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A New Country, New University, New School – How Do I Cope? International Student Experiences

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ABSTRACT

Many students embark on an international experience (study tour and/or practicum/placement) during their teacher education program. There are benefits and challenges for those participating in such programs. Reflection is a useful tool in enabling the students to reflect on their experiences; capitalise on the benefits and assist in meeting the challenges that may arise. This paper reports on how reflection was used in a three-week program for international students conducted in a school in The Netherlands. Reflection is an important part of the program as the students are required to socialise into a new country and culture; a new university setting; and then a new school site – multi socialisation (Barton & Hartwig, 2017). The aim of this specific program was the development of participants both as global citizens and as global teachers (Stokhof & Fransen, 2017). Reflection enabled the students to appreciate and understand their experiences in the community of multi international students, foreign pupils and teachers in a foreign school context, thus supporting their development as global citizens and global teachers.

Keywords: study abroad, preservice teachers, global citizens, global teachers

INTRODUCTION

The Australian Government (2020) reported that some 52,000 students travelled overseas for study in 2018. There are both benefits and challenges for students who travel abroad for study. Some of the benefits that have been investigated in the literature have included: personal and professional connections; immersing in a new culture and community; personal growth; new knowledge and expanding horizons. International students may also be faced with challenges as they embrace studying in a new country (Brown, 2009; Hartwig, 2017; Kramer & Wu, 2019; Trede, Bowles & Bridges, 2013). This is compounded when the students are preservice teacher education students and are required to teach in a classroom as part of their study. *Will they understand what I say?* This is a common concern expressed by many international students as they prepare to go into a classroom in a different country with a different native language. Reflection has been used in this program to assist the international students to navigate teaching in a classroom in a new country.

The program under study is a three-week program for international students conducted in a primary and secondary school in The Netherlands. The program has been running for six years and welcomes students from many countries. This paper reports on the experiences of a group of 19 Australian, South African and Indian students involved in the program during January 2020. Reflection is an important part of the program as the students are required to socialise into a new country and culture; a new university setting; and then a new school site – multi socialisation (Barton & Hartwig, 2017). In this specific program, reflection focused on the process of becoming global teachers and global citizens (Stokhof & Fransen, 2017). The aim of the program is for all participants to develop into global teachers or at least be inspired so they will share their experiences when they return to their home country and become global citizens. Reflection enabled the students to appreciate and understand their experiences in the community of multi international students, foreign pupils (the school children) and teachers in a foreign school context, thus supporting their development as global citizens and global teachers. These international experiences and especially the program at HAN University where there is a focus on global citizens and global teachers, helps to prepare pre-service teachers for the future as teachers in the global context but also improves their employability in their home country. The research question for this study therefore was: *What is the effect of multi modal reflection in the program on the participants' awareness of their development as global citizens and global teachers?*

FRAMEWORK AND LITERATURE REVIEW

The Rodgers (2002, p. 230) four functions of reflections are used as the framework in this paper. Rodgers describes a four-phase reflective cycle where she explores the roles of presence in experience: learning to see; description: learning to describe and differentiate; analysis of experience: learning to think critically and create theory; and experimentation in helping teachers slow down and attend to student learning in more rich and nuanced ways. These functions therefore look at reflection as: a meaning-making process, a rigorous way of thinking, being important in and for community

and, a set of attitudes. The Rodgers framework allows for a diverse investigation of reflective practices.

Hartwig (2017) used pre and post surveys and students' weekly reflections in her study which ran for three weeks whilst the participants were involved in an international teaching experience. Three main themes were identified: employability, value of the experience and open-mindedness. All the participants (N=53) were pre-service teachers and their focus in the reflections were centred on how the experience would make them a better teacher and assist in making them more employable than their peers who had not taken such an experience. They acknowledged that they were taken out of their 'comfort zone' but believed this enhanced their future teaching career. The pre-service teachers were challenged by being in a country where English is not the home language (in addition some of the Indian and South African teachers have English as their second or third language); teaching in a different school setting; and using the Jenaplan methodology which was new for all participants. The Jenaplan pedagogy was derived through the work of German educator, Peter Petersen in the early 1920's (Azevedo & Ferreira, 2012). Classrooms are not arranged by year levels but in heterogeneous groups. The philosophy promotes children's responsibility and autonomy whereby there is experimentation, collaboration and interaction between children and adults both inside and outside the school. The children are encouraged to talk together, play, work and celebrate differences. The task of the group leader is to let each child work to their own pace.

