

Student Teaching Abroad: An Experience for 21st Century Teachers

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Abstract

Twenty first century teachers need to be proficient in technology, skilled as reflective practitioners, and able to reflect on diversity in a myriad of ways: learning styles, special needs, cultural differences, racial differences, developmentally appropriate differences, teaching styles, and personality differences of children, teachers, parents, community members, and administrators. The paradigm shift of the 21st century is that teachers need to be team players who are skilled at operating in a variety of collaborative partnerships. Northeastern Illinois University (NEIU) in Chicago over the years has developed many international program experiences for students. Study abroad for a few weeks, a semester or a year provides an intensive way to experience another culture and see other ways of living life. This article takes a close look at a recent NEIU initiative, a program called Student Teaching and Korean Experience (S.T.a.K.E.). Students are able to complete an overseas student teaching internship in South Korea. We will examine students' reflections on their experience.

Key Words: Study Abroad, Student Teaching, Reflection, Multicultural

Introduction

Twenty first century teachers need to be proficient in technology, skilled as reflective practitioners and able to reflect on diversity in a myriad of ways: learning styles, special needs, cultural differences, racial differences, developmentally appropriate differences, teaching styles, and personality differences of children, other teachers, parents, community members, and administrators. The paradigm shift of the 21st century is that teachers need to be team players who are skilled at operating in collaborative partnerships. To develop multicultural perspectives, both teachers-in-training, and in-service teachers need a wide variety of experiences with diverse people and situations. They also need to balance their professionalism with an empathic capacity. As part of either coursework or professional development, they should enter field situations that push the boundaries of their comfort zone.

Northeastern Illinois University (NEIU) in Chicago over the years has developed many international program experiences for students. Study abroad for a few weeks, a semester, or a year provides an intensive way to experience another culture and see other ways of living life. It also provides empathy as the student struggles to communicate in another language and figure out how to buy groceries, make a phone call, and do basic, simple, ordinary living tasks that are now really difficult. NEIU developed several options of two week summer programs: to England for two summers, to China for one summer, and to Jamaica for five summers. The

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Jamaica experience has been ongoing for five years and has expanded to include teachers from Jamaica visiting NEIU in Chicago, a teacher from Chicago volunteering for a year in Jamaica, a student from Jamaica coming to NEIU to finish a BA degree, teacher e-mail exchange projects of Jamaican and Chicago teachers. This kind of long term project, which builds on relationships over the years, provides a wonderful climate for students to make friends from another culture and share ideas and viewpoints.

The latest initiative, Student Teaching and Korean Experience (S.T.a.K.E.) program was developed in the Teacher Education Department for student teachers in Early Childhood, Elementary, Bilingual Education, and Secondary Education to do eight weeks of student teaching in Chicago in their major area and five months of teaching English in South Korea.

Review of the Literature

Study Abroad Experiences to develop reflective skills and understanding diversity

Zhao writes regarding teaching for the 21st century that “in the globalized world, it is essential to be open to new and different cultures” (Zhao, 2009) Studying abroad for a few weeks, a semester, or a year provides an intensive way to experience other ways of living. NEIU’s ECED program developed several options of two week summer programs: to England, China, Korea, and Jamaica. The Jamaica experience has been ongoing for five years and was expanded to include teachers from Jamaica visiting NEIU in Chicago, a teacher from Chicago volunteering for a year in Jamaica, a student from Jamaica coming to NEIU to finish a BA degree, and ongoing teacher e-mail exchange projects among Jamaican and Chicago teachers. This kind of long term project which builds on relationships over the years provides a wonderful climate for students to make friends from different cultures, share ideas, and develop multicultural perspectives

Attitudes toward international experiences in higher education have changed over the past decade. Accrediting agencies such as NAEYC for Early Childhood Education and ACEI for Elementary Education now require that teachers in training work in classrooms before they begin student teaching, and that this work will prepare them to teach in classrooms that are ethnically diverse. Higher education is also moving toward a global perspective. This was first noticed as an increase in foreign students. In the 21st century, there is a growing acceptance that higher education should include experiences abroad to more fully prepare students for employment in a global economy and to develop a global perspective and strategies that support multicultural collaboration.

