CHAPTER 12

Internationalizing Teaching and Learning through Faculty Inquiry Circles

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Students in local communities across the world are the most diverse, connected, and mobile students in history, living in a world that is globally interdependent, a world in which global competence is necessary to succeed in work and life (Ferguson-Patrick et al., 2018; Tichnor-Wagner & Manise, 2019). Extant research shows that teachers in the United States understand *why* global competence is important for their students, but that they do not necessarily know *how* to implement global teaching in their classrooms (Kerkhoff & Cloud, 2020; Kerkhoff et al., 2019). One way to address this problem of practice is through integrating methods of globally competent teaching with formal teacher education in universities. According to the Longview Foundation (2008) and Knight et al. (2015), education programs in the United States are among the least internationalized on college and university campuses.

The aim of this chapter is to describe the yearlong Internationalizing Teaching and Learning program at our university. The program offered professional development for faculty, adjunct instructors, and graduate teaching assistants seeking to enhance personal global competence and develop the capacity to infuse global learning in their courses through instructional practices. We designed the faculty development program to provide an opportunity for community-building and professional learning with faculty colleagues. Research has shown that inquiry communities, where knowledge is co-constructed through dialogue, collaboration, and reflection, rather than transmitted through lecture, are an effective form of teacher professional learning (Birchak et al., 1998; Cochran-Smith & Lytle, 2015; Tichnor-Wagner & Manise, 2019).

Review of Relevant Literature

Teacher educators play a crucial role in the preparation of future globally competent teachers (Ramos et al., 2021; Slapac et al., 2022; Zong et al., 2008). However, in the United States, a crowded curriculum driven by state learning standards and program accreditation requirements means that teacher education programs are often oriented in state rather than global contexts (Zhao, 2010). In teacher education programs in

the United States, teacher candidates may have limited exposure to global content, courses, and experiences during teacher preparation (Poole & Russell, 2015; Zong et al., 2008). Despite efforts to incorporate global competencies in professional standards for teachers (Aydarova & Marquardt, 2016; Kirby & Crawford, 2012), teacher preparation and professional development for teachers and teacher educators have not kept up with the demands and needs of a global society (Back et al., 2021; Dukes et al., 2016; Gaudelli, 2016).

Scholars have chronicled the long and contentious history of global education in approach and practice (cf. Hicks, 2003; Su et al., 2013). From early approaches to global education focused on the development of global perspectives (Hanvey, 1976) through recent iterations of global citizenship education (Gaudelli, 2016; Oxley & Morris, 2013; UNESCO, 2015), competing visions offer different approaches to developing globally competent teachers. Yemini et al. (2019) found two major schools of thought in global teacher education: cosmopolitanism and critical theory. Cosmopolitanism describes the world as interrelated and advocates for caring for humanity, whether local or global. Critical theory is concerned with analyzing power and righting inequities. In addition to differing theoretical frames, research on curricula and pedagogies of globally competent teaching has advanced in multidimensional ways. For example, some education programs have created stand-alone global education courses (Arce-Trigatti & Anderson, 2021; Quezada & Corderio, 2016), while others have integrated global issues and cultures into existing curricula (Carano, 2013; Ferguson-Patrick et al., 2018; Poole & Russell, 2015).

Kopish et al. (2019) found that teacher candidates who participated in cross-cultural collaboration through three conversations with people from different countries and a 3-day immersion experience in a local refugee community increased their global competence. Likewise, Poole and Russell's (2015) study of cross-cultural experiences within a preservice teacher course correlated positively with participants' global perspectives. An in-depth literature review by Yemini et al. (2019) also found that pedagogies in global teacher education research are not necessarily new but, rather, are innovative takes on existing pedagogies. Boix Mansilla and Chua (2017) call these innovative approaches to global education "signature pedagogies." These include engaging teachers in inquiry about the world (Kerkhoff & Cloud, 2020), participating in intercultural dialogue (Kopish & Marques, 2020; Slapac et al., 2022; Ukpokodu, 2010; Zong, 2009), and participating in simulations with global content (Myers & Rivero, 2019).

Theoretical Framework

Our program and study were grounded in two frameworks, the Globally Competent Learning Continuum and the Teaching for Global Readiness model.

GLOBALLY COMPETENT LEARNING CONTINUUM

The Globally Competent Learning Continuum (GCLC) put forth by Tichnor-Wagner et al. (2019) describes the knowledge, skills, and dispositions needed for

globally competent learning, categorized into 12 elements (see figure 12.1). The continuum aspect illustrates how one might develop throughout one's career and shows that global competence development is a continuous learning process.

Knowledge refers to understanding the multicultural essence, existence pattern, and operation mode of the world, which emphasizes cognition of the complex world (Tichnor-Wagner et al., 2019). Globally competent teachers value different cultures, diverse perspectives, and intercultural communication, thereby helping them make instructional decisions and connect curriculum content to students' lives across space and time (O'Connor & Zeichner, 2011). When teachers acknowledge and understand difference, they can provide students with a safe and equitable learning environment in which to explore the world through critical thinking and meaningful intercultural conversation (Bender-Slack, 2022; Villegas & Lucas, 2002).

Skills involve the capability to create authentic learning environments that integrate students' experiences with local and global issues, embrace different perspectives, dialogue in multiple languages with people from diverse cultural and linguistic backgrounds, and adopt appropriate teaching methods, so that every student will ultimately develop global competence. Globally competent teaching skills are motivated by a desire to take actions for a better world and to engage effectively in local and global issues (Tichnor-Wagner et al., 2019; UNESCO, 2015).

Dispositions refers to the attitudes, values, and beliefs teachers hold. For example, globally competent teachers believe that both diversities and commonalities exist within and among different cultures and that they have responsibilities to facilitate equity in and through education. Tichnor-Wagner et al. (2019) believe that disposition is a social-emotional concept emphasizing empathy and commitment. Empathic teachers understand different perspectives with an open mind and have a clear vision of themselves through regular self-reflection, being committed to facilitating equity and social justice through addressing real-world issues (Hauerwas et al., 2022; Tichnor-Wagner et al., 2019; Villegas & Lucas, 2002).