As well, there can be challenges for both the teaching staff in the university and the teaching staff in the foreign school classroom. These challenges have been identified as teachers dealing with unfamiliar characteristics and diverse needs of international students (Dippold, 2013; Tran & Pham, 2017). Another challenge is the use of pedagogical practices to effectively engage with and use the diversity of cultures, knowledge and experiences to ensure learning for all (Leask, 2009; Tran & Pham, 2017). Berger (2004) describes the teachers in the classrooms as the 'guides' to help student teachers approach their 'knowledge and awareness' (p. 345). The importance is placed on the teachers to support critical cultural reflection to prepare students in their intercultural readiness.

Preparing culturally responsive future teachers has implications for preservice teacher education programs. Providing international study abroad programs through the training of preservice teachers can assist the teachers in becoming mindful of culture and cultural differences. Marx and Moss (2011) found in their case study that explored a teacher completing a semester abroad that the participant became more culturally sensitive, and she was developing 'richer and more complex cultural constructs, exploring her own identity, accepting and recognizing fundamental cultural differences in herself and others, and actively seeking out intercultural experiences as an avenue to continue her intercultural development'. Norman (2020) found that culturally responsive practices can enhance teacher capacity and self-awareness and that all teachers should have a multicultural perspective, so all educators learn the cultural backgrounds of their students and create a classroom environment where students learn from each other. This study provides such culturally responsive practice as both the student teachers and the pupils of the school learn from each other in the classroom

BACKGROUND OF THE STUDY

Participants

Participants (n=19) are pre-service (trainee) teachers from Australia, South Africa and India. All participants attended a three-week program (Teaching in The Netherlands, a Winter Course on Dutch Education) offered at Han University in The Netherlands, during January 2020. All of the pre-service teachers voluntarily decided to take the program. The program included:

Week 1: Intensive lectures at the university including topics such as Dutch Education System, Dutch Culture and Society, Re-Thinking Education, ICT in Education, Green Schools, and visit to a Steiner School and a Local Public School.

Week 2: Further intensive lectures at the university on topics that included the Jenaplan Methodology, the Global Teacher, Teaching Global Citizenship, Mind Mapping and a visit to a Jenaplan School and a Montessori School.

Week 2/3: Teaching in a local primary school using the Jenaplan Methodology or teaching in a secondary school with a mission on Global Citizenship; students were under the supervision of the university staff and the school staff; presentations of their reflections were ongoing throughout the week. Reflections were presented for peers and staff of the university and staff of the schools, using multimodal methods, thus allowing all participants from different countries to explore their own experiences and home country education strategies.

Additional Activities: There were cultural activities for the preservice teachers, including visits to an Open-Air Museum, the Van Gogh Museum, and a Dutch Highlights Weekend Tour where students were able to sample the cultural and historical aspects of the country.

Engaging students in the reflection process

Reflection, according to Ryan (2013) involves the consideration of associated factors and influences and deciding whether and how to respond or act to improve conditions or outcomes. Multimodal reflections (Barton & Ryan, 2014) enable participants to use various activities that use written, visual, oral or performance modes of expression. A multimodal reflective approach is the basis of the program. The strategies used include:

- Writing a report of 2000 words that describes their ideal school. The report includes the preservice teacher's vision, beliefs and principles on quality education;
- Preparing a visual presentation of their Ideal School, in a Prezi, PowerPoint or Video;

- Giving an oral presentation of the Ideal School to University and School staff and peers;
- Making a reflective poster (see Appendix 1 for an example);
- Sharing the reflective posters to university and school staff and peers;
- Discussions led by the classroom teachers with the individual students focusing on the daily development of teaching practice in the classroom.
- Discussion led by the university teachers in a group setting that focuses on awareness, development in question-driven learning methodology and didactics, new learning points, communication and cultural differences, language barriers, global teacher.

Sample questions posed during these sessions included:

1. What surprised you – for the pupils and yourself?
 2. What went well (pupils and yourself)?
 3. Did the pupils learn by researching QDL (Question Driven Learning)?
 4. How did you solve the language barrier?
 5. Which questions from the pupils have now been answered?
 6. Did you make new knowledge visible yet for the pupils (for example in your class mind map)?
 7. Opinion: “perfection is being open for change”. What can you say about this quote regarding yourself?
- Preservice Teachers interview in pairs. Sample questions posed during these sessions included:
Please share your thoughts and comments on the Teaching Practice at your primary or secondary internship school. Please share your thoughts and comments on the academic content of the Winter course.
 - Completing an overall written reflection of the course (at the end of the program).