Rodriguez (2011) designed a course in which students can see the perspectives of education from a non-western context. Students studied the culture, politics, and education system in weeks leading up to the two week immersion course. Upon returning from the trip to Bolivia, students responded on a questionnaire that while the experience was brief and did not have long-term effects, they were definitively interested in learning about education in different contexts. One can see that with even a short immersion program, students have the opportunity to broaden their scopes and take into consideration other perspectives which leads to reflection and multicultural awareness. Programs like NEIU’s Student Teaching and Korean Experience (S.T.a.K.E.)

program hope to have a deeper impact on students' lives through a five month internship.

Programs like S.T.a.K.E. and the Bolivia immersion trip provide pre-service teachers with an opportunity to broaden their educational horizons and cultural experiences. However, another key aspect of these international internships is to enhance the multicultural awareness of pre-service teachers in promoting culturally responsive pedagogy. Students on a similar immersion trip to Honduras were from predominantly Caucasian backgrounds. In a study by Sharma, Phillion, and Malewski (2011), the students described the international internship as having to re-examine their perspectives on classroom learning in a global setting. They continue to identify the similarities between education in their privileged background to that of areas in Honduras such as the capital city of Tegucigalpa. Having such experiences in unfamiliar situations can cause individuals to examine/re-examine what they already know. They can begin to critically analyze their teaching philosophy, realize and eliminate prejudices to avoid deficit thinking, create instructional methods to be delivered using eclectic methods learned abroad, and promote a culturally responsive classroom.

Review of the Literature on Reflective Thinking and Multicultural awareness

Reflection as a specialized form of thinking has long been recognized as an influential factor in improving the quality of teaching (Dewey, 1933, Bowman, 1994; Hernandez, 2001). Reflection is also a multiple perspective skill and involves multicultural awareness. Research on effective teaching indicates that more effective teachers are more often reflective thinkers (Korthagen and Wubbels, 1991, and Eby, 1992). Reflection as an ability to assess Situations and make thoughtful, rational decisions seems essential in facilitating movement toward increased developmental appropriateness. The cultivation of reflective practitioners has become a major goal of many teacher education programs (Benson, 2000). Multicultural awareness involves reflection and being able to see another's viewpoint. (Landerholm and Gehrie, (2008)

A number of strategies have been developed and used in teacher preparation programs to encourage reflection during student teaching. Strategies such as the use of journals, staff meeting, case consultation, supervisory feedback and problem solving conferences have been found effective in assisting the development of higher levels of reflection (Bowman, 1994; Stahlhut and Hawkes, 1997). Recently, the use of technology to facilitate students' reflections and collaborations has been receiving support from teacher educators who have incorporated electronic mail journals and class list-serves into university classes in teacher preparation programs (Bennett & Pye, 1998; Zimmermann & Greene, 1998; and Benson, 2000). According to Benson (2000), electronic journals promote the development of a supportive learning community and encourage open communication between university students and instructors. In such a collaborative learning environment, students' ability to reflectively think of the classroom setting and practices is fostered.

Review of the Literature on Technology

Currently, study abroad experiences are enhanced by the use of technology. Students are able to email reflections on their experience to family and friends, talk face to face by Skype, send photos or videos on their iphones. This helps keep the home connection while they are studying abroad. In addition, student teachers can use email, Facebook, Skype, to reflect to their supervising teacher and get immediate feedback. They can use Skype to connect home

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classrooms with their study abroad classroom. Technology provides opportunities for reflection and multiple connections and multiple viewpoints. It is a key tool for the 21st century teacher.

