

12-15-2014

## Leadership Perspectives on International Education For Public School Students in South Carolina: Two Case Studies

Frederick Eugene Brown  
*University of South Carolina - Columbia*

Follow this and additional works at: <https://scholarcommons.sc.edu/etd>



Part of the [Educational Administration and Supervision Commons](#)

---

### Recommended Citation

Brown, F. E.(2014). *Leadership Perspectives on International Education For Public School Students in South Carolina: Two Case Studies*. (Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/etd/2997>

This Open Access Dissertation is brought to you by Scholar Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Scholar Commons. For more information, please contact [digres@mailbox.sc.edu](mailto:digres@mailbox.sc.edu).

Leadership Perspectives on International Education  
For Public School Students in South Carolina: Two Case Studies

by

Frederick Eugene Brown

Bachelor of Science  
College of Charleston, 1996

Master of Education  
Converse College, 2003

Specialist in Education  
South Carolina State University, 2009

---

Submitted in Partial Fulfillment of the Requirements

For the Degree of Doctor of Philosophy in

Educational Administration

College of Education

University of South Carolina

2014

Accepted by:

Doyle Stevick, Major Professor

Peter Moyi, Committee Member

Kara Brown, Committee Member

Zach Kelehear, Committee Member

Lacy Ford, Vice Provost and Dean of Graduate Studies

© Copyright by Frederick Eugene Brown, 2014  
All Rights Reserved.

## **DEDICATION**

I would not be here without the love and support of my family. My wife, Kristina, and children, Gwenivere and Marko, have been very understanding. Thank you so much for always being there for me. Kristina, you have been an inspiration to me. You are so dedicated to your own research and have pushed me to complete mine. Gwenivere and Marko, you are both amazing. I hope that your mom and I inspire you to dream big and never to give up.

## **ACKNOWLEDGEMENTS**

I am eternally grateful to Dr. Doyle Stevick, my mentor, who allowed me to reach my goal of receiving a doctoral degree. Dr. Stevick became my mentor long before I was accepted into the program. If it were not for him, I would not be writing this now. I will always be grateful to him.

I want to give my sincere thanks to my dissertation committee members for giving their time, expertise and educational insights while serving on my committee. I am grateful to all my interview participants who shared their time and insights into international education. I am indebted to the two districts allowing me to conduct my research in their districts. They were very encouraging of my work.

## **ABSTRACT**

This study explores how two rural public school districts in South Carolina conceptualize and implement an international education, according to the perspectives of administrators and teachers. This comparative case study of two public school districts spans the districts' elementary, middle, high and career center schools and seeks to understand how the presence of a major multinational corporation influences school internationalization. The data on their perspectives on internationalization were drawn from interviews. I interviewed the school principal and teachers involved in internationalizing the curriculum, policy and practice in each of the ten schools. In addition to school level personnel, I interviewed district level curriculum specialists and instructor coordinators in both districts.

Participants emphasized the importance of learning to communicate in a language other than one's native tongue and everyone agreed that an international curriculum is important. All of the administrators interviewed expressed their belief that internationally educated students would have a clear advantage over traditionally educated students and be, in their own words, "more well-rounded". Most of the interviewees discussed changing students' points of view and helping them see from a broader perspective. Tolerance was a term used by many of the interviewees. They want students to understand that other people's viewpoints are acceptable and that does not mean that anyone is wrong. The administration from both districts, however,

felt that internationalization would not become a school focus unless it was mandated by the state government or department of education.

One theme of many of the interviews was preparing students to be college and career ready. They emphasized that students need to be prepared to get a job and be productive citizens in society. The two school districts have international corporations within the county where their graduates want to work and live. There is an interesting paradox taking place in these districts. The districts are appropriating internationalization into their curriculum in order to allow their graduates to remain local.

Data revealed a second paradoxical situation. Both districts have a large population of Hispanic, Russian, and Ukrainian students. The paradox is the fact that the district is preparing local students to become international in order for them to receive better jobs but is “Americanizing” immigrant students in order to assimilate them.

Internationalization is taking place in South Carolina, but it is not always clear why it happens at a certain location. Having a multinational company would seem to be conducive to internationalization. In this case, its presence seemed to encourage modest steps towards internationalization, such as expanding the presence of the German language in the curriculum, but did not lead to broader implementation of internationalization nor broader conceptions of internationalization. Instead, the primary goal of the district is to promote local employment opportunities for their American students.

## TABLE OF CONTENTS

DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
ABSTRACT .....	v
CHAPTER I INTRODUCTION .....	1
CHAPTER II INTERNATIONALIZATION OF K12 SCHOOLING .....	22
CHAPTER III METHODOLOGY .....	47
CHAPTER IV FINDINGS .....	56
CHAPTER V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	101
REFERENCES .....	142
APPENDIX A: INSTITUTIONAL REVIEW BOARD (IRB) .....	148
APPENDIX B: CONSENT FORMS .....	149
APPENDIX C: INTERVIEW PROTOCOL .....	153



## **CHAPTER I**

### **INTRODUCTION**

In our increasingly interconnected world, there is a growing interest in international forms of education. What constitutes an international education, however, is the subject of much debate. A child attending an international school may never receive an international education, while a child attending a local public school may receive an international education. Indeed, the “international” can mean quite different things depending on the specific context in which it is pursued. In a public school district, the international context begins with the district practices, policies and leadership.

International education advocates from the National Association of State Universities and Land-Grant Colleges (NASULGC) Task Force (2004) suggest that students who receive an international education develop the ability to think globally and critically and become citizens of the world (p. viii). They also suggest that because students are a part of enriched classrooms they develop skills to comprehend, analyze, and evaluate knowledge of the world, its peoples, politics, and cultures. In addition, these students apply this knowledge to develop a broader global perspective (NASULGC, 2004, p. 2). An international education would seem to be particularly promising for rural communities. These are arguments for providing an international education for students, but opportunities for an international education are not distributed equally.

Most school districts in South Carolina do not articulate an international focus as a part of their mission or vision statements. In a review of 15 randomly selected South Carolina school district mission and vision statements, only Lexington School District One contained an explicitly international focus. This district declares that its graduates will be a new generation of leaders and global citizens who are “self-directed, creative, collaborative, caring and multilingual and who flourish in a global, competitive 21st century” (Lexington School District One, 2014). The district has a mixed rural and urban population in a cosmopolitan area of the state, which contributed to its international focus. Cosmopolitan areas have a greater concentration of people and a greater diversity of cultures than rural areas, which makes them an obvious site to study international education in public schools. It is possible to find exemplary international programs in diverse communities. It is also important to study the less obvious areas, like the rural South.

Rural areas in South Carolina are less concentrated and are less diverse than cosmopolitan areas, but some are also influenced by large international corporations. BMW, for example, is a large international corporation located in rural Duncan, South Carolina. Many of BMW’s employees live in Duncan and their families attend the local public school district. The luxury carmaker resides in a community where few could afford its products. The introduction of a massive wealthy multinational corporation would seem to be conducive to the development of an international education. This comparative case study seeks to understand how the presence of a major multinational corporation influences school internationalization.

According to the South Carolina Rural Education Grassroots Committee (2001), “South Carolina ranks second in the United States in the number of rural students eligible for free or reduced price lunch” (p. 7). They also report that “45% of [South Carolina’s] population lives in rural areas and 67% of the school districts are in rural areas” (SCREGC, 2001, p. 7). Two rural school districts were chosen because two case studies would allow for a comparative study. Many of the rural districts are small and the two districts were chosen due to their similar demographics and proximity to each other. These two case studies explore how district policy related to providing an international education is conceptualized and implemented in rural school districts of South Carolina. This study identifies innovative efforts and practices, as well as obstacles and challenges that can be of use to any school or district that is considering internationalizing its education.

### **Research Questions**

Research Questions that guided the study are as follows:

1. How do administrators and teachers conceptualize internationalization? Why do they feel an international education is important or not?
2. How does the presence of a major multinational corporation influence school internationalization?

### **Significance**

This study, which based on administrators’ and teachers’ perspectives, shows many ways by which local public school districts provide an internationalized education. This study can help other rural public school districts in South Carolina and those

nationwide to aid their students in becoming members of the global community.

### **Research Purpose**

There are three purposes of this study. The first purpose is to understand administrators' perspectives on the ways in which public schools in South Carolina are able to offer an international education to its students and to determine how important an international education is for students. The second purpose of this study is to illuminate how and why two rural districts implement policies on international education. Finally, the third purpose is to determine in what ways, if any, a large international corporation affects the internationalization of a local public school district. For ten schools in two districts, I interviewed the school principal and lead teachers whom the principal identified as individuals involved in internationalizing the curriculum of the school. In addition to school level personnel, I interviewed district level coordinators for each of the districts' international programs. Each group represents a unique perspective on the international education experience of students in their respective school districts.

### **Rationale**

According to the Asia Society & Longview Foundation (2014), there is a significant gap between the rapid globalization of America and the knowledge and skills—the global competencies—that youth need to be successful. The Mapping the Nation website pulls together nearly a million economic, demographic and education data points to reveal that our nation is becoming increasingly global. It also shows the needs of the global innovation age are

increasingly unmet by the United States' education system (home section, para. 1).

Internationalization occurs in both public and private schools in the South. Several metropolitan areas in the Southeastern United States are sites of international schools. Atlanta International School (AIS) is located in Atlanta, Georgia. It has a combination of American and international students. According to AIS's website, the school seeks to provide a global curriculum for future leaders (Atlanta International School, 2014). Charlotte, North Carolina is the site for the British International School of Charlotte. The school has an international community where they claim that difference is embraced and diversity celebrated. The school aims to provide a global learning experience for its student body, whose members come from eleven different countries and speak eighteen different languages (British International School of Charlotte, 2014).

Some internationalization features cooperative efforts by government and private or non-profit organizations. In 1989, the North Carolina Department of Public Instruction partnered with the Visiting International Faculty (VIF). VIF brings teachers from other countries to teach in the United States. Since 1989, VIF has brought over 1000 participants from forty-eight different countries to teach in North Carolina public schools (VIF international education, 2014).

Many efforts for internationalization are rooted in language immersion. In South Carolina, partial immersion programs are being implemented in a few of the larger cities. Greenville County School District has a magnet school with a partial immersion program (Greenville County School District, 20104); and in Columbia, SC, East Point

Academy is a bilingual program in English and Mandarin (East Point Academy, 2014).