TEACHING FOR GLOBAL READINESS

The Teaching for Global Readiness (TGR) model, building on cosmopolitanism (Hansen, 2010; Wahlström, 2014), is an empirically validated model based on quantitative results of the TGR scale (Kerkhoff, 2017; Kerkhoff & Cloud, 2020). It comprises four dimensions as illustrated in figure 12.2. The first dimension, situated practice, means that teachers who use TGR will provide students with authentic, cross-cultural, and social practices relevant to their current realities and local communities (Gierhart et al., 2019; Hauerwas et al., 2021; Hauerwas et al., 2022; Liu, 2020). Teachers function as a mentor and guide, creating a safe environment for students to take risks, access diverse perspectives, and construct knowledge (Cope & Kalantzis, 2015). Teachers value the voices of students from different backgrounds, encourage students to share their perspectives, and integrate their previous experiences and knowledge into the curriculum (Slapac, 2021).

GLOBALLY COMPETENT LEARNING CONTINUUM

Nascent ▶	Beginning ▶	Developing ▶	Proficient ▶	Advanced

Dispositions

Empathy and valuing multiple perspectives
Commitment to promoting equity worldwide

Knowledge

Understanding of global conditions and current events
Understanding of the ways that the world is interconnected
Experiential understanding of multiple cultures
Understanding of intercultural communication

Skills

Communicate in multiple languages
Create a classroom environment that values diversity and global engagement
Integrate learning experiences for students that promote content-aligned explorations of the world
Facilitate intercultural and international conversations
Develop local, national, or international partnerships
Develop and use appropriate methods of inquiry to assess students' global competence development

Figure 12.1. Globally Competent Learning Continuum
Note. Adapted from *The globally competent learning continuum,* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, and J. M. Cain, 10 April 2022, ASCD (http://globallearning.ascd.org/lp/editions/global-continuum/continuum.html). Copyright 2022 by ASCD.

Situated   Integrated   Critical   Intercultural

Build relationships with students, parents, community, and international partners. Plan relevant lessons about current inernational events.

Integrate lessons about international events with curriculum. Ask students to conduct standards-based inquiries about the world.

Inquire from multiple perspectives and international sources. Teach critical literacy skills, such as evaluating sources and questioning bias.

Engage in intercultural dialogue with guest speakers. Conduct inquiry collaborations with students from other countries utilizing technology.
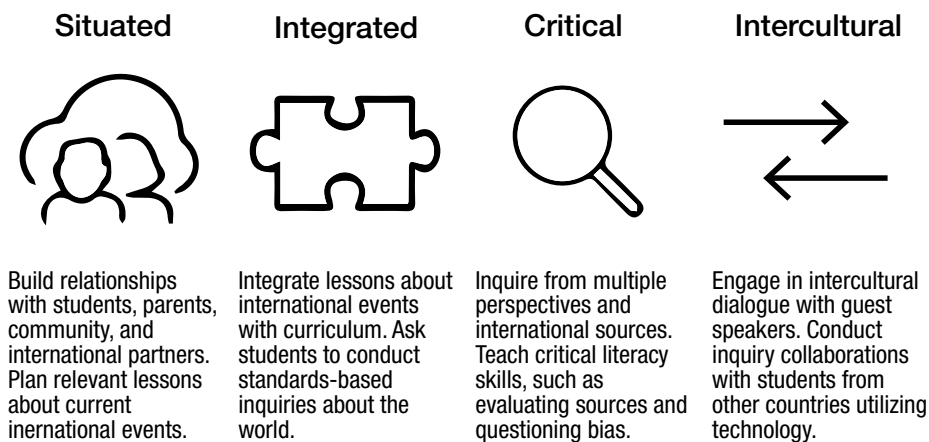
Figure 12.2.   Four Dimensions of Teaching for Global Readiness

Integrated global learning refers to the practical integration of local and global learning, instead of one-off replacement for curricular content or extracurricular event (Kerkhoff, 2017). Teachers connect curriculum with issues of global significance (Choo, 2017; Hauerwas et al., 2021; Spires et al., 2019). Students build knowledge through authentic, experiential learning and listening to diverse perspectives from the world, helping them become aware that they are interrelated to others around the world.

Critical literacy instruction, the third dimension, comes from the critical pedagogy of Freire (1972), emphasizing that students develop the dispositions to question and analyze the world, dismantle hierarchies, and take action to rewrite the world for the better. Teachers who engage students in critical literacy seek out texts from global and multicultural voices, encourage students to question authority and the status quo, and teach students to analyze both text and society. Education with a critical frame acknowledges culturally and politically diverse perspectives, values global and critical consciousness, seeks to break down inequalities, and build a more just future.

The last dimension is intercultural experiences, emphasizing knowledge construction through intercultural dialogue and collaboration. Teachers create collaborative activities in school and virtually to enable students to listen to multiple perspectives, express themselves, and exchange ideas with each other (Smith & Hull, 2013; Wahlström, 2014). Teachers foster open, empathetic, and humanitarian dispositions during collaborations and beyond.

Using these two frameworks together provides both the knowledge, skills, and dispositions that can be integrated in teacher preparation and continuous professional learning as well as the instructional practices that can be used in the classroom. In addition, GCLC and TGR are compatible frameworks with all but one element of the GCLC mapping onto the four dimensions of TGR (see table 12.1).

Table 12.1.   Crosswalk of the 12 GCLC Elements and the Four Dimensions of TGR

GCLC element	TGR dimension
Create a classroom environment that values diversity and global engagement	Situated
Value multiple perspectives and empathy	Situated
Integrate learning experiences for students that promote content aligned explorations of the world	Integrated
Develop and use appropriate methods of inquiry to assess students' global competence development	Integrated
Understanding of the ways that the world is interconnected	Integrated
Understanding of intercultural communication	Critical
Commitment to promoting equity worldwide	Critical
Understanding of global conditions and current events	Critical
Facilitate intercultural and international dialogue that promotes active listening, critical thinking, and perspective recognition	Intercultural
Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities	Intercultural
Experiential understanding of multiple cultures	Intercultural
Communicate in multiple languages	Not addressed

GCLC, Globally Competent Learning Continuum; TGR, Teaching for Global Readiness.