Chen, Nimmo and Fraser (2009) calls on teachers to critically re-examine their practice to become culturally responsive. They believe this can be done through reflection and have developed a self-study tool to assist beginning teachers on their journey of transforming classroom practice. They believe responsive environments are important and using the tool will lead to a personal and introspective level of reflection that can encourage transformation in culturally responsive teachers. In this study students learn to re-examine current and past practices as a teacher, when operating a novel question-driven learning environment in foreign country. Working with Dutch pupils who are accustomed to exploring learning content by means of self-formulated questions, challenges the students culturally both in a personal as well as in a professional sense.¹

¹ Note: In this paper, the use of the word pupils refers to the children at the school. At times the preservice trainee teachers are referred to as students (meaning student teachers).

METHODOLOGY

This is a mixed methods project using both quantitative and qualitative data. Tashakkori and Teddlie (2003, p. 711) describe mixed methods as “a type of research design in which quantitative and qualitative approaches are used in types of questions, research methods, data collection and analysis procedures and/or inferences. Tashakkori and Creswell (2007) further describe mixed methods as having the investigator collect and analyse data, integrate the findings and draw inferences using both quantitative and qualitative approaches, and/or methods within a single study or program on inquiry. The mixed methods approach used in the study is exploratory which includes quantitative data, qualitative analysis and inference (Tashakkori & Teddlie, 2003). The qualitative data helped to explain and build upon the quantitative results. The data collection included collection of the quantitative data followed by the qualitative data. This design allowed for an interpretation based on both sets of data.

Wise (2014) reported the strengths of mixed methods research. Some of these include:

- Words, pictures and narratives can be used to add meaning to numbers generated as part of data gathered in quantitative processes;
- Numbers can be used to add precision to words, pictures and narratives;
- A research can generate and test with numbers a grounded theory;
- Mixed methods can answer a broader and more complete range of research questions;
- Qualitative and quantitative research when used together can produce a more complete knowledge necessary to inform theory and practice. (p.194)

For the qualitative data, manual coding of themes was undertaken, with clusters being made that informed the variables constructed (Burns, 1998). The quantitative data was entered in the SPSS software program (Connolly, 2007) to calculate the mean and standard deviation. The mixed methods data analysis then involved the integration of the statistical and thematic data.

ANALYSIS

To interpret the qualitative and quantitative data, Rodgers’ (2002) four functions of reflections were used as variables in the analysis framework. To align these functions of reflection to the objectives and the content of the educational program under study, the four functions were further operationalized for analysis in sub variables, as explained in the following paragraphs.

Reflection as Meaning-Making Process

Regarding the meaning-making process participants could reflect on two major elements in the program: the experience of the educational content, which was provided by the staff at the University, and the experience of the teaching practice in the workplace. For both elements the data on the variable reflection as a meaning-making process was explored: a) for *interaction* between the students and the environment in the experience, b) for *continuity* between the experience and prior

knowledge and previous experiences, c) and for the impact of the experience on students' *development of practical theory*, as suggested by Rodgers (2002).

Reflection as a Rigorous way of Thinking

Rodgers' (2002) construct of "a rigorous way of thinking" was operationalized in this study for the two main objectives of the program. The first objective was the development as a Global Citizen and the second objective was development as a Global Teacher, who teaches global citizenship to others. Table 1 (A) shows how rigorous thinking as a Global Citizen was operationalized in the program as the knowledge and skills which contribute to the reflection process.

Table 1: Operationalization of Knowledge, Skills and Attitudes as Global Citizen and Teacher

(A) Operationalization of Knowledge and Skills as Global Citizens

Sub variables	Contribution to process of reflection on the program	References
Knowledge of various perspectives	"Opens up" the conscious perception that there are different ways to perceive experiences	(Chen, Nimmo, & Fraser, 2009)
Knowledge of cultural differences and similarities	Leads to awareness that personal norms and values might be culturally coloured and not universally valid per se	(Marx & Moss, 2011)
Skill of questioning	Supports the ability to frame and name the problem	(Rodgers, 2002)
Skill of mind mapping	Supports the ability to explore the interrelatedness of ideas by visualizing them in a structure	(Stokhof, De Vries, Bastiaens, & Martens, 2017)
Skill of research	Supports the ability to persistently and carefully test if and to what extent ideas and presumptions held are true on what grounds	(Rodgers, 2002)

(B) Operationalization of Knowledge and Skills as Global Teacher

Sub variables	Contribution to process of reflection on the program	References
Knowledge of the potential of student questioning	"Opens up" the perception to what extent student questions can contribute to teaching and learning	Stokhof et al., 2017)
Knowledge of diversity to meet student needs	Raises awareness about which kind of teacher actions are needed to facilitate student needs in diverse population	(McGrady, 2017)
Skill of using specific didactics	Supports ability to consider how and under which conditions teaching methods have impact on student thinking and learning	(Loughran, 2019)