Technology changes rapidly. A whole new variety of digital technology is available for children, teachers and families for home use and in the classroom. (Wilmarth 2011) Teachers are like immigrant parents whose children are born in America. Children are “digital natives” (Prensky, Dec. 2005-Jan. 2006) while teachers are learning digital as a second language. Scanners, digital cameras, camera phones are available to bring visual images into the computer. Computer software is available that enables the student to include sounds, video images, and photographs into the text. Teachers can use MP3 players, a microphone and digital recording software with pupils to publish their own podcasts (Sheasky, 2011) Digital cameras, camera phones enable children, parents and teachers to record field trips and classroom experiences and play them back or print them out for immediate feedback. Children, parents and teachers can explore the web and see and hear video images from across the world. They can also correspond by email and Facebook to people across the world and chat on Skype. Landerholm (1999), Pastor and Kerns (1997) describes the use of digital cameras and digital video cameras with children and parents for documenting experience. The Hundred Languages of children (Edwards, 1998) which describes the Reggio Emilia approach to education (from Italy) stresses the importance of observation of real experiences and objects and the use of photography to document those experiences. In the Reggio Emilia approach, documentation of experiences through photography, drawings, journal writing is seen as being very important for children because it boosts memory, helps guide thinking, helps children become more aware of experiences and more able to articulate what they see.

If teachers are going to help children learn this approach, they first need to experience this approach themselves. Gehrie, Landerholm and Valverde (2008) in Andrea Parecki-DeBruin’s book, *Here’s How, Here’s Why*, describe conducting workshops with Early Reading First teachers experiencing the Reggio Emilia documentation process first hand.

Today’s digital natives are busy using new digital tools all the time which they mastered easily as part of their first language that teachers will never master with the same skill. Computers, calculators, MP3 players, camera phones are “extensions to our children’s brains” and cell phones, not computers are the new most important tools. Prensky, 2005-06. According to Prensky, programming is the most important difference between the 20th and 21st century and the key skill for the 21st century. Programming involves downloading a song or ring tone, conducting a Google search, inserting a picture in a document, developing a PowerPoint. This new technology is a new language. Children are communicating this language with other children across the world. Social networks are evolving rapidly. Children are using multiple forms of person to person and group to group communication with new forms multiplying daily: online chat, text messaging, photo sharing, podcasts, wiki, blogs, etc. (Wilmarth, 2011)

Teachers in the 21st century need to learn the language of the new technology. Technology is itself multicultural and involves multiple viewpoints and multicultural awareness.

Assessment of Learning in Study Abroad Experiences

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A difficult process for international student teaching experiences or study abroad in general seems to be the aspect of assessment. How can students be assessed fairly in an international setting? Santanello and Wolff (2008) describe how assessment was tackled in an international program where students travelled to Costa Rica. The three forms of assessment used were a) self-reflective journal, b) group instructional feedback, and c) alumni assessment surveys. Students are expected to keep a journal where they will document weekly experiences through a series of prompts and self-reflective essays. During the half-way point of the internship, a faculty member that is traveling with the students, assign students to groups where they form mini focus-groups to study different questions that have arisen or theories being tested. In the last form of assessment/reflection, students fill out a post-experience survey. The survey acts as a way for students to critically analyze their experience, provide feedback to enhance the program, as well as provide statistical and anecdotal support to promote the program. The NEIU S.T.a.K.E. program approaches assessment in a myriad of ways. A detailed description of the program and procedures will follow.

Description of the S.T.a.K.E. Program

Northeastern Illinois University's College of Education in Chicago, Illinois, implemented a student teaching and Korean experience program called S.T.a.K.E. (Student Teachers and Korean Experience). Students in the College of Education complete eight weeks of student teaching in Chicago and then a student internship, teaching English in S. Korea for five months. Housing, airfare, food, and a monthly stipend are provided. The S.T.a.K.E. program was started in 2009 by Dr. Kyu Park in the International Studies Program at NEIU.

NEIU students teach English Conversation full time in schools near to Cheonan, South Korea, live in the community, participate in after school programs, and engage in dialogue with community members. They also have opportunities to travel and experience the culture. Teacher Education Interns may teach primary, elementary, middle school, or high school students.