Methods and Context

The program took place at an urban, research university in a midwestern city in the United States. To inform our approach, we began with a needs assessment of students enrolled in Practicum 1 and Practicum 2 (N = 135), which are required courses for all preservice teachers and during which they completed an assessment related to global education. The assessment included both the GCLC (Tichnor-Wagner et al., 2019) and the TGR Scale for a total of 28 items. The GCLC included five proficiency levels (i.e., nascent, beginning, progressing, proficient, and advanced) in which students provided a multiple-choice response to 10 of the 12 GCLC elements. The TGR scale consists of four subscales that correspond to the four dimensions of the model and includes questions regarding the frequency of practices and levels of agreement. The TGR scale has been previously tested and found to be an empirically valid and reliable quantitative instrument (Kerkhoff, 2017; Kerkhoff & Cloud, 2020).

The preintervention assessment data showed that 50 of the 135 (37%) preservice teachers reported *never* assessing students' global learning. Forty-seven (35%) reported *never* asking students to collaborate with international organizations or individuals, and 46 (34%) reported *never* asking students to collaborate with diverse communities to learn about the world. These were the top three needs based on the TGR Scale. Highlights of areas to grow related to the dispositions, knowledge, and skills per the GCLC items on the needs assessment showed that the greatest *Nascent* ratings (33 participants, 24%) were elements 7 (Communicate in multiple languages) and 10 (Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition).

We developed our research questions based on these preservice teacher needs assessment data:

1. In what areas can the teacher preparation program improve to meet its goal of preparing globally competent teachers?
2. How do teacher educators implement globally competent teaching with their curricula? and
3. What did teacher educators gain by participating in an inquiry community focused on internationalizing teaching?

To address the research questions, the research team created a theory of change (Chen, 1990) aligned with GCLC (Tichnor-Wager et al., 2019) and TGR (Kerkhoff, 2017) and created a logic model. The general premise of the theory of change was that if we created a social and collaborative professional learning program for instructors that intentionally embedded global education knowledge constructed through dialogue, collaboration, and reflection, participants would exit the program feeling ready and confident with infusing global dimensions in their courses.

The logic model identified the project objectives, interventions, activities, and outcomes needed for the expected results to occur. The objectives were: Participants who complete all aspects of the Internationalizing Teaching and Learning Inquiry Circles program will be able to:

1. Identify, document, and share globally competent teaching strategies that are interdisciplinary and discipline-specific for PK–16 classrooms;
2. Integrate globally competent teaching in the teacher education program; and
3. Explain how teacher educators implement globally competent teaching within their curriculum.

Intervention activities included a review of research literature co-curated by the researchers and participants, inquiry community conversations, and the development and presentation of global education action research projects. Assigned readings to ignite discussion during inquiry circle conversations are listed in table 12.2. Each reading was assessed for its alignment to the GCLC at the proficient level (Tichnor-Wagner et al., 2019) and practices from the TGR Scale. Building on the resources and learning from the program, each participant undertook an action research project to internationalize their course. The revised course syllabi and student assessments served as data for analysis of the action research results. Resources for assessing student global learning were provided as part of the program (see table 12.3). Although our study does not present the results of each of these action research projects, we present a synthesis of changes and results from across participants.

Desired outcomes of this initiative included:

1. 90% of Internationalizing Teaching and Learning Inquiry Circles participants will demonstrate an increased capacity for global teaching as measured by:

Table 12.2. Presence of GCLC Elements and TGR Scale Items in Assigned Readings

GCLC Element/TGR Scale Item	Cosmopolitanism: Ethics in a World of Strangers by Appiah	Becoming a Globally Competent Teacher by Ariel Tichnor-Wagner et al.	Designing Global Futures	Global Meaning Making by Rob Tierney	Use Your Difference to Make a Difference by Tayo Rockson
Recognize biases and limitations of my own perspective and those of others' perspectives.					
Recognize how my personal beliefs influence my decisions as a teacher. Empathize by seeking to understand the perspectives of others.	X	X	X	X	X
Engage in opportunities that address particular issues of local/global inequity. Take responsibility for helping my students and others in my school recognize inequities.		X	X	X	
Seek out multiple sources to understand contrasting perspectives. Stay informed on current local and global issues.		X	X	X	X
Explain global influences on local issues and local influences on global issues.		X	X	X	
Demonstrate knowledge of various cultures through cultural immersion experiences. Reflect upon the immersion experience in relation to own cultural constructs, perspectives, and educational practices.		X			X
Use strategies to effectively navigate intercultural interactions. Understand that learning languages has social, emotional, and cognitive aspects.	X	X	X	X	X
Demonstrate proficiency and effectively communicate with students and families in at least two languages.		X			
Teach students to respect and learn from diverse cultures. Provide opportunities for students to collaboratively discuss global issues. Consistently encourage students to use resources for global learning.	X	X	X		

Practice					
Regularly integrate real-world and challenging global learning experiences aligned with students' interests and standards.	X	X	X	X	
Provide ongoing opportunities for students to converse with individuals from other cultures or nations, in which students demonstrate active listening, critical thinking, and perspective recognition.	X	X	X		X
Develop local, national, and/or international long-term partnerships that allow my students to learn about the world with diverse communities.		X	X	X	
Develop and use frequent, authentic, and differentiated assessments of students' global competence development. Provide students with constructive feedback and analyze performance to inform subsequent instruction.		X	X		
Engage in discussions about international current events.			X		
Analyze the reliability of a source.			X		
Analyze the agenda behind media messages.			X		
Construct claims based on primary sources.			X		
Use inquiry-based lessons about the world (e.g., projects, research, discovery learning).			X		

GCLC, Globally Competent Learning Continuum; TGR, Teaching for Global Readiness.
Note: An "X" in a box signifies that the item is present.

a. Participants will achieve a 90% overall mean score increase on the pre- and post-TGR and GCLC; and
b. 90% of revised course syllabi will reflect global dimensions aligned with NAF-SA's (n.d.) Global Preparation Lens for the Interstate Teacher Assessment and Support Consortium (InTASC) Standards;
2. 90% of participants' action research reports will demonstrate an understanding and the importance of implementing global teaching strategies within their curriculum; and
3. 90% of participants' action research reports will demonstrate identifying, documenting, and sharing globally competent teaching strategies that are interdisciplinary and discipline-specific for PK–12 classrooms.

