

Integrating a Global Inclusive Perspective into Coursework for Pre-service Teachers

Jennifer R. Ottley, Ph.D., Sara L. Hartman, Ph.D., Perianne Bates, M.Ed., Sarah Baker, M.Ed.

Ohio University

Abstract

Intercultural competence is a necessary disposition for teachers in the United States who instruct an increasingly diverse group of P-12 students in inclusive settings. Viewing the world and inclusive practices from multicultural and global perspectives can be difficult when the majority of one's experiences occur within their own culture. The purpose of this qualitative case study was to describe how a teacher educator connected her 40 early childhood pre-service teachers to broader national and global inclusive practice issues via project-based learning activities. Data were collected using a brief, researcher-developed questionnaire and analyzed using thematic pattern analysis and constant comparison methodology. Findings show that pre-service teachers knew little about the global issues prior to the activities, were interested and engaged in the activities, developed global knowledge and perspectives through participation, and held varying levels of cultural competence after participation. While growth in knowledge regarding national and global inclusive practices is important, teacher educators should make concerted efforts to expand teachers' perceptions beyond monocultural views into deeper, multicultural perspectives regarding global inclusive practice.

Key Words: Teacher Preparation, Pre-service Teacher, Global Perspective, Inclusive Practice, Cultural Diversity

Intercultural competence is the ability to apply knowledge regarding the similarities and differences among cultures to expand one's culturally appropriate behaviors and dispositions (Cushner, 2015). Individuals who have intercultural competence tend to be more open-minded, resist stereotypes, and are capable of modifying their behaviors to interact and communicate effectively with individuals of other cultures (Cushner, 2015). Teacher education programs in institutes of higher education in the United States (U.S.) are challenged with responding to the changing population of learners in today's P-12 classrooms through inclusive practices. The Division for Early Childhood and the National Association for the Education of Young Children (2009) define inclusive practices as those that support children of all abilities to participate as full members of the community in the activities and contexts as their same-age peers.

Developing social, political, and inclusive perspectives that connect to a larger global scope among pre-service

teachers is essential to preparing future teachers to effectively serve diverse and marginalized populations in present-day schools (Baumgartner, Bay, Lopez-Reyna, Snowden, & Maiorano, 2015). The purpose of this research study was to measure the intercultural competence of early childhood pre-service teachers in connection with broader national and global issues related to inclusive practices via project-based learning (PBL) opportunities. Specifically, we described the following four facets of our pre-service teachers' experiences and beliefs: (a) prior knowledge about the global issue, (b) knowledge about the global issue acquired from completing the activity, (c) experiences participating in the activity, and, (d) perspectives about the global issue after completing the activity.

Project-Based Learning

Project-based learning (PBL), which traces its roots to Dewey's "learning by doing" movement, is based largely on constructivist ideologies (Dewey & Dewey, 1915). PBL

typically involves a multidisciplinary, real-world task that engages students in knowledge creation and requires them to create a product or performance for an audience beyond a classroom (Stolk & Harai, 2014). Whereas classroom activities that utilize direct instruction are frequently completed in one or two classroom meetings, PBL typically occurs over the course of several weeks, focuses on both the learning process and the product, and involves ongoing collaboration with others to solve a real problem.

Across disciplines, PBL has been established as an effective instructional tool for adult learners in the U.S. and around the world (e.g., Jones, Epler, Mokri, Bryant, & Paretto, 2013; Lee, Blackwell, Drake, & Moran, 2014; Mantri, 2014; Palmer & Hall, 2011; Stewart, 2007; Stozhko, Bortnik, Mironova, Tchernysheva, & Podshivailova, 2015). PBL has been associated with a number of benefits for university students including increases in motivation and interest in course content (Jones et al., 2013; Lee et al., 2014; Mantri, 2014), self-efficacy (Chen, Hernandez, & Dong, 2015; Dunlap, 2005; Schaffer, Chen, Zhu, & Oakes, 2012), and engagement in course objectives (Johnson & Delawsky, 2013; Stozhko et al., 2015). Through the incorporation of PBL opportunities, teacher preparation programs have improved the quality of experiences that inspire pre-service teachers to include PBL learning activities in their future classrooms as well. de Oliviera, Fischer, and Parisoto (2015) concluded that pre-service teachers who experienced PBL in their education courses benefited from PBL approaches that were integrated throughout their coursework, as opposed to experiences that occurred in single classes with little alignment to the rest of the teacher preparation program's curricular experiences.