South Korean students are first introduced to English in the third grade. South Korean parents are very anxious for their children to speak English and they are actively involved with the school and their children's education.

Northeastern Illinois University started the S.T.a.K.E. program in spring 2009 under the leadership of Dr. Kyu Park, a Professor at Northeastern Illinois University in the International Studies Department. Over sixty students have participated in the S.T.a.K.E. program since its inception. After completing their five month internship in South Korea, many interns sign up to teach in the full year teaching in South Korea program, called EPIK. Twenty+ intern students have continued to teach from 1-3 years so far in South Korea. Jacob Chacko was in the first cohort of interns and has taught for three years in South Korea, first in Cheonan and later in Seoul. Dr. Landerholm was the STAKE supervisor for three and a half years. She visited all the students twice every semester for ten days at a time. Each NEIU student was placed in an Elementary, Middle School, or High School with one student at each school. Some students were placed in rural schools and some in urban areas. Some middle schools and some high schools were single sex school while others were co-ed. NEIU students' majors were Early Childhood, Bilingual, Elementary & Secondary and everyone taught English conversation in the school where they were placed.

Supervision

The NEIU supervisor, Dr. Landerholm visited student teachers in their South Korean classrooms and observed students using the regular NEIU student teaching observation form. Dr. Landerholm met with the principal, cooperating teachers, and students to discuss the students' progress at each visit. The Chungnam School District Supervisor, Mr. Gong, Mr. Cho, Ms. Kim, or Ms. Choi or assistant, Ms. Carpio accompanied Dr. Landerholm at each visit to facilitate translation and communication.

Dr. Landerholm arranged additional individual or small group appointments as well as one whole group meeting/dinner at each visit to South Korea to facilitate student learning and help with the adjustment to the new school and culture. Students sent lesson plans and reflections to Dr. Landerholm weekly by email and received responses on their ideas. Based on her student teacher observations over the four years in the S.T.a.KE program and her observations on N.E.I.U campus student teachers, Dr. Landerholm reflected that students in the STAKE program learned additional skills that the NEIU students were not as likely to learn:

- ⊙ Students learned to adapt to another culture and new teaching strategies
- ⊙ Students taught 1 lesson for 1 hour of English conversation to 20+ classes per week so learned feedback with 20+ groups. By the end of the week, the lesson was much improved.
- ⊙ Students learned to work with a co-teacher or many co-teachers
- ⊙ Students taught a variety of after-school subjects and learn informal techniques.
- ⊙ Students saw their pupils in the community daily so learned the importance of the community and the importance of learning about pupils' different interests and strengths.

Method of Study

A survey of international experiences was sent by email to 60 students who had participated in the STAKE Program in South Korea for 5 months between 2009 and 2012. Some of the STAKE students returned home after their experience and others accepted a job as a full time teacher of English and stayed in South Korea for one or more years.

Research Questions

- ⊙ Why did students decided to participate in the STAKE Program?
- ⊙ What did they gain from the experience?
- ⊙ Why did they chose to return home after the experience or chose to stay in South Korea?
- ⊙ Student reflections on differences and similarities between U.S and S. Korean curriculum, teaching methods, student learning.

Survey Responses

- ⊙ Twenty-two people responded, a 37% response rate.
- ⊙ All 22 students had participated in student teaching in South Korea for 5 months
- ⊙ Of the 22 respondents, 6 students had stayed in South Korea for 1 year or more.

Survey Results

Why did you decide to participate in the STAKE Program?

Most frequent responses:

- ⊙ 1. Opportunity to go abroad with paid expenses and credit for student teaching.
- ⊙ 2. Always wanted to travel
- ⊙ 3. A friend was going
- ⊙ 4. Wanted a change

What did you learn from the S.T.A.K.E Experience?

- ⊙ Korean Language and how to get along with others even without the language.
- ⊙ Spawned a desire to become more of a world citizen
- ⊙ I gained confidence in teaching and a different view about traveling for a job. Would do it again.
- ⊙ I learned everything and more than I had expected. And a great deal about myself, my comfort zones, how to push and extend my own boundaries. Amazing opportunity for personal growth—

How did the S.T.A.K.E Experience affect your teaching when you returned to U.S.?