PARTICIPANTS

All faculty in the College of Education and the College of Arts and Sciences, the two colleges responsible for preparing teachers, were invited to apply for the Internationalizing Inquiry Community. We originally selected 13 faculty members based on an application that required commitment to attend monthly conversations, internationalize at least one course, and present at a College of Education research symposium. A total of 10 participants completed the program, and nine consented to have their

Table 12.3.   Assessment Instruments and Tools

Instrument	Intended Use	Resources
Globally Competent Learning Continuum	Rubric for in-service K–12 teachers	globallearning.ascd.org
Globally Competent Learning Continuum-Preservice (GCLC-P)	Rubric for preservice K–12 teachers	https://ttu-ir.tdl.org/handle/2346/88651
Teaching for Global Readiness	In-service K–12 teachers summative assessment	https://globalreadiness.github.io/
Global Citizenship Scale	Study abroad undergraduate students	https://www.uky.edu/toolkit/sites/www.uky.edu.toolkit/files/Morais%20and%20Ogden,%20GCS.pdf
NAFSA's Global Preparation Lens for the InTASC Model Core Teaching Standards	Teacher educator evaluation of teacher candidates	www.nafsa.org/about/about-international-education/nafsa-global-preparation-lens
AAC&U Intercultural Knowledge and Competence VALUE Rubric	Undergraduate students	www.aacu.org/value/rubrics/intercultural-knowledge
Intercultural Development Inventory	Everyone, anything	https://idiinventory.com

AAC&U, American Association of Colleges and Universities.

qualitative data included in our research.[1] This included five assistant professors, one professor, one director, one part-time adjunct instructor, and one postdoctoral fellow. Seven participants were from the College of Education, and two were from the College of Arts and Sciences.

DATA COLLECTION AND ANALYSIS

The data for the study came from multiple sources, some of which were collected prior to the intervention and some that were gathered following the intervention. We collected course syllabi from participants and implemented a survey prior to the launch of the program. These data provided a baseline and added to our needs assessment from the preservice teachers. At year's end, we collected the course syllabi that the participants had created based on their experience, administered postexperience surveys, and gathered participant-generated action research reports and participant-generated written reflections.

Surveys

We created a 39-item self-assessment online survey. The content on the self-assessment was similar to the content assessed on the preservice needs assessment. Twenty-two of the items were from the TGR Scale (Kerkhoff & Cloud, 2020). Fifteen of those items assessed participants' frequency of implementation of global learning practices, and seven items assessed the degree of agreement with implementing global education practices. (See table 12.5 for a list of the TGR Scale items.) Participants indicated their degree with each item on a 5-point Likert scale with anchors of "strongly disagree" and "strongly agree." Twelve additional items aligned with the GCLC at the proficient level (Tichnor-Wagner et al., 2019). These items were on 5-point Likert continuum scales with the levels of nascent, beginning, progressing, proficient, and advanced. Five of the 39 items related to demographics (ethnicity, gender, age, highest level of education, and job title). We analyzed pre- and postsurvey data using descriptive statistics (frequency, mean, standard deviation, and difference in mean scores).

Syllabi and Action Research Reports

Each participant set a goal to infuse global competence development within one of their courses. They each submitted the syllabus from the previous iteration of the course and then submitted the revised syllabus after the program with the changes highlighted.

They each also completed a practitioner action research inquiry in the context of the course that they internationalized. They investigated the impact of revising their course and created a report of their student assessment findings and resulting conclusions. We used a priori content analysis, coding each change according to the practices itemized on the GCLC and TGRS. We then calculated the frequency of change in each dimension.

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1. The quantitative data presented here is from all 10 participants.

Reflections

At the end of the program, we asked participants to write a reflection about their experience in the program and in teaching their revised course. We analyzed reflections using thematic analysis. We used Braun and Clarke's (2006) six-phase thematic analysis process to answer the research questions.

First, we read and reread the reflections to immerse ourselves in the data and become familiar with the depth and breadth of the context. During this phase, we began to highlight key statements for coding. Second, we analyzed the reflections word by word. Through continuous comparison and analysis of phenomena in the data, we generated 63 initial codes by using the vivo code and initial code methods. Third, after all data had been initially coded, through deduction and induction, we linked the approximate coding together through the method of continuous comparison, which resulted in 13 categorical codes and three themes (see table 12.4). Fourth, we reviewed and reexamined these themes and used dual criteria judging categories' internal homogeneity and external heterogeneity (Braun & Clarke, 2006). We made sure the themes formed a coherent pattern, accurately reflecting the meanings evident in the data set as a whole. Fifth, we named and further refined the themes resulting in three themes: Taking action, benefit for instructor, and challenge for instructor. We ensured that the three themes were a synthesis of data-supported structures based on the context of the participants. The last step was producing the findings. In this step, we answered the research question with how faculty internationalized teaching and learning during the faculty inquiry circles.

Results

We present results from the pre- and postexperience surveys, pre- and postexperience syllabi, participant-generated action research reports, and participant-generated written reflections.