A global perspective is recognized as an essential skill for 21st century students in higher education (Baumgartner, Bay, Lopez-Reyna, Snowden, & Maiorano 2015; Bloom, 2011). In our globally-connected world, university students need learning experiences that equip them with the knowledge and skills to interact with a diverse array of people and beliefs in a global society (Reimers, 2009; Roberts, 2007). Global competencies are beneficial in higher education for several reasons, including embracing differences and successfully entering a multicultural workplace (Richardson, 2012; Schwieger, Gros, & Barberan, 2010). No matter the discipline or location of the preparation program, global perspectives are important for developing an understanding of diverse cultures, ethnicities, and settings to address global issues such as class or racial privilege and social injustice (Fischer, 2008; Richardson, 2012). Due to the inability of many university students to participate in study abroad experiences (which are not guaranteed to change pre-service teachers' perceptions about global societies), institutions of higher education should prioritize the embedding of global inclusive perspectives within their curriculum so that

pre-service teachers have exposure to diverse perspectives regarding culture and inclusive practices (Reynaga-Peña et al., 2018; Talbani, 2013).

Curricular content rich in global perspectives has historically been lacking in teacher preparation programs (Haakenson, Savukova, & Mason, 1998; Merryfield, 1991; Sutton, 1999). In recent years, however, efforts to improve what and how students learn about global issues and perspective building have been at the forefront of best practice in colleges of teacher preparation (Poole & Russell, 2015; Roberts, 2007). Although initial efforts to increase global experiences for pre-service teachers focused on study abroad or language acquisition programs and the value of such programs are known (see Rhodes, Loberg, & Hubbard, 2014; Rhodes & Milby, 2016; Wright & Clarke, 2010), teacher preparation programs nationally have been working to incorporate meaningful global perspectives into their campus-based programs (Poole & Russell, 2015). Moreover, teachers have attributed their development as global educators to the exposure to global perspectives that they received during their teacher preparation programs (Carano, 2013). Given the increasingly diverse P-12 classrooms in the U.S., and this clear evidence in support of global perspectives in higher education, the importance of prioritizing curricula that promotes global competence education in teacher preparation programs is apparent.

METHODOLOGY

Participants

This study was completed across the spring semester of 2016 and involved 40 pre-service teachers in one teacher preparation program, who served as the *case* of this case study. Participants ranged in age from 21-24 years old, with 38 women and 2 men. Ninety-five percent of participants identified as Caucasian, and more than 90% of them were in-state residents. All were early childhood pre-service teachers in their junior year. Although the global-learning activities described in this article were part of required course outcomes, participation in the research associated with the activities was voluntary and informed consent was obtained.

Research Design

This study used a qualitative case study research design (Patton, 2015). The study was a descriptive case study that described the activities and outcomes of PBL activities as they occurred in a real-life university-classroom context.

Study Procedures

PBL: Refugee family activity. The study utilized resources from the National Center on Cultural and Linguistic Responsiveness (Head Start, 2015) to assist pre-service teachers in understanding the cultures and

Table 1
Definitions of Theme Starter Codes

Starter codes	Definitions
Prior knowledge	Teacher candidates describing the knowledge they had about the topic prior to the activity.
Acquired knowledge	Teacher candidates describing specific knowledge gained through participation in the activity.
Experiences	Teacher candidates describing experiences participating in the activity such as what they did, what they would have liked to do, what they liked, or what they did not like about the activity, and why.
Perceptions	Teacher candidates describing their viewpoints about the global topic.

characteristics of refugee families, and the implications of these on the education of young children. During the second week of class, pre-service teachers used Bridging Refugee Youth and Children's Services' (2016) *refugee family* materials to research Somalian, Bhutanese, Burmese, and Iraqi refugee families. Although the authors acknowledge that every family is unique, the reference materials were carefully created to reflect cultural respect and understanding of the cultural group in general. After completing their research, teachers worked in small groups to brainstorm a list of questions they would ask these families across a variety of topics (e.g., child-rearing, health) and collaboratively reflected on how the answers to those questions could impact a child's educational program. Across the next month (weeks 3 – 6), the instructor referenced the refugee families as appropriate and had the pre-service teachers consider the cultural adaptations they should consider when implementing a particular teaching strategy. Then, during week 7, the instructor delivered a lecture on systems-level supports, and teachers worked in their small groups to identify methods to enhance the developmental and educational outcomes of young refugee children. Teachers created visual displays (e.g., brochures, concept maps) to share information about the refugee family with early childhood educators and to describe how those supports could be implemented to enhance child and family outcomes.