- ⊙ All teaching experience is helpful, more so in a foreign culture as it is more difficult to deal with culture shock plus pressure to succeed in the classroom.
- ⊙ I am very grateful for the experience. Would not trade it for anything even though it was hard.
- ⊙ Able to apply what I learned when I returned home to do student teaching here.
- ⊙ Interesting to see how Koreans learn as a collective group & sometimes struggle with individual tasks and the struggles of learning a second language.-

Why students stayed in Korea or returned home after their internship

- ⊙ Accepted a full time Teaching position in S. Korea after their internship:
 - A. Liked the culture
 - B. Job situation in U.S. was difficult
 - C. Wanted to travel.
- ⊙ Returned home after their 5 month internship.
 - Had to finish degree.
 - Had family responsibilities.
 - Had financial responsibilities.

Differences between U.S and s. Korean Teaching Methods

- ⊙ U.S. teachers used more variety of methods and more differentiation than Korean teachers did.
- ⊙ U.S. teachers had more experience planning for children with special needs than did Korean teachers.
- ⊙ Korean teachers used more direct teaching than U.S. teachers did.
- ⊙ Korean teachers stressed more content.
- ⊙ U.S. teachers stressed critical thinking skills and creative activities more than Korean teachers did.

Differences between U.S and s. Korean student learning

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- ⊙ South Korean students spent more time studying in formal after school institutions than U.S. students did.
- ⊙ South Korean students spent more time memorizing than U.S. students did.
- ⊙ U.S. students spent more time working after school than S. Korean students did.
- ⊙ Koreans learn as a collective group & sometimes struggle with individual tasks
- ⊙ U.S. students participated in more creative activities, but S. Korean students could be creative when given the chance.

Summary

- ⊙ Students who want to travel are the first students to sign up for international experiences.
- ⊙ Having a paid student teaching program made it possible for many first generation college students to participate.
- ⊙ All students said they would not trade the experience for anything even though it was hard.
- ⊙ Students who did not have family and financial commitments at home were more likely to stay in Korea 1 or more year

Conclusion

Students who experience teaching abroad have an opportunity to expand their world view and use a global perspective in their classrooms. Experiences from the different programs at NEIU and the ones mentioned in the literature review pointed out that the participants have a better grasp of multicultural contexts. They will most likely adapt newly learned methodology into teaching styles and continue studies based on new practices learned abroad. Short and long term study abroad programs develop students' ability to adopt multiple viewpoints and a global perspective. The long-term program such as NEIU's S.T.a.K.E. hopes, in addition, to develop culturally responsive teachers in a global classroom. Teaching and learning is supported and reinforced through multicultural contexts and international experience.

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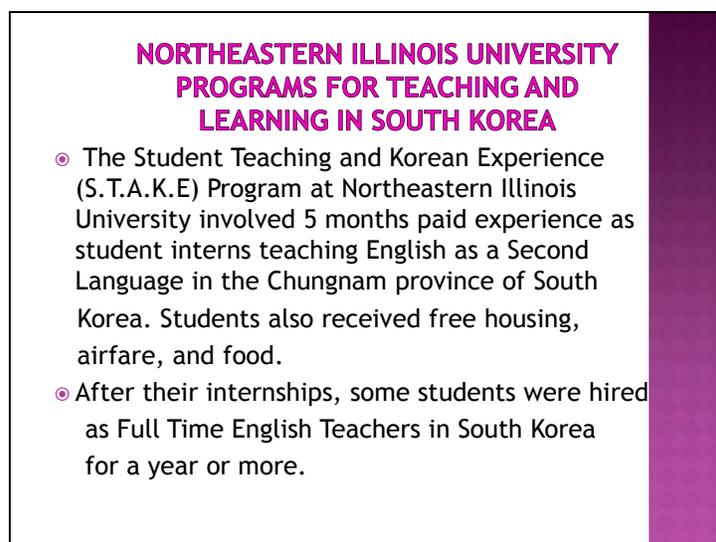
Worldwide Forum on Education and Culture Presentation
November 29, 2012: Rome, Italy



