of PYP schools while at this university in order to facilitate her understanding of the PYP program. She strongly agreed that (a) she had a strong understanding of the components of PYP when she graduated and (b) that she believed she was qualified to teach in a PYP school. She reported feeling extremely confident in her ability to teach in a PYP school after her experience in the PYP program but was only moderately interested in teaching in a PYP school. She applied for no teaching positions at PYP schools, nor did she apply for her PYP certificate, indicating that communicating with “the department” was difficult.

Kathy strongly agreed that her education and experiences with PYP content prepared her to teach inquiry-based curriculum, and she agreed, though not strongly, that she felt qualified to teach in a constructivist classroom. She strongly agreed that she had become more internationally minded as a result of PYP experiences at this university. She 100% strongly agreed that she was confident to model and teach all of the learner profile attributes in her classroom. When asked if fostering these attributes was important in any classroom she stated, “Yes. I think that there is great value in teaching and modeling international mindedness. You’re preparing your students for the world beyond their local community.”

**Interview.** Kathy had grown up in a middle-class, predominately Caucasian suburb. What made her experience different from the other participants I interviewed with similar home environments was that she had begun dating a boy in high school whose father’s family was from Iran. This relationship had lasted over seven years, and
she continued to date him at the time of this study. His grandparents still lived in Iran but visited often. She discussed the differences in their culture, including gender roles, behaviors, and beliefs. She said:

Their roles are very different. So, like, the woman there, not necessarily in the home, but while they are out and about in Iran, they need to cover their hair; and they have to have their bodies covered and things like that. There . . . it’s very family-oriented. So the women are always expected to just stay at home and take care of the home and the family, and the men go out and work. . . . And just like the level of respect that his grandparents were used to was very—like they weren’t used to informal conversations—like everything was very formal.

She spoke of the language barrier she had in communicating with them, especially at first, but was inspired by her boyfriend’s mother, who is American and learned to speak Farsi to communicate with them. Over the years, Kathy has also learned to speak Farsi and understand most of it and could hold simple conversations with them. She recognized the importance of understanding a language, not just for communication but in better understanding culture. When I asked her how learning about this culture had helped her understand other cultures she replied:

I think, don’t be so quick to judge, and think you know everything about another culture despite what you might see from the outside. Once you actually get into all the little details and the nitty gritty, so much more than you ever would have thought there was [is there]. It’s beyond food and wardrobe. It’s like, the way
you speak to each other. The informal versus the formal, their way of life, their routines.

She gave a specific example of what she meant:

In Iran, what they do is they eat like a very small breakfast. Everybody goes to work, school. The ladies of the house will all go to the grandparents’ house, and they cook like a huge feast for lunch. And there’s a two-hour break in the middle of the day, where everybody comes home from work, or school, and they eat as an entire family—like mom, dad, brother, sister, grandma, grandpa, cousins, the entire family. And they’ll eat, and then they’ll take a nap, and then they go back to school, or go back to work, and then they come home, and then they just have a sandwich for dinner. So lunch is like their big thing. . . . So it’s just like, random traditions like that, that I’ve kind of picked up on, and then also religious. His grandmother is a very strict Muslim. And so, she has like her different praying times and things like that, and the first time I saw it [at 17] I was like, why is she sitting underneath a blanket?

The journey toward international mindedness. Kathy’s journey toward international mindedness clearly began before matriculating at this university and continued outside the campus in her personal life. When asked about her intercultural experiences on campus and in our program, she talked about wanting to join multiple clubs immediately as a freshman. As a member of the International Buddy Club, she was paired up with a student from South Korea to help that student practice conversing in English. She also joined a sorority, whose members included a couple of international
students from Brazil and China. She noted that it was interesting hearing their views and learning their dynamics and what they thought of American college. When I asked her whether she believed her experiences with her boyfriend and his family had made her more open-minded and curious about other cultures, she replied as follows:

Oh, yeah. ‘Cause I feel like a lot of times, people are like, they more so think, “Okay, well, what’s your religion? What is your food? What is your traditional dress?”

But they don’t think about the things like “What is your daily life like?” ‘Cause it’s so different. “Or what is your culture?” Because some of them, like Christmas, we just assume everybody celebrates Christmas, and that’s totally not true. And that’s one of the more in-depth things that you don’t really ever think about. But it definitely opened my eyes to be almost a little bit more sensitive about it. Because at the beginning, I would like ask my boyfriend things like, “Well, why do you do that?”

And he’d be like, “Well, when you ask it that way, it sounds a little bit rude.”

And I was like, “Oh! I was just curious. I wasn’t trying to be rude.” But, it definitely—it helped me step back, and then I also would hear people say stuff to him like, “Oh, you don’t look American. You must be from somewhere else.”

And, I saw like how that affected him. Even though he was born in Cleveland, so, I mean, he’s from the United States, but he is darker complected. I mean, he has like tons of facial hair, but that’s the trend now, so I guess every
man has a lot of facial hair. But umm, yeah, so I just saw like how it affected him; so it kind of made me stop and think before I talked about that kind of stuff.

And I try not to ask them those typical, you know, questions because I know that they got them all the time. “Oh, you have an accent, you must be from somewhere else, where are you from?” And I’d watch them roll their eyes. And they just didn’t like it.

I asked her how she thought this perspective was different or similar to the students in her College of Education cohort. She recognized the scant diversity in her cohort. She said:

For the most part, it was all, you know, early 20-year-old females, who I mean, it was very much flat, which is great because you get to make a lot of friends that are very similar to you, but at the same time, it was very like, “Oh, okay, welcome to education class. You’re gonna sit with 40 females exactly like you all day.”

I further questioned her to elicit the difference in perceptions when they talked about international mindedness or working with children from other cultures compared to her classmates. She talked about how important she believed it was that she cared deeply about someone from another culture.

It’s just kind of the way that people function when they are around others who are different. So I think it almost made me more like emotionally invested in it. Whereas, I wasn’t just asking things out of curiosity or seeking things out of curiosity, I really thought about, “Okay, well, how is that going to make this person feel? Seeing it from someone else’s viewpoint.”
She told a story she had heard from her boyfriend’s father about when he was a graduate student at a university and someone set his apartment on fire in a hate crime because he was from Iran:

He was here with no car. He paid for his textbooks. He had like three outfits.

And he was trying to do it on his own, and it was just because of that. I guess you don’t really realize, I don’t know. I’ve never had to deal with anything like that, because when people look at me, they look at me and say, “Oh, she’s not Middle Eastern. She’s not a threat.”

She spoke of people being “unaware” of saying and doing offensive and hurtful things to people from other cultures because of their biases.

I asked Kathy if she had brought any of her intercultural experiences into the classroom discussions during her time in the early childhood program. She said she had “a little bit,” but that she didn’t want to be “that girl that was constantly talking about her boyfriend.” She also mentioned that although she’s learned a lot about his culture, she still learned new things about it all the time. She noted that she brought her experiences and her boyfriend into the classroom where she taught at the time of this study. She liked to challenge the assumptions about what her third graders thought a “businessman” looks like. She brought him in to do a lesson on economics and allowed the children to discover their biases on their own and discuss them in an open and accepting environment. She said:

I think it was definitely beneficial bringing it into my own classroom as opposed to the classroom at [the university]. But while we were going through those
classes for IB, I just remember the entire time, kind of having this in the back of my mind. And thinking about it, and thinking about okay, well, how would [my boyfriend] view this, as opposed to how I’m seeing it.

I asked Kathy about her experience traveling abroad either before or during her time at this university. She was purposeful in explaining that she had only been on pleasure trips to luxurious destinations with her family or boyfriend, for example, on cruises or to the Bahamas. She followed quickly that it is her dream to go to Iran to visit her boyfriend’s grandparents because they are now too old to make the long trip but that she was prevented by their government until such time as she and her boyfriend would marry, giving her automatic dual citizenship in Iran and America.

**Defining international mindedness.** Kathy referred to being able to see things from other perspectives and being open-minded to other cultures. She defined *international mindedness* as knowing that not only one thing was right, that what’s right to you is not always right to the person next to you or the person next to them, that you need to be open-minded about these types of things, and specifically in schools. . . . You don’t want to stifle a child and their learning experience or their attitude towards school because you’re saying, you know, one culture or one tradition or one view is wrong. So just being accepting of that.

When I asked her how the learner profile attributes fit into her definition of *international mindedness*, she said they were a good way of “framing it” to see all the aspects of international mindedness. She said they made her “think about it a little bit more critically and deeper rather than just those surface level things.”
The role of PYP certification in the journey. Kathy had no knowledge of the International Baccalaureate or the PYP before matriculating at this university. She recalled hearing about it for the first time in her third semester in the early childhood education program. At this time, the certification program was in its initial stages of implementation, and Kathy’s class was to be the first to graduate with the PYP certificate requirements completed. This class did not have the opportunity to participate in the Canada PYP observation trip, but she said she would have loved to have gone. Her field and student teaching placements were not in PYP schools, and her only exposure was two days of touring or observing in two separated PYP schools while in the program at this university. These schools impressed Kathy. She said:

the teacher that I . . . observed was just phenomenal. And the kids, they knew IB, and they knew those traits like that [snaps her fingers]. I mean, they talked about them, they used them, just like in their casual conversations, and to me. It was so mind-blowing.

She noted that she didn’t really remember her experience at the other school because they were in the building after school hours for their class meeting. She wished she had had the opportunity to observe more PYP schools. She said

I think it would be nice to even have like a mini session type of thing, where even just like, for a week, instead of going to your field experience, you go every day, to one of those schools, and you sit in, and you just get a solid week of just, again, that regoing over, time and time again, to see it, multiple times, and kind of make
your own personal attachments and see. I think that would have like really lasted, and I think that may have even been the fix to make it all stick.

**Teaching in a PYP school.** Kathy elaborated on the reason she had not applied at PYP schools even though she highly praised them. She chose to apply to schools specifically in the school district where she wanted to live. She chose that district because of the community and her sense of connections with it. She applied, and was hired to teach at a school in the district in which her boyfriend’s parents had moved. She had toured one of the schools with the family when looking for a school for her boyfriend’s younger brother and felt very impressed by the school and the principal. She said it is a close community, where “really cool things are always going on.” She said that the learner profile attributes are still important to her practice, particularly “inquirer.” She worked hard to teach her students to be inquirers from the beginning of the school year and placed great value on that particular attribute.

She said she still believed she could teach in a PYP school but that she would need a “refresher” course. When I mentioned that she reported in her survey that she was extremely confident in her ability to teach in a PYP school, she laughed and said she must have “mismarked” and that she probably felt closer to moderately confident. When I asked whether she felt she had an international disposition that would be a good fit for a PYP school, she remarked:

Yeah. Oh, yeah. I feel like I would fit great in an IB or a PYP school just because I try to go about things so internationally minded. Umm, like if just, for example, if you were to come into my classroom, I have a holiday book bin that, I
mean, this tub is probably almost the size of this table . . . and it’s just full of different holiday books. . . . When I go, for every Christmas book I get, I get a different cultural book. I mean, even Middle Eastern, is another big one that I try to really get. Because that’s a big part of me, and I feel like it’s important that I share that with my students.

Kathy believed the benefits of teaching in a PYP school would be that they teach the children to be “well-rounded” and internationally minded, whereas most children “don’t even hear about different cultures unless they read about it in a book.” I asked her for her thoughts about the multilingual piece of the PYP curriculum, and she said she thought it was “awesome.” She said it helped with communication and understanding the history of a culture: “I just think that it’s a really great way to talk about culture and history, and embrace the changes and the diversity.” She also said that the challenge in teaching in a PYP school would be that there would be a learning curve for her in how to “frame the lessons,” for example.

**Analysis.** Kathy defined *international mindedness* in her survey as teaching from a “culturally diverse mindset” with the ability to “foster a learning community.” In her interview, she expanded on this definition and included the need to be open-minded and view life from the perspectives of others. She spoke of accepting relativism with regard to cultural beliefs and traditions and of resisting categorizing them as right or wrong. The common theme in her interview was her understanding of the “authentic aspects of culture” and was skilled at pointing out their difference from “surface culture.” She ranked the learner profile attributes as most important in defining *international*
mindedness, but unlike the other participants interviewed she ranked global engagement second.

According to the survey, Kathy said she had traveled abroad and interacted with specific cultural groups other than her own. Allowing for a much richer description of the extent of these experiences, the interview revealed she has a substantial amount of intercultural experience, having developed a caring relationship with her Iranian boyfriend and his family since high school. She could explain their traditions, beliefs, and values in detail. Discussing her own biases and stereotypes and how she overcame those through the relationships she built with her boyfriend and his family, she also indicated that she was learning the language in order to better acclimate to the culture and understood the majority of the conversations despite indicating she spoke only English on the survey. She realized learning a language is a window to a culture, yet she had indicated multilingualism as the least of four important components of international mindedness. She noted that she had traveled outside of the country for pleasure trips but does not acknowledge them as having any meaningful impact on her intercultural competence because she did not authentically interact with the people from that culture. She realized staying at a resort offered only a narrow view of the culture. She clearly understood the importance of living in a culture and reflecting on the experience in open discussion. These early intercultural experiences sparked a further desire in Kathy to learn about other cultures as shown in her participation in an international mentor program on campus and actions to make international friendships in her sorority.
In the survey Kathy indicated that she was qualified and able to teach in a PYP school; in the interview she said that she had the mindset to teach PYP and was open to it but believed she would face a learning curve. She stated that she would have preferred more time to engage in fieldwork or observations in a PYP school. She said the experience of touring a PYP school twice and then meeting in a PYP school did not help her learn about the PYP because they met there after school hours so they had no opportunity to see the children learning or the teachers teaching or planning. She suggested that all the early childhood education students spend an entire week in a PYP school. She also noted that the majority of learning regarding the PYP in the program occurred in the “PYP” class and that learning about it throughout the Blocks consistently would help. She recognized no PYP elements in any of her other courses.