Table 12.4.   Themes and Categorical Codes Extracted from Participant-Generated Written Reflections

Themes	Categories	Example Codes
Taking action	sharing multiple perspectives	communicating between fellows, sharing experiences, collaborating
	integrating global methods	revising the syllabus, integrating global thinking, creating an environment for active thinking
Benefit for instructor	complexity in ideologies	increased complexity in thinking, critical lens, development of language ideologies
	personal global competence	questioning assumptions, recognition of importance of global teaching, global identity
Challenge for instructor	challenge of practice	finding readings, relating to readings, time
	challenge of racial differences	primarily white space, discomfort, understanding differences

RESULTS FROM PRE- AND POSTEXPERIENCE SURVEYS

Here we present a summary of the pre- and postexperience self-assessment survey results in three categories:

- Frequency of Implementing Global Teaching Practices Pre- and Postintervention
- Agreement with Implementing Global Teaching Practices Pre- and Postintervention
- Proficiency Ratings of Global Learning Elements Pre- and Postintervention

Frequency of Implementing Global Teaching Practices Pre- and Postintervention

Participants (N = 10) were asked to answer, "During the last semester, how often did you/did you ask students to . . ." regarding 15 topics related to implementing global teaching practices. The data, presented in figure 12.3, showed overall gains (a shift from "never" to something more often) from pre- to postintervention in the following categories:

1. Engage in discussions about international current events
2. Use asynchronous technology for international collaboration
3. Use synchronous technology for international collaboration
4. Reflect on your own assumptions and biases
5. Integrate global learning with the existing curriculum
6. Guide students to examine their cultural identity
7. Bring in speakers from diverse backgrounds
8. Assess students' global learning

Among these, the last one, Assess students' global learning, showed the largest gain, with drop from eight to four participants who indicated that they previously had never assessed students' global learning. Another noteworthy shift is that of "Reflect on your own assumptions and biases," which showed that three more educators reported engaging in this practice more than once per week than had indicted doing so prior to the intervention.

Of the remaining seven categories, "Use inquiry-based lessons about the world" showed mixed results, and all other categories showed no noticeable change:

1. Analyze the reliability of a source
2. Analyze the agenda behind media messages
3. Analyze multiple points of view
4. Construct claims based on primary sources
5. Use technology for virtual interviews
6. Use texts written by authors from diverse countries

Thus, the intervention was successful in "moving the needle" on roughly half of the categories that were measured. For some of the items, such as "analyze multiple points of view," participants may have expanded their definition of to include international

points of view after the experience, thus rating themselves differently because their criteria changed. Additionally, participants may have been teaching a difference course in the fall semester when the presurvey was administered and the spring semester when the postsurvey was administered, thus limiting our ability to measure true differences.
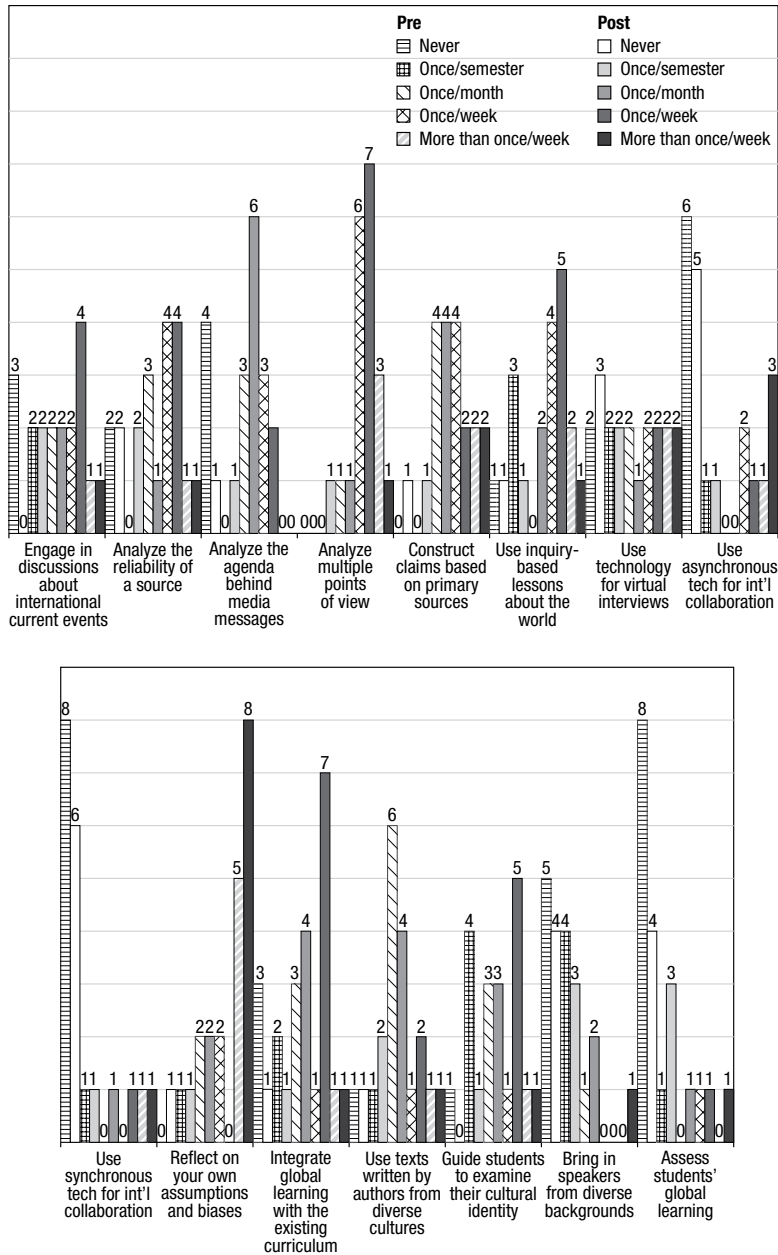

Figure 12.3. Implementing Global Teaching Practices Pre-Post Intervention (N=10)
Note: **Items are from the Teaching for Global Readiness Scale.**

Agreement with Implementing Global Teaching Practices Pre- and Postintervention

Participants (*N* = 10) indicated their level of agreement regarding the importance of global learning practices on a 5-point scale ranging from strongly disagree to strongly agree. See figure 12.4 for pre- and postexperience survey results. The data showed gains (a shift from some level of disagreement or neutral to a level of agreement) from pre- to postintervention in ~~the~~ four of the seven categories:

1. I build a repertoire of resources related to global education.
2. I cultivated a classroom environment that values diversity.
3. I cultivated a classroom environment that values equality.
4. I attempted to break down students' stereotypes.

Notably, presurvey data showed that four of the 10 participants reported *strongly disagree* or *neither agree nor disagree* regarding having built a repertoire of resources related to global education, whereas on the postexperience survey only one of the 10 participants remained in the *strongly disagree* category. Similarly, the items regarding values of diversity and equality rose from seven to nine participants strongly agreeing. The item "I took inventory of the cultures represented by my students" showed mixed results. The remaining two categories—*I provided a space that allows learners to take risks* and *I provided a space that allows learners a voice*—showed no positive change.