PRESENTATION AT
THE WORLDWIDE FORUM ON
EDUCATION AND CULTURE
ROME, ITALY ON NOV. 29, 2012

Teaching and Learning in South Korea

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NORTHEASTERN ILLINOIS UNIVERSITY PROGRAMS FOR TEACHING AND LEARNING IN SOUTH KOREA

- The Student Teaching and Korean Experience (S.T.A.K.E) Program at Northeastern Illinois University involved 5 months paid experience as student interns teaching English as a Second Language in the Chungnam province of South Korea. Students also received free housing, airfare, and food.
- After their internships, some students were hired as Full Time English Teachers in South Korea for a year or more.

NORTHEASTERN ILLINOIS UNIVERSITY STUDENT TEACHING IN SOUTH KOREA

The S.T.A.K.E. program was started in 2009 by Dr. Kyu Park. Students do 8 weeks student teaching in Chicago and 5 months paid student teaching in the Chungnam province of South Korea



S.T.A.K.E PROGRAM



Jacob Chacko,
Secondary Student
Teacher at
Cheonan Middle
School



Principal of Dujeong
Middle School, Student
teaching Supervisor,
Dr. Landerholm &
Secondary student
teacher, JeNai Stanley

NEIU RECRUITMENT BROCHURE



SCHOOL PLACEMENTS IN CHUNGNAM PROVINCE, S. KOREA

- Each NEIU student was placed in an Elementary, Middle School or High School.
- One student was placed at each school.
- Students were placed in rural and urban areas.
- Some middle schools and some high schools were single sex schools.
- Each student taught English conversation in the school where they were placed.
- NEIU students' majors were Early Childhood, Bilingual, Elementary & Secondary

CHEONAN SOOGOK ELEMENTARY SCHOOL: BOOK FAIR, PRINCIPAL SHOWING CHILDREN HOW TO PLAY A TRADITIONAL KOREAN GAME.



MIDDLE SCHOOLS



Jenai Stanley,
Dujeong Middle
School



Principal in Office

HIGH SCHOOLS



Michael Smalenberger
Bokja
Girls High School



Reed Hapte,
Buyeo Girls High
School

SUPERVISION

- The NEIU supervisor, Dr. Landerholm visited student teachers in their S. Korean classrooms twice per semester.
- Students were observed with the regular NEIU student teaching observation form.
- Dr. Landerholm met with the principal, cooperating teachers, and students to discuss the students' progress at each visit.
- Dr. Landerholm arranged additional individual, small group appointments as well as one whole group meeting at each visit to South Korea.
- The Chungnam School District Supervisor or assistant accompanied Dr. Landerholm at each visit.

CHUNGNAM OFFICE OF EDUCATION SUPERVISORY FACULTY



Ms. Raquel Carpio



Dr. Landerholm & Ms. Kim

TEACHING STRATEGIES LEARNED FROM TEACHING ENGLISH IN S. KOREA

- Students learn to adapt to another culture And new teaching strategies
- Students teach 1 lesson 1 hour of English conversation to 20+ classes per week so learn feedback with 20+ groups
- Students learn to work with a co-teacher or many co-teachers
- Students teach a variety of after-school subjects
- Students see their pupils in the community daily.

SUPERVISION OF CLASSROOM LESSONS



Review of lesson by supervisor with student & cooperating teachers



Supervisor & principal observe student teacher

SUPERVISOR MEETS WITH STUDENT TEACHERS IN SMALL & LARGE GROUPS



Small group



Whole group dinner

METHOD OF STUDY

A survey of international experiences was sent to 60 students who had participated in the STAKE Program in South Korea for 5 months between 2009 and 2012.

Some of the STAKE students returned home after their experience and others accepted a job as a full time teacher of English and stayed in South Korea for 1 or more years.