Kathy did not apply for PYP teaching positions; instead she chose the district where she wanted to work based on the proximity to her boyfriend’s family and the area where she would like to settle and raise her own family. She stated that she would have applied for a PYP certificate but experienced difficulty communicating with the IBO to obtain it upon graduation. The principles of the PYP resonated with Kathy, moving forward into her teaching practice. She expressed her understanding of the importance of bringing people of different cultures into the classroom to achieve not only the goal of gaining cultural understanding within the classroom but also developing a life skill, an idea reflecting her understanding of teaching for global citizenship beyond the walls of the classroom. She invited her boyfriend into the classroom where she taught at the time.
of this study to do a lesson on economics and had honest and open conversations about his ethnicity and the children’s biases and expectations.

Kathy appeared to be more internationally minded than most of the participants in this study. She spoke of acceptance of cultural differences instead of tolerance. Her experiences strongly tied to the relationships she formed with her boyfriend and his family, she understood that the relationship should be reciprocal and that she could learn from people of other cultures while learning about them. She also recognized the role language plays in intercultural communication and understanding a culture. She was able to reflect on her intercultural experiences and use them to examine her own biases as well. Notably, her intercultural experiences prior to matriculating at the university in this study may have given her a predisposition toward international mindedness. Unlike the majority of participants in this study, she sought out intercultural experiences on campus outside the early childhood education program, which she recognized as lacking diversity. In fact, even though she outwardly appeared to be similar to the majority of students in the early childhood program, her intercultural experiences made her feel that she could not relate to their perspectives. She chose to keep her perspectives to herself in classroom discussions, concerned that her classmates could not relate.

Laura

Laura was a 23-year-old white female from the same region of the state as the university in this study. She attended classes on the main campus and graduated with a cumulative GPA between 3.50 and 4.0 with her B.S.Ed. in early childhood education in spring 2016. Although she had not traveled or lived abroad, nor had she hosted a foreign
exchange student, she reported having intercultural experiences before her arrival at this university in the form of interactions with specific cultural groups other than her own and taking university courses in diversity and social justice at another university. She reported speaking more than one language but not fluently.

**Survey responses.** When presented with four components to define *international mindedness*, Laura ranked intercultural understanding as most important, followed by global engagement, multilingualism, and the learner profile attributes in that order. Her definition of *international mindedness* was as follows:

- Considering the perspectives and experiences of people in other countries/nations.
- Considering how an event or decision may impact people in other countries/nations. Seeing oneself and one’s country as one part of the world [instead of seeing the world relative to oneself/one’s country].

Laura had no prior knowledge of the PYP program before applying to the early childhood education program at this university. She toured a PYP school locally once and participated in the trip to Canada to observe PYP schools. She had also completed her field experience in a PYP primary school. She disagreed that she had the opportunity to observe a sufficient number of PYP schools while at the university where this study took place in order to facilitate her understanding of the PYP program; however, she strongly agreed that she had a strong understanding of the components of the PYP when she graduated from the program. Strongly agreeing that she was qualified to teach in a PYP school, she reported being only moderately confident in her ability to teach in a PYP school after her experiences in the PYP program at this university and believed she
“would do better as an apprentice teacher to better understand the day-to-day practices of the PYP.” She wrote that her “one semester at a PYP school was with a teacher who had been teaching for a long time and had trouble adjusting to the PYP.” Laura had applied at PYP schools upon graduation and applied for her PYP certificate because she planned to use it in the next few years.

Laura agreed, though not strongly, that her education and experiences with PYP content prepared her to teach inquiry-based curriculum; furthermore, she strongly agreed that she felt qualified to teach in a constructivist classroom. She agreed, but not strongly, that she had become more internationally minded as a result of PYP experiences at the university. She reported feeling confident in her ability to model and teach the learner profile attributes, but she indicated on the survey that she strongly agreed more often for teaching them than modeling them. Noting the importance of fostering these attributes in her classroom regardless of whether or not she taught in a PYP school, she stated that “the IB program was designed to educate students toward the vision of peace. I share the vision of the founders; the components are something I value personally and professionally.”

**Interview.** Laura had grown up in a suburb in the same region of the state as the university in this study, and she described it as having a long history of integration. She said that it was characterized by “minimal racial and ethnic tensions.” At her public high school Laura chose to take a humanities course “modeled after IB’s theory course.” The teacher who taught it was IB-trained, and the course was aimed “toward being internationally minded with social action.” She noted a travel component, but she could
not afford to participate. She joined with friends in this class to raise money to fund a water project for people in countries without access to clean water. Laura said she was always surrounded by people who were “if not from other cultures, understanding of other cultures.” She said, “Even with my lack of experiences, I think I was around the mindset of international mindedness.” She also explained that her mother, who was a first-generation immigrant from Italy, was not a native speaker of English.

Unlike the other participants interviewed, Laura had spent a year at another university before transferring to this university. She began her undergraduate program at Miami University in Ohio, and she said she remembered feeling no sense of belonging there as if she did not connect with most of the students. She said:

When I was at Miami University, I made it a point to hang out with a different cultural group because I didn’t think the same way as many of those in my own cultural group. So I considered myself kind of an other in that situation. I would say that I felt like I was unique in that setting because I did not consider myself to be upper class and most people there are. I didn’t consider myself to be Christian, and most people there did. I didn’t consider myself to be conservative, . . . and it was really different, and I felt a lot of class differentiation there.

And I connected much better with students of color there than I did with most Caucasian students there because to me the students of color saw things the way that I saw things and they also saw all the entitled White kids and were frustrated by that, not as a guilty conscience thing but more as a power structure.
And I think it was hard for me to really feel like I could have a conversation with people who didn’t even see things the way I did.

Laura majored in social justice at Miami University but said she did not focus on her studies there because she “spent so much time and energy concentrating on making my identity, being liberal, for example, and proud about not being upper class that I wasn’t as focused on my actual school work as I should have been.” When she decided to transfer to this university and be closer to home, she struggled with declaring a major because this university had no social justice major. Trying out several programs before deciding on early childhood education, she wanted a degree that would allow her to make a difference socially and provide a practical certification to put this in action. She stated:

It was very hard for me when I transferred because I felt like I was abandoning everything that was exciting to me and the people that I thought I could help and everything. And I was like, What am I doing? But I realized later on that education was exactly the right place for me to be.

**The journey toward international mindedness.** Laura recalled her intercultural experiences once coming to this university as starting with her RA position, which she assumed her first semester on campus. This position provided free housing and the opportunity to interact with a variety of students. She noted that the experience was interesting because she did not have a choice of dorm. She was placed in “the most uppity building with all White staff.” Ironically to Laura, this was also the dorm for the international village experience learning community. Each dorm, she explained had a theme or a focus. Her dorm housed international students as well as American students,
and the focus was on international and intercultural programming. She explained the
challenges as she viewed them:

And the downside, in my opinion, in the way [this university] does their housing
is that the rooms in every building are very different in that you may want a
learning community or you may just want a certain room set up. So there were
people who had no desire to be part of the international village experience who
were living in that experience because they wanted those nice rooms. And it’s
also strange because I see a strong correlation between social classes and
intercultural awareness. It’s very strange to me that the second most expensive
building is the building that houses the international village experience because
those, in my opinion, are less likely to care about what other people have
experienced in their lives.

I asked Laura how important she thought it is for the early childhood education students
at this university to have intercultural experiences. She thought it was very important for
them but not to them, explaining that education is a very “domestic field” compared to
fields like business that tend to be much more “global.” She stated:

I think it’s extremely important for our education students to be able to have those
experiences, and I think it’s even more important because a lot of student that
[this university] draw have not had those experiences before coming here.

Laura and I talked about her participation in the trip to Canada to tour PYP
schools. She started by saying she would have studied abroad if she could have afforded
it but was grateful she could at least participate in the Canada trip. She said, “I would’ve
been paying more than I would in [this university] if I studied abroad because I would have to pay for housing as well.” She noted that otherwise the cost of studying abroad was very similar to tuition on campus but didn’t think many people realized that. She also said she found that “what a lot of people want to do is study abroad in places like London or Paris, where it’s more expensive.”

I asked Laura what cultures specifically she better understood as a result of her time at this university. She replied:

Um, I don’t know about specifically a culture, but I would say that I became a lot more understanding of conservatism. Like I feel like I won’t completely reject what someone has to say from a conservative perspective now. And I feel like I’ve gotten much better now understanding the need for pluralism and bipartisanism in politics. It’s much broader than just liberalism and conservatism. I can I see other perspectives even when I see liberalism as being more inclusive of multiple perspectives. I’m trying to back away from that and seeing things for the pluralism of those broader ideas.

She believed this would help her to interact respectfully with children and families who have political and social beliefs that differ from hers when she is teaching. She discussed her plans to give the children in her classroom opportunities for global engagement by using the “general broad guide of IB philosophies with social action as often as possible.” She emphasized the importance of knowing the difference between “taking action and understanding something for being supportive of something.” She talked about how
people often feel they are taking action by donating, for example, but not really knowing anything about the cause. She explained:

For me to support something, I need to know a lot about it, and with the lack of critical thinking and like, blind following of things that I find very frustrating and something that I try not to do myself, . . . I want to make sure they are thinking. When I was in social justice, I saw a lot of examples of how you can do justice work wrong and how it can actually hurt people, and I don’t want a bunch of White kids to go to Costa Rica and build a house or something because they don’t know what they’re doing or why. I think it’s just important to only provide what you can provide and provide it in the right way.

**Defining international mindedness.** I asked Laura to expand on her definition of *international mindedness*. She responded:

It took me so long to answer this question on the survey. So to me, being international minded is to be able to understand someone else’s experiences and perspectives. Sorry, first, I think, is to be able to be aware of their experiences and perspectives when thinking of any circumstances with people with other experiences and perspectives, then to be able to understand other experiences and perspectives because I think there’s a really big difference. But never to the extent that they could, of course, because we could never understand something the same way as someone who is from that culture.

And then I would say that it is . . . the third tier, the first tier is being aware, and the second one would be understanding, and the third tier would be to get to a
thinking pattern of being able to consider the way others think and believe, like if you’re trying to think about how to solve a problem. You would already be thinking about how it would affect other people, not just we can’t do that because it would affect someone who has a different mindset. I don’t know how to describe it, but I just think it becomes a part of your culture and your thinking so that you are truly internationally minded. It would mean that it’s actually a part of how you think as opposed to having to remind yourself.

She talked about the importance of being internationally minded in her teaching practice by referring to the IB program. Since graduating, she had attended an International Baccalaureate conference for educators and learned about the history of the IB Organization and found the original and ongoing purpose and aim of the IB mission for peace through education to align strongly with her own beliefs. She had a strong appreciation for this added knowledge. She also felt strongly about the importance of the language component of the IB education, requiring a second language from a young age in the curriculum. She explained the importance of multilingualism:

When you understand another language, you are already understanding another culture to an extent. So the hypothesis is a theory, that is, the theory of linguistic relativity. That you can’t understand what something means. . . . This is something I learned through the IB-modeled class that I took in high school, so that’s why I was saying that kind of contributed to my intercultural understanding . . . that you cannot understand how a person from another culture understands a certain concept without understanding their language because the language helps
them understand the concept that they’re seeing. If they have a word for something, it’s really easy to understand what it is.

So the idea is if we don’t even have a word for something—okay, yes I’m using this kind of as an argument against simply translating—if we don’t have a word for something in our language, our translation is going to be subpar no matter what because there’s going to be a description of something but it couldn’t possibly be accurate.

Further she pointed out that if you’re hiring qualified teachers and have very high standards for certifying teachers, then you can do it by requiring them to teach a second language; but the students are going to get to that point, and it’s going to become a more peaceful, global generation.

*The role of PYP certification in the journey.* When we initially spoke of Laura’s experiences in the PYP program at this university, she told a story of inconsistency in the knowledge and acceptance of the program by her classmates and her professors. She was eager to explain what she viewed as the inequity in experiences throughout the program. She told a story of being very concerned during her second semester in the program when a classmate from another section knew nothing about IB. She actually brought her concern to a faculty member in the program. She felt that the inconsistency in knowledge had occurred because course sections were taught by different professors. One of her professors pointed out to Laura that she was “more aware of” herself, causing Laura to
reflect upon having learned more about the IB. In her own words Laura assessed herself as

the kind of person who doesn’t really get stressed about school and the other
person kind of does. I need to have everything done well, and I just finish it and
turn it in, like I just finished it the day before. So I don’t spend my time in class
looking at my planner and trying to figure out when I’m going to do my
homework. I spend my time maybe reading the posters about IB in the classroom
and thinking about it. So I think I just might spend more time thinking about that
stuff, I guess.