Thus, the intervention was successful in effecting change on more than half of the categories that were measured. As ~~with the~~ in figure 12.3, participants may have been teaching a different course in the fall semester when the presurvey was administered and the spring semester when the pos-survey was administered, thus limiting our ability to measure true differences. Additionally, it is possible that the intervention did not place as much emphasis on the items for which no improvement was shown, thus limiting the ability of the participants to grow in these areas.

Participant Ratings of Proficiency in Global Learning Pre- and Postintervention

The heat map in figure 12.5 illustrates the changes in participants' self assessment on the 12 elements of the GCLC pre- and postintervention. Cells that are darker in the postsurvey as compared to the same element and rating in the presurvey indicate positive change. Results show that gains were made in 11 out of the 12 elements. Additionally, a close read of the heat map shows that the faculty participants rated themselves consistently higher in dispositions and knowledge (many more dark cells to the right end of the spectrum) than on skills, both before and after the intervention. Indeed, all 10 participants rated themselves at "proficient" or "advanced" on five of the first six elements in figure 12.5 following the intervention.

Within the teacher dispositions domain, "Empathy and valuing multiple perspectives" was already very strong for all participants prior to the intervention. Two participants moved from "proficient" to "advanced" for a total of nine (out of 10) participants rating themselves as "advanced" on this element by the end of the intervention, making this element the strongest of all 12 of the elements.
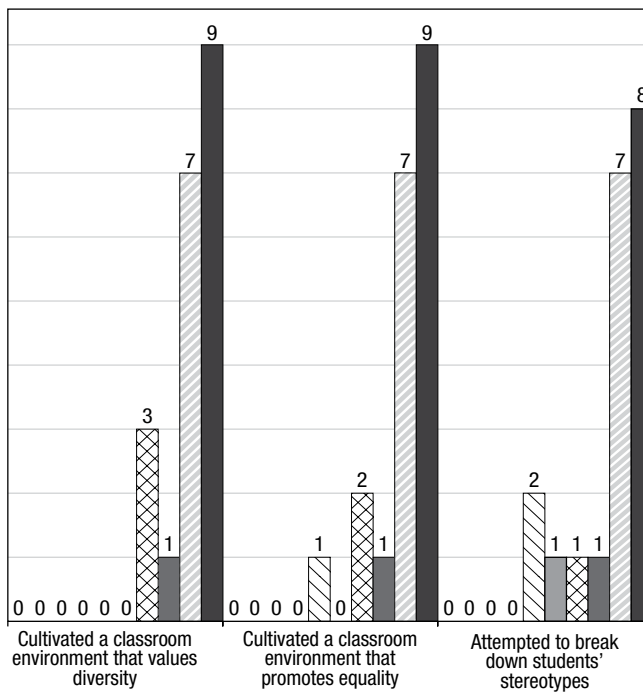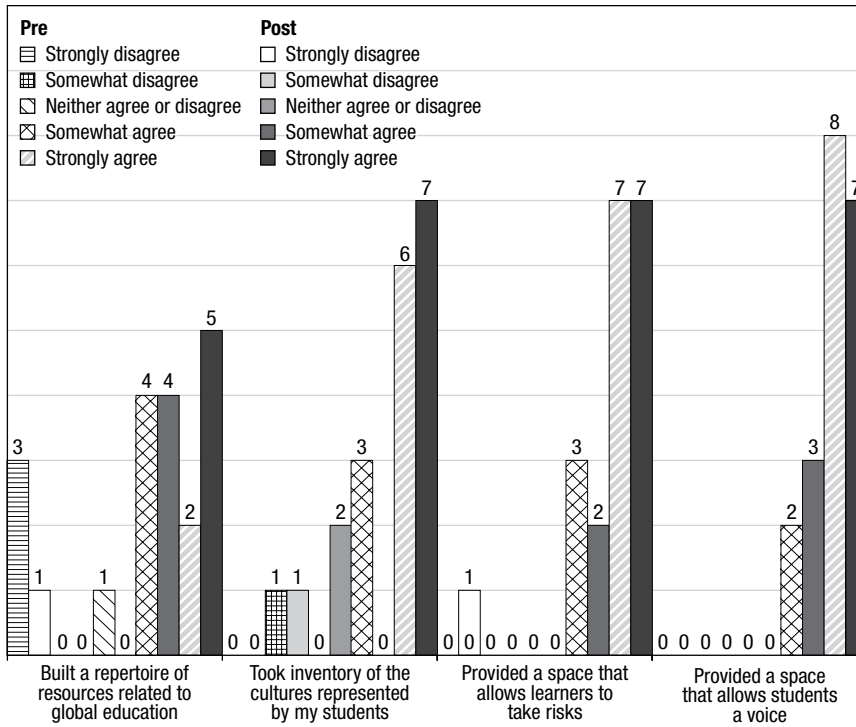
Figure 12.4. Agreement with Implementing Global Teaching Practices Pre-Post-Intervention (N=10)
Note: Items are from the Teaching for Global Readiness Scale.