Lexington School District One has a full world languages program. Their elementary schools have both a language acquisition program and a partial immersion program. The middle schools continue with the immersion program and begin teaching world languages as a core subject. Lexington School District One offers centers of study at the high school level. One center of study is the Center for World Languages and International Business (Lexington School District One, 2014).

Thus, different forms of internationalization are found in South Carolina and across the region, but it is not always clear why it happens at a certain location and not at another. Having a giant multinational company in the community would seem to be conducive to internationalization within school districts. Many rural areas in South Carolina are sites of large multinational companies and are becoming increasingly international. Many of the students in rural public schools in South Carolina are being prepared to join the workforce in these international companies. Most public school districts in South Carolina are not setting mission or vision statement with international education goals. Despite the lack of an international component in their mission, public school districts in South Carolina are preparing their graduates to compete in the new global market place.

**Economics.** In the United States, the job growth in international trade is 100% on a 20 year average. One in five American jobs is tied to international trade. Higher education has the highest in history with 800,000 foreign students attending in the United States. Education itself is a very lucrative global product (Asia Society & Longview

Foundation, 2014, about section, para. 2).

**Demographics.** There are 40 million foreign born people in the United States which makes it more than any time in history. There is an increase in languages other than English being spoken in homes within the United States. The intelligence community has also been recruiting heritage speakers – i.e., speakers who learn a language at home that is different than the dominant language of the society – to work on language studies (Asia Society & Longview Foundation, 2014, about section, para. 3).

**Education.** “Nearly every county in the United States has ties to the world outside our borders, schools have not been able to keep pace by providing students with the needed knowledge and skills for success in the interconnected world” (Asia Society & Longview Foundation, 2014, about section, para. 4). Only, one in five of the states have more than 25% of its high school students learning a foreign language. There are also less than one percent of the students taking part in a foreign exchange (Asia Society & Longview Foundation, 2014, about section, para. 5).

**Key Indicators for South Carolina and Chosen County.** “In matters of national security, environmental sustainability, and economic development, what we do as a nation and in our everyday lives is inextricably intertwined with what governments, businesses, and individuals do beyond our borders”(Asia Society & Longview Foundation, 2014, global competence section, para. 1). Each state invests in human capital and is responsible for the education of their children. According to Asia Society & Longview Foundation (2014), education must include the development of global competence (how to use the map section, para. 4). The Mapping the Nation website

was created to assist policymakers, districts, and schools in creating curriculum which is global and international in nature. The Mapping the Nation website does not offer a way to directly compare states. Many of the indicators do not lend themselves to a direct comparison. There are eight “key indicators” for each state and they give a snapshot for what is considered global in each county (Asia Society & Longview Foundation, 2014, how to use the map section, para. 4). The following chart shows the eight key indicators for South Carolina and the county used in this study.

Table 1.1 Key Indicators

Key Indicator for Global Competence	South Carolina	County used for Study
Percent of Total Population of Foreign Born	4.81%	5.91% (Top 2 in Upstate S.C.)
Estimated Sales Value of Imports and Exports	\$20.5 Billion	\$2.3 Billion (Top 2 in Upstate S.C.)
Total Employees at Companies Importing Exporting Goods	177,544	36,483 (Top 4 in Upstate S.C.)
Total Jobs Related to Services of Exports	25,386	1,627 (Top 2 in Upstate S.C.)
Percent Change in K-12 Enrolled between 2004-05 school year and 2007-08 school year in All World Language courses	5.72 %	No Information
Total Number of Students in Post-Secondary Language Enrollment	32,784	2,338 (Top 5 in Upstate S.C.)
Economic Contributions of	\$125,053,000	\$4,286,790



International Students and Dependents to U.S. Economy 2012-2013		(Top 3 in Upstate S.C)
Languages Other Than English Spoken at Home	285,280	22,639 (Top 2 in Upstate S.C.) (Top 2 for German) (Top 2 for Spanish) (Only one in the State for Russian)

These statistics show that international markets are necessary to sustain the local markets in the upstate of South Carolina. The county chosen is one of the top two global markets in the upstate of South Carolina.

### **Definition of Terms**

Two concepts that need definition: international education and policy. The terms have different meanings when used colloquially and in scholarship.

This study, in part, attempts to understand how administrators and teachers conceive international education. In this study, an international education is more than learning about global facts and about other countries. It is also more than being physically located in a different country than your home country. An international education teaches students about other cultures. An internationally educated student is able to take an issue or topic and understand a different culture's perspective. Therefore, a student living in his or her own country can receive an internationalized education by learning about other cultures and different perspectives. In this study, an internationalized education is an education that provides students with curriculum that broadens a student's perspective. From this point forward in this case study, an international education will be considered interchangeable with an internationalized

education.

Policy can have different meanings. Formal policy in the traditional sense is guidance for action. This guidance may be general or specific, and written or unwritten (Sapru, 2010, p. 25). The two districts chosen for this study do not have a formal international education policy. This study, therefore, uses Dye's definition of policy as "whatever governments choose to do or not to do" (as cited in Sapru, 2010, p. 24). Using this definition of policy, internationalization policy is the sum total of international activities in each of the school districts. In order to keep the two meanings separate, in this study – unless otherwise stated – policy, or de facto policy, refers to Dye's definition of policy (as cited in Sapru, 2010, p. 24), and formal or traditional policy refers to a general or specific guidance for action (Sapru, 2010, p. 25).

### **Subjectivity and Positionality**

In the following sections, I outline the experiences, philosophies and concepts that contribute to my worldview, and hence the ways in which I value internationalization and conceptualize my research.

### **Progressive Education**

"Education is not a preparation for life but is life itself" is a famous quote by John Dewey (Gwyer & Hack, 2012, p. 3). Dewey viewed education as worthwhile by itself and as a lifelong process. Dewey considered education as a process of growing in meaning. Growing refers to the fact that a person's education is continuous and developing. Growth in this sense comprises the building blocks of knowledge. Education provides a person with knowledge about something; by obtaining this knowledge, the person is

capable of grasping more complex knowledge. The term “meaning” refers to how a person makes sense of life and the world around them. The educative process impacts a person’s attitudes, whether toward one’s self, the world, other people, or knowledge itself (Munoz & Munoz, 1998). There is a difference between training and education. Training teaches people how to behave in specific circumstances; whereas, education teaches a person how to think.

According to Dewey (1938), “All genuine education comes about through experience” (p. 25). Dewey considered experience as doing, trying, and acting on the environment. He also believed that all human ideals and concepts come from experiences. Experiences are what allow people to develop their tools to understand and transform their environment (Munoz & Munoz, 1998). People also pass these values, means, ideals and concepts to the next generation. This transmission gives us a history and culture (Munoz & Munoz, 1998). According to Dewey’s philosophy, experience, communication, and education are a triad that serves to guarantee a culture’s continuity.

Dewey’s progressive education focuses on the student’s experiences. Students are involved in real-life tasks and challenges. Progressive education also emphasizes life-long learning and development of social skills. A person’s culture and language would come from their life experiences. In order to have a wider understanding, or a broader worldview, a person would need to experience other cultures.

**Third Culture Kid (TCK).** “Third Culture Kid” (TCK) is a term coined by Ruth Hill Useem in 1962. She used it to describe children who accompany their parents into

another culture. In the traditional definition of TCKs, the decision to live in a foreign country is based on a parent's career choice. David Pollock describes a TCK as an individual who spent a significant part of their developmental years in a culture other than their parents (Pollock & Van Reken, 2009). When I was 18, I spent a year as an exchange student in Belgium. This experience changed me forever. I became more confident, self-aware, and mature. I grew up in a rural town in South Carolina and my exchange year changed my worldview. I felt that I was always accepting of people but I learned from my exchange year how narrow my mindset and focus really were.

**International Teacher.** I taught middle school science and high school biology and physical science from 2000-2004 at the American International School of Zagreb, Croatia. This experience has provided me with a perspective on internationalization that has sensitized me to the many ways in which it occurs. As a result, I am more aware of the needs of ELL students and the cultural differences among students and teachers. These sensitivities heightened my awareness of other kinds of differences as well, including racial and gender dynamics.

**CofW, or "Citizen of the World".** Third Culture Adults (TCA) are people, "whose international mobility began only in adulthood yet whose international experiences have wrought a profound identity change" (Schaetti, 2006, para. 1). I have lived in the United States, Belgium, and Croatia. I have traveled to many different countries and speak more than one language. I am an American, but I am at home in other countries as well.

**Administrator.** My experience in administration derives from running a large

tutoring program across South Carolina. I am accustomed to working with teachers and asking questions.

**Transformative learning.** Transformative learning provides an understanding for how adults learn. Adults, as learners, use their life experiences to make sense of new information and are motivated to address problems that relate directly to their lives (Hunzicker, 2010, p. 3). Mezirow's theory of transformative learning is defined as "a deep and profound altering of one's worldview, involving an epiphanic or apocalyptic cognitive event" (Servage, 2008, p. 67). One's worldview is the totality of one's beliefs about reality and is a personal view of the world and how to interpret it. A cognitive event would be an event that impacted your way of thinking. Transformation does not happen in isolation and requires a social context (Servage, 2008, p. 67). Transformative learning should, however, focus on the individual because it is the individual's worldview which is altered. The more time I spent in different cultures, the broader my world view became.

### **The Role of Experience in Research**

There are three areas of research that have influenced me and are directly related to this study: student teaching abroad; international experiences affecting administrators in the American South; and Cross Cultural Kids.

**Student teaching abroad.** Cushner (2007) compares the benefits of an international experience of teachers who have completed their student teaching overseas to those who have completed it in a local school. International experience in this situation is defined as "sustained, direct intercultural immersion experience"

(Cushner, 2007, p. 28). The overseas experience provides the opportunity for students to stretch their comfort zone, increase self-efficacy, and increase their cultural knowledge (Cushner, 2007, p. 28). Overseas teachers are more independent, confident, and likely to take charge of situations than teachers who have never had any international experience. This is due to the fact that overseas teachers gain a significant amount of self-knowledge, develop confidence and professional competence, as well as a greater understanding of both global and domestic diversity (Cushner, 2007, p. 30).