Laura stated that IB was not a large enough part of her classes and coursework in
her early childhood program. She believed it was covered only in the IB class during her
third semester. Students in this class had the option of doing a hybrid class with a few
face-to-face meetings and a week-long observation of PYP schools in Toronto, Canada,
or to take a semester-long, in-person class at the university with occasional classes held
after school at a local PYP school. She noted in particular the inequity of the experiences
of those who were able to go on the trip to Canada to observe PYP schools compared to
those who did not:

The only time we spoke directly about it, and thankfully in a positive experience
was with the Canada trip and the coursework leading up to that trip—but for
everyone else who didn’t go on that trip, they had what seemed to be an extremely
negative experience because they were always complaining about that course they
had to take. And maybe it was just a negative attitude to begin with, but if they
didn’t already believe in the PYP at that point, they felt like, “Why am I taking this course, and I have to pay for the certification, and why do I have to do all this if I don’t even want to get the PYP certificate at the end of all of this?” And I would say there was a pretty clear divide mostly because the people who were already predisposed to being supportive of the PYP wanted to go on the Canada trip.

I asked her whether she believed the majority of people who had participated in the Canada trip wanted to go because of the PYP. She said she thought that was the case for all but perhaps three of the participants on the trip; however, she believed they changed their mind in support of the PYP as a result of the trip.

Laura learned enough and believed she was sufficiently drawn to the philosophies and methods of IB that she decided to look for PYP schools in New York to seek employment upon graduation because she knew that was where she wanted to move. She also decided to go on the Canada trip to observe PYP schools because she thought doing so would be a valuable experience. Of the trip she said, “[It] helped me to understand more about the day-to-day practice in an IB school. It supported my understanding.”

She requested placement at an IB school for her field hours during her third semester; however, she had a less than wonderful experience there. She had been placed with a mentor teacher who had been teaching in a traditional public school for many years. This school had adopted the PYP only a few years earlier, and this teacher had not embraced the change. Laura explained:
I would say she was as good of a teacher that you could possibly be with the behaviorist philosophy. If your attitude was behaviorist, she was a fantastic example. And she had as much progressive ideas as she could have while still holding onto that behaviorist philosophy.

Despite disappointment in her field experience in the PYP school, Laura held onto the benefits of the PYP. She believed in the importance of the inquiry-based learning in the PYP and the importance of social action. She noted that she was less confident in actually teaching in a PYP school because she believed students had been given only “basic information” in their classes in the early childhood program and that it was mainly concentrated in the IB class in the third semester and ignored after that. She recalled an event that she found particularly alarming:

I remember professors who I really respect and I think are phenomenal instructors, and I remember one of them coming into a class one day saying that they had been at a conference, like an IB conference, and she was like, “Now I get it. I get why it’s such a great thing.” And I was like, “How is she just learning this? How are they not already excited about it if I’m feeling excited about it!” And I don’t want to say I was like conditioned or trained to be excited about it, but it’s the only thing I knew of education.

She noted that her attitudes differed from those of classmates whose parents were also teachers; they had come to the program with numerous preconceptions about what education is and should be.
Because Laura stated strongly that IB or the PYP were no longer mentioned in her classes after the third semester, I asked about a specific professor who teaches in the final semester, who other participants had mentioned incorporated PYP principles into her teaching. Laura replied,

She’s someone who I respect so much, so I feel that she also is predisposed to believe in the PYP, so it comes through in her teaching even though we don’t talk about it, which really helps. But, no, I can’t think of a single time during Blocks IV or V that an instructor mentioned anything about IB other than maybe asking how many of us were at an IB school.

I pushed further and asked her about whether or not the learner profile attributes had been mentioned in any of her other classes. This sparked her memory, and she noted:

Oh yeah, that actually was a part of it. That was actually our final project, comparing ourselves to the learner profile attributes. So, yeah, I forgot about that. And that was like, “Ookay, we finished TPS, and now we are going to do this.” I think that because TPA is during your student teaching and can’t be negotiated that it does us a huge disservice.

edTPA is part of the testing process for licensure in this state and involves extensive lesson planning and video taping of instruction for assessment.

She then added:

Even during Block III, there were some instructors who were talking about it, and some who were not. And I don’t think it was their fault. I just don’t think they
had that knowledge yet. I personally am very supportive of the PYP, and I’m not super confident about my ability to teach it, and I’m a pretty confident person.

Teaching in a PYP school. Laura’s most important goal in finding a job was location. She wanted to teach in inner city New York; she did not want to teach at “uppity private schools that I can’t relate to.” She believed this was a location where she could make a difference and develop intercultural competence herself. She had applied at PYP and non-PYP schools there and had interviewed. She believed the benefit in working in a PYP school would be to be able to know that the way that I wanted to teach was supported by the administration because I want to teach with a PYP philosophy whether I’m in a PYP school or not—but I also don’t want to get fired over it!

She said the challenge would be that she would be the “least knowledgeable person in a PYP school” starting out. She believed she would face a “real learning curve.” She noted, “I’m a pretty confident person, and I am one of the stronger supporters among those I graduated with, and even I don’t feel confident to teach it.”

Laura talked about how she explained the IB and the PYP to those interviewing her for teaching positions. She always began by explaining the reasons for the existence of IBO because she valued the history of the organization. She said:

[I believe in the importance of] higher order thinking within education and critical thinking skills with and in an intercultural focus. [I believe] that an international standard of education helps our global families in a globalized world. They can transfer easily between any IB school around the world. I explain the language
requirement; I explain the need for international minded focus and what the learner profile is. Oh, and I almost always explain how the planners are done, too, and that’s it: A six-week program that goes through the central questions. I’ll talk about the learner profile and the key concepts, things like that.

When I asked Laura which learner profile attributes were most important to her, she cited the two that had been important themes throughout the interview: knowledgeable and risk taker. She said, “You have to have the knowledge and know what to do with it.”

Analysis. Laura defined international mindedness in her survey as “considering” the perspectives and experiences of others and understanding the connectivity of the people and cultures of the world. Elaborating on this definition in the interview at length, she demonstrated a higher level of understanding of international mindedness and intercultural competence in her interview definition than the majority of the participants, understanding the concept of these becoming habits, or second nature, instead of requiring prompting or practice. Laura did not choose the learner profile attributes as the most important component in defining international mindedness; in fact, she ranked them as least important. She chose intercultural understanding as the most important component, which may imply she valued that piece more because she had a greater understanding of what it meant and the role it played in international mindedness compared to the learner profile attributes. She discussed her perception of her classmates’ having few intercultural experiences and a low level of intercultural understanding.
Laura came to the university in this study with a strong social justice mindset and a predisposition to intercultural understanding and action. She had participated in global engagement and action projects while still in high school. Unlike the other participants, she attended another university before transferring to the university in this study. She originally intended to go into a social justice-related career but found her way to education, knowing she could incorporate this aim into her practice. She had a strong understanding of the difference between social action projects that help in an authentic, respectful way as opposed to donating to a cause without knowing the reason for the need or how and why one should work toward a long-term solution. Although she already believed she was more internationally minded than her classmates at the outset of the early childhood education program, she admitted she had also experienced growth in understanding and acceptance of the perspectives of groups from which she had felt excluded. She seemed to exist on the fringes socially by choice, resisting commitment to membership in her own cultural group and sometimes rejecting it in favor of identifying with or as Other.

Knowledge and understanding were strong themes throughout Laura’s interview. Laura was acutely aware of knowledge, or the lack thereof, in all aspects of her life, including the PYP. She equated greater confidence with greater knowledge of a subject, practice, or culture. Criticizing her classmates for their lack of understanding and her instructors for a lack of knowledge of the PYP, she also expressed distress over potential employers’ lack of knowledge of the IB. She was impacted by the experience of gaining
knowledge of the history and mission of the IB at the IB conference she had attended and continued to share that knowledge with others.

Laura was in fact very knowledgeable about IB philosophy and the PYP; however, she lacked confidence to teach in a PYP school based solely on what she saw as a lack of experience practicing the planning and day-to-day enactment of the lessons. In her survey she disagreed that she had enough experience in PYP schools, an idea she reinforced in her interview even though she had done her fieldwork in a PYP primary school. Notably, she required a high level of knowledge about a subject or practice to feel confidence in transferring that knowledge to her practice. She stated that her mentor teacher for that placement was not as knowledgeable as she should have been to teach PYP and that she did not have the predisposition or mindset to be internationally minded.

Laura applied at PYP schools, believing she shared the IB vision of leading students to a vision of peace; however, she was focused primarily on securing a teaching position in New York City. Being in an inner-city location where she felt she could make the greatest impact on children, continue her goal of teaching for social justice, and grow in her own level of intercultural competence was important to her. In addition, she felt she would not or could not relate to the culture of wealthy private schools. Her plan to teach inner-city far from home would most likely intimidate most of the participants in this study, who largely wanted to teach close to home and family; however, Laura described herself as a “calculated” risk taker. She wanted to take on new challenges but needed assurance that she had all the tools (in the form of knowledge and understanding)
to meet that challenge. Among cultures other than her own, she seemed comfortable and confident.

Laura had come far along in her journey to international mindedness. Having moved beyond tolerance to acceptance, she saw the actions of one person impacting the lives of all. She was able to see from different perspectives when solving problems and had a strong sense of equity for all. In addition, Laura had a higher level of understanding regarding the importance of multilingualism in understanding cultures than I have ever heard from undergraduate students and rarely heard from professors in early childhood education in my experience. She described the theory of “linguistic relativity,” explaining that having a word for or a number of words for a feeling or belief shows the value the culture assigns as well as the danger of translating using a language that may not identify that feeling or belief in the translator’s own culture.

Laura began the early childhood program with a greater level of international mindedness than the majority of the participants in this study. She had purposely engaged in intercultural experiences and global engagement before attending the university in this study. She might have developed her open-minded attitude through these early experiences or she might simply have been predisposed to international mindedness because of her relationship with her foreign-born mother. What makes some people more interested than others in learning about and understanding other cultures is sometimes unclear. Laura faced her own biases coming from the dominant culture and had gone so far as to reject her own culture in many ways, perhaps to prove her commitment to social justice and equality. This was perhaps the one stumbling block for
her in moving further in her journey toward international mindedness. By excluding herself from her own culture, she could move between and in other cultures but not her own with competence and understanding.

**Comparison of Interview Themes**

Several noteworthy commonalities as well as some differences emerged from a review of the themes in the participants’ interviews. All the participants interviewed believed international mindedness was important to their teaching practice, but they defined it differently. Four of the six participants ranked the learner profile attributes as the most important component in defining *international mindedness*, but that did not impact the focus of their personal definition or the reason they felt it was important in their practice. Only Kathy and Laura defined *international mindedness* in terms of the interconnectedness of all people and the need to understand and accept the beliefs, values, and perspectives of others and hold them equally relevant in problem solving. They understood the importance of considering how events and decisions impact people globally. The other interview participants defined *international mindedness* by recognizing similarities and tolerating or accepting differences in order to create a culturally appropriate or relevant classroom community. They focused on the needs of an increasingly diverse student population in the United States. Kathy’s and Laura’s interview themes, compared to those of the other participants, showed their level of international mindedness as they moved beyond the learner profile attributes and presented a more sophisticated understanding of intercultural competence.
All participants interviewed agreed that they had gained international mindedness as a result of the PYP experiences in the early childhood education program. They all also agreed that they had a strong understanding of inquiry-based practice and were confident in their ability to teach in a constructivist classroom; however, their attitudes about their qualifications and confidence in their ability differed when it came to teaching in a PYP classroom. Five of the six participants interviewed felt qualified to teach in a PYP school, but most felt only moderately confident in their ability to do so. All of the participants interviewed were at least moderately interested in teaching in a PYP school, but only four of them applied for such positions. The number of PYP experiences, intercultural experiences, and intercultural relationships did not impact their attitudes about qualifications, confidence in their ability, or interest in applying for PYP positions. Their interest in applying for PYP positions was more related to the location of schools or available positions.

What might have guided participants’ journeys toward IM were their predisposition and attitude as well as their intercultural relationships. Those who came into the program with prior intercultural experiences had already developed an attitude or mindset about international mindedness; furthermore, when those experiences included meaningful relationships with people from other cultures, the participants developed a stronger predisposition toward intercultural understanding. This is particularly the case with Kathy, who had deep and caring relationships with her Iranian boyfriend and his family. The influence of intercultural relationships was shown in the development of international mindedness during the participants’ time in the early childhood program as
well, particularly in the case of Ian. Whether attitudes or predispositions toward international mindedness prompted these relationships or whether they occurred as a result of these relationships was unclear. That intercultural relationships foster growth in intercultural competence and understanding was evident in the findings emerging from the interviews.

**Interview Findings Compared to Survey Results**

The interviews allowed for a deeper understanding of how the participants defined *international mindedness* and the importance they placed upon it for their teaching practice. The informal, conversational format of the interviews allowed me to ask probing questions without inserting my own opinion, prompting them to reflect and scaffold on previous understandings. The answers given in the interviews, especially at first, were comparable to those in the surveys. The definitions often incorporated the learner profile attributes and open-mindedness, that is, a willingness to accept or embrace the values and beliefs of others. As with the surveys, most of the interviewees ranked the learner profile attributes as the most important component in defining *international mindedness*. All survey and interviewees believed international mindedness was important to their teaching practice. With regard to why, the majority of the survey responses as well as the interviewees’ responses revolved around serving the diverse student population in their classrooms with little regard to teaching for global citizenship. Multilingualism was ranked least, or second to least important in defining *international mindedness* in the interviews as well as in the surveys. In both cases, the importance of
multilingualism became more important when prompted by further questions or discussion on that topic specifically.