The skill of selecting sources and materials	Supports ability to estimate and anticipate on which kind of resources students might need to answer self-raised questions	(Stokhof et al. 2017)
Skill of guiding student questioning	Supports ability to estimate and anticipate on which kind of scaffolds students might need to generate, formulate and answer self-raised questions	(Stokhof et al., 2017)

(C) Operationalization of Attitudes as Global Citizens and as Global Teachers

Variables	Sub variables	Contribution to process of reflection on the program	References
Attitudes as Global Citizen	Open mindedness	Willingness to see and acknowledge new ideas contrary to former held convictions	(Rodgers, 2002)
	Curiosity	Focused interest in learning potential of the experience (cf. Dewey’s “Whole-heartedness”)	(Rodgers, 2002)
	Inquiry as a stance	Critically examining the real-life implications of the experience	(Cochran-Smith & Lytle, 2009; Rodgers, 2002)
Attitudes as Global Teacher	Allow students’ voices	Exploring the potential of supporting self-directed learning	(Stokhof & Fransen, 2017)
	Teacher as coach	Comparing different non authoritative roles as teacher	(Stokhof & Fransen, 2017)
	Release of teacher control	Re-examining the concept of teacher responsibility	(Stokhof & Fransen, 2017)

In contrast to the reflection on the development as Global Citizen, which has a more personal character, is the reflection on the development as Global Teacher more focused on specific professional development. Table 1 (B) shows the sub variables of knowledge and skills which were used to analyse the process of reflection as Global Teacher.

Reflection in Community

Working with a multinational group of preservice teachers opened opportunities for community reflection in the program. Students were invited systematically to communicate their experiences to each other. Formulating their experiences for the group required that they had to get outside the experience and had to seek an appropriate form to connect to the diverse group of listeners. Exchanging experiences was expected to a) open awareness of other new perspectives, b) affirm the value of

one's experience, and c) evaluate the nature and value of international collaboration. Major and Santoro (2016) affirm that providing opportunities for reflective conversations during international placement experiences for preservice teachers would further the aim of developing a learning community where all members would learn from each other. Furthermore, Santoro and Major (2012) believe that if the preservice teachers are involved in teaching in a culturally different context, awareness and clarity will be enhanced.

Reflection as a set of Attitudes

As Rodgers (2002) suggested, attitudes can either block or open up the pathway to development during the program. In this study we differentiate between attitudes as Global Citizens and as Global Teachers. Attitudes as Global Citizens refer to the personal attitudes that increase the chance of broadening one's personal field of knowledge and awareness when reflecting on experiences. We consider open mindedness and curiosity to be a prerequisite for international students to become aware of their global citizenship, but also find a positive critical inquisitive stance essential for further development as global citizens. Attitudes as Global Teachers refer to professional attitudes that support open reflection on the impact a teacher has on the development of global citizenship in students (see Table 1 (C)). In the program these professional attitudes were aligned to the objective of getting acquainted to more student-centred methods of teaching and awareness of corresponding teacher attitudes (Stokhof & Fransen, 2017).

RESULTS AND DISCUSSION

The purpose and meaning of the Winter Course as an educational program were to contribute to the intellectual, moral and emotional growth of the participants both personally (Global Citizen) and professionally (Global Teacher). The program was designed as a series of experiences to reflect upon, offering encounters with new skills and knowledge which were then applied in the workplace setting. Time was allotted for participants to reflect on the potential significance of the experience and discuss its implications for personal and professional development. We report and discuss in this section how the program supported the international students to reflect on their experiences, using the Rodgers (2002) four functions of reflections as framework for interpretation.

Reflection as Meaning Making Process

Making Meaning of Educational Content

When examining the qualitative data on the *interaction* between oneself and the educational content, we noticed that almost all students actively related this to themselves as teachers: *The educational content provided fresh ideas and examples that could be used within the classroom.* Students perceived that the delivery of the content was interactive and aligned to the objectives of the program: *The lectures where often hands-on and interactive which made the lessons engaging and we were able to see different teaching methods in practice.* Students were even more

outspoken about the *continuity* of the experience, when they relate the content to prior knowledge: *The content which was given has great value as it gives a whole new perspective on education as it is done so differently in the Netherlands compared to Australia* and to previous (lacking) experiences: *After participating in the course I realized that the content was linked to something I have only had some exposure to and wanted to see how it translated in the school.*

In many cases we saw examples of how students used the input of the educational content to either build, refine, and/or revise their practical theories. For example, one student describes how she formed new practical theory: *It provided me with an outlook of teaching I had not seen, and I have been able to implement many of the strategies learnt in my daily teaching life.* Another student used the input of the educational content to critically examine (and potentially revise opinions on) the educational system at home: *It was extremely interesting hearing about the differences and similarities in Dutch, South African and Indian education systems. It made me evaluate the Australian system and think about the reasons behind certain choices.*

However, not all students were fully satisfied with the educational content of the program: *There was some educational content that is useful and can be used in my future teaching practice, and some content that has already been covered back home in Australia.* The data supports the hypothesis that students gave meaning to the educational content in such a way that it connected experiences to new levels of understanding and gave an impetus to growth, as suggested by Rodgers (2002, p.850).

