

Translating Global into Local/Local to Global Learning into Teaching Practices

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ABSTRACT

During an eight month period in 2019 the researchers conducted case study classroom-based observations and pursued conversations with ten study abroad participants from four Fulbright-Hays study abroad programs (India, South Korea, Israel, Senegambia). Observing, documenting and reflecting on the translation of global to local and local to global academic, cultural and pedagogical insights in the work of the preservice and in-service teachers is the focus of the grounded theory qualitative research study. Global experiential learning for college students is repeatedly described as transformative, while research studies have indicated the difficulty in identifying specific outcomes of short term study abroad experiences. By working with preservice and in-service teachers, this qualitative case study researches new conceptual perspectives and quotidian meaning-making practices in actual classrooms. The coded grounded theory case study research details turn-key classroom activities and reflections on four select themes of multilingualism, gender/racial diversity, holocaust/genocide education/social and emotional learning, and the universal language of technology and the arts framed by conceptual understandings of cosmopolitanism and critical consciousness.

Keywords: study abroad, critical consciousness, cosmopolitanism, turn-key, meaning-making

Academic, cultural/aesthetic, and affective meaning-making after a short-term study abroad experience by preservice and in-service teachers provides insights into the pedagogical translation of global to local/local to global teaching and learning practices. During an eight-month period in 2019, the researchers conducted classroom observations and pursued conversations with ten study abroad participants from four Fulbright-Hays study abroad programs (India, South Korea, Israel, SeneGambia). Through observations, documentation and reflections of classroom practices, the case study grounded-theory research revealed two overarching concepts –critical consciousness and cosmopolitanism, and four curricula thematic currents–multilingualism, gender/racial diversity, holocaust/genocide education/social and emotional learning, and the universal language of technology and the arts. The identified concepts and thematic currents extend the findings of study abroad experiences illuminating insightful pedagogical practices with new educational understandings in translating the global to local and local to global in public school classrooms.

The goals and the objectives of the Fulbright-Hays short term study abroad program, established in 1965, part of the United States Department of Education, embraces educational initiatives that advance global competencies for undergraduate students who will become K-12 teachers and for in-service teachers who were already working in diverse content areas in urban, suburban and rural schools. This study is particularly noteworthy for the future of interdisciplinary global education since only 4% of all students who study abroad are education majors out of a quarter of a million students who study abroad every year (Moss and Marcus, 2015). Each of the Fulbright-Hays programs– India, South Korea, Israel, SeneGambia 2012-2019 – had leaders fluent in the native languages of the country, past experiences in the country, knowledgeable about the political climate of the country, and the environmental and cultural history of the country. The study abroad experiences for the preservice and in-service teachers culminated in the generation of lesson plans, reflective blogs on daily experiences posted on the study abroad websites, enhanced resources for in-depth academic teaching, new aesthetic perspectives and affective reflections for use in present and future classrooms.

Evidence of the global influence from participation in the study abroad experience became visible through the turn-key teaching practices of the observed teachers and through conversations with participants. The researcher coded key components from preservice and in-service teachers’ observed classroom practices and from reflective discussions to best understand their global experience. The observations of two high school visual art teachers, one high school and one middle school social studies teacher, and two elementary school language arts teachers revealed quotidian practices affected by global educational experiences. Discussions on past teaching practices influenced by the study abroad experience were

conducted with a middle school science teacher, a secondary art teacher, a bilingual elementary school teacher, and a high school social studies teacher.

Review of Literature

Two recent research studies focus on models of assessments of study abroad programs offering a conceptual framework of attributes of experiential learning (Schenker, 2019; Byker & Zu, 2019). These studies discuss how short-term study abroad programs for university students' assessments frequently rely on survey data. The global competence survey aptitude assessment examines aspects of global citizenship personal growth, promotion of world peace and cultural and academic enhancement. Intercultural awareness and readiness were evaluated on the survey through individual attributes of self-awareness, risk taking, open-mindedness and attentiveness to diversity. External readiness was evaluated on an individual's attainment of historical perspectives, global awareness, intercultural capability, and collaboration across cultures. The study found there were mixed results with significant improvements in global aptitude but not in global awareness which is difficult to differentiate in actual behaviors of students. The length of time of short versus long-term study abroad programs were debated in the findings. In addition, the qualifying attributes on the surveys have potential overlap and do not clearly distinguish specific behaviors and attitudes.