Survey participants as well as the interviewees had a variety of intercultural experiences before starting at the university in this study with the most frequent experience (21 of the 32 who responded on the survey) being interactions with specific cultural groups other than their own. Most of the survey participants and all of the interviewees agreed that they had become more internationally minded as a result of PYP experiences during the early childhood education program. Survey participants noted PYP field experiences, class discussion and coursework, and intercultural experiences on campus as guiding their journey toward international mindedness. Interviewees talked about these three categories as well but concentrated on intercultural experiences. The semistructured interview format allowed them to build their own deeper understandings of the impact these experiences had on their intercultural understanding, and they placed more value on them as a result. What became apparent to this researcher and to the interviewees during the interviews but was not apparent in the survey responses was the importance of intercultural relationships in gaining international mindedness.

In addition, the interview responses showed a stronger influence of prior intercultural experiences and predispositions on the growth of international mindedness during the participants’ time in the early childhood education program at the university in this study. On the survey I asked what type of intercultural experiences participants had, but they could not show how influential those experiences were on developing mindsets and attitudes toward international mindedness. The interviews allowed this researcher
and the interviewees to explore these experiences through probing questions and the coconstruction of meaning, gaining a deeper understanding of what specific aspects of the experiences were impactful in developing international mindedness and why.

The majority of the survey participants as well as the interview participants believed they were qualified to teach in a PYP school; however, the majority of both sets of participants felt less confident in their actual ability to teach in a PYP school. In both cases, the number of PYP experiences as well as the type of experiences they had did not notably influence their interest in teaching in a PYP school. Only half the survey participants had applied for positions at PYP schools compared to four of six of the participants interviewed. The desire to teach close to home drove the lack of interest in both cases. Both the survey participants and the interview participants agreed that they wished they had had more experience in PYP schools. The interview participants expanded on this response and gave suggestions, such as spending at least a week in a PYP school and placement in a PYP school for student teaching if interested. All participants in both groups agreed that they were confident in inquiry-based teaching and were qualified to teach in a constructivist classroom.

**Conclusion**

Findings in this chapter produced statistics and themes to answer the research questions:

1. What kind of impact did the PYP course work and field experiences embedded in the ECED program at a Midwestern public university have on preservice teachers’ journey to international mindedness?
2. What value do participants place in their IBPYP certification?

Results from the survey responses were analyzed and summarized. Interview findings from each participant were analyzed for themes and then compared all together for similarities and differences. These interview findings were then compared to the survey results. Overall, the interview findings substantiated the results of the survey; however, additional themes of the correlation between meaningful prior intercultural experiences as well as the importance of relationships in the journey toward international mindedness emerged during the interview process. Further interpretation and discussion of these themes and their implications for practice have been discussed in the next chapter.
CHAPTER V

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

This study was designed to determine how early childhood preservice teachers at one Midwestern public university became internationally minded through (a) their early childhood education courses, (b) diverse field experiences, (c) opportunities for study abroad, including student teaching, and (d) the International Baccalaureate Primary Years Programme (PYP) Certificate in Teaching and Learning with associated requirements embedded in their course and fieldwork. I examined how preservice teachers defined international mindedness and how they valued its importance in their practice after graduation from a deliberately designed global course of study. These questions were important because one objective of the early childhood program mirrored a goal of the International Baccalaureate Organization: to create internationally minded professionals who will teach for global citizenship. Furthermore, a study designed to examine how teacher educators can increase international mindedness in their preservice teachers is warranted because few researchers have explored specific strategies to reach this goal and the demand for internationally minded teachers has continued to increase (Cushner, 2012a; Eaude, 2013; Giolotti-Labay, 2010; Merryfield, 1993; Short, 2003; Twigg, 2010).

This chapter opens with an overview of the study to contextualize findings and implications, followed by a discussion focused on findings emerging from both the survey and the interviews as well as the findings across both. The research questions are addressed, and implications for practice are examined. Limitations of this study and areas for further study are explored before the final conclusions are presented.
Overview of the Study

One of the primary issues in determining levels of international mindedness and how to foster it is the lack of consensus on its definition (Castro et al., 2013; Haywood, 2007; Hill, 2012). Exploring the participants’ definitions of *international mindedness* was necessary to gain a deeper understanding of how they perceived and valued the mindset or disposition. This study was designed as a mixed method study. A survey was used to collect quantitative and qualitative data from a group of 49 participants who graduated from the early childhood education program at the Midwestern public university in this study as well as more extensive qualitative findings from face-to-face interviews with six of those participants chosen for the range of their responses on the survey. The interviews allowed me to explore how meaning is socially constructed through interaction and discussion (Vygotsky, 1978) and to understand the process of transformative learning more deeply (Mezirow, 2000) as the participants explained their experiences at length. This mixed method design was deemed appropriate because I sought to combine qualitative and quantitative data into one research study in order to interpret and compare the experiences of the participants in a “convergent parallel” method (Creswell, 2014).

The primary and secondary research questions that guided this study appear below:

1. What kind of impact did the PYP course work and field experiences embedded in the ECED program at a Midwestern public university have on preservice teachers’ journey to international mindedness (IM)?
a. How do participants define IM?

b. How do participants make meaning of their journey to IM during their time in the ECED program?

c. How do the participants view the role of the PYP certification included in the ECED program in their journey?

2. What value do participants place on their IBPYP certification?

a. How do the participants reflect on their qualifications for teaching in a PYP school?

b. How do the participants express their interest in teaching in a PYP school?

The literature review included definitions of international mindedness and the history of its development as well as the aims of the International Baccalaureate Organization. Research was conducted on elements of international mindedness, such as the learner profile attributes, intercultural competence, and intercultural sensitivity. In addition, theories about gaining these attributes and dispositions were included in the literature review. Research on how preservice teachers’ participation in a PYP certification process can impact international mindedness was absent from the literature; thus, the purpose of this study was to fill that gap.

**Discussion of the Findings**

Findings discussed in the following section begin with those gained from the online surveys. This is followed by a discussion of the face-to-face interviews. From there, the value of a mixed method study is explored as it relates to this research. This
information is then synthesized to discuss how the findings and results answered the research questions.

**Survey Results**

Survey results revealed how participants generally reflected on the journey they had taken toward international mindedness following their graduation from a public Midwestern university, where certification for the International Baccalaureate Primary Years Programme was embedded into their early childhood education program. Results also revealed how participants’ answers could be affected by the inclusion or omission of topics in the questions as well as the order in which the questions were asked. For example, when initially asked to define *international mindedness* in a short essay answer, many of the participants used IB language identifying individual or a few learner profile attributes; however, the learner profile attributes were not mentioned as a whole, nor did the participants recognize more than a few of them in their short-answer definitions.

Open-mindedness, awareness, and understanding others’ perspectives were common themes. When participants were asked which was more important in defining international mindedness—the learner profile attributes, intercultural understanding, global engagement, or multilingualism—the majority chose the learner profile attributes. Whether this was because they understood all four possible answers and the role they played in international mindedness or because the learner profile attributes were more familiar and tangible because of their course and fieldwork was not clear from the survey. Global engagement and multilingualism were ranked far less important to the participants
in defining *international mindedness*, and these were not as directly emphasized in comparison to the IB learner profile in the early childhood program.

When subsequently asked specifically whether multilingualism plays an important role in international mindedness, the majority agreed. The value they then placed on multilingualism may have been a result of questions dedicated to that topic, perhaps implying to participants that its role should be valued or perhaps because it involved choosing from a list of four, multilingualism, while important, was not viewed as the priority for international mindedness. Only a few of the participants indicated they were multilingual.

Similarly, when asked whether international mindedness was important to their teaching practice, the majority agreed it was. Again, this question may have influenced the response because the question implied that IM should be important to them. With regard to its importance in their teaching practice, the definition of *international mindedness* may be misunderstood based on their short answers explaining why it is important. Even after the leading question asked participants to rate the learner profile attributes, intercultural understanding, global engagement, and multilingualism, their answers revolved around creating a multicultural classroom environment or community and meeting the needs of diverse students in that classroom.

I interpret this as further evidence that they may have been led by the questions about how to define *international mindedness*; that their level of understanding of its meaning was not as sophisticated as the ranking questions may have portrayed; or that a Likert-scale type of rating would have been more revealing of the value of each construct
versus ranking the constructs in comparison to one another. Notably, these candidates had not been asked to define or value international mindedness before starting their early childhood education program. The assumption is that they had even less understanding and awareness at that point and that they had undergone growth from that time until they graduated.

On the survey the vast majority of the participants identified very few intercultural experiences before matriculating at the Midwestern public university in this study. Only one participant of the 49 who took the survey indicated living abroad, and only one reported hosting a foreign exchange student. Eight had travelled abroad before matriculating at the university in this study. Twenty-one of them reported having interactions with specific cultural groups other than their own, but I did not ask them to specify the amount or intensity of the interaction on the survey. During the program, they identified exposure to multiple perspectives through their coursework, including readings, speakers, multimedia experiences, discussions, assignments, assessments, reflection, and over 1,000 hours per student in diverse field placements and student teaching. Although little diversity was evident among the early childhood education majors at the university in this study, participants reported experiencing diversity on campus as an intercultural experience; but the extent of those experiences was unexplored in the survey. For some participants, simply being in the university commons area among people from diverse cultures would have been a new experience and one that they may have interpreted as an intercultural experience. This would not have been as noteworthy as developing an intercultural relationship, for example.
At the outset of this research, my own assumption was that valuing international mindedness would increase interest in teaching in a PYP school, where it is supported and cultivated. The survey results showed that the inclusion of the PYP program in the early childhood education major was a factor for almost none of the participants in choosing the program at the Midwestern public university where this study took place; however, even those who valued international mindedness or were of that mindset may not have known about the IBO or the only two decades’ existence of the PYP if such programs were absent from the areas where they grew up. The university in this study was the first in the US to offer PYP certification as part of its early childhood education program; therefore, their experience was both new and uncommon. In the survey I specifically asked whether they felt they had become more internationally minded as a result of the PYP experiences in their program. I acknowledge that again, this question may have implied an expectation that they should agree, and most did.

In order to determine the value the participants placed on the PYP certification and their interest in teaching in a PYP school, they were asked to rate their ability and their qualifications to teach the PYP. The participants’ responses indicated a higher level of confidence in their qualification to teach in a PYP classroom as compared to their confidence in their actual ability. This is interesting and prompts a discussion of what qualified may have meant to the participants. It was not defined in the survey. Based on these survey results, I assumed that they associated qualified with a certificate or degree but that being qualified did not necessarily determine their ability or confidence.
I asked survey questions regarding the number and type of PYP experiences in order to determine whether that influenced their understanding and interest in the PYP. Ultimately, neither a specific number nor a specific type produced a heightened understanding or interest. This is disheartening for program organizers who seek to offer as many PYP experiences as possible with the aim of producing graduates who feel qualified and able to fill the need for PYP teachers; however, the aim of fostering international mindedness is achieved through PYP experiences in the early childhood program at the university in this study according to 93% of the 33 participants who responded to that question. Future researchers might find worthwhile the examination of each particular opportunity for PYP experience specifically to compare and contrast how they varied among school and program sites, mentor teachers, and class instructors in order to determine what factors had a greater positive impact on the growth of international mindedness in order to replicate those elements in future programs.

Fewer than half of the survey participants applied for PYP certification upon graduation. The cost was the greatest perceived impediment identified by the participants; however, the cost was less than $300. For a life-time certificate that has been earned and a fee that is comparable to other test fees and licensing-related costs accrued as education majors, one wonders whether the participants recognized the value. Perhaps the amount of expense students face at the time of graduation makes the PYP certificate less a priority. Of the 33 participants who responded to the question on the survey asking whether they had applied for a teaching position, 29 of them had done so. Of those 29, all had applied to public schools (PYP or non-PYP), but only 13 had applied
specifically to PYP schools. Given the fact that fewer than half had applied at PYP schools, one might deduce that a general lack of interest in teaching in a PYP school to begin with was the main factor in choosing not to pay for the certificate. The main factor reported by participants in avoiding PYP schools, however, was their desire to teach close to their hometowns instead of relocating for a teaching position of any kind. PYP schools were still rare in most areas where the participants had grown up. Knowing this now, I would have asked a question about whether they would have applied for a PYP position if one had been in operation in their home school district; such a question could have clarified their actual interest in a PYP school verses a non-PYP school.