Making Meaning of Teaching Practice

When examining the qualitative data on the *interaction* between oneself and the environment of the teaching experience, almost every student felt it was essential to be in the classroom and to experience the question-driven teaching themselves first-hand: *The teaching experience has been extremely valuable in developing my professional skills as a teacher. I believe teaching is a hand-on profession, where the only true way to learn is to attempt the task and experience the students' [pupils] reactions.* The data also shows that students were aware of *continuity* by making explicit connections and relations with prior knowledge and experiences: *The experience allows me to see how education functions in the Netherlands and visually see the difference in the school compared to back home.*

The data showed that the teaching practice had a significant impact on the participants' practical theory. Some students were building new practical theories: *Going out of my comfort zone has been extremely rewarding. Learning new skills and having an idea on how inquiry learning works within the classroom setting has been very insightful.* Other students validated existing practical theories: *The teaching practice demonstrated how providing students with the freedom in deciding their education allows them to become independent and creative individuals.* Sometimes the experiences required more thorough revision of theory: *It was challenging to change everything I thought about teaching, however, I think it was a valuable lesson for me to learn.*

Overall, we conclude that reflection on the teaching experience had a profound impact on meaning making and gave strong impetus for professional

development of the participants as teachers. These observations are very similar to findings of Marx and Moss (2012), who reported that immersion in the daily practice of teaching in a foreign school culture can transform preservice teachers' views on education and teaching and set them on a path towards reconsidering formerly held beliefs.

Reflection as Rigorous way of Thinking

In this section we present the quantitative data from the survey for rigorous thinking as Global Citizen and as Global Teacher and illustrate these findings with qualitative data in the form of student citations from the open questions.

Rigorous thinking as Global Citizen

In the survey students were requested to rate the impact of the course. As shown in Table 2 students perceived the course to have substantial to high impact on their development as global citizens (scores 4-5).

Table 2: Impact of Program on Knowledge and Skills as Global Citizen (N=19)

Sub variables	Min.	Max	<i>M</i>	<i>SD</i>
Knowledge of various perspectives	3	5	4.37	.761
Knowledge of cultural differences and similarities	3	5	4.26	.733
Skill of questioning	3	5	4.58	.607
Skill of mind mapping	3	5	4.58	.607
Skill of research	2	5	4.00	1.155

Scores in the survey show that the impact of the program on knowledge and skills as global citizens has been perceived generally as “substantial” or “high”. The experience of the language barrier opened up new perspectives: *Realizing how difficult it is to learn another language and adapt to a whole other environment and culture is not an easy thing to do. This definitely opened my mind on this area for back home.* Almost all students mentioned they became more aware of cultural differences between the nationalities: *I think this experience has enabled me to gain a better understanding and appreciation for the importance of culture, and also its relevance to the teaching profession.* Students also recognized the many differences between the educational systems which became apparent in the reflection sessions: *It was extremely interesting hearing about the differences and similarities in Dutch, South African and Indian education systems.* Regarding the development of skills as global citizens, students considered the impact of the program also to be high, especially for questioning and mind mapping: *I will definitely be teaching my students the mind mapping skills that Harry taught us to develop effective questions. Mind mapping is probably the biggest thing I will take from this course. It is such a simple task that can be applied to everything.* However, the impact of the program on development of research skills was considered to be relatively lower: *I believe the Winter Course could have developed researching more, as I do not think we spent a lot of time on developing our skills as teachers to do this.*

If we analyze the data from the perspective of four stages in the reflection process, as suggested by Rogers (p. 856), many students seem to surpass the stages of perplexity and mere description of the experience and were able to analyze the impact it had on their knowledge and skills as global citizens. Some students reflect on the character of their personal learning process: *Being forced to work with people from different countries with different viewpoints has been a very steep learning curve, although it has been difficult sometimes to step out of my comfort zone I think it has been a valuable experience for my growth.* Others were able to describe a fundamental change in their views: *I think the biggest realization/change of perspective I had during this experience was the fact that the Dutch and the Indians made allowances for the Australians by speaking English. My view was switched from 'they don't speak English as well as us' to 'wow, they are speaking English to allow for us to be able to communicate with them.'*

Rigorous Thinking as Global Teacher

As shown in Table 3, students perceived the course also to have substantial to high impact (scores 4-5) on their development of knowledge and skills as a global teacher, especially on the guidance of student questioning and the potential it has for teaching and learning.