Critical competence theory (Byker & Zu, 2019) states the need for participants in study abroad programs to conceptualize the ideas of cosmopolitanism and critical consciousness to benefit from the overseas experience. Enhanced academic and cultural perspectives, self-awareness, open-mindedness, and intercultural understandings define a type of cosmopolitanism. It is a global culturally enlightened awareness that is essential for affective and academic meaning-making in teaching and learning. Critical consciousness requires participants to have culturally responsive reactions towards human and social inequities, a part of the human condition. For example, critical consciousness recognizes that human migration has diverse causes such as poverty, war, famine, climate change, gender prejudice, and racism. Critical competence theory requires individuals to understand vexing global problems through theoretical academic frames and pragmatic approaches to social injustice.

Related literature in young children's global education has extended to well-illustrated children's books. For generations global understanding was depicted through textual and pictorial descriptive settings and characters underscoring concepts of racial, spiritual and aesthetic diversity reflecting a cosmopolitanism. Ingrained in American school children's pictorial consciousness are the royal outings, clothes/crowns and leisurely strolls in well-appointed Parisian parks and apartments in the Babar (elephant) stories

by Jean and Lauren de Brunhoff. The sophisticated family of well-to-do elephants dine in beautiful cafes, visit museums and attend concerts with attention to different family members' wardrobes and cultural and intellectual individual interests.

More recently there has been a serious interest by authors and illustrators to develop children's critical consciousness throughout the world by describing interrupted childhoods in order to more fully acknowledge the unjust disparity in children's education and opportunities. In the story *Azad's Camel* (2010) set in the Mid-East, a young orphan boy is sold by his uncle to camel racers and sleeps in the stalls with the camels. He communes with his camel after winning several races and they escape past the finish line to start a different life in the desert away from the hunger and labor of being a jockey. He is then adopted by a Bedouin family who nurtures him in a loving home.

Erandi's Braids (1999) hones in on one Mexican family, a mother and daughter who make a living by fishing. The mother's fishing net has a hole in it that she needs to repair in order to catch fish for her to sell. Once a year a man comes to the town to cut and buy the long black hair of the indigenous townspeople. The story turns with the mother willing to sell her own hair but the man wants the daughter's long straight hair instead. The daughter, who does not go to school, but works with her mother fishing, recognizes the need to fix the fishing net. The daughter agrees to sell her hair knowing it will grow back. The narrative and conflict in the stories informs a critical consciousness of inequities in childhood and society. The application of critical competence theory utilizes a dual aesthetic of imagery and text in children's books to narrate global stories of injustice. Reimer (2016) speaks to the volatility and uncertainty in this era of globalization. He addresses 21st century competencies (<https://www.un.org/development>) to further develop skills but most importantly children's imagination to contribute to sustainable development. The expanding global settings, plots, and characteristics in contemporary children's books aim to build aspects of intercultural capacity.

The Fulbright-Hays study abroad participants in the four programs 2012-2019 were given historical and cultural readings in preparation for their trips to India, South Korea, Israel, and Senegambia. The academic information was in anticipation to address the perspectives of cosmopolitanism and critical consciousness. The participants were made aware of the challenges to adapt pedagogical practices as evidence of the outcomes of the overseas experience. Research on global education has evolved with greater attention to data-driven outcomes (Kahn & Agnew, 2015) than solely theoretical frameworks.

Future study aboard participants can gain insights from the special issue of *Arts Education Policy Review/AEPR* 2019-2020 on globalism and the arts where the authors reveal the impactful reach of the practice of the

arts across the globe in the following essays: cultural legacy of the African American singer-songwriter Jane Sapp as cultural activist locally and globally; how dance equips global participants to be expressive, collaborative and to expand cultural perspectives; ideas around binary thinking of center/periphery in investigating our creative economy; music as a gateway to cultural understanding building music education on established canons of music as well as community music; culturally diverse museum artifacts digitally extends the communicative power of the arts. The *AEPR* perspective moves the research towards communities of practice within interdisciplinary teaching and learning.