**Interview Findings**

The interview participants were chosen based on their willingness to be interviewed with the hope of finding varying levels of international mindedness and interest in the PYP. The six participants interviewed presented a spectrum of intercultural and PYP experiences, interest in teaching in a PYP school, and levels of international mindedness. Initially, I assumed the greater level of international mindedness, the more likely they would be to teach in a PYP school because this type of school provides an international education that fosters and promotes global thinking; however, this was not the case. The greatest factor in whether or not participants were interested in teaching in a PYP school had more to do with the location of the PYP and a lack of PYP schools in the area where they wanted to teach or a lack of immediate positions available as explained at greater length in the interviews.
Interviewees’ perceptions of themselves as able or qualified to teach in a PYP school was also discussed in depth during the interviews, guided by the majority of the survey participants’ perceptions as more qualified than able. The interview responses echoed the survey responses, revealing that neither the number of experiences in PYP schools nor the type of experience was the main influence in their level of interest in teaching in a PYP school either. Regardless, they were confident as learners. All agreed that they would face a “learning curve” based on a perceived lack of experience in PYP schools during their early childhood education program, even those who student taught in a PYP school. They would perceive themselves as capable, however, if given more experience. They suggested that additional time in PYP schools during the early childhood education program would have increased their confidence in their ability to teach in a PYP school, but the lack of such additional experiences had not necessarily affected their decision to apply for a PYP position.

Even for those participants who had higher levels of international mindedness, teaching in a PYP school was not the most important factor in finding a teaching position. Again, location and opportunity were much greater influences. Gia, Abby, and Raymond wanted to stay close to home. Ian needed to take the first job offered to him for financial reasons. Kathy wanted to work in the district where she wanted to settle, close to her boyfriend and his family; and Laura specifically wanted to teach in New York City. This begs two questions:
1. If participants perceive themselves to be internationally minded, is having a like-minded administration and colleagues important to them in their teaching position?

2. Is the fact that they did not actively pursue PYP positions nationally or globally reflective of a lack of international mindedness?

Because the number and type of experiences and the level of interest in teaching in a PYP school did not directly relate to the participants’ level of international mindedness, I turned to comparing their definitions of international mindedness and the value they placed on it in their practice. Similar to the majority of the definitions of international mindedness in the survey results, four of the six participants defined it as important to meet the diverse needs of students in their classrooms. Ian and Abby, however, expressed an interest in continuing their exploration of other cultures themselves and valued opportunities to do so. Ian valued bringing those experiences into his classroom as well, exposing his students to other cultures. He viewed intercultural experiences as important in becoming open-minded and understanding the perspectives of others. Kathy and Laura both defined international mindedness with a stronger understanding of the interconnectedness of global cultures. They were able to see the value for themselves and for their students outside their own classrooms and aimed to teach for global citizenship. The level of sophistication in their understanding of the meaning and value of international mindedness may imply a more developed disposition toward international mindedness. One may assume that they will continue to value and model international mindedness in their classrooms and in their profession.
Value of Mixed Method Research

Interviewing participants allowed me to explore the responses to the research questions in greater depth as well as uncover unexpected findings. During the interviews the participants expanded upon their own understanding of their experiences (Frank, 2011). The format allowed them to construct new meanings socially through dialogue, scaffolding on their survey responses (Vygotsky, 1978). The interview findings strengthened the research by confirming the survey results and also provided rich descriptions of how they made meaning of their experiences. This process supported Mezirow’s (2000) transformative learning theory. The experiences had already occurred and had caused a new cultural perspective, whether they were fully aware of the impact at the time or not. By critically reflecting on their experiences in the interview process, however, participants had the opportunity to scaffold on the transformation that occurred through those intercultural experiences and to further their own learning and gain intercultural sensitivity. As they gave a fuller account of their experiences, they developed a greater understanding of their journey toward international mindedness, recognizing the value of those experiences that guided them.

Addressing Research Questions

How these results and findings answered the research questions is organized and explained by the specific questions in the following section.

How do participants make meaning of their journey toward international mindedness? Participants largely agreed or strongly agreed (31 of the 33 participants who responded) that they had become more internationally minded as a result of the PYP
course work and field experiences embedded in the ECED program at the university in this study. Survey and interview results strongly indicated that being internationally minded was important in their teaching practice; however, the majority of participants had a narrow understanding of the meaning of and potential for teaching for global citizenship. Only two of the 28 who responded with short answers explaining why it was important for teachers to be internationally minded mentioned the need for global understanding or global citizenship. This data guided me further to explore why that important piece in defining international mindedness was not valued enough to include it in their own definitions.

I turned to the literature and revisited Bennett’s (1993) developmental model of intercultural sensitivity (DMIS) and the work of others who found intercultural competence to be a key factor in international mindedness (Cushner, 2012a; Taylor, 1994; Wiseman, 2003). The participants’ own levels of intercultural sensitivity and intercultural competence impacted their ability to see the benefits of international mindedness, modeling and fostering that disposition in the classroom beyond culturally relevant teaching. Intercultural competence involves knowledge, attitude, skills, and awareness gained through intercultural experiences and critical reflection over time (Deardorff, 2006). It is directly related to a person’s level of intercultural sensitivity, defined as the ability to discriminate and experience relevant cultural difference (Brislin et al., 1986). The farther along Bennett’s (1993) DMIS continuum one is, the greater their understanding of international mindedness. This theory proved to be true when
participant interviews were analyzed, comparing their definitions of international mindedness with their levels of intercultural sensitivity as I perceived them.

Applying Bennett’s (1993) principles, I concluded that Gia and Abby viewed other cultures from a deficit perspective, which is in the defense stage of ethnocentrism, where one believes his or her own way is best. Raymond looked at what all cultures have in common and wanted to emphasize that in his teaching. This focus on commonality still lies in the minimization stage of ethnocentrism. Ian noticed the differences in cultures, creating meaningful relationships with people from other cultures and openly discussing those differences from a point of acceptance and respect. This is the beginning stage of ethnorelativism according to Bennett (1993). Laura was able to adapt her own behaviors to interact effectively in other cultures. Kathy had surpassed Laura and fell into the integration stage with the ability to move between cultures. The journey toward international mindedness began at different stages for the participants, but all noted their growth in that area during their time at the university in this study.

The majority of the participants valued the learner profile attributes as most important in defining international mindedness. Knowledge of the learner profile attributes was directly related to content taught in the PYP elements embedded in the early childhood program at the university in this program, proven by the small number of participants who had knowledge of the IBPYP before starting the program. PYP experiences varied in content and frequency for the participants, but the inconsistency did not determine the value the participants placed on the role of the PYP certification in their journey toward international mindedness.
The participants reported that exposure to diversity on campus and in their fieldwork was helpful to them in becoming more internationally minded. They also agreed that they had been exposed to a variety of perspectives in their class discussions and coursework. Those new perspectives were most likely introduced by instructors because little diversity occurred among the early childhood education students. Although the level of international mindedness among instructors varied, the readings and reflections on field and student teaching experiences assigned were usually consistent and acted as universal prompts designed to move students’ thinking toward an internationally minded disposition. Because simply taking classes with an international focus without impactful experiences and critical reflection may not increase intercultural competence (Cushner, 2007, 2009, 2012a; Cushner & Mahon, 2009; Deardorff, 2006; Grant, 1981; Merryfield, 2010; Pappamihiel, 2004; Phuntsog, 1999), the first steps in international mindedness may have been taken, but the steps toward intercultural competence may not have been shored up by related readings, discussions, and activities in the classroom.

One of the strongest influences on the interviewees’ journey toward international mindedness was not a focus on the survey or in the interview questions. Among those with the highest level of international mindedness was the common theme of intercultural relationships. Ian told stories of his roommate from China, describing their human commonality along with the differences in beliefs, values, and traditions. Discussions that involve culture beyond the surface require a trusting, respectful relationship that evolves over time, and it was clear that Ian had gone beyond the surface and created international friendships on campus. This was also the case for Kathy, who admittedly
stumbled early on in accepting and understanding the Iranian culture of her boyfriend and his family. Her love for the family seems to have inspired her to take risks and face her biases, openly discussing cultural differences with her boyfriend to the point where she was able to see situations from his and his family’s perspectives. Laura sought out relationships with people outside her own culture. She valued what she learned from them about their cultures as well as what she learned about herself through the process. She stated that she felt comfortable with the differences those friendships highlighted.

These intercultural relationships caused greater transformation than the casual relationships with children and families occurring in diverse field and student teaching placements, which were not mentioned by the participants in the interviews. This revelation was substantiated by Cushner and Brislin’s (1996) research on intercultural competence. They found that “intensity of emotions” involved in a caring relationship is necessary in experiences to increase the level of intercultural competence. In later research, Cushner and Chang (2015) also pointed out the importance of developing intercultural relationships in their study of the effect of study abroad programs on intercultural competence. Without these relationships, they found the experience of studying abroad was insufficient on its own to increase intercultural competence.

What also emerged from the participant interviews was the effect of predispositions on the level of intercultural sensitivity and international mindedness they recognized and or experienced by the time they graduated. Although all participants were asked about their prior intercultural experiences, this could not be explored in depth until the interviews; and in most cases, the process of being interviewed stirred these
memories (Frank, 2011). The interviewees were able to elaborate on the kind of intercultural experiences they did or did not have before attending the university in this study. These experiences influenced their predisposition and helped determined what level of international mindedness they had achieved before starting their early childhood education program.

Prior attitudes and mindsets determine the level of international mindedness students have upon entering the early childhood education program. Students may be at a level of minimization or below, where they are still threatened by cultural differences and try to minimize them by telling themselves that people are more similar than dissimilar. If so, educators will face challenges providing them with enough meaningful intercultural experiences to move them into the ethnorelative stages, where the equality and validity of all groups are assumed and others are not judged by the standards of one’s own culture (Bennett, 1993; Byram, 1997; Deardorff, 2006; Mahon, 2009).

The disposition of both the preservice teacher and the teacher educator can range from novice to expert in relation to international mindedness. Merryfield’s (2000) study identifying teacher educators who prepare global teachers showed a significant relationship between the contexts of the lived experiences of the educators and their ability to influence a change in disposition among their students. She found that having intercultural experiences is insufficient to provoke the growth and development of dispositions. Intercultural relationships “across identity, power, and experience” lead to the understanding and recognition of other cultural realities Merryfield, 2000, p. 16). The variance of intercultural experiences among the participants, and likely among the teacher
educators, contributed to the level of international mindedness before and after their time in the early childhood program.

Some participants clearly started off farther along in the journey than others, having had more intercultural experiences and a disposition or attitude of open-mindedness and acceptance. These factors allowed those participants to reach a higher level of international mindedness by the time they graduated compared to their classmates because they had already progressed in their journey toward international mindedness before beginning the early childhood program at this university. These are factors outside the control of educators in PYP early childhood education programs but should be recognized and accounted for in program planning. Dispositions gained through these experiences likely influenced their attraction to and perception of intercultural experiences at the university in this study as well.

Gia had very limited intercultural experiences prior to attending the university in this study. In fact, she stated that she had no intercultural experiences on her survey but then recalled having a “Mexican friend” in high school during her interview. In listening to her interview responses, I found that Gia saw other cultures from a deficit perspective; her belief system included the need for her care about them or for them. Gia had a very difficult time when placed at a site with a high rate of poverty and reported feeling sorry for the children versus understanding their capabilities. In fact, an experience to diversify her teaching and open her mind solidified her intention to teach at a school in a suburb with demographics similar to her own homogeneous hometown.
In addition to a lack of prior intercultural experiences, Raymond had less chance to experience diverse cultures on a daily basis than the other interviewees because he did not live on campus and had a job that consumed most of his nonschool-related time; yet he was naturally predisposed to exploring the perspectives of other cultures both in and outside the university setting. This natural predisposition is worth considering. Although Raymond worked in a daycare with a diverse student population, many living in poverty, he did not describe the children from a deficit perspective in any way. Perhaps his natural predisposition had developed from his diverse teaching experiences, or they could have been what nurtured Raymond’s positive view of the capabilities of all children. In addition, he valued the opportunities he had in his graduate courses to interact with students from other cultures. Such opportunities were absent in the early childhood education undergraduate program.

Ian was African American, thus he came to the university having had experiences as an individual outside the dominant culture. In addition, he had gone to a high school with a diverse student population. He was open to pursuing relationships with people outside his own culture upon entering the university in this study and had developed close friendships with several international students. Ian embraced his experience in the university lab school for its diverse students and the international mindedness modeled for him by his mentor teacher and the school staff.

Abby had a considerable intercultural experiences before matriculating at the university in this study, but all involved people in poverty. As a result, she saw cultures on a continuum from whole to broken or needy. Although Abby was passionate about
the value of the learner profile attributes in her teaching practice, her language, in part, reflected her marginalizing of people and cultures based on their economic status or social capital. She emphasized the need for caring and empathy but did not recognize the need for reciprocal intercultural relationships perhaps because she saw no value in what people from other cultures, including individuals from lower socioeconomic levels, could offer her.

Kathy had already spent several years involved in an intercultural relationship with her boyfriend and his family. She spoke at length about the discussions she had had with them regarding more than just their surface culture and about the understanding and acceptance she had gained through these experiences. She was honest about her preconceptions and biases as well as the privileges she enjoyed as a member of the dominant culture in the United States. Upon matriculating at the university in this study, she purposefully sought out intercultural experiences on campus because she understood the value of intercultural relationships to her the development of her own character and international mindedness. Kathy also recognized the lack of intercultural experiences in the early childhood education program and felt a need to fill the gap on her own.