Table 3: Impact of Program on Knowledge and Skills as Global Teacher (N=19)

Sub variables	Min.	Max	M	SD
Knowledge of the potential of student questioning	3	5	4.53	.612
Knowledge of diversity to meet student needs	1	5	4.11	1.100
Skill of using specific didactics	2	5	4.05	.848
Skill of selecting sources and materials	3	5	4.16	.898
Skill of guiding student questioning	2	5	4.42	.838

Students reflected on their development of knowledge and skills as global teachers. Many of them recognized the potential of student questioning: *This experience has demonstrated the potential that student questioning has in terms of their learning. I noticed that when students are able to determine their own learning, it generates their interest and consequently they become motivated to participate in their learning.* The experience of teaching students from a different culture and in another language made a deep impression on most participants: *Acknowledging diversity in the classroom has always been important to me. Now that I have some experience in teaching students from a different culture and language it is even higher for me.* However, one student did not feel the course had any impact on her knowledge of diversity: *I have always had the ability to acknowledge diversity in the classroom, so I don't believe this course impacted in that sense. It is your responsibility as a teacher to naturally acknowledge diversity.* Several students considered learning and using specific didactics useful: *I was able to experience and implement different teaching techniques.* But some were critical on the limited offer of specific didactics: *I believe*

we have only had a few skills shown to us, and we would have benefited in being shown the use of different didactics. Students recognized the importance of the skill for selecting sources and materials for student inquiry: *It also highlighted the importance of providing sources and materials for student inquiry to ensure they are heading in the right direction without providing them the answers and allowing them to discover it for themselves.* Many students reflected positively on the development of their skills to guide student questioning: *I was able to let the children research and find their own knowledge and understanding only guiding them when needed.*

Looking at the data from the perspective of the stages of reflection, almost all students were able to analyze the impact of the experience on their professional development and to consider future experimentation. Several students described growing feelings of competence: *The skills I learnt from the questioning seminar will be very beneficial when I teach in a classroom. I was not very confident in this area but now I believe I will be able to implement this well.* Other students formulated new questions that rose out of the experience, naming their need for more in-depth development: *I think question driven learning is great however I am still not sure how to TEACH students to come up with effective questions. The students came up with great questions however I did not teach them that skill, they already had the skill.* Some considered future applications of the experience: *The content I valued as I can take what I have learnt and apply pieces into my classroom back into Australia.* Yet others were triggered to dig deeper and search for the rationale of the educational system in their home country: *It made me evaluate the Australian system and think about the reasons behind certain choices.* Some even contemplated about the real-life challenges when willing to apply the new-found knowledge and skills at home: *I think the difficult task will be finding a balance between students choosing what they want to learn and ticking off content descriptors from the Australian Curriculum.*

If we contrast these findings with Bennett's (2004) Developmental Model of Intercultural Sensitivity (DMIS) we see that most students are in the ethnorelative stages of "acceptance", "adaptation" and sometimes even "integration" (pp. 62-63). The results show that students open themselves up to new cultural teaching experiences, seek meaning in them for themselves and explore if and how their experiences can be integrated in their own future practice.

Reflection in Community

The international students were systematically invited to collectively reflect on their experiences during the program. Sharing their experiences, ideas and questions in the community broadened and deepened their reflections. Four effects of the collective reflection are mentioned by the participants. First, it opened awareness of other new perspectives: *I think I gained most of my knowledge on global perspectives from the discussions we had with people from different cultures during seminars.* Second, by sharing reflections the value of one's experience was affirmed: *Every time something happened that I would consider unusual my teaching partner from Australia, and I would say how that would never happen back home, but why not? I think we can get stuck in our own ways of doing things and our expectations of our students. This experience has helped me see students in a different light.* Collective reflection also contributed to the evaluation of the nature and value of international collaboration. Some students expressed their growing appreciation of

efforts to bridge the language barrier: *Working with the Indians I learnt to appreciate the fact that my first language is English and must appreciate that they are speaking another language which requires a lot.* Although the language barrier was overcome in all cases, one student still struggled with differences in work-ethics between cultures: *My main concern about co-teaching was the work ethic from my partner compared to myself. I felt I was the only one putting in the time and effort required.* Finally, collective reflection led to a growing awareness not only of differences in the community but also of shared objectives and concerns: *I was surprised at how very different all our cultures and communities are, but also how similar the challenges we face as teachers and beginning teachers are.*

The findings show that heterogeneity in the community of students made them aware that they had different cultural identities which had formed their ideas and behaviour (Chen, Nimmo, & Fraser, 2009). Their communication revealed the cultural gap among them, because previously formed cultural values and practices of the students directed their interpretations of the experiences (Marx & Moss, 2011).