The current academic climate on study abroad programs has moved towards data-driven outcomes of the reciprocity of the effects of global experiences due to the paucity of assessments of short and long-term study abroad programs (Thomas & Kerestetter, 2020). Additionally, Allen (2020) comments that study abroad experiences and language learning trajectories have been understood as emergent and variable. Further exploration exposes the need of an incubation period after a study abroad experience to incorporate an analysis of content area disciplines into teaching practices (Savicki, 2015). Kortegast and Boisfontaine (2015) state that to enhance student learning and development of the overseas experience, it should be accompanied by structured opportunities to assist in explaining, articulating and negotiating the meaning of the post-study abroad experience. These findings underscore the continued search for more tactical and pragmatic outcomes. With this in mind, the Fulbright-Hays researchers' findings contribute to the evidence/data-driven evaluation outcomes initiative.

Methodology

The researchers employed case study methodology with inductive research techniques to collect, analyze and synthesize outcomes. The researchers identified and located participants from the home institution sponsoring the study abroad experiences from 2012 to 2019. The identification of and communication with the participants established an interpersonal connection enabling the study of the outcomes of teachers' evolving pedagogies in a range of academic content based on their global experience over-time. The selected case studies of ten participants in the four Fulbright-Hays study abroad programs have generated rich, meaning-making insights into the impact of global awareness in our increasingly interconnected world. Mark Salisbury (2015) suggests that study abroad may help students become more invested in learning... and move students along the trajectory toward lifelong learning. The case study research on the outcomes of the four Fulbright-Hays study abroad programs distills authentic academic learning and interpersonal dialogue on the practical implications of the overseas programs. Data collection from the four study abroad experiences is documented in the observations of daily turn-key

teaching practices of the teachers and through in-depth conversations with the participants.

The researchers coded key components from preservice and in-service teachers' observed classroom practices and from reflective discussions to best understand the global experience. The observed quotidian practices included two high school visual art classes, one high school and one middle school social studies class, and two elementary school language arts classrooms. Discussion on past teaching practices influenced by the study abroad experience involved a middle school science teacher, a secondary art teacher, a bilingual elementary school teacher, and a high school social studies teacher. The researchers' analysis of the qualitative case studies explicated the concepts of critical consciousness and cosmopolitanism interwoven into the themes of multilingualism, gender/racial diversity, holocaust/genocide education/social and emotional learning, and the universal language of technology and the arts in classroom practices. The qualitative data reflects and expands on critical academic cultural/aesthetic pedagogical issues in global education.

Findings and Discussion

The home institution of the researchers has administered four Fulbright-Hays study abroad programs in India, South Korea, Israel, Senegambia and an anticipated program to south India, Sri Lanka and Bangladesh in 2021. Based on classroom observations and conversations from spring and fall 2019, the researchers chronicle the multifaceted syntheses of global experiential learning into teaching practices implemented by the study abroad participants who are now all practicing teachers. The case study research is conceptually framed by an understanding of cosmopolitanism and critical consciousness supported by grounded theory of coded thematic categories of multilingualism, gender/racial diversity, holocaust/genocide education/social and emotional learning and the universality of technology and the arts.

Multilingualism

An overriding sentiment found in the teachers' attitude is a recognition of the pragmatic benefits of multilingualism which is evident in most global settings outside of the United States. Study abroad participants felt a sense of isolation by not being able to converse with people on the street, in hotels or historic sites and/or to read Hindi, Hebrew or Korean script, though often translated on street signs or in restaurants. This heightened the participants' global awareness of the needs of students in all grade levels coming to the United States who do not speak English fluently.

The study abroad participants felt the need to enhance their bilingual pedagogies with more human interactions and written resources. The social media platform of Facebook has usurped the use of pen-pals, a previous

cross-cultural pedagogy, to converse in more than one language. One high school social studies teacher whose parents are bilingual was keenly aware how important it is to share an oral and written language. This teacher's social studies curriculum focuses on Asia, Africa and the Middle East; however, her high school has many South Korean students which allows her to reference her experience in South Korea with special attention to the layers of decision-making in designing school curricula. She looks back to her study abroad in South Korea with lectures and discussions from the ministry of education and the overarching educational goals for a nation as critical in her cosmopolitan understanding in the workings of schools. In South Korea there was a governmental initiative to improve students' use of the English language to be global competitors in the world economy.