Overseas teachers develop a sense of their own culture and how their culture relates to others. The overseas teachers are more culturally sensitive and racially conscious than teachers who completed their student teaching in a local school (Cushner, 2007, p. 30). In addition, students with overseas experience tend to express intercultural sensitivity and openness to cultural diversity. They have a sense for addressing issues of domestic diversity and for reducing prejudice (Cushner, 2007, p. 34). This is an aspect that the international experience offers teachers which will be directly related to their classroom in a local school in their home country. Cushner (2007) quotes one student as saying, "The biggest change that happened to me was that I became much more multicultural in my view of the world. I believe that multicultural education happens every day, and that this can become a mindset for the teacher—rather than an occasional effort. I owe this to my overseas teaching experience" (Cushner, 2007, p. 34). Along with this student, many others expressed the importance for multicultural education and the need to diversify the learning process to account for individual differences in culture (Cushner, 2007, p. 34).

**International experiences do affect administrators in the American South.** My earlier pilot research on the international experience of administrators and whether it influenced their approach to domestic diversity issues informs my design for this study. In 1984, Norma McCraig coined the term global nomad. The standard definition is “a person of any age or nationality who has lived a significant part of his or her developmental years in one or more countries outside his or her passport country because of a parent’s occupation” (Schaetti, 2006, para. 1). Barbara Schaetti (2006) analyses the definition of a global nomad. A person never loses their status as a global nomad: Schaetti (2006) writes, “Once a global nomad, always a global nomad” (para. 2).

Their experiences influence them throughout their lives; therefore, a person’s age does not exclude them from being a global nomad. Global nomads are of all nationalities, and there is no minimum time frame to the experience being significant (Schaetti, 2006). Therefore, both a person living for ten months and a person living for ten years in a foreign country can have experiences that affect them for life. How significant the experience is depends upon one’s personal interpretation. Developmental years refer to the years from birth through adolescence (Schaetti, 2006). This is the time during which an individual’s sense of self is being developed. In this dissertation, the term global nomad will be considered as interchangeable with the term Third Culture Adult.

Third Culture Adults have their values and cultural identity developed before they move abroad. They do not have to go through the experience of developing their identity in a situation of different values. I believe that people are learning and changing

throughout their lives and that culture is a fluid state which can be shifted. I also believe that people's experiences in different cultures will change their worldview and create an identity change in them. When teachers or administrators work in an international school, their perceptions of the world will be changed. How do these changes affect their teaching practices and views once their international experience is over?

I conducted pilot interviews with former teachers and administrators who have worked in an international setting: traditional international schools, Department of Defense schools, service programs (Peace Corps), and missionary schools. The research question was, "how do international school teachers and administrators perceive social issues, more specifically, their views and perceptions of race and racism, in schools in the southeastern part of the United States?" Criteria for inclusion in the study included experience in either an international school, Department of Defense school, through a mission program, or through a service program. They must also have taught or administered in the American South after their international experience. I interviewed three participants who are working in higher education and one participant who had retired from administering a stateside department of defense school.

According to Dewey's belief that "All genuine education comes about through experience" (1938, p. 25), the experience each of the participants had in an international setting was a form of progressive education. Education comes about through one's experiences which is the doing, trying, and acting on the environment. All four of the participants were in contact with the host community and made a choice to be a part of it. Jim hired local people to work in the international school. He also



organized sporting events with international schools from other countries. Jan got involved in the local community through his wife and daughter. He also arranged field trips for the DOD students to go into the host culture. Patrick and Steve worked in the local schools of their respective host countries. They both made the choice to teach in a local school. Patrick's choice was to teach in West Africa, and Steve chose to teach in a local public school and not the missionary school.

All four of the participants underwent a form of transformative learning. Mezirow describes transformative learning as an altering of one's worldview (Servage, 2008, p. 67). Each of the participants changed their interpretation of the world. Their international experience affected each of them uniquely due to their unique situations and unique prior experiences and abilities. Jim experienced reverse culture shock when he returned to Kansas after his experience in Egypt in the 1960s. It was a time when many Americans were afraid of communism, and Jim had just come back from Egypt. Egypt had many communist followers and there were Americans who felt Jim was a communist. Jan's reverse culture shock was the change from living near London and moving to Beaufort, South Carolina. It was a very different lifestyle and he needed to accept the change in salary and the lost benefits of living so close to London's cultural experiences. Patrick describes his experience as de-familiarizing his own educational system. He had to look at his system in a totally different way. Steve said that his worldview was formed when he was living in Liberia. He describes his worldview as being able to recognize individuals from a group. Before his experience in Liberia, he thought of a group of people and now he thinks of individuals as opposed to a group of

people.

**Cross-Cultural Kids (CCKs) Model.** Due to globalization, many people are not living in their city of origin or even their nation-state of citizenship. Migrants have the ability to move to other parts of the world but still keep in contact with people from their country of origin, and “migration leads to transnationalism” (Dijkstra, 2001, p. 59). Transnationalism is the processes by which immigrants build social fields that link together their country of origin and their country of settlement (Smart & Smart, 2003, p. 276). These relationships transcend not only geographical boundaries but also cultural and political boundaries (Dijkstra, 2001, p. 59). “The traditional image of emigrants who start a new life in a new country, leaving their past far behind, is thus no longer current” (Dijkstra, 2001, p. 60). Because there are fewer and fewer of the former monocultural communities, the two classifications of either a monocultural kid or a traditional third cultural kid do not “fit” everyone. Ruth Van Reken (2009) took the model of a TCK and expanded it to include children who are growing up in different kinds of multicultural environments.

Ruth Van Reken (2009) defines “a Cross-Cultural Kid (CCK) as a person who has lived in—or meaningfully interacted with—two or more cultural environments for a significant period of time during developmental years (para. 14)”. She also developed the following model to help define CCKs.

The Figure 1.1 Cross-Cultural Kid Model shows seven different groups of CCKs. Each of the groups is influenced by different cultures due to their individual circumstances. Each group shares common problems because they all

have meaningful interaction with two or more cultural environments during their developmental years.

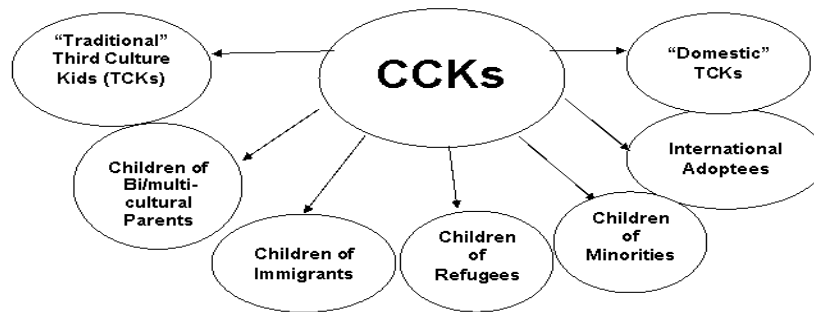


Figure 1.1 Cross-Cultural Kid Model

Children are often in more than one of these circles at the same time.

(E.g., A traditional TCK who is also from a minority group, a child of immigrants whose parents are from two different cultures, etc.) This helps us understand the growing complexity of the issues we face in our changing world. (Van Reken, 2009, para. 14).

Van Reken (2014) describes CCKs as the new normal (Title section). During my teaching experience in South Carolina, I noticed that in many cases, the Hispanic students in our classrooms are growing up in two cultures. There are many students in our classrooms who are multiracial and or mixed cultures. Another example comes from my personal experience: I am married to a Croatian American and our kids are raised speaking both English and Croatian. We also spend time in Croatia as well as in South Carolina. It appears that CCK is a more inclusive term than TCK and many of the different groups of CCKs share similar characteristics and face similar issues as traditional TCKs. However, most of the discourse is focused on traditional TCKs and not CCKs.

Fail (1996) describes several traits that make up the Third Culture Kid profile. A TCK grows up in a highly mobile lifestyle which can become a lifetime habit. TCKs tend to be multilingual due to exposure to many different languages at an early age. Many have psychological problems with belonging and they tend either to feel at home everywhere or are constantly searching for it. They are usually friendly and good at quickly making friends, but they also know how to end relationships. This does not mean that they do not experience psychological consequences of losing friends; instead they have a lot of experience ending relationships and are competent at doing it. Most of the literature focuses on United States citizens; TCKs have a large global perspective and seem very mature and worldly when compared to non-TCK United States citizens. Finally, they grow up culturally sensitive and understand how to change their behavior to suit the situation (Fail, 1996).

### **Relationship to study and implication**

**Insider.** I have a direct relationship with one of the school districts. I do know some of the participants personally.

**Outsider.** I do not have personal connections with the second school district. Before I conducted the interviews, I had not met most of the participants in the study. As an outsider, I am not in regular contact with the participants. I believe that this distance could be a positive circumstance in the fact that it allows the participants to open up to me because I am not connected with their district.

### **Summary**

Chapter One introduces this case study. It begins with asking the overarching

questions leading this study. How do two public school districts conceptualize and implement an international education for their students? What are the administrators' and teachers' personal perceptions of international education?

There are three purposes of this study. The first purpose is to understand administrators' and teachers' perspectives on both ways in which public schools in South Carolina are able to offer an international education to its students and to determine how important they feel an international education is for students. The second purpose of this study is to illuminate how and why two rural districts implement policies on international education, according to the perspectives of administrators and teachers. Finally, the third purpose is to determine in what ways, if any, a large international corporation has impact on the internationalized curriculum of a local public school district. For ten schools in two districts, I interviewed school principals, lead teachers and district office personnel.

I outlined the experiences, philosophies and concepts that have contributed to my worldview, and hence the ways in which I value internationalization and think about my research. I discussed progressive education, including Dewey and my experiences as a third culture kid, an international teacher, citizen of the world, and administrator. I also discussed three areas of research that have influenced me and are directly related to this study: student teaching abroad; international experiences affecting administrators in the American south; and Cross Cultural Kids. Finally, I outlined my relationships to this study and any implications they may have.

## **CHAPTER II**

### **INTERNATIONALIZATION OF K12 SCHOOLING**

International education literature focuses on students attending international schools located in countries other than the United States. These are multinational student bodies attending a school in Germany or France. An example of this focus is found in Hayden and Thompson's studies (1997, 1998) on perceptions of students and teachers on international education. International schools are located in the United States as well to serve the international community; however, international schools in the United States do not often appear in the research. In addition, local public schools are also beginning to internationalize their curriculum; however, there is not yet much research on internationalized curriculum in local public schools in the United States. There is great variance of international curricula within the United States. This study attempts to fill a gap in the research of international education in rural settings - in particular, in South Carolina.