PBL: Global inclusion activity. Small groups of pre-service teachers selected a country to study (e.g., Australia, Brazil, Germany, South Africa) and then worked out-of-class over three weeks to research the country's beliefs and practices with respect to the education for children with disabilities. For the research, teachers focused on the country's inclusion perspectives and practices and presented this information to the other teachers in the course. After all presentations were complete, teachers reflected on the similarities and differences among the countries and analyzed the inclusive perspectives and practices used around the world using a Venn Diagram that they completed during class the next week as a large-group activity.

Data collection procedures. Data were collected during class after the completion of the PBL activities. During data collection sessions, pre-service teachers were asked to provide honest information about their involvement and learning during each PBL activity. Upon completion of the courses and after grades were posted for all participants, consent forms were reviewed (all pre-service teachers agreed to participate) and the authors began data analysis.

Sample instrument. The authors created a brief, post-activity questionnaire with six open-ended questions. The instrument was used after both activities and asked pre-service teachers the same three questions related to (a) their experiences with the PBL activity, (b) the degree to which the PBL activity supported their knowledge or skills to meet the diverse needs of the population targeted, and (c) their global perspective about the topic. The appropriateness and validity of the PBL activities and the instrument were vetted through the authors' departmental globalization committee, which consisted of the department chair and three faculty members.

Data Analysis

Qualitative thematic analysis was used to analyze data (Patton, 2015). Each participant's response was read and data were coded sentence-by-sentence by the first author. Every sentence was coded into a theme (see Table 1 for definitions of the starter codes). After the first author coded all data into a theme, the second author reviewed a random 33% of data within each theme to ensure that the data were coded accurately. Inter-rater agreement was 100%. Then, the first author coded all data into subthemes. The first author used constant comparison to code subthemes as they emerged from the data themes. Constant comparison is a method where the researcher reexamines previously coded data when new codes emerge to ensure the appropriateness of the codes that were previously identified (Patton, 2015). After all data were coded into a subtheme, the second author reviewed a random 33% of sentences within each subtheme to ensure the data's credibility. Inter-rater agreement was coded for a random

Table 2
Definitions of Perceptions of the Global Perspective Starter Codes

Starter codes	Definitions
Denial	Preservice teachers completely ignore the cultural/global issue.
Polarization	Preservice teachers identify the cultural difference with a negative evaluation of other cultures' practices.
Minimization	Preservice teachers de-emphasize the cultural/global differences.
Acceptance	Preservice teachers express appreciation or curiosity around the cultural/global differences. Candidates acknowledge the importance of the global issue and begin to interpret the issue from a global perspective.
Adaptation	Preservice teachers see the cultural/global issue from the others' perspective. Candidates change their cultural perspective or their teaching practices to be more reflective on a global level.

33% of subtheme data with agreement equaling 100% for all subthemes except for those within the *experiences* theme, which was 94%. The two disagreements were discussed by the authors, who decided to keep the codes within the subtheme where the first author had originally coded them.

We triangulated data across the two PBL activities to ensure that data accurately reflected all data collection sources; when all sources were not reflected for a specific subtheme, we indicated such in the findings. Five starter codes were used for the theme of *perceptions*, using the five stages of Hammer's (2012) Intercultural Development Continuum, which are defined in Table 2.

FINDINGS

Figure 1 shows a visual representation of the key findings from the study's four themes. Table 3 includes a descriptive summary of the number of codes within each theme and subtheme; it also records the percent of total data (for themes) and percent of data within the theme (for subthemes) that was coded.