Laura arrived at the university in this study with a strong social justice stance. Her awareness of the need for equity and fairness for all people guided her quickly into a place of international mindedness. She made decisions about her schooling, extracurricular activities, and career path based on her passion for social justice and an understanding of the need to take action to make a positive impact. She embraced intercultural experiences before and during her time at the university and described
feeling more accepted by cultures other than her own in many cases. What had initially brought her to this path was unclear, but it could have been her feeling of marginalization by her own culture. What cannot be deduced from this study is whether she was predisposed to international mindedness, which in turn caused her to be strongly drawn to intercultural experiences with the cycle repeating itself. Her mother was a first generation immigrant, but she only spoke English in the home. This is the only piece from her recollection of her history that may have influenced her predisposition.

**What value do participants place on their IBPYP certification?** The level of international mindedness and the number and kind of intercultural experiences were not related to the value participants placed on their PYP certification. The majority of them felt qualified to teach in a PYP school but less confident in their ability actually to do so. When I explored this contradiction in the interviews, all concurred that they would be able to teach in a PYP school with more experience, and most of the participants held a positive view of PYP schools. They were particularly complimentary of the level of collaboration among staff members, the inquiry-based curriculum, and the focus on the learner profile attributes; however, these factors were insufficient to cause most of them to seek PYP teaching positions. According to the short answers participants provided on the surveys about why they had not applied for PYP certificates, they believed obtaining the PYP certificate was an unnecessary cost. Only thirteen of the 29 survey participants who applied for teaching jobs applied to PYP schools. The reason most often cited for not applying to PYP schools was the distance from their homes to those schools. All those interviewed explained that they would have applied at PYP schools if such schools had
had immediate openings in the areas where they wanted to live and work; four of the six interview participants wanted to teach in the same area where they had grown up.

**Implications for Practice**

At any university embedding the elements of the PYP certification program in its early childhood education program, teacher educators must value and embrace the IB aim to guide preservice teachers to embody international mindedness in order to meet the needs of their future students in becoming global citizens. The goal of the program is to graduate teachers qualified to obtain their PYP teaching certification; however, even if they are qualified, they may not be interested in teaching in a PYP school. Examining the reasons for this phenomenon can guide program organizers in planning and practice.

**PYP Certification**

Although all graduates of the early childhood education program at the university in this study were eligible to apply for their IB PYP certificate and could apply to teach at PYP schools, the participants expressed their reasons for not doing so in terms of the themes below.

**More time in PYP schools.** Fulfilling the course requirements qualified the participants in this study to obtain PYP certification. This study showed that the participants largely agreed that they were qualified but lacked confidence in their ability to teach in a PYP school. The participants themselves offered several suggestions for changes that could be made to increase the confidence of preservice teachers. First, the majority of participants stated the need for more time in PYP schools. Filling this need would present a challenge because of the scarcity of PYP schools near the university to
furnish placements for field and student teaching; however, efforts could be channeled into providing all preservice teachers with increased field observations, field experiences or student teaching experiences to balance the time in PYP schools among the cohort. Those participants who participated in the visit to PYP schools in Toronto, Canada, perceived themselves and were perceived by classmates as more knowledgeable regarding the PYP. Abby suggested all students experience at least a full week in a PYP classroom.

**Kinds of experiences.** Participants’ experiences with PYP placements varied, and some were more impactful than others. Survey results indicated that the type of PYP experience as well as the number of those experiences did not influence the participants’ interest in teaching in a PYP school. Only a few experiences were particularly impactful. Besides the Toronto observation trip, students like Ian and K from the pilot survey spoke about how much more they understood about PYP planning, having had the opportunity to attend teacher meetings facilitated by an IB coordinator. This experience tied the planning pieces together for these participants, demonstrating how collaboration increased the individual ability of all PYP teachers in planning and implementation. Attending such a meeting would be a worthwhile experience for all preservice teachers to increase their confidence in their ability to teach in a PYP school.

**PYP lesson plans.** According to participants, preservice teachers construct a PYP lesson plan in only one of the classes in the early childhood education program at the university where this study took place. The class focused on the IBPYP and how to plan the curriculum. What was lacking in this course was the implementation of the
lessons they created. Without this piece, preservice teachers were unable to observe the level of engagement and interest of students, nor were they able to reflect on their planning and teaching practice. Inquiry-based learning was taught in the early childhood education program, and participants valued it and had confidence in their ability to teach in a constructivist classroom. They recognized the deficit caused by the lack of a complete inquiry cycle in their own PYP lesson planning in their understanding and ability to teach in a PYP classroom.

**Increasing interest.** This study showed that the majority of participants perceived themselves as qualified to teach in a PYP school and viewed themselves to have the internationally minded disposition necessary to be a PYP teacher. Although they were less confident in their ability, they believed they could teach in a PYP school given more experience. Confidence in qualification and ability was not what held these participants back from obtaining their PYP certification and applying for PYP positions. The main barriers were personal economics and geographic locations of home and schools. The number of PYP schools in the United States and globally has increased, but they were still not prevalent in the region where most of the participants lived. Most of the participants had not traveled extensively and wanted to work close to home. One way to combat this is to expose early childhood education majors to more areas of the United States and perhaps neighboring countries (e.g., Canada) and the world. Making student teaching experiences in other states and countries more accessible and affordable would be beneficial. Increasing the number of long distance and international student teaching
opportunities and assisting with financial help to support these experiences would be helpful.

**Changes in ECED Program**

When planning, or enhancing an early childhood education program that embeds the IBPYP certification, this research revealed the following themes to guide the organization and implementation:

**Predisposition.** This study revealed that few of the participants had entered the early childhood education program with substantial intercultural experiences, affecting their predisposition to international mindedness (Eaude, 2013; Twigg, 2010). According to Deardorff (2006), respect, openness, and curiosity are the bases for acquiring the self-awareness and cultural knowledge needed to gain intercultural competence. The level of intercultural competence correlates with level of international mindedness.

Guiding early childhood education majors toward self-awareness and an understanding of their own cultural stereotypes and biases should be the first step in a program aiming to increase international mindedness (Bennett, 2004; Cushner, 2012a; Hofstede, 1986; Paige, 1993). Teacher educators should assume that many or most of their students are in the ethnocentric stage, often in the denial stage (Bennett, 1993; Cushner & Mahon, 2009). According to Hammer, Bennett, and Wiseman (2003), the denial stage is characterized as an ethnocentric stage in which one’s own culture is experienced as the only real one and “cultural difference is either not experienced at all, or it is experienced as associated with a kind of undifferentiated other such as ‘foreigner’ or ‘immigrant’” (Hammer et al., 2003). Ample time should be spent exploring their own cultures before
they can understand cultural matters in the lives of others around them. When students “recognize the cultures that influence their own lives and thinking, they become more aware of how and why culture is important to others” (Short, 2003).

**Internationally minded teacher educators.** In order to assist preservice teachers along their journey toward international mindedness, they must have teacher educators with an internationally minded disposition in their education classrooms. This study showed that some instructors had a greater impact than others on changing perspectives and increasing the level of international mindedness according to the participants. According to Merryfield (2000), “we know very little about the ability of college and university faculty and other teacher educators to prepare teachers in multicultural and global education” (p. 2). She suggested that teacher educators need substantial intercultural experiences involving with identity and power to allow them the disposition to teach for global education. The priority of program leaders should be hiring internationally minded teacher educators and providing all teacher educators with ongoing opportunities to increase their level of international mindedness through professional development and intercultural experiences. In order to model international mindedness for their students, teacher educators must be internationally minded themselves.

**Mentoring, planning, and critical reflection.** One of the challenges for early childhood education program leaders at any university is securing quality mentor teachers in the field for preservice teacher placement. This study showed that with regard to the variety of field and student teaching experiences, participants found some more
influential than others in the development of their international mindedness. Regardless of the inconsistency, the greater the exposure to different cultures, like urban field and student teaching placements or teaching abroad, the higher the level of intercultural sensitivity (Cushner, 2012a).

Although the quality of mentor teachers may be difficult to control, careful planning of the learning goals and opportunities for critical reflection in the coursework can be consistent throughout an early childhood education program. Critical reflection before, during, and after an intercultural experience will allow for the greatest impact on intercultural competence (Cushner, 2009, 2012a; Deardorff, 2011; Hammer, 2012, Paige, 1993). In addition, having a mentor during the intercultural experience could be as effective as Hammer (2012) found it to be during study abroad experiences.

Participants identified some instructors, some mentor teachers, and some IB coordinators as playing pivotal roles in their experiences. For some participants, however, no one in particular had an impact on their gaining international mindedness. Planning to ensure that a qualified, internationally minded mentor is available through each of these experiences for every student in the early childhood education program could increase the level of international mindedness with greater consistency among all preservice teachers.

**Defining international mindedness.** When asked to define *international mindedness*, the majority of participants’ definitions were limited to addressing diversity in their classrooms. This presents a problem in a program where the aim is to teach the importance of (a) international mindedness and (b) teaching for global citizenship.
Coursework, readings, and discussions should be more narrowly focused on defining both *multicultural education* and *international education* and recognizing the need for both. The participants’ rankings in this study showed that global engagement and multilingualism were not strongly valued in defining *international mindedness*, but a review of IB literature by Castro et al. (2013) showed these to be essential components in defining *international mindedness*. Participants indicated that they had little or no opportunity for global engagement and only a few spoke another language. Global engagement opportunities and requirements could be added to the coursework to increase the understanding of international mindedness from a global perspective. Multilingualism could be taught as an important piece in understanding other cultures, regardless of the lack of opportunity to or interest in learning a second language.

**Intercultural relationships.** The early childhood education program at the university where this study was conducted was characterized by very little diversity among the preservice teachers. This is typical of most education programs at universities and colleges and in the teaching profession in the United States (Cushner et al., 2015). One of the most important findings in this study was the influence of intercultural relationships on gaining international mindedness. In the absence of diversity in early childhood education classes, opportunities to develop intercultural relationships should be built into the early childhood education program. The university in this study hosts a diverse student body, but participants typically spend the majority of their time with the same group of early childhood education majors. If the preservice teachers do not seek out intercultural relationships on their own, meaningful intercultural interactions through
relationship-building opportunities should be built into the coursework. Cushner (2012a) found such opportunities so beneficial in developing intercultural competence that he required his students to become conversation partners with interested international students while in his course. He guided the topics of conversation to reach beyond learning about surface culture. This direct intervention allowed these students to develop an intercultural relationship without the risk inherent in initiating it on their own. Careful planning and expectations for critical reflection would be necessary to establish a conversation program, but such a program could be added to any early childhood education program to increase international mindedness.

**Limitations**

The limitations inherent in this study included an inability to manipulate independent variables. The experiences the participants had related to this study were already completed once they were surveyed. The time of measurement could be a cause for concern because some of the participants had graduated a year before taking the survey; others had just graduated. In addition, demonstrating a relationship between variables does not prove that one variable actually causes another to change. The results of correlational studies do not prove cause and effect.

Another limitation of the study is the survey design. Despite careful construction of the survey, a panel of expert reviewers, and piloting of the instrument, at times I questioned whether the wording on the survey had led the participants to answer in a certain way. In other instances, the participants had to rank items, a task that might have been better served with a Likert scale for each item; and on still other survey items, in an
attempt to avoid leading the participants, I provided no examples that might have jogged their memories. I found that using probing questions during the interview, however, was most valuable in eliciting additional insights from the interviewees.

The limitations to be considered in the interview portion of the study included the relationships that some of the participants had established with me prior to their formal interviews (as a course instructor or as a graduate assistant in a short-term study abroad), whereas others were strangers and may have been more reluctant to open during at the face-to-face interviews. This may have caused a variation in the responses and possibly limited the level of understanding gained from those with whom I had limited rapport. Those more familiar may have felt more relaxed, and this could have led to openness or could have limit the amount of information obtained on a topic as they may have been more susceptible to speaking off topic.

The primary limitation of this study is its generalizability. This study was done at one Midwestern public university without randomization, thus the results cannot be replicated at another institution. They can, however, offer a credible interpretation of the education and the intercultural experiences that recent graduates of the early childhood program had at this Midwestern public university and an explanation of the way those experiences affected their future teaching objectives and prompted suggestions for possible changes to the early childhood education program at that university. In addition, although the study is not generalizable, it may be transferable to other institutions whose aim is to implement the PYP certification program or foster international mindedness
among their preservice teachers and may serve as a model for what has shown to be successful experiences according to the students as this institution.

**Need for Further Research**

Based on this study, future investigation on the topic is indicated; and researchers could benefit from the following. First, examining each particular PYP experience opportunity would be beneficial, specifically to compare and contrast how they varied across school or program sites, mentor teachers, and class instructors in order to (a) determine what factors had a greater positive impact on the growth of international mindedness and (b) to replicate those elements in future programs.

Second, although the course requirements were the same in the early childhood education classes, participants felt some instructors had a greater influence on their internationally minded disposition. Observing the various sections of the same courses to determine the teaching methods as well as the dispositions modeled by the instructors and considering them in terms of which instructors’ students believed helped them gain international mindedness could constitute important research in the area of professional development for teacher educators. Interviewing these professors to gain insight into their own intercultural experiences and their level of international mindedness as well as how they value and mentor these in their instruction could broaden and enrich this research.

Third, in this study I explored the perspectives of the participants on their journey toward international mindedness. Adding the voices of teacher educators and exploring
their experiences with the PYP elements of the early childhood education program would add another dimension to this study.

Finally, a strong theme uncovered in this study was the impact of intercultural relationships on developing an internationally minded disposition. These finding could lead to a study focused on how values and dispositions are socially constructed through relationships, particularly intercultural relationships. Awareness and appreciation of those findings would strengthen that aspect of this research study to build preservice teachers’ international mindedness.