RESEARCH QUESTIONS

- ◉ Why students decided to participate in the STAKE Program.
- ◉ What did they gain from the experience.
- ◉ Why they chose to return home after the experience or chose to stay in South Korea.
- ◉ Student reflections on differences and similarities between U.S and S. Korean curriculum, teaching methods, student learning.

SURVEY RESPONSES

- ◉ Twenty-two people responded, a 37% response rate.
- ◉ 22 students had participated in student teaching in South Korea for 5 mo.
- ◉ 6 students stayed in South Korea for 1 year or more.

WHY DID YOU DECIDE TO PARTICIPATE IN THE STAKE PROGRAM?

- Most frequent responses:
- 1. Opportunity to go abroad with paid expenses and credit for student teaching.
- 2. Always wanted to travel
- 3. A friend was going
- 4. Wanted a change



WHAT DID YOU LEARN FROM THE S.T.A.K.E EXPERIENCE?

5 Month Student Teaching in Korea

- Korean Language and how to get along with others even without the language.
- Spawned desire to become more of a world citizen
- I gained confidence in teaching and a different view about traveling for a job. Would do it again.
- I learned everything and more than I had expected. and a great deal about myself, my comfort zones, how to push and extend my own boundaries. Amazing opportunity for personal growth--



NEIU STUDENT TEACHERS EXPERIENCING SOUTH KOREA CULTURE: FOOD, POTTERY



NEIU STUDENT TEACHERS EXPERIENCE
SOUTH KOREAN CULTURE: FESTIVALS



Festival



Parade

NEIU STUDENT TEACHERS TRAVEL
AND SEE SIGHTS



Buddha in Cheonan



Near the Buddha

SUPERVISOR & FORMER STAKE STUDENTS



SUPERVISOR ALSO EXPERIENCES SOUTH KOREAN CULTURE



South Korean Pottery



Flea Market & food

HOW DID THE S.T.A.K.E EXPERIENCE AFFECT YOUR TEACHING WHEN YOU RETURNED TO U.S.?

- All teaching experience is helpful, more so in a foreign culture as it is more difficult to deal with culture shock plus pressure to succeed in the classroom.
- I am very grateful for the experience. Would not trade it for anything even though it was hard.
- Able to apply what I learned when I returned home to do student teaching here.
- Interesting to see how Koreans learn as a collective group & sometimes struggle with individual tasks and the struggles of learning a second language.--

WHY STUDENTS STAYED IN KOREA OR RETURNED HOME AFTER THEIR INTERNSHIP

- Accepted a full time Teaching position in S. Korea after their internship:
 - A. Liked the culture
 - B. Job situation in U.S. was difficult
 - C. Wanted to travel.
- Returned home after their 5 month internship.
 - Had to finish degree.
 - Had family responsibilities.
 - Had financial responsibilities.



DIFFERENCES BETWEEN U.S AND S. KOREAN TEACHING METHODS

- U.S. teachers used more variety of methods and more differentiation than Korean teachers did.
- U.S. teachers had more experience planning for children with special needs than did Korean teachers.
- Korean teachers used more direct teaching than U.S. teachers did.
- Korean teachers stressed more content.
- U.S. teachers stressed critical thinking skills and creative activities more than Korean teachers did.

DIFFERENCES BETWEEN U.S AND S. KOREAN STUDENT LEARNING

- South Korean students spent more time studying in formal after school institutions than U.S. students did.
- South Korean students spent more time memorizing than U.S. students did.
- U.S. students spent more time working after school than S. Korean students did.
- Koreans learn as a collective group & sometimes struggle with individual tasks
- U.S. students participated in more creative activities, but S. Korean students could be creative when given the chance.

SUMMARY

- Students who want to travel are the first students to sign up for international experiences.
- Having a paid student teaching program made it possible for many first generation college students to participate.
- All students said they would not trade the experience for anything even though it was hard.
- Students who did not have family and financial commitments at home were more likely to stay in Korea 1 or more years.