Perceptions

Perceptions of the global issue contained 34.8% of the total data collected from the study. The five starter codes of denial, polarization, minimization, acceptance, and adaptation reflect five of the Perception subthemes. The following three codes also emerged from the data as subthemes: awareness of the issue, perceptions that practices are changing to resolve the issue, and perceptions that there is a lack of capacity at the global level to deal with the issue. The majority of data show that through participation in the PBL activities, teachers gained awareness of differences globally related to the education of children with disabilities (28% of the data) and after participation, they were accepting of differences between countries and populations (29% of the data). Teachers

became aware of the difficulties of being a refugee and how this could influence school performance; this was reflected by a participant who said that the refugee family activity, "opened my eyes to possible hardships students may face at home." Fourteen percent of the data showed that in addition to these positive perceptions, some pre-service teachers also experienced a shift in their perceptions by self-reporting that they had improved open-mindedness about families' actions and decisions. For example, upon reflection of the refugee family activity, one participant stated, "It is important to focus on all aspects of the student, not just the language barrier." Collectively, these three subthemes contained 71% of the data coded into the Perceptions theme.

Pre-service teachers also held some negative perceptions about the global issue. Nineteen percent of the responses were polarizing statements in which the participants negatively evaluated the cultural differences in the education of children with disabilities; these statements were primarily toward the inclusion activity, such as the following reflections: (a) "it made me realize how much further along the U.S. is in accommodating learners with special needs," (b) "I realized that the world doesn't share the same views as America and as a world we all need to be moving in the right direction," and (c) "I think countries need to be more educated when it comes to the benefits of full inclusion." Some pre-service teachers also held beliefs that practices were changing globally to resolve the issue (3%) or that there was a lack of capacity at the global level to resolve the issue (3%). For example, one pre-service teacher stated that "other countries do not have the same materials/experiences to help children with special needs." Finally, denial and minimization were monocultural perspectives reported by only one teacher, who indicated that all countries "value teaching students with special needs," (denial). In sum, these five subthemes reflected pre-service teachers' less developed perceptions regarding the global education of students with disabilities

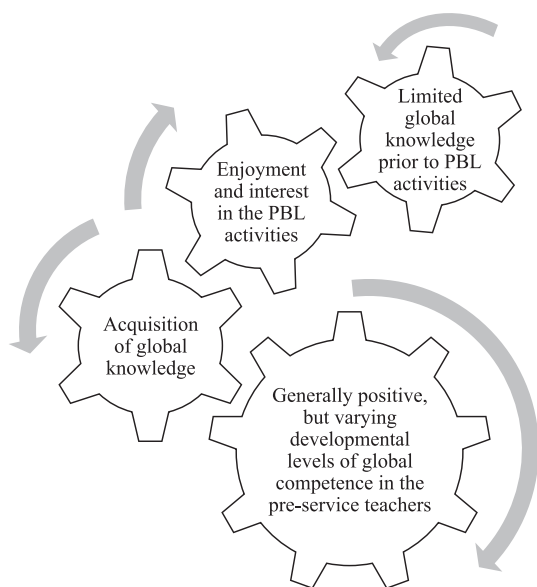


Figure 1: Visual Representation of the Interconnectedness of the Study's Four Themes

and those who are refugees (28% of the total data in this theme).

Experiences Participating in the Activity

Experiences participating in the global activity was the second largest theme that included 34.3% of the total data. Six subthemes emerged from the data. The first two subthemes, “experiencing enjoyment” and “interesting to learn about” each contained 24% of the data within this theme. Overwhelmingly, the pre-service teachers enjoyed participating in the PBL activities, sharing such comments as, “I enjoyed researching Germany and its inclusion policies. I also enjoyed presenting it to the class” and “I enjoyed the global presentation. I have never learned about special education in other countries before; this was a new project for me.” The novelty of this content may have contributed to pre-service teachers indicating that the content was interesting to learn about. For example, with respect to the inclusion activity, a participant stated, “It was interesting to see other countries’ perspectives on special education” and from the refugee family activity a participant stated that, “It was interesting because it allowed me to get an idea of another culture’s view.” These and other statements shed light into the knowledge gained through the activities and with respect to learning about another population’s perspectives and practices.

Fourteen percent of the data within this theme highlighted how participation in the PBL activities broadened their perspectives due the cultural knowledge they acquired and because the activities helped them look at inclusive practices from multiple viewpoints. For example, when describing the refugee family activity a pre-service teacher stated, “It really made me realize that I

will need to be doing research as a teacher when I have children from different countries in my class.” This statement aligns with the sentiment of multiple pre-service teachers who realized that they knew very little about individuals from diverse backgrounds after completing the PBL activities. Another 8% of the data from this subtheme focused on the helpfulness of the PBL activities in expanding their global awareness, participation in a global society, and effectiveness as a teacher. For example, a pre-service teacher described the helpfulness of the PBL refugee family activity stating, “I found the activity relevant to what is happening in the world and in our country right now.”