**Conclusion**

International mindedness is acquired by increasing intercultural competence through intercultural experiences that transform students’ perceptions and understanding of other cultures and their own (Bennett, 1993; Cushner, 2009; Cushner et al., 2015; Deardorff, 2006; Kealey, 1989). The majority of early childhood education majors are middle-class Caucasian women, usually entering universities and colleges in the ethnocentric stages of intercultural sensitivity (Bennett, 1993; Cushner, 2009). Teacher educators have the challenging task of educating preservice teachers for international mindedness, particularly in a PYP certification program. Offering opportunities for diverse field and student teaching placements does not guarantee an increase in international mindedness (Cushner, 2012a; Pappamihiel, 2004). The amount of time in diverse settings or PYP schools in this study did not affect interest in teaching in a PYP school. The experiences themselves were not all equal because sites, mentor teachers, and instructors varied. This is an area that may be worthy of future investigation.
Intercultural experiences must be well planned, involve a mentor or friend from that culture, and critical reflection before, during, and after the experience (Cushner & Mahon, 2009; Endicott et al., 2003; Hammer, 2012; Tesoriero; 2006; Vande Berg, 2007). In this research, I used an approach different from what had been used in previous studies, aligning with those studies in relation to how preservice teachers could become more internationally minded.

The predispositions of students entering an early childhood education program cannot be controlled. For those who come from a place of mild to extreme ethnocentrism (Bennett, 1993), the path to international mindedness is a long one. Assuming some have a long journey ahead, teacher educators must start where the development of intercultural sensitivity and understanding begins with understanding one’s own culture and cultural biases (Deardorff, 2006 Merryfield, 1993, 2002, 2012; Short; 2003). For many, that means unpacking their privilege and acknowledging the marginalization of others outside the dominant culture (Bennett, 2004; Hofstede, 1986; Paige, 1993). The process of gaining intercultural sensitivity, which takes an appreciable amount of time, is “evolutionary and not revolutionary”; and teacher educators must start with activities that involve lower risk and do not overwhelm students (Cushner, 2012a). Teacher educators must themselves be internationally minded in order to mentor and guide this process with their students (Eaude, 2013; Haywood, 2007; Hertberg-Davis & Callahan, 2008; Merryfield; 2000; Short, 2003).

Participants in this study had various definitions and understanding of international mindedness as is the case with researchers as well (Castro et al., 2013;
Haywood, 2007; Hill, 2012; James & Davis, 2010; Tarc & Beatty, 2012). This study exposed the need to put more emphasis on the global piece of international education in practice coursework and discussion at the Midwestern public university where this study took place. More opportunities or expectations for global engagement in the program could increase preservice teachers’ understanding and valuing of teaching for global citizenship (Castro et al., 2013).

The positive impact of intercultural relationships on developing international mindedness is clear in this study. The lack of diversity among a group of students who have little exposure to courses outside their program and little time for or interest in campus activities, creates a barrier to meaningful intercultural relationships. The majority of participants in this study had no relationships with anyone outside their own culture, nor had they student taught in diverse settings with opportunities to develop such relationships. For those who had previously formed intercultural relationships, the positive impact on their level of international mindedness was apparent.

Purposely creating opportunities that foster intercultural relationships and are supported through critical reflection before, during, and after the experience, like the program Cushner (2012a) facilitated in his classes, could provide that missing piece for many students. Just as children are more receptive to learning from a teacher with whom they have a trusting, caring relationship, so is the case when opening hearts and minds to understanding, accepting, and valuing a culture outside one’s own. I am humbled by this research making that clear to me, given the positive influence of intercultural relationships in my own life. My hope is that all future teachers are afforded the
opportunities to develop intercultural relationships so that they see their value and bring them into their own teaching situation. “Humans, as social beings, learn best in situations when the complexity of social reality is encountered, examined, and understood. Such is the nature of constructivist learning” (Cushner, 2007, p. 36).
APPENDIXES
APPENDIX A

PILOT ONLINE SURVEY (WITH CONSENT FORM)
Appendix A

Pilot Online Survey (With Consent Form)

Thank you for participating in the Kent State University Early Childhood Teacher Education international minded curriculum and instruction study. We are interested in understanding your learning experiences in courses and field/student teaching experiences in the program. Your participation in this study is voluntary and your answers are confidential. We hope you will participate in this survey, as your answers will help inform the early childhood teacher education program.

It will take approximately 15 minutes to complete this survey. If you have any questions, please contact Dr. Martha Lash at Kent State University (330-672-0628). This project has been approved by Kent State University. If you have any questions about Kent State University’s rules for research, please contact Dr. Grant McGimpsey, Vice President for Research of Division of Research and Sponsored Programs at 330-672-0717.

Sincerely,

Martha Lash                        Kathleen Heydorn
Associate Professor, C&I/ECED      Doctoral Student, C&I/ECED
White Hall – TLC                   White Hall – TLC
Kent State University              Kent State University
Kent, OH 44242                     Kent, OH 44242
mlash@kent.edu                    katakaha@kent.edu

I agree to participate in this survey.
   Yes
   No

Did you have knowledge of the International Baccalaureate (IB)/Primary Years Program (PYP) at Kent State University before applying for the College of Education?
   Yes
   No

How important was this certification to your decision to apply for Kent State University’s Early Childhood Education degree?
   Very Important
   Somewhat Important
   Not at all Important

How would you define international mindedness?
Please name the top three assignments or experiences that helped you most to be open-minded and understanding of other perspectives.

Which professor(s)/instructor(s) helped you the most to think with a global perspective?

What field experiences did you participate in? Check all that apply.
- Observation of an IB World School (PYP)
- One day shadowing in a PYP school
- Field experiences in a PYP preschool
- Field experience in a PYP primary school
- Student teaching in a PYP school
- Study abroad
- Canada IB/PYP trip
- Overseas student teaching
- Other

During what year did you participate in the Canada trip?
- 2014
- 2015

Not including the Canada IB/PYP trip or your own field placements, please indicate how many PYP schools you observed while you were a student at Kent State University. Be sure to include your field or student teaching sites if they were PYP.

- 0
- 1
- 2
- 3
- 4
- 5 or more

Please rank these experiences from most helpful in understanding international mindedness to least helpful in understanding international mindedness.
- Observation of an IB World School (PYP)
- One day shadowing in a PYP school
- Field experiences in a PYP preschool
- Field experience in PYP primary school
- Student teaching in a PYP school
- Study abroad
- Canada IB/PYP trip
- Overseas student teaching
- Other

What intercultural experiences did you have prior to coming to Kent State University?
Check all that apply.
- Living abroad
- Hosting a foreign exchange student
- Traveling abroad
- Interactions with specific cultural groups
- Other

What experiences, beyond ECED, but still KSU related, were most beneficial to you in becoming internationally minded?

Please indicate the degree to which you agree or disagree with the following statements (Strongly Agree, Agree, Disagree, Strongly Disagree):

- I had the opportunity to observe a sufficient number of PYP schools while at Kent State University in order to facilitate my understanding of the PYP program.
- I had a strong understanding of the components of PYP when I graduated from Kent State University.
- I feel qualified to teach in a PYP school.
- My education and experiences with PYP content prepared me to teach inquiry based curriculum.
- I have become more internationally minded as a result of PYP experiences at Kent State University.

Please indicate the degree to which you agree or disagree with the following statements (Strongly Agree, Agree, Disagree, Strongly Disagree):

- After my experience in the PYP program at Kent State University, I am confident in my ability to teach in a PYP school at the following grade levels:

- After my experience in the PYP program at Kent State University, I am confident in my ability to teach in a PYP school at the following grade levels:
  - Pre-K
  - Kindergarten
  - 1–3
  - 4–6

Please indicate the degree to which you agree or disagree with the following statement (Strongly Agree, Agree, Disagree, Strongly Disagree):

- It is important for a teacher to be internationally minded.
Please write 2–4 sentences to explain why you agree or why you disagree that it is important for a teacher to be internationally minded.

How interested are you in teaching in a PYP school?
   Extremely Interested
   Moderately Interested
   Somewhat Interested
   Slightly Interested
   Not at all Interested

Please write 2–4 sentences to explain why you're interested or why you're not interested in teaching in a PYP school.

After your experience in the PYP program at Kent State University, How confident are you in your ability to teach in a PYP school?
   Extremely Confident
   Moderately Confident
   Somewhat Confident
   Slightly Confident
   Not at all Confident

Please write 2–4 sentences to explain your confidence level in teaching in a PYP school.

Have you applied for a teaching position?
   Yes
   No

To what type of school did you apply?
   Public
   PYP
   Parochial
   Charter
   International
   Other

Are you currently employed as a teacher?
   Yes
   No

At what school are you currently employed?
What is your position?
- Full-time teacher
- Part-time teacher
- Teacher’s aid
- Tutor
- Substitute teacher
- Long-term substitute teachers
- Other

What grades level(s) do you work with?
- Pre-K
- Kindergarten
- 1–3
- 4–6

Which of the following were factors in your decision not to apply for a teaching position? Please mark all that apply.
- Distance to schools
- Offered a nonteaching position
- Lack of interest in teaching
- Feeling unqualified to teach
- Other

Have you applied for an IB certificate?
- Yes
- No

Why or why not?

Please indicate the degree to which you agree or disagree with the following statements (Strongly Agree, Agree, Disagree, Strongly Disagree):

I am more confident in my ability to **model** the following learner profile attributes after my experience in the PYP program at Kent State University:

- Inquirer
- Thinker
- Communicator
- Knowledgeable
- Risk-taker
- Principled
- Caring
- Open-minded
- Balanced
- Reflective
Please indicate the degree to which you agree or disagree with the following statement (Strongly Agree, Agree, Disagree, Strongly Disagree):

I am confident in my ability to teach the following learner profile attributes after my experience in the PYP program at Kent State University:

- Inquirer
- Thinker
- Communicator
- Knowledgeable
- Risk-taker
- Principled
- Caring
- Open-minded
- Balanced
- Reflective

Demographics

Age

What semester did you graduate from the program?
- Fall 2014
- Spring 2015
- Fall 2015
- Spring 2016
- Fall 2016

Were you registered at Kent State University as an in-state student?
- Yes
- No

In what region of Ohio were you living at the time you applied to Kent State University?
- Northeast Ohio
- Northwest Ohio
- Central Ohio
- Southeast Ohio
- Southwest Ohio

In what state/country were you living at the time you applied to Kent State University?

In what state/country do you currently reside?

What campus did you attend?
- Kent
- Tuscarawas
- Salem
- Holden
What was your GPA upon graduation from Kent State University?
- 3.50–4.00
- 3.00–3.49
- 2.50–2.99
- 2.00–2.49
- 1.50–1.99
- 1.00–1.49
- Lower than 1.00

What was the most recent degree you earned from Kent State University?
- Undergraduate
- M.A.T
- M.Ed.

What is your gender?
- Male
- Female
- Transgender
- Other

What is your race/ethnicity? Please check all that apply.
- White
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

Is a language other than English spoken in your home?
- Yes
- No

What language(s) other than English are spoken in your home?

Would you be willing to be contacted for a follow-up interview?
- Yes
- No

Please provide your phone number or email address for a follow-up interview.
APPENDIX B

POSTSURVEY INTERVIEW QUESTIONS: FIRST DRAFT
Appendix B

Postsurvey Interview Questions: First Draft

1) Tell me about your intercultural experiences with cultures other than your own before coming to KSU.

(Probing questions to follow responses may include: What did you learn from this experience? How does this experience influence you today? Why do you think this memory stands out for you?)

2) Tell me about your intercultural experiences during your time at KSU.

(Probing questions to follow responses may include: What made you choose these particular experiences? How did they influence your overall learning experience at KSU? How important is it for ECED students to have these experiences?)

3) Tell me about your study abroad experiences during your time at KSU.

(Probing questions that may follow the response may include: What did you learn? How was this experience beneficial to your future teaching practice? If you did not study abroad, why not? If you had the time and finances, would you have chosen to go abroad? Why or why not?)

4) What does it mean to you to be internationally minded and how is important to your teaching practice?

5) What is the benefit of knowing another language, even if it isn’t the language spoken by your students, to being internationally minded?

6) What cultures specifically have you gained a greater understanding of while at KS? How will this help you as a teacher?

7) What actions, if any have you taken to be globally engaged during your time at KSU? What is your plan to guide your students to be globally engaged?

8) Tell me about when did you first learned of/heard about PYP? What were your initial thoughts about the program?

9) How has your thinking changed?

10) What coursework in the ECED program helped you the most in understanding the PYP, and how?
11) Tell me about your experiences observing PYP in the field. Where these Experiences necessary for you to grasp the concepts of the PYP? Which was the most helpful? Why?

12) What parts of the PYP curriculum framework resonated with you? Why?

13) And did it motivate you to do anything differently? Confused you? Did you address this confusion and how?

14) What parts of the ECED program do you believe could have better supported your PYP learning and engagement? What else could have been done/offered?

15) What would you tell new KSU admits to the ECED program about PYP? What Would you explain to those unfamiliar with the PYP at another university ECED program?

16) How would you explain PYP to a person who has never heard about it? How would you explain PYP to an interviewing principal at an IBPYP World School?