Element		Nascent	Beginning	Progressing	Proficient	Advanced
Dispositions 1: Empathy and valuing multiple perspectives	Pre	0	0	0	3	7
	Post	0	0	0	1	9
2: Commitment to promoting equity worldwide	Pre	0	0	1	5	4
	Post	0	0	0	4	6
Knowledge 3: Understanding of global conditions and current events	Pre	0	1	2	2	5
	Post	0	0	0	3	7
4: Understanding of the ways in which the world is interconnected	Pre	0	0	1	5	4
	Post	0	0	1	2	7
5: Experiential understanding of multiple cultures	Pre	0	0	1	7	2
	Post	0	0	0	3	7
6: Understanding of intercultural communication	Pre	0	1	0	5	4
	Post	0	0	0	5	5
Skills 7: Communicate in multiple languages	Pre	1	2	2	3	2
	Post	0	2	2	4	2
8: Create a classroom environment that values diversity and global engagement	Pre	1	1	4	2	2
	Post	0	0	0	6	4
9: Integrate learning experiences for students that promote content-aligned explorations of the world	Pre	3	2	3	1	1
	Post	0	1	1	2	6
10: Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition	Pre	4	1	2	2	1
	Post	1	0	2	5	1
11: Develop local, national, or international partnerships that provide real world contexts for global learning opportunities	Pre	3	3	1	3	0
	Post	1	5	0	3	0
12: Develop and use appropriate methods of inquiry to assess students' global competence development	Pre	4	4	0	2	0
	Post	0	4	2	2	2

Figure 12.5. Participant Ratings of Proficiency in Global Learning Elements Pre-Post Survey (N=10ª)
Note: Items are from the Globally Competent Learning Continuum (ASCD, 2014). aItems 10 and 11 have only nine post-responses, as a participant chose "N/A" for each of these.

Within the teacher knowledge domain, "Experiential understanding of multiple cultures" showed the largest gain, with those rating themselves as "advanced" increasing from two to seven. Moreover, all 10 participants ranked themselves in the top two categories ("proficient" and "advanced") for this element following the intervention.

In the third domain, teacher skills, the "Integrate learning experiences for students that promote content-aligned explorations of the world" showed the most progress.

This is in contrast to the five elements in this domain (every element except "Create a classroom environment that values diversity and global engagement") that still had responses as "nascent" or "beginning" after the intervention. Of these, Element 11, "Facilitate intercultural and international conversations" and Element 12, "Using appropriate methods of inquiry to assesses global competence development" had the highest ratings post intervention, highlighting areas where growth is still needed. Also of note with Element 11 is that one participant who responded as "progressing" during the presurvey either chose "not applicable" or a lower level in the postsurvey, making this the only element that may have had "backward" progress. Given that "Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities" would be difficult to achieve in the time period of the intervention, this result is not surprising.

In summary, the data show that the participants believe that they made gains in 11 out of 12 elements. Additionally, the data reveal that teacher educators perceive themselves as generally stronger in the elements that the GCLC identifies as dispositions and knowledge, and generally weaker in the "skills" domain. This points to the areas of opportunity for future faculty development efforts.

In all, 100% of Internationalizing Inquiry Community participants demonstrated an increased capacity for global teaching as measured by the pre- and postsurveys and the changes in their syllabi which are described next.

RESULTS FROM CHANGES TO SYLLABI

Syllabi from nine participants were reviewed for increases in the frequency of implementing global dimensions aligned with TGR practices. Results from analysis of pre- and postintervention syllabi showed increased faculty capacity for global teaching and evidence of internationalization in all of the courses (See table 12.5).

The dimension with the greatest increase was, "Ask students to construct claims based on primary sources." Family primary documents, reading children's literature, reading articles, creating a position statement, and making claims by participating in social media discussions about literature all served as evidence of this dimension. Syllabi changes indicated reported implementation of global learning increased in 18 ways (See table 12.5 for details). Data illuminated four practices for which no evidence of increased use was present: Provide a space that allows learners to take risks; Ask students to analyze the reliability of a source; Ask students to analyze the agenda behind media messages; and Ask students to use synchronous technology (e.g., Skype, Google Hangout, FaceTime) for international collaboration.

RESULTS FROM ACTION RESEARCH REPORTS

All participants presented action research reports as a requirement of the program. The action research consisted of participants internationalizing their courses and analyzing the outcomes of their changes. Two of the action research projects were completed

Table 12.5.   Frequency Change of Global Teaching in Course Syllabi (*N* = 9)

Teaching for Global Readiness Item	Frequency Increase
Provide a space that allows learners to take risks.	0
Ask students to analyze the reliability of a source.	0
Ask students to analyze the agenda behind media messages.	0
Ask students to utilize synchronous technology (e.g., Skype, Google Hangout, FaceTime) for international collaboration.	0
Take inventory of the cultures (languages, countries, etc.) represented by my students.	1
Cultivate a classroom environment that promotes equality.	1
Ask students to engage in discussions about international current events.	1
Ask students to utilize technology (e.g., Skype, email) for virtual interviews (with experts, community members, etc.).	1
Ask students to utilize asynchronous technology (e.g., email, blogs) for international collaboration.	1
Bring in speakers from diverse backgrounds so that students can listen to different perspectives.	1
Provide a space that allows students a voice.	2
Attempt to break down students' stereotypes.	2
Use inquiry-based lessons about the world (e.g., projects, research, discovery learning).	2
Reflect on my own assumptions and biases.	2
Guide students to examine their cultural identity.	3
Assess students' global learning.	3
Build a repertoire of resources related to global education.	4
Use texts written by authors from diverse countries.	4
Integrate global learning with the existing curriculum.	4
Ask students to analyze content from multiple points of view.	4
Cultivate a classroom environment that values diversity.	4
Ask students to construct claims based on primary sources.	6

jointly for a total *n* of 8 for this data source. All (100%) of the reports demonstrated inclusion of globally competent teaching strategies that are interdisciplinary or discipline-specific, exceeding our outcome. Findings from the action research project reports included:

- Adding Global Read Aloud to an educational technology course;
- Students examining family support, breastfeeding, parental leave, childcare, and other policies of assigned countries;
- Increasing student understanding of global outcomes for young people with disabilities with a particular focus on outcomes for culturally and linguistically diverse families;
- Integrating global learning through bringing in a focus on culturally and linguistically diverse students; and
- Building students' awareness around the similarities and differences in psychological processes within and between cultures.

FINDINGS FROM THE REFLECTIONS

The qualitative analysis of the participant-generated written reflections resulted in three themes: taking action, benefit for instructor, and challenge for instructor.