Cross Cultural Kids seems to be a more inclusive term than Third Culture Kids; and many of the different groups of CCKs share similar characteristics and face similar issues as traditional TCKs. However, most of the discourse is focused on traditional TCKs and not CCKs, and the research on Third Culture Kids (TCK) is growing. Data were collected for these two case studies in two school districts with high population of immigrant students. This study helps to fill the gap in the lack of research of CCKs in the

rural South.

Chapter two explores the literature that shaped the two research questions.

Chapter two is organized around the research questions.

**How do administrators and teachers conceptualize internationalization?**

**Why do they feel that an international education is important or not?**

A purpose of these research questions is to understand educators' perspectives on the ways in which public schools in South Carolina are able to offer an international education to its students and to determine how important an international education is for students.

### **Defining international education in Research**

There are several terms used for this study that need to be defined. A National Association of State Universities and Land-Grant Colleges (NASULGC) task force on international education (2004) put out a report to challenge presidents and chancellors to increase their universities' international education. The report defines four terms: internationalization, globalization, international education, and global competence. Internationalization is "the process of integrating international and multicultural perspectives and experiences into the learning, discovery and engagement mission of higher education" (p. 2). Globalization is "the integration of countries and people as the result of economic, technological and knowledge advances" (NASULGC, 2004, p. 2). International education includes "the full spectrum of educational programs and practices that facilitate internationalized learning. This includes curriculum, education abroad, international research and scholarship, university engagement, and the

involvement of international students and scholars on U.S. campuses” (NASULGC, 2004, p. 2). Finally, global competence is “the ability of faculty, staff and students not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world” (NASULGC, 2004, p. 2). These four terms are related and in many cases they are used interchangeably. They will not be interchangeable in this study.

What does it mean to internationalize or globalize a public school? Do these two terms have the same meaning? What are administrators in primary and secondary schools doing to internationalize their schools? In this study, the term administrator refers to administrators of primary and secondary schools and not higher education.

There are several other definitions of internationalization in the literature. Francis (1993) explains that “internationalization is a process that prepares the community for successful participation in an increasingly interdependent world” (p.5). Francis’s definition relates to the communities’ need to be successful in a global market place. This definition is very similar to the school district with a global focus in its mission and vision statements. The school district’s mission is to create students who are prepared to succeed in a global market.

Ebuchi (as cited by McKellin, 1995):

Internationalization is a process by which the teaching, research and service functions of a(n)...education system become internationally and cross-culturally compatible...The main aim of internationalization is to put in place programmes and activities which enable...education—its



institutions, students, staff—to take part effectively in a world characterized by increasing international cooperation, exchange and interdependence. (p.44)

Ebuchi's definition underscores the fact that an international education is related to the experience of the students. Students are prepared for a global community because they have shared international experiences with other internationally educated students.

King (as cited by McKellin, 1995):

Internationalization refers to all programs, projects, studies and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her ethnocentric perspectives, perceptions and behavior. (p.44)

King's definition also focuses more on the experience of the students. The key elements include curriculum that is consciously international in content and approach and language acquisition. In many international schools, the students and teachers have a wide diversity of cultural backgrounds. What does internationalization mean to administrators in public schools in South Carolina? Do the administrators believe that an internationalized school would have any benefits, and if so, what would they be for students, staff, and community?

As a teacher, I subscribe to King's definition. I think that students need experiences that foster acceptance and tolerance of other cultures. This development is a broadening of the students' worldview; however, as a researcher, the goal of this

study is not to promote a certain concept of internationalization, but to understand how the administrators and teachers conceive it. There are three dimensions of internationalization, taken from Francis's, Ebuchi's and King's definitions, that I look for in the interviewees' conception of an international education, including: preparing students for a global market place; looking at what international experiences the students are receiving; and how students' worldviews are changed.

### **Movement away from definitions**

**Dilemmas.** Cambridge and Thompson (2001) argue that instead of trying to correctly define an international school, it would be more productive to describe how the school resolves four different dilemmas. The first dilemma is between globalization and internationalism. On one hand there is a view of international education as a globally branded service industry, while on the other, there is a desire for peace and understanding between nations (Conclusions section, para. 7). The globalism and internationalism dilemma is a focus of research question two. Is the school's international education a product of the multinational corporation that is now located in the community?

Second, there is a dilemma between monoculturalism and pluralism. Will the child be educated in culturally diverse schools or in schools that replicate the home national system (Cambridge & Thompson, 2001, Conclusions section, para. 8). The resolution of this dilemma is a focus on what is taking place within the school district. Again, research question two focuses on the implementation of school district policy.

This leads to the third dilemma of contrasting ideologies: "is the school

curriculum to be centered upon cognitive aims, placing a premium upon formal examination success? Or is it to be centered upon more affective aims, placing a premium on existential, experiential learning? This is the contrast between views of the school as a 'filling station' and as a 'tool for social change' (Deal & Nolan, 1978)" (Cambridge & Thompson, 2001, Conclusions section, para. 9). The first research question focuses on the educators' conceptions of what they think should be taking place. It is not necessarily a description of what is taking place in the school district.

Finally, there is a dilemma between economic privilege, access and equity. "In many parts of the world international schools represent private islands of plenty in contrast to an impoverished local public education system. They are places where the children of the economic elites are brought together from many countries" (Cambridge & Thompson, 2001, Conclusions section, para. 10). The resolution of this dilemma is a focus of both research questions. This dilemma is both a conception of what the educators' think should be taking place and what the educators' see as taking place within the school district.

**Perceptions.** A second approach to building a common understanding of what an international education is to consider the perceptions of its students, teachers, and parents. Hayden and Thompson (1997, 1998) examined perceptions based on a large scale survey where participants were asked to assess in terms of importance what is a necessary part of the experience of international education. In this study, perceptions are defined by the participants' views of what is taking place within the district with regards to internationalized curriculum. This study did not use Hayden and Thompson's

questionnaire. I chose to interview participants and discuss their perceptions of international education. Hayden and Thompson's survey involved over 3000 student surveys and over 300 teacher surveys from six international schools; for my comparative case study, I interviewed eighteen participants from ten schools in two public school districts.

***Students.*** I choose not to interview students in this study. I choose to interview only administrators and teachers about their conceptions. However, the students' perceptions are an important part of the literature. There is a lot of overlap between the students' and the teachers' perceptions, so it is worth describing the major perceptions about international schools from the students' point of view.

Hayden and Thompson (1997) surveyed student perceptions in six European international schools. Three perceptions appeared to be of particularly high level of importance for only international students located within European schools: "learning to speak more than one language fluently; being in a school environment where a number of languages are frequently spoken; and taking examinations acceptable for university entrance in a number of countries" (p. 464). This is an interesting perception because many of the students in European schools observe multiple languages being spoken around them and tend to have a utilitarian value of language. International students located outside of Europe may perceive English as the more international language to value (Hayden & Thompson, 1997, p. 464). Several perceptions that were slightly less prioritized but still considered of high importance included: learning in class about other countries; how to consider issues from more than one perspective;

tolerance of cultures; all cultures are equally valid; and a diversity of student cultures within the school (Hayden & Thompson, 1997, p. 464). There were several other important perceptions that need to be taken into consideration: “learning to speak the local language; having teachers from a number of different cultures; and studying subjects through more than one language” (Hayden & Thompson, 1997, pp. 465-466). These student perspectives highlighted several interesting points; some were anticipated by the researchers and were relatively straightforward to rationalize (Hayden & Thompson, 1997, p. 471). Two areas that were of high importance to students and are of significance to this study are language acquisition and cultural differences.

**Teachers.** Hayden and Thompson (1998) followed their student survey by surveying teachers about their perceptions of secondary-level international schools throughout the world. The teachers represented a range of nationalities and teaching experience. Five perceptions that teachers reported as what they valued the highest included: “learning in class to be tolerant of cultures whose practices are different from one’s own; offering examinations which will be acceptable for university entrance in a number of countries; learning in class how to consider issues from more than one perspective; offering a curriculum designed to be international (e.g. IB, IGCSE); and learning in class that all cultures are equally valid” (Hayden & Thompson, 1998, p. 553). Two perspectives were of high importance to teachers: cultural diversity and preparation for college. Cultural diversity is a perception pertaining to both students and teachers.

The perceptions of both students and teachers describe many of the elements that contribute to an international education. I looked for these perceptions in the data collected from interviews. I was also open to any other internationalized education practices not listed. Any aspects of internationalization that emerge that were not included in Hayden and Thompson's (1997, 1998) findings would constitute a contribution to the research.

### **Evaluating International Education**

There are three international curriculums that are widely used in the field of internationalization: International Baccalaureate (IB), Council of International Schools (CIS), and International Schools Association (ISA). This section reveals some of the ways in which the field indicates what is important for international education. The goal of understanding what is important for international education, led to my interview questions about what administrators and educators think about international education.

**International Baccalaureate (IB) Criteria.** The development of a curriculum that is appropriate for an international environment is not simply an adaptation of the curriculum of one national system. The International Baccalaureate (IB) emerged in the early 1960s as an appropriate curriculum for many international schools. The IB was designed for graduating students to be accepted into universities of their choice in different countries without having to obtain equivalence agreements (Fox, 2004, pg. 65). The IB did not include an international primary or middle school component until recently. These components were developed for the international students during the

formative years of development.

The International Baccalaureate chooses to define international education in part according to the following criteria: developing citizens of the world; building and reinforcing students' sense of identity and cultural awareness; recognition and development of universal human values; providing international content while responding to local requirements and interests; encouraging diversity and flexibility in teaching methods; and providing appropriate forms of assessment and international benchmarking (International Baccalaureate, 2014, Four Programmes section, para. 1).

Two advantages to these criteria are that they have a large influence and are integrated into the authorization process. In order to become an IB World school, a school must undergo an authorization during which the IB supports the candidate school in building its organizational structure. However, the criteria are not a part of a separate process focused exclusively on international education and may be missing some parts.