17) Tell me about a professor or professors in the program who you feel guided you to a deeper understanding of the PYP.

(Probing questions based on the responses may include: What methods/strategies used were the most effective in helping you to understand the PYP? Why? How do those experiences influence the way you want to teach going forth?)

18) How will these beliefs influence the way you teach going forth?

19) Are you interested in teaching in a PYP school now or in the future? What would be the benefits and challenges of teaching in a PYP school for you?

20) Have you considered teaching abroad? Why or why not?
Appendix C

Final Online Survey (With Consent Form)

Thank you for participating in the Kent State University Early Childhood Teacher Education internationally minded curriculum and instruction study. We are interested in understanding your learning experiences in courses and field/student teaching experiences in the program and PYP certification process. Your participation in this study is voluntary and your answers are confidential. We hope you will participate in this survey as your answers will help inform the early childhood teacher education program. At the end of the survey if an option to be interviewed if you are so inclined.

It will take approximately 10–15 minutes to complete this survey. If you have any questions, please contact Dr. Martha Lash at Kent State University (330-672-0628). This project has been approved by Kent State University. If you have any questions about Kent State University’s rules for research, please contact Dr. Grant McGimpsey, Vice President for Research of Division of Research and Sponsored Programs at 330-672-0717.

We appreciate you taking the time to share your experiences.

Martha Lash
Associate Professor, C&I/ECED
White Hall–TLC
Kent State University
Kent, OH 44242
mlash@kent.edu

Kathleen Heydorn
Doctoral Student, C&I/ECED
White Hall–TLC
Kent State University
Kent, OH 44242
katakaha@kent.edu

I agree to participate in this survey.
Yes
No

Did you have knowledge of the International Baccalaureate (IB)/Primary Years Program (PYP) at Kent State University before applying for the College of Education?
Yes
No

How important was this certification to your decision to apply for Kent State University’s Early Childhood Education degree?
Very Important
Somewhat Important
Not at all Important
How would you define *international mindedness*?

Please name the top three assignments or experiences that helped you most to be open-minded and understanding of other perspectives.

Which professor(s)/instructor(s) helped you the most to think with a global perspective?

What field experiences did you participate in? Check all that apply.
- Observation of an IB World School (PYP)
- One day shadowing in a PYP school
- Field experiences in a PYP preschool
- Field experience in a PYP primary school
- Student teaching in a PYP school
- Study abroad
- Canada IB/PYP trip
- Overseas student teaching
- Other

During what year did you participate in the Canada trip?
- 2014
- 2015

Not including the Canada IB/PYP trip or your own field placements, please indicate how many PYP schools you observed while you were a student at Kent State University. Be sure to include your field or student teaching sites if they were PYP.

- 0
- 1
- 2
- 3
- 4
- 5 or more

Please rank these experiences from most helpful in understanding international mindedness to least helpful in understanding international mindedness by **dragging them into the box on the right**.

<table>
<thead>
<tr>
<th>Observation of an IB World School (PYP)</th>
<th>Most Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day shadowing in a PYP school</td>
<td></td>
</tr>
<tr>
<td>Field experiences in a PYP preschool</td>
<td></td>
</tr>
<tr>
<td>Field experience in PYP primary school</td>
<td></td>
</tr>
<tr>
<td>Student teaching in a PYP school</td>
<td></td>
</tr>
<tr>
<td>Study abroad</td>
<td></td>
</tr>
<tr>
<td>Canada IB/PYP trip</td>
<td></td>
</tr>
</tbody>
</table>
Overseas student teaching
Other

What interactions with cultural groups outside your own did you have prior to coming to Kent State University? Check all that apply.
- Living abroad
- Hosting a foreign exchange student
- Traveling abroad
- Interactions with specific cultural groups
- Other

What experiences, beyond ECED, but still KSU related, were most beneficial to you in becoming internationally minded?

Please indicate the degree to which you agree or disagree with the following statements (Strongly Agree, Agree, Disagree, Strongly Disagree):

I had the opportunity to observe a sufficient number of PYP schools while at Kent State University in order to facilitate my understanding of the PYP program.
I had a strong understanding of the components of PYP when I graduated from Kent State University.
I feel qualified to teach in a PYP school.
My education and experiences with PYP content prepared me to teach inquiry based curriculum.
I have become more internationally minded as a result of PYP experiences at Kent State University.

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

After my experience in the PYP program at Kent State University, I am confident in my ability to teach in a PYP school at the following grade levels (Strongly Agree, Agree, Disagree, Strongly Disagree):
- Pre-K
- Kindergarten
- 1–3
- 4–6

Please indicate the degree to which you agree or disagree with the following statement (Strongly Agree, Agree, Disagree, Strongly Disagree):

It is important for a teacher to be internationally minded.
Please write 2–4 sentences to explain why you agree or why you disagree that it is important for a teacher to be internationally minded.

How interested are you in teaching in a PYP school?
- Extremely Interested
- Moderately Interested
- Somewhat Interested
- Slightly Interested
- Not at all Interested

Please write 2–4 sentences to explain why you’re interested or why you’re not interested in teaching in a PYP school.

After your experience in the PYP program at Kent State University, how confident are you in your ability to teach in a PYP school?
- Extremely Confident
- Moderately Confident
- Somewhat Confident
- Slightly Confident
- Not at all Confident

Please write 2–4 sentences to explain your confidence level in teaching in a PYP school.

Have you applied for a teaching position?
- Yes
- No

To what type of school did you apply?
- Public
- PYP
- Parochial
- Charter
- International
- Other

Are you currently employed as a teacher?
- Yes
- No

At what school are you currently employed?
What is your position?
   Full-time teacher
   Part-time teacher
   Teacher’s aid
   Tutor
   Substitute teacher
   Long-term substitute teachers
   Other

What grades level(s) do you work with?
   Pre-K
   Kindergarten
   1–3
   4–6

Which of the following were factors in your decision not to apply for a teaching position?
Please mark all that apply.
   Distance to schools
   Offered a non-teaching position
   Lack of interest in teaching
   Feeling unqualified to teach
   Other

Have you applied for an IB certificate?
   Yes
   No

Why or why not?

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

I am more confident in my ability to model the following learner profile attributes after my experience in the PYP program at Kent State University (Strongly Agree, Agree, Disagree, Strongly Disagree):

   Inquirer       Principled
   Thinker        Caring
   Communicator   Open-minded
   Knowledgeable  Balanced
   Risk-taker     Reflective
Please indicate the degree to which you agree or disagree with the following statements.

I am confident in my ability to teach the following learner profile attributes after my experience in the PYP program at Kent State University (Strongly Agree, Agree, Disagree, Strongly Disagree):

- Inquirer
- Thinker
- Communicator
- Knowledgeable
- Risk-taker
- Principled
- Caring
- Open-minded
- Balanced
- Reflective

Demographics

Age

What semester did you graduate from the program?
  - Fall 2014
  - Spring 2015
  - Fall 2015
  - Spring 2016
  - Fall 2016

Were you registered at Kent State University as an in-state student?
  - Yes
  - No

In what region of Ohio were you living at the time you applied to Kent State University?
  - Northeast Ohio
  - Northwest Ohio
  - Central Ohio
  - Southeast Ohio
  - Southwest Ohio

In what state/country were you living at the time you applied to Kent State University?

In what state/country do you currently reside?

What campus did you attend?

- Kent
- Salem
- Tuscarawas
- Holden
What was your GPA upon graduation from Kent State University?
- 3.50–4.00
- 3.00–3.49
- 2.50–2.99
- 2.00–2.49
- 1.50–1.99
- 1.00–1.49
- Lower than 1.00

What was the most recent degree you earned from Kent State University?
- B.S.Ed.
- M.A.T.
- M.Ed.

What is your gender?
- Male
- Female
- Transgender
- Other

What is your race/ethnicity? Please check all that apply.
- White
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

Is a language other than English spoken in your home?
- Yes
- No

What language(s) other than English are spoken in your home?

We would like to gain a deeper understanding of your experiences. Would you be willing to be contacted for a follow-up interview by a member of our team at a time and location convenient to you?
- Yes
- No

Please provide your phone number or email address for a follow-up interview.
Appendix D
Recruitment Email

Dear KSU ECED Graduates,

Congratulations on your recent graduation from Kent State University with your degree in Early Childhood Education! You have been prepared to teach and meet the qualifications set by Ohio for teaching in an early childhood classroom. Additionally, you have been prepared to teach and meet the qualifications set by the International Baccalaureate Organization to teach in IB Primary Years Programs World Schools. You can be proud of your accomplishments.

We are asking you to look back on your time and studies at Kent State University, with a special emphasis on your Early Childhood Teacher Education program as well as the International Baccalaureate Primary Year Program. Your responses will provide important information for us to learn more about the program of study and your experiences, how we might make improvements to the program and future students’ learning experiences, and your enduring thoughts and reflections.

We are currently in the process of collecting information and are seeking your help. Listed below is a link that will connect you to an online survey, which takes approximately 10–15 minutes to complete. At the end of the survey if an option to be interviewed if you are so inclined. All of your responses will remain confidential. We appreciate you taking the time to share your experiences.

Thank you!

Sincerely,

Martha Lash
Associate Professor, C&I/ECED
White Hall – TLC
Kent State University
Kent, OH 44242
mlash@kent.edu

Kathleen Heydorn
Doctoral Student, C&I/ECED
White Hall – TLC
Kent State University
Kent, OH 44242
katahaka@kent.edu
APPENDIX E

POSTSURVEY INTERVIEW QUESTIONS: FINAL DRAFT
Appendix E

Postsurvey Interview Questions: Final Draft

1) Tell me about your intercultural experiences before coming to KSU.

(Probing questions to follow responses may include: What did you learn from this experience? How does this experience influence you today? Why do you think this memory stands out for you?)

2) Tell me about your intercultural experiences during your time at KSU.

(Probing questions to follow responses may include: What made you choose these particular experiences? How did they influence your overall learning experience at KSU? How important is it for ECED students to have these experiences?)

3) Tell me about when did you first learned of/heard about PYP? What were your initial thoughts about the program?

4) How has your thinking changed?

5) What coursework in the ECED program helped you the most in understanding the PYP, and how?

6) Tell me about your experiences observing PYP in the field. Where these experiences necessary for you to grasp the concepts of the PYP? Which was the most helpful? Why?

7) What parts of the PYP curriculum framework resonated with you? Why?

8) And did it motivate you to do anything differently? Confused you? Did you address this confusion and how?

9) What parts of the ECED program do you believe could have better supported your PYP learning and engagement? What else could have been done/offered?

10) What would you tell new KSU admits to the ECED program about PYP? What would you explain to those unfamiliar with the PYP at another university ECED program?

11) How would you explain PYP to a person who has never heard about it? How would you explain PYP to an interviewing principal at an IBPYP World School?

12) Tell me about a professor or professors in the program who you feel guided you to a deeper understanding of the PYP.
(Probing questions based on the responses may include: What methods/strategies used were the most effective in helping you to understand the PYP? Why? How do those experiences influence the way you want to teach going forth?)

13) IB defines international mindedness as embodying the learner profile attributes. Do you agree? Which attributes do you feel you possess? What areas are you still working on? (Will provide list of learner profile attributes if participants struggle to recall them.)

14) How can you help children become internationally minded?

15) Tell me about your study abroad experiences during your time at KSU. (Probing questions that may follow the response may include: What did you learn? How was this experience beneficial to your future teaching practice? If you did not study abroad, why? If you had the time and finances, would you have chosen to go abroad? Why or why not?)

16) What does it mean to you to be internationally minded?

17) You answered _____________ on your survey regarding the importance of teachers being internationally minded. Can you tell me what experiences have led you to that conclusion?

18) How will these beliefs influence the way you teach going forth?

19) Are you interested in teaching in a PYP school now or in the future? What would be the benefits and challenges of teaching in a PYP school for you?

20) Have you considered teaching abroad? Why or why not?
APPENDIX F

CONSENT FORM
Appendix F

Consent Form

Thank you for participating in the Kent State University Early Childhood Teacher Education internationally minded curriculum and instruction study. We are interested in understanding your learning experiences in courses and field/student teaching experiences in the program and PYP certification process. Your participation in this study is voluntary and your answers are confidential. We hope you will participate in this survey as your answers will help inform the early childhood teacher education program. At the end of the survey if an option to be interviewed if you are so inclined.

It will take approximately 10-15 minutes to complete this survey. If you have any questions, please contact Dr. Martha Lash at Kent State University (330-672-0628). This project has been approved by Kent State University. If you have any questions about Kent State University’s rules for research, please contact Dr. Grant McGimpsey, Vice President for Research of Division of Research and Sponsored Programs at 330-672-0717.

We appreciate you taking the time to share your experiences.
Sincerely,

Martha Lash  
Associate Professor, C&I/ECED  
White Hall – TLC  
Kent State University  
Kent, OH 44242  
mlash@kent.edu

Kathleen Heydorn  
Doctoral Student, C&I/ECED  
White Hall – TLC  
Kent State University  
Kent, OH 44242  
katakaha@kent.edu
REFERENCES
REFERENCES


Merryfield, M. M. (2000). Why aren’t teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making


Tan, L., & Bibby, Y. (2012). *Performance comparison between IB school students and non-IB school students on the International Schools’ Assessment (ISA) and on the