An understanding of multilingualism extends beyond content-driven teaching and learning. An early elementary bilingual teacher is challenged by the interrupted schooling of her young children who have little understanding of the importance of formal education. In her suburban school district, there are two schools with high proportions of new Americans from Latin America. The children have been on an arduous journey to the United States with their fathers while their mothers often stay back in Latin America. The children's daily routine has them board a bus to go home in the afternoon; the teacher learned the children return to school since no one was present at the bus stop to pick them up because the fathers are working several jobs. The children are living with trauma and do not sleep well at night coming to school feeling tired. The teacher addresses her students in Spanish and is doing her best to improve their language skills in both Spanish and English that will be evaluated by passing the standardized test, ACCESS. Cummins (2001) attends to the importance of human relationships and the positive use of translanguaging, the use of a native language and English, in interactive communication for bilingual student success in the classroom. The study abroad participant utilizes translanguaging with both her students and when speaking with their parents.

The teacher empathizes with the children relaying to them how difficult it was for her in South Korea not to speak the language of the people around her. She shows the children pictures from her travels abroad and the children imagine they are there with her; this meaning-making imagining may be a way to transplant their journey to the United States with a special bonding they have with their teacher. The turn-key teaching and learning by the bilingual elementary school teacher is embedded with aspects of critical consciousness in her essential work to advance a multilingualism in her students.

Gender/Racial Diversity

Gender and racial diversity are inherent components of intercultural awareness. Two of the Fulbright-Hays participants from the India program perceived, with an initial discomfort, an unfamiliar separation of men and women. The nature of gender relationships within same sex groupings of men and women in public and private spaces was markedly different than in the United States. When in Hindi temples or Islamic mosques, the study abroad participants quickly learned appropriate attire and demeanors that they have carried over to discussions in their own teaching experiences. A teacher, who is now pursuing her doctoral degree in education, feels her global experience in India allows her to feel a sense of ease when collaborating with her peers from India who are also pursuing degrees in higher education.

A participant in the India study abroad program is not teaching in his chosen field of visual arts but working with technology in schools. His expertise in technology, however, includes elements of the visual arts. His discontent of not being a full time art teacher is tempered by realizing the conditions that teachers in global locations are working under and the potential availability of other teaching positions. Both of the participants in the India study abroad program developed a nuanced view of American capitalism when they learned that Indian farms were taken over by the Coca-Cola Corporation with a can of soda being less expensive than a bottle of water. The low cost and deleterious effects of sugary drinks that destroys children's teeth by an American business for the profit of a corporation was observed first-hand altering the assumed beneficial role of American products in the global marketplace. The critical consciousness of recognizing the global reach of the United States based capitalism extends to cultural and racial prejudices (Schwarzer & Bridglall, 2015). The interviewed study abroad participants in the India program were African Americans who discerned by the facial expressions of the local Indian population a sense of surprise that all Americans were not White. The study abroad participants also saw the stereotype extending to the cultural hipness or coolness associated with American music and dance. When invited to a dance club, the dance steps of the Americans were mimicked in appreciation. This positive reaction to the American students in their early 20s studying abroad speaks to the pivotal role of age of the students in the study abroad program. The American students will not forget this interaction with their Indian peers who were themselves gaining global competence.

Holocaust/Genocide Education

Holocaust and genocide education is a mandated part of teaching and learning in K-12 classrooms in New Jersey. It is often taught within the social studies curriculum beginning in early childhood grades with social and emotional learning and developing into an understanding of diversity,

laws and government, world history and global education. At the middle school level, holocaust/genocide education has been an integral part of the social studies curriculum for over a generation in New Jersey. The social studies teacher who visited Holocaust museums in Israel and met relatives of survivors from concentration camps carefully integrated visual imagery, political documents and dialogue to best teach the social studies unit on genocide and in particular the Holocaust. The social studies teacher propelled by personal experience instructed students to select global genocides to study, research and work in small groups, collect supporting data, and present their findings to the class. The differentiation of abilities within each small group and the ability to have teams select global genocides empowered otherwise reticent learners to participate in class instruction. The social studies teacher acknowledged the gravity of her subject matter by employing a meaning-making synergy between curriculum and pedagogy. The middle school social studies teacher built upon historical perspectives to enlarge her internal cultural awareness and critical consciousness strengthened through her experiential overseas learning in Israel.