**Council of International Schools (CIS) Criteria.** CIS's list of standards for accreditation, eighth edition contains many standards that are uniquely international in nature (Council of International Schools, 2012, p. 1). There are four standards, however, which are directly related to international education and are highlighted here. Standard A2 states that all of the school's "Guiding Statements shall clearly demonstrate a commitment to internationalism/ interculturalism in education, and this shall be reflected throughout the life of the institution" (Council of International Schools, 2012, p. 1). Internationalism is a principle of cooperation between nations, while

interculturalism is the promotion of differences between multicultural communities (Oxford Dictionary, 2014). Neither of these principles should be taken for a passive act. Both principles should promote dialogue between nations and cultures. Standard A3 states that the school's vision must be related to internationalism and interculturalism (Council of International Schools, 2012, p. 1). Standard B1 states that the school's curriculum must include fostering global citizenship (Council of International Schools, 2012, p. 2). Standard B4 states that, "students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students" (Council of International Schools, 2012, p. 2).

The CIS criteria have the same advantages and disadvantages as the IB program. They have a large influence and are integrated into the authorization process. They also do not have a separate focus exclusively on international education.

**International Schools Association (ISA) Criteria.** The International Schools Association's Internationalism in Schools –A Self-Study Guide (2006) includes five main areas: school values, curriculum and teaching practices, school communities, school management, and facilities (p. 2). Typical questions include: how is the school's character, in terms of internationalism, related to its values? How is the school's internationalism supported by its curriculum and teaching practices?

The advantages of these criteria include a focus exclusively on internationalism and their flexibility. A disadvantage is the fact that they will likely be staff-focused and a part of a small group of schools.



## **Conceptions of Local Public School Educators**

There is some research on internationalization within higher education. Much of this research is on how and why an institution of higher learning can bring in more international students. The first research question focuses not on higher education but instead on local public school districts. Specifically, it focuses on conceptions of educators. Perceptions and conceptions can be blurred together. In this study, perceptions and conceptions will be considered interchangeable. Concepts – in this study – are viewed as a deep understanding of what the educator thinks international education should be in general.

### **How conducive to school internationalization is the presence of a major multinational corporation?**

The purpose of this research question is to illuminate how and why two rural districts implement policies on international education. Specifically, it is to determine what effect, if any, a large international corporation has on the internationalized curriculum of a local public school district.

## **Implementation of International Education Policy**

Sapru (2010) defines “policy as a purposive course of action taken or adopted by those in power in pursuit of certain goals or objectives.” Formal policy in the traditional sense is guidance for action. This guidance may be general or specific, and written or unwritten (Sapru, 2010, p. 25). The two districts chosen for this study do not have a formal international education policy in the traditional sense. This study, therefore, is using Thomas Dye’s definition of policy as “whatever governments choose to do or not

to do” (as cited in Sapru, 2010, p. 24). Using this definition of the word policy, internationalization policy is the sum total of international activities in each of the school districts. This is of particular interest due to the fact that a large multinational corporation arrived in this community in 1994.

Policy adoption focuses on why policies penetrate the local arena. The Globally Structured Educational Agenda (GSES) on policy adoption describes the world capitalist economy as the driving force of globalism and as the main causal source of international education policies (Verger, 2014, p. 15). Global policies are not widely adopted because they are the best choice, but rather they are perceived as the best by policy makers (Verger, 2014, p. 20). The constructivists research the independent factors which cause policy change. They are interested in the process by which ideas - that are initially held by a minority - become widely adopted and institutionalized (Verger, 2014, p. 19).

### **Internationalizing Education in U.K. Public Schools**

There is no universal international education curriculum, because paradoxically international and local are always inextricably intertwined. International education is international depending on where one is locally. Policy makers need to look comparatively at different countries in different contexts in order to determine how international activities are manifested in a local context. Part of what I am revealing is the manifestations of the international in a rural local setting in South Carolina.

### **Assessing the International Dimension in Education in Schools in Wales. Phase**

**II.** This was the second part of a research project that studied the impact of the International Dimension in Education (IDE). “The term International Dimension in

Education (IDE) is reference to all components of education and learning that focus on or incorporate European and/or international activity” (National Foundation for Educational Research, 2010, Executive summary, p. 3). The first part of the study identified the extent of IDE activities in Wales. It is important for the United States to study other countries’ educational systems in order to improve its own. Studying other educational systems gives us a chance to take ideas and policies from other countries and incorporate them into our own.

***Value of the International Dimension.*** In Wales, the International Dimension is considered an important element of school education. There are a range of factors that contribute to its relevance including: specific opportunities that student have to interact through global communication and media; international trade; increased awareness of different cultures; and global challenges (National Foundation for Educational Research, 2010, Executive summary, p. 3). The Welsh Assembly Government has had Education for Sustainable Development and Global Citizenship as a priority since 2004 (National Foundation for Educational Research, 2010, Executive summary, p. 3). In 2010, the Development Education Association reported that International Dimension “learning nurtured a socially responsible and outward looking populace, which counteracted discomfort about racial and religious differences” (National Foundation for Educational Research, 2010, Executive summary, p. 4).

***Why assess the IDE?*** The self-assessment tool was created in order to move schools towards a focus on how IDE benefited the school. This would help the schools to judge the educational effectiveness and the social cohesiveness. The schools would also

be able to assess how effective the IDE activities were in delivering the components of the school curriculum (National Foundation for Educational Research, 2010, Executive summary, p. 4). I chose not use the self-assessment tool from the Welsh government. It was specific for the policies and practices taking place in Wales. I chose to interview my participants and to create my own interview questions.

All of the schools recognized the contribution of IDE. These outcomes were difficult to quantify. There is an increased awareness and knowledge of different countries, and a familiarity with and respect for cultural differences. Schools should analyze their existing activities and develop a systematic approach to include initiatives to increase the use of IDE in its curriculum (National Foundation for Educational Research, 2010, Executive summary, p. 8).

### **Internationalizing Education in U.S. Public Schools**

It is important to look at different local practices in the United States to understand that international education varies depending on the local context. The following discourse on international education in U.S. public schools provides a rationale for why schools are beginning to provide an international education and why it is important. In South Carolina, the state does not mandate a curriculum which provides an international education. During their interviews, participants were asked about their perspectives on the importance of an international education. In situations where interviewees felt that an international education was not a district priority, participants were asked if and when an international education would become one.

**Social Studies Classroom.** This study interviews not only administrators but also

teachers who are teaching internationalized courses. These case studies add to the discourse about international education in classrooms. Published on *National Council for the Social Studies*, McJimsey, Ross, and Young (2013) describe global and international education as containing strategies for:

gaining knowledge of world cultures; understanding the historical, geographic, economic, political, cultural, and environment relationships among world regions and peoples; examining the nature of cultural differences and national or regional conflicts and problems; and acting to influence public policy and private behavior on behalf of international understanding, tolerance and empathy (p. 1).

As a focus for social studies, McJimsey et al. (2013) argue that global education focuses on the interrelation between issues and trends while international education focuses on specific areas, problems, and cultures (p.1). In the social studies classroom, international education follows an in-depth study of a specific religion, language, literature, or current issue.

**Development.** The comparative approach allows students to develop an understanding of similarities between two different cultures. Both global and international studies are integrated in specific disciplines at the high school level. The interdisciplinary approach is used in a foreign language classroom. Language becomes the primary objective to understanding culture and identity. In addition to language development, the foreign language classroom integrates culture into the curriculum (McJimsey et al., 2013, p.2).

Social studies classrooms tend to present a fragmented view of the world. This makes global education more difficult to put into practice (McJimsey et al., 2013, p.2). “It is important for students to understand that activities or decisions made by individuals or nations in one part of the world can have an important impact on both the local and world environment and on people in other parts of the world” (McJimsey et al., 2013, p. 2). This approach would provide a perspective that is focused on the interconnectedness of both the human and natural environment and the interrelation of events, problems, or ideas (McJimsey et al., 2013, p. 2).

***Evidence of Globalization.*** Research question two is directly focused on the globalization of multinational corporations and their effects on policy in local school districts. According to McJimsey et al. (2013), the imperative of global and international studies is found in the following evidence of globalization: the change from local, regional, and national economies into a global economy; the increased interaction among societies, resulting in a need for understanding the distinctiveness as well as commonalities of world cultures that coexist with an array of distinctive local, national and regional cultures; the world-wide political interdependence that is altering traditional boundaries between domestic and international politics (p. 3). Average citizens are influenced by international connections. As consumers, citizens buy products from around the globe. Communities are beginning to incorporate cross-cultural links to outside groups and individuals. There is an increase in worldwide communication capabilities. All of these components contribute to the fact that it is imperative that citizens understand global and international issues (McJimsey et al.,

2013, p. 3). This is one of the reasons why School District A was chosen. A major multinational corporation is located within its school district borders. The data reveal what effects a global corporation has on local school district policies.

***Teaching Recommendations.*** McJimsey et al. (2013) make four recommendations for emphasis in a social studies classroom. First, the human experience is increasingly globalized and people are being influenced by transnational, cross-cultural, multi-cultural, and multi-ethnic interactions. Second, human kind is also an integral part of the environment. Together the human and natural environment should be seen as a single system (McJimsey et al., 2013, p. 4). Third, students should see a link between the past, present and future. This would give students the ability to realize that their choices are linked to their futures. Finally, students should participate in not only local affairs but also world affairs: students can influence world affairs (McJimsey et al., 2013, p. 5).

**International Education Movement.** Many schools are going through reforms and are being reopened as “international”. Many have a dual language immersion focus at the elementary level, while the high school level adds an International Baccalaureate program. “This movement consists of newly internationalized public schools along with state coalitions for international education, an annual International Education Week co-sponsored by the U.S. Departments of State and Education, an array of language initiatives, the Goldman Sachs Foundation’s awards for exemplary “international” schools, and more” (Parker, 2008, p. 196). This case study is not a longitudinal study, for it does not look at the development of policies since the arrival of a multinational

corporation to the area. The study provides an assessment of the current international policies. I looked for the following dimensions in the data collected from the interviews: national security; broken schools; and marginal voices.

***National Security.*** The main justification for the international education movement in the United States is national security (Parker, 2008, p. 196). The two key dimensions for a national security initiative are economic security and military security.