Taking Action

Taking action represented how teacher educators implemented globally competent teaching with their curriculum in two ways: through learning with and from program participants and by integrating global methods in their courses. Mahreen (pseudonym) wrote, "As a group, we addressed global complexities from multiple angles and sources, but we also made concrete changes to our teaching." Barbara described how they collectively shared their vulnerabilities, expertise, and experiences and stated that, "It was eye-opening to learn about assignments, readings, and activities others were doing in their courses and how their courses have changed throughout the series." Similarly, Sophia reflected, "The monthly meetings brought us, colleagues, together in an open space where we shared ideas, analyzed readings through multiple perspectives and [a] critical lens, and shared our passion for global education." Participants also shared research and teaching ideas and that the program provided time for collaboration. Sophia mentioned that this professional development series also inspired her to start new research projects and collaborate with colleagues interested in this topic, locally and internationally. When integrating new methods in their courses, participants reflected on creating an environment for active, critical, and global thinking so that students could explore cultural differences and global perspectives much in the same way that the inquiry circles had modeled for participants. Mary reflected, "by integrating the goals and principles of Global Inquiry into my course, I believe that I learned a great deal about how to measure and support these goals as an effective instructor."

Benefit for the Instructor

The second theme, benefit for the instructor, made clear that participants found the experience beneficial to them personally and to their teaching practice. They described having benefited through a perceived increase in personal global competence development and added complexity in ideologies. Participants' recognition of the importance of being a global teacher educator, developing a global identity, and growing awareness of personal biases through participation in the program contributed to the development of personal global competence. Mahreen reflected that the program helped her understand her own "identity through a global and intersectional lens." Furthermore, Wesley mentioned that her biggest takeaway was that she "can listen and notice more, can be cognizant of her colleagues' experiences as people from different backgrounds and as people of color," and that she could be "more active in asking and supporting them." Colleen stated, "I enjoyed participating . . ., which allowed sharing with others and expanding my thinking and learning for global readiness." She also added that she would be "open to continued dialog[ue] around any of these topics, as I consider myself a life-long learner, and have benefitted from being a part of this learning com-

munity, as I hope will my students as well." Participants also reflected on unlearning and complexifying ideologies around racial, cultural, and language ideologies.

Challenge for the Instructor

The third theme, challenge for instructor, illustrates that the program was not without trials. It was challenging for participants from diverse backgrounds to find relevance in the readings to their own life experiences and disciplinary backgrounds. Victoria stated that as a scholar of color, it was difficult for her to make connections with some of the readings. She explained that one book about how to connect across cultures seemed to be written for a white audience; "I found it difficult to interact with the book, which made it irrelevant to me as a reader and learner." Additionally, Victoria reflected that "as a scholar of color, there is a fine line between sharing your story and being tokenized and essentialized in white spaces." This demonstrates the challenge of talking about culture and difference in majority white spaces. Despite the challenges, participants ~~did not feel uncomfortable~~ sharing their views and experiences with each other in the community, and the overall atmosphere was ~~ideal~~ for participants to exchange their ideas and export a diversity of perspectives. Victoria also shared that though challenging, she did feel welcome and "safe to share" as did another participant, Mahreen, who stated that she had not always felt comfortable sharing in other faculty spaces but did find the Inquiry Circles to be a space where her voice was welcomed. Overall, the data show that the participants perceived the benefits as outweighing the challenges.

Discussion and Conclusion

Overall, the results of our study were very positive. Our preservice needs assessment data assisted us in developing research questions aligned with program objectives and outcomes to assess our teacher education program in preparing globally competent teachers. All of our program outcomes were met at 90% or above. Related to research question one, "In what areas can the teacher preparation program improve to meet its goal of preparing globally competent teachers?," we learned that intentional, systematic integration of global learning activities in coursework to impact students would improve our teacher preparation program to meet its goal of preparing globally competent teachers. Sustaining these efforts with the same participants and future instructors will be a challenge.

Our results for research question two, "How do teacher educators implement globally competent teaching with their curricula?," showed that a yearlong inquiry community focused on internationalizing teaching, and specifically targeted toward implementing learning as documented on course syllabi, can positively assist teacher educators to implement globally competent teaching with their curricula.

Regarding research question three, "What did teacher educators gain by participating in an inquiry community focused on internationalizing teaching?," the data show that participants perceived growth in personal global competence and added

complexity in ideologies in four ways: guiding students to examine their cultural identity; understanding and engaging in discussions about international events; integrating content-aligned global learning; and assessing students' global competence. Further, participants perceived that they gained the expertise and confidence to critically examine trends in education locally, nationally, and globally and their own praxis through readings, discussions, reflections, and actions. Additionally, the results show that participation in an inquiry community, meant that teacher educators supported in taking action to integrate global and critical perspectives in courses through sharing experiences and collaborating with other participants; developing increased complexity in thinking and language ideologies; and challenging themselves and their peers through relating practice to research and recognizing racial differences in perceptions around global thinking and criticality.

The dialogic nature of the group learning environment allowed problem-posing and critique of the ideas presented. As seen in the findings, not all participants resonated with all of the assigned readings; however, the conversations that ensued from those tensions were rich and fruitful. These findings echo those of previous research advocating for professional learning to take the shape of inquiry and communities of practice (Birchak et al., 1998; Cochran-Smith & Lytle, 2015; Tichnor-Wagner & Manise, 2019).

Ensuring that our teacher educators develop global competence is the first step in a cascading model of diffusion. Teacher educators can then prepare teachers, who then prepare students. Based on our results, we will continue to administer the TGR and GCLC scales to our preservice teachers and teacher educators to monitor the impact on individuals and on our teacher education programs and provide support where needed. Instructors who successfully participate in the inquiry circles could serve as mentors to support educators who are new to infusing their curricula with global learning elements. In the future, we can measure the impact of internationalizing our teacher education program on K–12 students' global competence development.

Course designers, instructors, and faculty developers can leverage the evidence base presented here to create approaches for working with teacher educators to develop global competence in themselves and in their students. Furthermore, the ideas illuminated are not unique to postsecondary education and could be implemented with preservice and in-service teachers alike. The Internationalizing Teaching and Learning Inquiry Circles program provided participants with resources, enhanced their critical lens, and provided space for rethinking their syllabi. The program helped teacher educators to not only understand *why* global competence development is important but simultaneously modeled *how* to implement global teaching in their classrooms through assessment of and reflection, dialogic consideration of global learning theories, and personal inquiry.

Acknowledgments

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