Reflection as set of Attitudes

The impact of the program on their attitudes was scored by the students for both the personal dimension as Global Citizens, as well as the professional dimension as Global Teachers in the survey, see Table 4.

Table 4: Impact of Program on Attitudes as Global Citizen and Global Teacher (N=19)

Variables	Sub variables	Min.	Max	M	SD
Attitudes as	Open mindedness	1	5	4.26	1.147
Global Citizen	Curiosity	3	5	4.68	.582
	Inquiry as a stance	3	5	4.58	.607
Attitudes as	Allow students’ voices	1	5	4.47	1.020
Global Teacher	Teacher as coach	3	5	4.58	.607
	Release of teacher control	4	5	4.68	.478

Scores for the impact of the program on the attitudes were generally substantial to high, with two remarkable exceptions (in both cases only one student giving the 1 score). Most students were surprised by how their minds had been opened and they had learnt new ways of teaching: *I did not expect this course would open my mind in such a way as it did. From learning about different cultures, reflecting on my own teaching pedagogies and being able to experience different ways of teaching and learning were just some experiences that opened my mind.* However, one student argued that the program had little impact on her open mindedness: *As being already open minded in the course, I don’t believe that the course has given me a further high impact in developing as a global citizen. I have had such a high curiosity in learning about global citizenship as this is a topic that I will need to know of when teaching my students in the future.* Many students mentioned that the program had made them curious: *If we want to learn new things then it is very necessary to open the windows*

of our mind. This course is helpful for me. I became curious when I saw the students' activities and surroundings of the school. The program triggered many student's inquisitive stance: During lessons I was highly engaged and curious to learn as much information about new ways of teaching as possible. The place of the student's voice in the question-driven curriculum startled almost all students: Watching as the teachers step back and allow students to have control over their learning has been an eye-opening experience". Participants revised previous held ideas because of this experience: *I gained a lot from the students in my class, they taught me about the importance of working independently, expressing your beliefs and discussing issues which might typically be avoided in Australia.* The students also reflected on the new 'teacher as coach' role, which contrasted earlier experiences: *I felt as though the relationship that teachers in The Netherlands had with their students was considerably more valued, than from what I had experienced in Australian classrooms.* Finally, teacher control is often the focus for preservice teachers when they undertake placements in the school setting. They are often assessed on how well they control the classroom and the pupils. Many realized that stepping back and allowing the students responsibility was at first difficult, but they learnt that this strategy was worthwhile: *Students need to understand that they are heard and by giving responsibility to the students you develop their self-regulatory skills. This program let me release teacher control and give the students more responsibility.*

Reassessing one's position as a teacher is often hard, especially for new starting teachers just learning the profession. The exposure to a new challenging form of teaching and the supportive collective reflection on these experiences seemed to trigger the inquisitive stance which according to Cochran-Smith and Lytle (2001) is a fundamental prerequisite for their development as teachers.

CONCLUSION

The success of this three-week program offered at HAN University for preservice teachers can be attributed to the dedication of the staff at both the university and the local school. The use of reflection by all involved in the program gave helpful insights which meant improvements could be made as the program progressed. The positive environment both at the university and the school allowed the international students to feel supported and able to reflect deeply on their experiences and where improvements could be made. Therefore, the students were prepared for global experiences they may face in the future as teachers in global contexts. They demonstrated an openness, strategies and experience to cope with diverse situations they may encounter. Their lives have been changed forever as they consider themselves global citizens who "have an open mind, with respect for all and knowledge of all cultures and world issues" (Hartwig, 2017, p. 236). Stokhof and Franssen (2017) acknowledge that teachers play an important role in global citizenship education, being both a source of knowledge and a role model for global citizenship. Hunter, Pearson and Gutierrez (2015, p.1) believe that enabling opportunities for preservice teachers to have such experiences will help to ensure that the next generation of teachers will "understand others first and themselves second" (Barton et al., 2017).

An important question to ask is whether this program is achieving these aims? To conclude, comments are presented from students who completed the program and are now graduated and teaching in schools.