With respect to their experience participating in the PBL activities, some pre-service teachers described positive aspects of the globalization activity ($N = 13$), whereas others described challenges or suggestions for improvement ($N = 8$). For example, when reflecting on the PBL inclusion activity, teachers favorably indicated that completing the Venn diagram after finishing the presentations of special education from around the world helped them to connect prior knowledge to globally-focused content. However, another teacher indicated that trying to shorten the amount of information acquired about their country into a PowerPoint presentation for the rest of the class was difficult. These comments highlight the satisfactory aspects about the PBL activities as implemented, but also underscore considerations for revision before teacher educators implement the activities again to promote the global awareness of other pre-service teachers.

Knowledge Acquired Through the Activity

All pre-service teachers acquired some form of knowledge through participation in the PBL activities, with data coded into this theme reflecting 28.5% of the total data from this study. Nearly half of the data within this theme included pre-service teachers reflecting on their acquisition of broad global knowledge from participation in the PBL activities. For example, on the refugee family questionnaire, a teacher stated, “It made me consider each student’s individual needs and how their culture can affect their behavior, social skills, and background knowledge.” In addition, teachers also acquired knowledge that could be applied to improve their abilities to support children’s learning. One teacher stated that, “I learned a lot about social norms that could be helpful in class and during parent teacher conferences. For example, some countries do not like eye contact” and another reported, “This helped me know what students’ lives are like at home so that I can better accommodate their and their families’ needs.” Ten teachers’ responses demonstrated connections among the U.S. and other countries. These statements reflected teachers’ global awareness with respect to how the new knowledge made sense based on their existing knowledge of U.S. practices. Teachers reflected that, “some countries had the same programs that the U.S. has and

Table 3
Amount of Data Coded within each Theme and Subtheme

Themes, N (% all data)			
Subthemes, N (% of all data included in the subtheme)			
Perceptions of the Global Issue N = 72 (34.8%)	Experiences Participating in the Activity N = 71 (34.3%)	Knowledge Acquired through the Activity N = 59 (28.5%)	Knowledge Prior to the Activity N = 5 (2.4%)
Acceptance: Appreciation or curiosity about the issue N = 21 (29%)	Experiencing enjoyment N = 17 (24%)	Global knowledge about the issue N = 27 (46%)	Lack of knowledge N = 3 (60%)
Express awareness of the issue N = 20 (28%)	Interesting to learn about N = 17 (24%)	Knowledge that can be applied to support children N = 13 (22%)	Minimal knowledge N = 2 (40%)
Polarization: Negative evaluation of the issue N = 14 (19%)	Positive aspects of the activity N = 13 (18%)	Connections among the U.S. and other countries N = 10 (17%)	
Adaptation: Shift perspective or adapt behavior N = 10 (14%)	Broadened candidates' perspectives N = 10 (14%)	Disposition changes because of acquired knowledge N = 9 (15%)	
Practices are changing to resolve the issue N = 3 (4%)	Challenges and suggested revisions N = 8 (11%)		
Lack of capacity on a global level N = 2 (3%)	Helpfulness of the activity N = 6 (8%)		
Minimization: Acknowledge similarities but ignore differences N = 1 (1%)			
Denial: Ignore the issue N = 1 (1%)			

others believed in different perspectives” and “some countries had different approaches and we could look at those ideas and compare them to our own practices.” These connections were likely favorable in supporting teachers’ disposition changes as a result of participation in the PBL activities. Regarding the refugee family activity, one teacher reflected, “I now know the value of having a relationship with the families and how valuable family centered practices are.”

Prior Knowledge

Five excerpts from pre-service teacher responses were coded into the theme of prior knowledge. This reflects 8.9% of the overall data. The first sub-theme was a lack of

knowledge; three teachers had no idea about inclusive practices or the refugee families living in the U.S. prior to participation in the PBL activities. In two statements, pre-service teachers reflected that prior to the PBL activity, their knowledge of refugee families was minimal.

DISCUSSION

Collectively, our data reflect key assumptions of the social constructivism learning theory in that global perspectives are created through pre-service teachers’ engaged activities and interactions with each other (Kim, 2001). The discussion that follows elaborates on the research findings and then focuses on implications for teacher educators who

seek to embed global inclusive perspectives into their curricula.