The social studies curriculum in the early elementary school grades centers on social and emotional learning under the aegis of rules and laws to protect people's rights, security, and welfare. Visiting an urban elementary teacher's classroom provided an opportunity to see a hands-on lesson on sensory awareness and vocabulary enhancement. The second graders were highly engaged in discovering and naming an everyday object hidden in a big box. Their job was to describe the object they were touching and draw conclusions on what the object must be, thereby developing their language arts skills. The psychological outcome advanced social and emotional learning with the students holding onto their new descriptive vocabulary. The sensory turn-key lesson was directly inspired by the teacher's study abroad experience observing a gifted and talented sensory lesson and its relevance for transfer to her classroom.

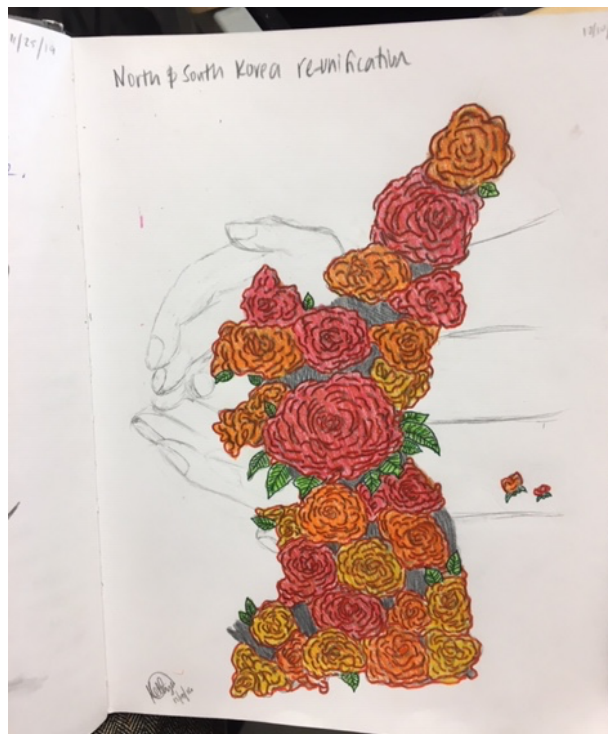
Zero hunger, no poverty, good health and well-being are three of the United Nations 17 Sustainable Development Goals to transform the world (<https://www.un.org/development>) to ensure the social and emotional development of children. An early elementary school teacher, who has a personal interest in global food scarcity, taught a lesson on uncommon foods to her urban students. The teacher and study abroad participant was born in Nigeria and raised in the United States. She is well acquainted with a diversity of types of food, enjoys discovering new foods, and has great compassion for students experiencing hunger. In her lesson she shared pictures of fruits and vegetables not readily found in the diet of North Americans, though possibly familiar to her students since many of their families are from the Caribbean. She depicted a balanced diet of global foods on a large poster board noting different food groups. The students had

paired visual activities for meaning-making instruction on the geographies and nutrition of different food groups. The source and availability of food from plants and animals was a topic that was immersed with learning different global geographies. The social and emotional component of this class focused on the need for nourishment and how family traditions can support the health and well-being of children while bringing in the larger curricula issue of the origin of food on the planet.

Universal Language of Technology and the Arts

An academically selective high school class utilized a professional Israeli artist's painting as a prompt to discuss aesthetics, idealism, and cultural politics in a social studies class. The teacher, a study abroad participant, asked the students to use their Chrome Books to research an artist's portfolio of paintings and to critique social and cultural messages and symbols in the artist's paintings. The students orally critiqued the work speaking to emerging issues of nation-building and cultural identity, and geographic and political borders. The interdisciplinary social studies lesson developed the students' cultural capital, an element of cosmopolitanism that evolved from the lived experience of the teacher (Caruana, 2014). The growing sophistication of the students was evidenced by their ability to verbalize the alignment of the aesthetic understanding and political messaging. Technology, like the visual arts, is a borderless universal language, and when paired together, links curricula and pedagogy, disseminating text and images.