***Economic Security.*** Parker (2008) states that “U.S. Secretary of Education Margaret Spellings argues for international education. ‘Through the No Child Left Behind Act, we are committed to having every child in the United States learn and succeed in our global economy’” (p. 197). Margaret Spellings also links school reform to success in today’s world (Parker, 2008, p. 197). Schools are the solution to address the problems being posed by globalization. International education will provide students with the best opportunity to have success in our global market place. There is also a widening gap between important world regions to the United States and the limited knowledge about the world to the U.S. students (Parker, 2008, p. 197).

This is also the argument in the following excerpt from the National Academies of Science, Engineering, and Medicine titled *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*. Parker (2008) states that “thanks to globalization, driven by modern communications and other advances, workers in virtually every sector must now face competitors who live just a mouse-click away in Ireland, Finland, China, India, or dozens of other nations whose economies are growing” (p. 1979). This has been referred to as “the Death of Distance”. Even though



the United States is perceived as a world leader in science and technology at the moment, this perception may not continue as other nations are gathering strength, and great minds and ideas exist throughout the world (Parker, 2008, p. 197). “We fear the abruptness with which a lead in science and technology can be lost—and the difficulty of recovering a lead once lost, if indeed it can be regained at all” (Parker, 2008, p. 197). The solutions to the problem, *Gathering Storm* argues, are to increase the number of students who are passing Advanced Placement and International Baccalaureate science and mathematics courses (Parker, 2008, p. 197).

*Military Security.* Military security is framed as a language and communication issue. The National Security Language Act was set up to increase the pool of domestic foreign language experts. The solution to this problem would be to invest in foreign language classrooms for the following critical areas; Arabic, Persian, Korean, Pashto, and Chinese. The National Security Language Initiative provided \$144 million for the teaching of language for national security and global competitiveness. In his speech in 2006, President George W. Bush “laid out a combined front on the ‘war on terror’ composed of a language-proficient military and intelligence network, language-proficient diplomatic corps that is able to ‘convince governments’ in their own language, and a language-proficient American people who, all together, can participate with greater effect in ‘spreading freedom’” (Parker, 2008, p. 198).

***Schools are Broken.*** Many broadcasts claim that “our schools are failing”. Our students will not be ready for the new global world. This argument also overlaps the national security perspective. The formula for saving the schools is simple. The schools

caused the crisis and the schools can solve it. The idea goes back to Sputnik. The fact that our students were behind in math and science pushed our schools to change. Now our schools are behind in the international education movement. Our schools need to change in order for our students to be competitive in the global market (Parker, 2008, p. 199).

***Marginal Voices.*** National security and school failure dominate the international movement. There are several meanings and programs of school policies, procedures, and practices that interpret both the problem and solution of international education. Parker (2008) describes three: global perspective with a transnational cultural meaning; student body with a student-centered meaning; and cosmopolitanism with a transnational political meaning (p. 199).

Parker (2011) states that together the Global Perspective and International Student Body stand the best chance of challenging the national security movement (p. 17). They are both already in the mainstream education practices of U.S. multiculturalism. The Global Perspective is directed to the world at large while the International Student Body is directed to the nation at home. Neither of them pose a major disconnect to the national security movement (Parker, 2011, p. 17).

***Global Perspective.*** The global perspective began in the 1960s with the International Education Act. It was developed for students to view the world as a system. Students were to comprehend the interrelatedness of the human species. This view was at its highest in 1978 with Robert Hanvey's argument for a global consciousness. Hanvey suggested that we live in an interconnected world and that

students needed to study the connections that cut across national boundaries. This movement was put down in the 1980s with the Regan administration and was seen as anti-capitalism that would push foreign enemies ahead (Parker, 2008, p. 200).

In today's terms, the movement celebrates diversity. This approach is intended to respect cultures everywhere. It is also a way to tackle the lack of world knowledge that U.S. students have.

*International Student body.* The main emphasis of this approach is to showcase the international diversity of its student body. It makes students and teachers aware of the cultural differences in its students and finds ways to celebrate those differences (Parker, 2008, p. 201). An interesting fact about both districts is that they have large populations of Hispanic, Russian, and Ukrainian students. This justification is a reason to internationalize the curriculum that I will be looking for in data.

*Cosmopolitanism.* Cosmopolitanism challenges allegiance and belonging by shifting students to world citizenship. This area does not put the nation first but instead it puts humanity and Earth first (Parker, 2008, p. 200). Martha Nussbaum proposes that civic education should be transformed from a U.S. citizenship to a citizen of the world (as cited in Parker, 2008, p. 200). She states that we are a world of human beings and this change to world citizenship education would break old loyalties to the nation state and create membership to a global society (Parker, 2008, p. 200). World citizenship is more of a political concept than a cultural concept.

***Discussion.*** Internationalization is a solution for many different problems. It depends on the participants and values of the individual schools, but also on funding

which can lead to conflicting values and problems. Parker (2011) “found no coherence to the movement, only an illusion conjured by the common use of a name” (p.15). These different meanings of international education are not free of each other, instead they “circulate in relation to one another, with economic and military competitiveness more urgently valued and resourced than the others” (Parker, 2011, p. 16). This should not be a surprise. Public schools have been serving the national interests by developing a nation and cultural integration. The system changes as the political and cultural needs change (2011, p. 15). International education has become caught up in the next change. Parker (2011) states the following about the use of certain terms, “One must be skeptical of the glib usage of the terms *global citizens* and *world citizenship* ... This is historically the case due to nationalism’s lock on the school system in the U.S. and elsewhere” (p. 16). This use of terms is in line with the national security justification for international education, which is against cosmopolitanism. National identity and cosmopolitanism are in direct opposition to each other. Advocates of national identity want American citizens who can function on a global market place but they do not want global citizens.

### **Implementation and Influence of International Education in Local Public Schools**

The second research question focuses on the following two aspects: in what form international policy takes in a public school district and what influences the policy. Large global corporations have a large economic effect on a small rural community by providing jobs in the form of construction costs and employee wages. In this study, policies that are in effect in order to benefit a corporation within the community would

be considered as indirectly influenced by the corporation.

### **Summary**

Chapter Two sets out by defining several terms used in this study.

Internationalization is “the process of integrating international and multicultural perspectives and experiences into the learning, discovery and engagement mission of higher education” (NASULGC, 1994, p. 2). Globalization is “the integration of countries and people as the result of economic, technological and knowledge advances” (NASULGC, 1994, p. 2). International education includes “the full spectrum of educational programs and practices that facilitate internationalized learning” (NASULGC, 1994, p. 2). Finally, global competence is “the ability of faculty, staff and students not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world” (NASULGC, 1994, p. 2).

Many of the recent definitions are oriented more towards the experience of the students. The key elements include curriculum that is consciously international in content and approach and language acquisition.

Two approaches to understanding an international education lead away from trying to correctly define an international school. The first approach would be to describe how the school resolves four different dilemmas; globalization and internationalism, monoculturalism and pluralism, contrasting ideologies, and between economic privilege, access and equity. A second approach to building a common understanding of what an international education is - instead of defining it - is to consider the perceptions of its students, teachers, and parents.

The two school districts chosen for research do not have a traditional policy on implementing international education. I use Dye's definition to define policy as everything each district does or does not do as its international policy on international education (as cited in Sapru, 2010, p. 24). This chapter discussed three types of criteria for evaluating international education including: International Baccalaureate, Council of International Schools, and International Schools Association. It also described the international education in the United Kingdom and in the United States.

Lastly, chapter two outlined what areas are covered in the literature on international education. I, on the other hand, will describe what is missing from the literature and how this research will fill in the gap areas.

## **CHAPTER III**

### **METHODOLOGY**

#### **Introduction**

How do administrators' and teachers' conceptualize internationalization? How conducive to school internationalization is the presence of a major multinational corporation? These are the major questions that are driving this study. This research study focuses on administrators' and teachers' perceptions of international education. Each school within each district has a unique culture. These cultures play a large role in how curriculum from the district level is put into practice. The research approaches most helpful to exploring cultural diversity are qualitative methods.

This chapter addresses the approach to the research and rationale for both the selection of the sites and the participants. The data collection and analysis is also covered. The chapter is concluded with any ethical issues which may arise.

#### **Research Questions**

Research Questions that guided the study are as follows:

1. How do administrators and teachers conceptualize internationalization? Why do they feel an international education is important or not?
2. How conducive to school internationalization is the presence of a major multinational corporation?

## **Research Design**

This comparative case study shows ways by which local public schools in two school districts provide an international education. They have different programs that span the elementary, middle, high and career center schools. I interviewed administrators and teachers from six schools and the district office in one district and four schools and the district office from a second school district. At each site, I interviewed the school principal and lead teachers identified by the principal as those involved in internationalizing the curriculum of the school. In addition to school level personnel, I interviewed the district level coordinator for the district level international programs. Each group represents a unique perspective on the international education experience of two public school districts in South Carolina. The data relate to two school districts' sets of goals to provide all students an international education. The case studies allowed me to collect data for an in-depth investigation of the education provided by each district.

## **Research Site**

The reason this particular county was chosen is due to BMW. BMW impacts South Carolina as whole. It is a high-volume, high-wage company. It also has an extensive network of local suppliers. "In terms of the standard metrics for development, the impact is evident in capital investment, regional employment creation, income generation, and local business development through suppliers and other local linkages" (Woodward & Guimaraes, 2008, p ii).

Woodward and Guimaraes (2008) describe these measureable benefits for South



Carolinians. Based on the 2007 plant activity, BMW's South Carolina complex supports 23,050 jobs. It also generates \$1.2 billion in wages and salaries for the state. The ratio of total employment supported throughout the state to direct employment at the factory is twice that of the average industry in South Carolina. BMW makes up 1.2 percent of total South Carolina employment; and based on 2007 plant activity, BMW added \$1.9 billion to the state's economy (page ii).

The benefits to South Carolinians are listed above, but do BMW and other large international corporations also affect the local public school's curriculum? The first case study chosen, School District A, is directly related to BMW. It is a public school district in the upstate of South Carolina with BMW located within its school district borders. Any changes in School District A's curriculum because of BMW's presence would answer the following research question: How does internationalization take shape in two public school districts when a major multinational corporation arrives? There are seven districts within this county. The second school district chosen, School District B, is located right next to the first district. They share similar demographics and are very close in proximity to each other.