When I first decided to do the winter course, I did not value global citizenship but from participating in the winter course it has opened my eyes and helped me in my current educational practice. It aids me in connecting with students that have different backgrounds. (Graduated participant.)

The winter course enabled me to see curiosity, open mindedness, and inquiry driving student learning and teacher attitude. This is not something that I would had gotten to experience within an Australian classroom and has had a significant impact on my teaching as I aspire to provide these engaging and meaningful learning experiences within my own classroom. (Graduated participant.)

The above comments are testament to the long-term benefits of short-term study abroad programs for students. Ruth, Brewis, Blasco and Wutich (2018) reported that based on qualitative and quantitative analysis of post-graduation data by 118 participants who took part in short-term study abroad programs, positive self-reported impacts across a range of domains relevant to longer academic and career success were identified. The challenge for higher education institutions is to enable all preservice teachers the opportunity to engage in an international experience during their training. As well, the inclusion of reflective activities encourages future teachers to adopt and implement strategies that allow the student voice to be present in the classroom and for global citizenship and global teachers to become part of a natural progression in teacher education. Reflection is now a crucial element in all teacher education programs, assisting teachers in becoming more reflective (Calderhead & Gates, 2003); stimulating teachers' awareness of the causes and consequences of their actions (Carr & Kemmis, 1986), and thus aiming to enable future teachers to be a critical part of shaping future directions in education.

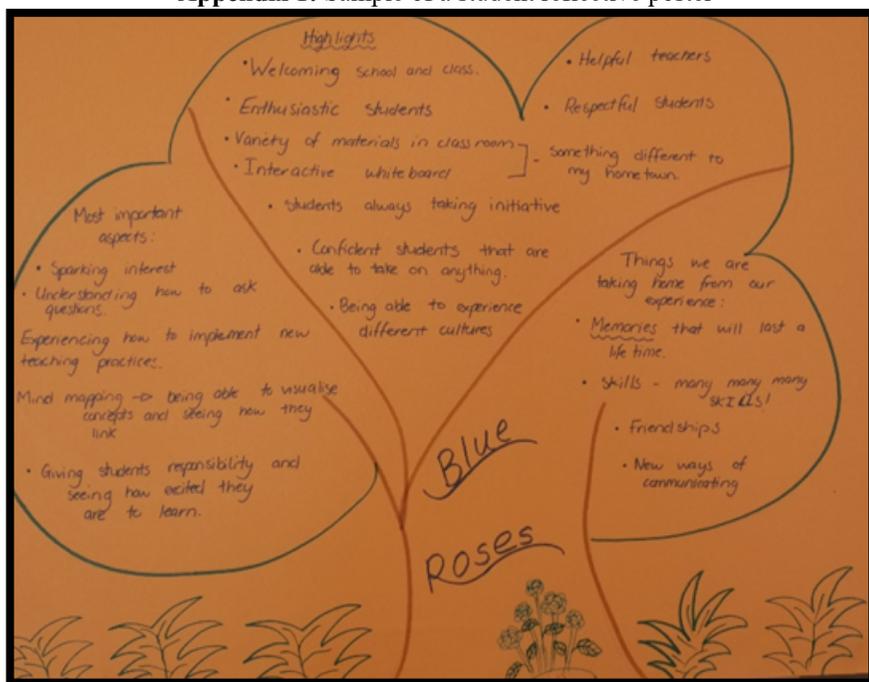
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Appendix 1: Sample of a student reflective poster



BIOGRAPHIES

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Harry Stokhof is a Senior Lecturer at HAN University of Applied Sciences, Nijmegen, The Netherlands. In addition to teaching Bachelor and Master students in Educational Sciences, Harry is involved as a researcher in various design-based projects intended to professionalize teachers in designing and guiding Question-Driven Learning. In close collaboration with various practitioners, colleague teacher educators and scholars, Harry developed a “principle-based scenario for guiding effective student questioning”. This scenario is also used for in the yearly Winter Course for international students to introduce Question-Driven Learning in their

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Peter Fransen is a Senior Lecturer, HAN University of Applied Sciences, Nijmegen, The Netherlands. Peter teaches Geography, History and Social Sciences at the College of Education for Primary School Teachers of HAN University of Applied Sciences in The Netherlands. Peter is an expert in the pedagogy of Interactive Teaching and Global Citizenship Education. He is a great advocate for internationalization abroad and at home and organizes for example yearly visits for students to the European Parliament's teaching programs. As well as teaching the Dutch students, Peter is actively involved in various teaching programs for visiting international students. Together with Harry Stokhof, Peter contributed a chapter to the book *Professional Learning in the Workplace for International Students*. Email: Peter.Fransen@han.nl