Pre-service Teachers' Experiences with PBL

Overwhelmingly, the pre-service teachers enjoyed participating in the PBL activities and found the global information they learned about inclusive practices to be interesting. Specific components that the pre-service teachers enjoyed were out-of-class research, group work, presentation of their findings, multi-day activities, hands-on activities, and learning new information. In addition, they reflected that having information in a packet, summarizing information using a Venn Diagram during class sessions, and posting materials on the course management site were helpful in facilitating learning during the PBL projects. Although these components are appropriate for multiple cooperative-learning activities, they are particularly beneficial for PBL activities so that pre-service teachers can fully engage in the content and acquire additional knowledge and perspectives from their peers (Barkley, Major, & Cross, 2014; Tadesse & Gillies, 2015).

Additional efforts and global experiences may be necessary to minimize pre-service teachers' polarization viewpoints. For example, teacher educators could partner with an institution of higher education from another country and have pre-service teachers from both universities collaborate to develop a shared understanding of the inclusive practices from the other country; collaborating with others from the representative country or culture can build an appreciation for the cultural similarities and differences, as well as promote respect for diversities in beliefs and practices. Moreover, the participants provided a number of suggestions that teacher educators can implement to improve PBL activities such as adding videos and guest speakers in the refugee family activity. Such practices can assist teachers in contextualizing the cultural information and developing awareness of refugee families' cultural norms and priorities, while deterring teachers from imposing their own beliefs and practices into their interactions with refugee families.

Teachers' Knowledge about Global Issues

The pre-service teachers who participated in our research activities had minimal knowledge about the global issues prior to participation in the PBL activities. Prior knowledge was the theme with the least amount of data coded into it and teachers who did respond either knew nothing or little about the global issue prior to participation. These data are similar to the study of Karnyshev, Karnysheva, and Ivanova (2014), in that university students' intercultural competence was related to their personal characteristics and their experiences with individuals from diverse backgrounds. Even so, pre-service teachers' limited global awareness regarding inclusive practices underscores the importance of teacher educators

embedding global perspectives into their curricular experiences.

Importantly, pre-service teachers acquired relevant knowledge about global inclusive practices from their experiences, and they were able to analyze how different topics related to them on a global level. Teachers described how the knowledge could be applied to young children in their practicum settings and some teachers experienced disposition changes as a result of the knowledge acquired (e.g., considering other beliefs and perspectives such as child rearing practices), but this was a limited number of participants and consequently, teacher educators may need to support continued and ongoing exposure to global inclusive perspectives to strengthen disposition changes in teachers during PBL activities such as selecting diverse families that reside in the region to research and then embed experiences with the population to strengthen teachers' dispositions.

Teachers' Perceptions about Global Issues

From the five subthemes aligned with Hammer's (2012) stages of intercultural competence, denial and minimization were the two with the least amount of data (i.e., one code each). This suggests that teachers are rarely ignoring the issue or acknowledging similarities but overlooking differences between cultures. Although these are positive findings, as these stages reflect monocultural perspectives, about 18% of the data in this theme were coded into polarization, which is another monocultural perspective wherein individuals negatively evaluate cultural differences. The majority of the monocultural codes were with respect to the PBL global inclusion activity wherein teachers expressed that the inclusive practices in the U.S. were superior to other countries who still separately educate children with and without disabilities. These monocultural perspectives are examples of American exceptionalism, which is an ideology that U.S. policies should be embraced internationally (Dunn, 2013). Given the national priority that the U.S. has placed on the inclusive education of children with disabilities (e.g., U.S. Department of Health and Human Services & U.S. Department of Education, 2015) and the inclusive settings the pre-service teachers have experienced, it is understandable that viewing inclusive practices from an unbiased perspective would be a challenge. One way to support pre-service teachers in valuing the inclusive practices of others in a global society could be having individuals with diverse viewpoints share their beliefs and experiences to provide additional perspectives from which teachers can learn and develop.

The two multicultural stages of intercultural competence contained 29% (acceptance) and 14% (adaptation) of the perspective theme data. These data reflect meaningful change teachers experienced from the activities with respect to their viewpoints of global inclusive practices and impacts of diverse cultural perspectives on their

practice. These data align with research indicating that collaborative assignments and intercultural activities benefit university students' intercultural competence (Cushner, 2011; Riley, Bustamante, & Edmonson, 2016).