### **Participant Selection**

In order to gain a complete picture of each district, data were collected through different schools about their different internationalized programs. I interviewed the school principal and lead teachers identified by the principal as those involved in internationalizing the curriculum of the school. In addition to school level personnel, I interviewed district level coordinators for each of the districts. Each group represents a

unique perspective on the international education experience of the individual school districts. I interviewed teachers and administrators from six schools and the district office in School District A and I interviewed teachers and administrators from four schools and the district office in School District B.

I began the administration selection process by sending emails to building level principals in each of the districts. I interviewed everyone who responded to my initial email and request. I began selecting teachers through word of mouth. Most teachers I contacted were very supportive of the interview process. I also contacted teachers who were recommended by administrators as leaders in international education.

### **Data Collection Procedures**

The interviews consisted of three parts. The first part included the administrator's personal experiences and perspectives. Second, the research examined the programs offered at the school. Finally, there was a focus on the district's support and influence on international educational programs.

I interviewed ten administrators and district staff and eight teachers from ten schools in two districts; three elementary schools, two middle schools, two career center high schools and three academic high schools. I conducted one interview with each person. The research has three parts to it. The first part includes the interviewee's personal experiences and perspectives. The background information of the interviewee will provide an indirect look at the district's hiring procedures for its employees. I am interested in whether or not the district is hiring staff with international experience. If they do not have any international experience, then what kind of professional

development for international education are they being given? International education begins with district policies, practice and leadership. These policies, practices and leadership are put into practice first by the administration of each school. The administrator's personal perspectives play a role into how these district policies and practices are received and carried out. I want to know what does internationalization mean to them and how is the school international?

Second, the research identified any international programs offered by the school. I want to know what international education looks like from a policy perspective and again in practice. Is there an international focus in the instructional supervision of the teachers? I first looked at the course offerings and determined which programs I believe would be international. I also asked the administrator's perspective as to which programs were international and identified the coordinators of each of the programs. I asked about the number of students in each program and whether or not students had a choice as to whether or not they wanted to be in the program. I wanted to know both the short and long term goals of the program. I, also, asked whether or not the administration felt that the program was producing desired results.

Finally, there was a focus on the district's support and influence on the international educational programs. One of the school districts has a strong focus for language acquisition and there are programs at elementary, middle and high school. I wanted to know how the district developed this program and why. I also wanted to know if there are other international education programs developed, being developed or will be developed the district. I wanted to know if there is an international focus in

the district's policy implementations and if so, how do they maintain it.

Each interviewee was contacted by email and was sent a copy of the consent letter (see Appendix B). The Institutional Review Board did not require written consent from each interviewee. At the interview, I began by explaining my research and the consent letter, and answering any questions they may have had. Each session was recorded and notes were taken. I used a semi-structured personal interview as the primary data collection method. This method allowed me to relate to each of the participants. I was able to direct the conversation based on the prepared questions but also respond and explore any new ideas they may have had.

I chose to use only interviews as my method of data collection. Irving Seidman (2006) states that “so much research is done on schooling in the United States; yet so little of it is based on studies involving the perspective of the students, teachers (and) administrators...” (p. 10). The interview method was chosen because it would give me an understanding of the interviewee’s experiences and how those experiences affect their work. This study is a snapshot of two districts’ international educational programs. I interviewed people from five different levels of education in each district; elementary, middle, high, career center and district office. This gave me an overall view of the curriculum of each district.

### **Data Analysis Procedures**

Each of the interviews was digitally recorded. I transcribed verbatim each of the interviews using Dragon Dictation. Each of the interviews were written into a one to two page synopsis and broken down into three sections; personal perspectives, school

programs, and district and school support.

The interviews were coded based on similar themes. The coding of these sessions provided categories that I used to sort the data into groups. In cases where new codes are revealed, I adjusted the categories and reviewed each of the already coded materials.

### **Ethical Issues**

Protection of the participants is an ethical issue that I encountered during this study. I began protecting the participants by providing each interviewee with a letter explaining the study and outlining their consent. The institutional review board did not require written consent. Before each interview, I answered any questions each interviewee may have had. There were no minors participating in the study. The benefits for the participants would be an opportunity for them to voice their opinions and they would get a chance to discuss the policies and procedures. The risks to participants are minimal. The study will benefit others by giving examples of how two school districts provide an internationalized education to a public school system in South Carolina. Many of the examples will provide ideas for how to improve the education of students in a growing global world.

### **Implications**

**Significance.** This study is significant because it is a voice of administrators and teachers on how their school district provides an internationalized education. We are living in an interdependent world. Local public schools will be able to benefit from this study because they will be able to use this information to help their students become

members of the global community.

**Contributions.** The research contributes to the body of knowledge by providing an example of two public school districts' internationalized education. This study will help to develop an international curriculum and help to establish a model of international education.

**Generalizability and Transferability.** There is a lack of generalizability in the present study. This is a case study of two specific districts in South Carolina. It is a snapshot of what they are providing for students during the time period leading up to the 2013-2014 school year. There are new programs that have been started in one school district after most of the initial interviews were conducted.

I am hoping to make this study transferable to other studies. Transferability is unique depending on whether other district can relate to this study. I will use as many details in the description of the districts as possible so that this study will be transferable to other districts.

## **Summary**

Chapter Three presents a description of the research design, a rationale for the study and how both the site and the participants were selected. It presents the procedures for the data collection and the data analysis. Finally, Chapter Three describes any ethical issues and implications of the study.

The reason this particular county was chosen is due to BMW. BMW impacts South Carolina as whole. The first case study chosen, School District A, is directly related to BMW. It is a public school district in the upstate of South Carolina with BMW located

within its school district borders. The second school district chosen, School District B, is located right next to the first district. They share similar demographics and are very close in proximity to each other.

This research study is a comparative case study of two public school districts in South Carolina. They have different programs that span the elementary, middle, high and career center schools. This study shows ways by which local public schools in two school districts provide an international education. I interviewed administrators and teachers from six schools and the district office in one district and four schools and the district office from a second school district.

## **CHAPTER IV**

### **FINDINGS**

#### **Introduction**

Research Questions that guided the study are as follows:

1. How do administrators and teachers conceptualize internationalization? Why do they feel an international education is important or not?
2. How conducive to school internationalization is the presence of a major multinational corporation?

The first case study chosen, School District A, is a public school district in the upstate of South Carolina. The second school district chosen, School District B, is located right next to the first district. They share similar demographics and are very close in proximity to each other.

In order to gain a complete picture of each district, data were collected through different schools about their different internationalized programs. I interviewed teachers and administrators from six schools and the district office in School District A; and I interviewed teachers and administrators from four schools and the district office in School District B. Each group represents a unique perspective on the international education experience of the individual school districts. The data are set out according to district and school level in the following order: District Office, High School, High School Career Center, High School 9<sup>th</sup> Grade Academy (only for District A, District B does not



have a 9<sup>th</sup> grade academy), Middle School, and Elementary School. The data are presented individually by interviewee. The interviews had three parts to them: personal perspectives, school programs, and district and school support.

**Personal Perspectives.** The first part of each interview included the interviewee's personal experiences and perspectives. The background information of the interviewee will provide an indirect look at the district's hiring procedures for its employees. I was interested in whether or not the district is hiring staff with international experience. If they did not have any international experience, then what kind of professional development for international education are they being given? International education begins with district policies, practice and leadership. These policies, practices and leadership are put into practice first by the administration of each school. The administrator's personal perspectives play a role into how these district policies and practices are received and carried out. I wanted to know what internationalization means to them and how is the school international.

**School Programs.** I wanted to know what international education looks like from a policy perspective and again in practice. Is there an international focus in the instructional supervision of the teachers? I first looked at the course offerings and determined which programs I believe would be international. I also asked the administrator's perspective as to which programs were international and identified the coordinators of each of the programs. I asked about the number of students in each program and whether or not students had a choice as to whether or not they wanted to be in the program. I wanted to know both the short and long term goals of the program.

I, also, asked whether or not the administration felt that the program was producing desired results.

**District and School Support.** One of the school districts has a strong focus on language acquisition and there are programs at elementary, middle and high school. I wanted to know how the district developed this program and why. I also wanted to know if there are other international education programs developed, being developed or will be developed in the district. I wanted to know if there is an "international" focus in the district's policy implementations and if so, how do they maintain it.

### **Well-Rounded**

Well-rounded is an expression used by many of the interviewees. For this research study well-rounded is defined as: being educated in many different subjects; including many different things; and having a lot of variety. A well-rounded student typically is involved in many different activities and has access to different learning opportunities. The interviewees refer to well-rounded students in a very positive manner and, according to interviewees, having a well-rounded student is what the districts strive to produce.

## **Case Study: School District A**

### **Profile**

School District A is fully accredited by the SC Department of Education and the Southern Association of Colleges and Schools (SACS). In order to understand the district, it is important to have a clear understanding of the district's profile, mission and vision. District A's profile, mission and vision are taken from School District A's website and

district report card (2014). The district received an absolute rating of excellent and a growth rating of excellent on their 2012 state report card. This report card reflected 7,695 students and 524 teachers. The district has 12 schools with one district high school and a separate 9<sup>th</sup> grade academy.

### **Mission**

The mission of District A is to provide every student quality educational experiences in a safe, nurturing, and engaging environment, enabling each individual to succeed in life and function as a productive citizen.

### **Vision**

We will pursue exemplary educational opportunities and academic excellence in order to improve the quality of life for our students and community.

### **District Office**

**Assistant Superintendent for Curriculum and Instruction: Dr. Martin.** Dr. Martin is an Assistant Superintendent for Curriculum and Instruction in School District A. He likes to travel, but has very little experience outside of the United States. Dr. Martin has never had a passport and only speaks English.

***Personal Perspectives.*** Dr. Martin's idea of an international education is one that lets students have a view of more than just what is around them. He believes that students receiving an international education should know what is going on in other countries. When Dr. Martin thinks about an international school, he pictures a military school and some private schools. He does not think that public schools are international.

He goes on to say that “it shouldn’t be that way” meaning that public schools should also be considered as international.

Dr. Martin thinks that an internationalized school would need to have some sort of bilingual program. He thinks that it is important, and with the push for Common Core State Standards the public school system will need to know more about internationalized standards and other cultures.

We need to know who we are competing against and understand them.

Not just medicine but also in the business world. Culture dictates how protocols and manners change (from culture to culture) and while people may take them for granted in your own culture they may be an insult to somebody in another culture (Dr. Martin, personal interview, November 22, 2013).