In a high school visual arts class, a teacher who participated in two Fulbright-Hays study abroad programs in India (2012) and South Korea (2014) focused on current events in North and South Korea and the search for political reconciliation. With colored pencils, the students drew icons, in their sketchbooks, such as flags of North and South Korea and images from a video shown in class of the DMZ/demilitarized zone between North and South Korea. The high school art class expanded on aspects of their developing cosmopolitanism, an expression of agency and cultural and social capital (Weenick, 2008). Their global competence could be ascertained by the class discussion on the devastating dietary conditions in North Korea and the economic wealth in South Korea. One student's depiction of a unified Korea speaks to an optimistic future of prosperity for the peninsula. The student benefitted from the teacher's personal lived experiences in South Korea as well as the current newspaper accounts augmenting her critical consciousness. (See student artwork – Kelly Bevelorio)



Students were nurtured by first-hand observations of ancient mosaics in numerous locales in Israel in a high school visual arts class. by a participant on the Fulbright-hays trip to Israel. The teacher, a life-long learner, provided an image-filled lecture on the use of tiles, shells, and stones the media of mosaics found in the animal, bird and architectural imagery in Israeli mosaics. The students were then required to create their own mosaics with ceramic tiles designing original or hybrid images based on the teacher's presentation. The turn-key art activity rooted the

teacher's study abroad experience with the American students' curiosity creating an intrinsic cosmopolitanism in the students' imagery and mosaic technique shown in skillfully produced colorful works of mosaic art. Sharing media across historical time periods enlivens learning reinforcing the media's aesthetic currency. (Delacruz, Arnold, Kuo, Parsons, 2009). (See student artwork – Kiera McGinty)

Implications

Professional development programs provide opportunities for the mentoring of educators to further an understanding of global competence framed by the overarching issues of critical consciousness and cosmopolitanism., the researchers developed and organized professional development teaching opportunities in global education in diverse school districts, augmenting the thematically coded empirical case study data from observations and discussions with individual teachers, who participated in the study abroad experience.



Exemplar titles of the professional development workshops were: The Garden State Meets the Coastal Winds of Senegambia: Globalizing the Social Studies and English Language Arts Curriculum; Social and Emotional Learning in the Classroom: Language Arts and Literacy Teachers' Perceptions and Practices in South Korea and the United States; and Understanding South Asia from a Gendered Perspective.

One of the workshops had particular resonance for teacher leadership in a high school that had already created an elective course on global citizenship and human rights for 9-12th grade students. The scope and sequence of the high school course began with a focus on the individual and society, followed by history, then judgement, to memory and legacy, and finally contemporary human rights. The professional development workshop was a model for further exploration of communicative and meaning-making strategies between universities and public schools in the development of global education in K-12 classrooms.

How to build upon the standards movement benchmarking content and grade level assessments to a more interdisciplinary and flexible dynamic of teaching and learning in global education is one of the challenges in K-12 classrooms. Advanced Placement examinations, the sharing of community college and secondary school course offerings, and summer school course electives for secondary school students are alternative practices to introduce students to aspects of global education. This need is underlined by the uneven global economy that creates new forms of interdependence fostering a critical consciousness. In our contemporary world, cosmopolitanism has a human rights edge, where many international students in our public school

classrooms are both refugees and corporate executives' and diplomats' children.

The educator Julie Marshall (2009) understands global education as a conceptualization of the intertwining of technological advancements and their economic, political and cultural impacts. Her shorthand for this global phenomena is glocalization, where localized adaptations selectively fuse and alter global and local traditions. Concluding thoughts forward the need for a rethinking of standards-based instruction towards interdisciplinary coordination within and between grade levels and content areas in schools to address the complexity of urgent global issues.

Conclusion

The Fulbright-Hays researchers' analysis of the qualitative case studies explicates the concepts of critical consciousness and cosmopolitanism interwoven into the themes of multilingualism, gender/racial diversity, holocaust/genocide education/social and emotional learning, and the universal language of technology and the arts in classroom practices. The inductive research methods of case studies reflects and expands on critical academic, cultural/aesthetic and pedagogical issues in global education. Extending the teaching and learning outcomes of study abroad experiential learning informs requisite meaning-making and turn-key approaches for a sustainable global future. The visible classroom results can be seen in students' inventive responses to questions, attention to new content information, willingness to participate in new hands-on methods to learn, in-depth small group research on ethical social issues, engagement in museum research and demanding aesthetic critiques, integration of visual arts practices, and teachers' double-edged understanding of the United States' political and economic policies that affect new Americans' global diets, wardrobes and cultural tastes as well as our dominant monolingual society. The 21st century classroom envisages global education experiences to be part of an integrated curriculum. The diverse global locations of the teachers' Fulbright-Hays study abroad experiences strengthens the academic and affective expectations and possibilities of classroom practice to advance democratic thinking in our global community.

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