"Awareness of the global issue" was a subtheme that emerged from the data. Although not one of the five intercultural competence starter codes, this subtheme contained 28% of the data within the perceptions theme. Awareness of an issue is a good place to start, but teachers need more than an awareness of diverse cultures and practices. Rather, they should come to accept, respect, and adapt their own perspectives and practices to appropriately meet the unique needs of all students in their classrooms. Our data indicate that although the PBL activities were valuable in shaping the global inclusive perspectives of the pre-service teachers, more exposure to diverse experiences may be necessary to continue developing pre-service teachers' intercultural competence and practices.

Recommendations for Teacher Educators

Encouraging pre-service teachers' participation in project-based tasks. Due to their authentic, hands-on nature, PBL experiences represent meaningful learning opportunities for pre-service teachers (Dunlap, 2005; Johnson & Delawsky, 2013; Jones et al., 2013; Lee et al., 2014). When teacher educators utilize these facilitating strategies it becomes more likely that pre-service teachers will experience greater understanding of global topics, meaningful application of globally relevant content within their own curricular practices, and an increased likelihood of community engagement and advocacy as future teachers.

Guarding against American exceptionalism. For stakeholders engaging in PBL, special care must be given to avoid American exceptionalism (Catlett & Proweller, 2011; Mitchell, 2008). Some reflections coded into the perceptions theme nodded to this mentality under the subtheme of polarization. In the U.S., specific educational policies and priorities that are emphasized in teacher preparation programs and within educational agencies lay a solid foundation that guide the beliefs of teachers. Although teacher educators have a mandate to describe the history, purpose, and benefits behind such practices, this presents specific challenges when integrating a global perspective regarding inclusive practices. Namely, teacher educators have the responsibility to assist pre-service teachers in valuing their country's own practices while expanding their perspectives to understand other countries' policies and practices as well. One strategy to combat American exceptionalism is to require teachers to not only research the practices of a country, but also to learn why the country has adopted said practices. In this manner, teachers will be supported in seeing the phenomenon within a broader context and come to appreciate the issue as relevant to a global society.

Limitations, Implications, and Future Research Directions

This research provides important insights into PBL that teacher educators can adopt to aid in embedding a global inclusive perspective into curricula within teacher preparation programs. However, this study reflects the self-reported knowledge and perspectives of one case of 40 pre-service teachers in one teacher preparation program. The research necessitates replication with other cases to identify the extent to which they are consistent across pre-service teachers and settings. Care must be taken in interpreting the findings as teachers may think they implement a said practice, when indeed they do not. Some teachers may experience poor knowledge calibration (Cunningham, Perry, & Stanovich, 2004), meaning they may have self-reported global awareness and competence above their actual levels. In addition, although we inferred that the reason the majority of prior knowledge questions were left blank was because the teachers lacked prior knowledge about the issue, this is not known in certainty and additional research is warranted to explicitly compare pre-service teachers' global knowledge before and after participation in PBL. Also, because we did not conduct a pre-survey prior to the activities, we do not have comparative data for our findings.

Our findings inform the following recommendations to be considered by teacher educators interested in developing curricula that bring PBL together with global competence education. First, we encourage collaboration between teacher educators from institutions of higher education in different countries to create meaningful opportunities for pre-service teachers to learn from one another about the other country's educational practices, policies, and beliefs. Such experiences may promote enhanced intercultural competence among pre-service teachers both in the U.S. and abroad. Likewise, we encourage interactions with refugee and other diverse families on a local scale to better understand their circumstances and what the teachers can do to effectively support their varied needs. Third, by including pre-test data for all teachers, scholars can analyze outcomes based on subgroups such that outcomes for teachers who started with monocultural views can be compared with outcomes for teachers who held multicultural perspectives at pre-test. Such research can provide information that describes for whom PBL is effective. Notably, changing teachers' beliefs is a difficult endeavor, especially when the belief is grounded in one's cultural practices and perspectives. Consequently, scholars should examine the effectiveness of strategies proposed in this article, as well as others informed by research, in mitigating monocultural beliefs such as exceptionalism and polarization, while strengthening pre-service teachers' global perspectives and inclusive practices.

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CORRESPONDENCE

Correspondence concerning this article should be addressed to Jennifer R. Ottley, 309D McCracken Hall, Athens, OH 45701. Phone: 740-593-0154. E-mail: ottley@ohio.edu