Dr. Martin does not think that there is a push for international education in the district. BMW is a large international company in the area but School District A is not partnered with them. Dr. Martin has heard that “it is not really a part of the German culture to partner with schools” (personal interview, November 22, 2013). Despite this fact, School District A offers German at the elementary level. Many of the district’s students and their families have ties with German companies in the area and Dr. Martin claims that there is an indirect push from the district to offer German in their schools. According to Dr. Martin, School District A wants what is best for their graduates and offering German may give them a leg up on potential employees to the German companies in the area (personal interview, November 22, 2013).

The market place has changed since Dr. Martin was in school. He sees the differences between the computers available to students now compared to when he was in school. There is a global market place now and students can take the initiative to look information up on their own.

***School Programs.*** According to Dr. Martin, School District A is a leader in their foreign language program which is a start in the direction of internationalization. They are trying to expose their students to language and culture at a young age. School District A's language program begins in elementary school and continues through middle and high schools. The district is looking into allowing students the opportunity to earn high school credit from their foreign language at the middle school level. This program will have a filter effect at the high school to allow more students to take an advanced placement course in a foreign language as seniors.

Initially, the foreign language program in the elementary school gave students contact twice a week with their teacher. When the recession hit, the district had to cut back on the hours. Dr. Martin recalls that it was fortunate that the district was able to keep the program and not get rid of it. Plus, they were able to hire teachers from neighboring school districts who were let go due to the financial crunch.

***District and School Support.*** During an earlier interview, the interviewee said that he thought there was a district policy against students traveling outside of the United States during "wartime". Dr. Martin cleared this up by stating that several things were cancelled after the September 11<sup>th</sup> attacks but there is not a policy that he can think of. There have not been any inquiries into taking students on a study abroad trip

since then either. His opinion is that it is a timing issue.

The district is supporting the language program by bringing in foreign language teachers from other countries. They have had Spanish teachers from Spain a couple of times and now they have a Chinese teacher from the Confucius Institute. He says that she is doing a really great job.

## **High School**

**High School Administrator: Dr. Jones.** Dr. Jones is one of the high school principals at School District A. The high school includes three grade levels with the freshman academy on a separate campus. Dr. Jones has not had much overseas' experience, but he has gone on some pleasure trips; however, these trips did affect his teaching or his role as an administrator. There is talk about him going to China as an exchange to meet with the school district where the Chinese teacher is from.

**Personal Perspectives.** Dr. Jones does not consider the high school to be proactive in international education curriculum and believes that there is not a push to internationalize it at the district level. According to Dr. Jones, the high school is doing a good job in preparing the students for a college career and for the workforce opportunities in the area. BMW is local, and there is a new inland port opening as well. Internationalization is important and would help to produce more well-rounded students.

Dr. Jones considers an IB program as a good example of what an international education should look like in practice. IB is not a program that they have in place, but he says the IB curriculum is an interesting topic for discussion.

According to Dr. Jones, the community would support an international education. With the local international businesses like BMW and Milliken, and all of their feeder companies, students with an international education would have an advantage.

***School Programs.*** In Dr. Jones's opinion, there is not enough of an international focus in the programs. Milliken is a global company with 39 facilities located in the United States, the United Kingdom, Belgium, France and China, employing 7,000 associates worldwide. Milliken sends their high-level executives to discuss education with the high school students. Dr. Jones could not recall their name but there is a local group of business men and women came to talk to students about international politics, economy, and the job market in other countries. In addition, there is an international delegation from Clemson University which comes to the school to visit. These are international teachers and administrators looking at local schools and how they are run. Student council members get to interact with them and lead them on tours, but this experience is not available to many of the students.

The district is trying to get students ready for college and make them more well-rounded. They have a scholars- academy cohort which takes classes at a local college for dual credit. These options are increasing in the years to come with a new partnership with USC-Upstate.

The district is trying to organize the language program at the middle school in order to allow students the chance to earn a high school cardinal unit. This will open up new AP courses in foreign language at the high school level.

***District and School Support.*** The Chinese teacher is here through the Confucius Institute at the University of South Carolina. There has been some discussion about sending Dr. Jones to visit with the principal from the Chinese teacher's local school in China. This would be a chance for School District A to see the local school where she teaches in China.

**High School Spanish Teacher: Mrs. Craine.** Mrs. Craine teaches Spanish at the high school in School District A. Her education has prepared her well to teach students within an international education curriculum. She has attended university in two Spanish speaking countries. According to Mrs. Craine, she learned the most when she left the United States. She uses her travels to teach her students about places that she has visited. She shares pictures and incorporates documentary movies as a part of her instruction. She shares with her students that there is an outside world to living in South Carolina.

***Personal Perspectives.*** "An international education would be an education that would allow students to compete on a global market and global performance" (Mrs. Craine, personal interview, November 22, 2013). According to Mrs. Craine, there is no education here, in the United States, which is "equal to that in any sense" (personal interview, November 22, 2013). She says that students in the United States are not getting the same instruction or opportunity as someone in another country. An international education in practice for Mrs. Craine would include learning in a different language. This does not mean just learning a language but learning about other subject matter in a foreign language. She also says that the educators in an international system



would understand more than one education system. This understanding would give the educators insights on more than one teaching style and instruction. According to Mrs. Craine, internationalization is important. It gives students the sense of being “well-rounded in political fields. They will look at different problems and be more aware about what is going on in the world around them, and how it affects them, their nation, and the rest the world” (Mrs. Craine, personal interview, November 22, 2013). She also claims that no one in South Carolina is pushing an international education.

Mrs. Craine compares a student with - what she views as - an international education to students with – what she considers - a traditional education.

A student who has been through international education has more of a work ethic and has a better understanding of language. There’s a better understanding of cultural differences, being able to work through problems, and see the differences in people. (Mrs. Craine, personal interview, November 22, 2013)

Mrs. Craine describes a student from Italy as being able to speak six different languages and she can pass her AP exams. According to Mrs. Craine, this student has been in the education system with more rigor and her career path is set. Mrs. Craine says that her students can’t make it through basic math class and that she doesn’t foresee them being able to compete at the same level as the student from Italy.

***School Programs.*** According to Mrs. Craine, the high school foreign language program is designed for students planning to attend a four year college, and she is teaching several students who will never even receive a high school diploma. She

comments that her class is a “dumping ground” for students. “The dumping ground” situation should be changed, according to Mrs. Craine. She plans on taking students to other countries to study. She gives an example of taking students to Costa Rica and studying environmental issues. At the moment, Mrs. Craine does not consider any program at the high school as pertaining to an international education.

***District and School Support.*** According to Mrs. Craine, the district supports students going to college but does not support an international education.

### **High School Career Center**

**High School Career Center Administrator: Mrs. Wilson.** Mrs. Wilson is the career center director for School District A and two other districts. She was a business teacher and worked her way up to administration. This is her 29<sup>th</sup> year in education. She grew up in a small local community. She has traveled to Canada and Jamaica, but has never had a passport.

***Personal Perspectives.*** According to Mrs. Wilson, “In my mind, the first thing that I think about is that the students will receive an education that will give them the skill set to travel internationally, move anywhere and be successful in their chosen field. Whatever their career cluster they choose is based on the education they received in the United States” (personal interview, November 11, 2013). In practice, Mrs. Wilson said that students should be able to receive not only their vocational training at a career center but also tie their academics to that specific training. This is not happening at the moment because the students are only receiving their vocational training in the career center. According to Mrs. Wilson international programs are providing this type of

career path.

Mrs. Wilson says that internationalization is important. It is necessary if, as a state, we want to grow our economy. We need to know what is going on in other places in order to offer the same opportunities here (Mrs. Wilson, personal interview, November 11, 2013). She also says that there is a push to internationalize the career center programs. This comes from the school districts trying to increase the vocational programs and get students ready to compete on a global scale. For Mrs. Wilson, the way to judge success is to look at the unemployment rate. You should be able to see a shift in jobs and how many people are qualified for those jobs. This shift would be a positive aspect of her programs.

According to Mrs. Wilson, students need to not only have the vocational skill set but also an academic skill set. Foreign language would benefit students entering the market place, and as Mrs. Wilson stated, German is a necessary language in this area. BMW is here and along with BMW come many feeder companies - many of which are German based. According to Mrs. Wilson, we are selling our kids short by not starting with a foreign language earlier.

***School Programs.*** Career centers do a little bit more than traditional schools because of the opportunities students have. The programs must stay current with manufacturing trends. Students are receiving the same set of skills as international students in order for our students to compete globally. “It is a part of our mission to get students ready for a global market place when they leave us” (Mrs. Wilson, personal interview, November 11, 2013). Last year, she had one of her students receive the BMW

scholarship award as a machinist. He was sent overseas with BMW for a couple of trips. Mrs. Wilson shared a phone call she received that morning from a local company. The company wants to hire eight students to immediately begin work on an apprenticeship. The students would be able to take classes in the morning and go to work in the afternoon. This is just one example of how well the local businesses are working with the career centers. Mrs. Wilson fields phone calls all the time for companies wanting machinist and welders. She spends a lot of time keeping up to date with any trends in the market place.

***District and School Support.*** The schools are willing to work with the vocational school in order to provide more opportunities for their students. They are expanding their facilities and hiring more instructors.

International experience is not something that is directly asked about in interviews for her program. She does discuss their training and expertise in the field.

### **High School 9<sup>th</sup> Grade Academy**

**9th Grade Academy Administrator: Mr. Hall.** Mr. Hall is the principal at the freshman academy in School District A. The academy has over 600 students with a diverse student body of White American, African-American, and immigrants.

Mr. Hall's initial administration education did not prepare him to integrate an international education. He states that it did a great job in preparing him for diversity, learning styles and communication but not for a global education. The community in the school district is changing. It is getting more and more diverse with the continued growth of the international businesses in the area.

Mr. Hall has never been out of the country and therefore does not have a passport. He has traveled extensively in the United States.

***Personal Perspectives.*** According to Mr. Hall, an internationalized school has a diverse student body.

You have a lot of opportunities for students and courses that were never offered in the past. I think back when I was in school: for a language course we had Latin. We are now offering Chinese to middle school students and Spanish to third-graders; and things like that are very unique (personal interview, November 1, 2013).

Mr. Hall states that an internationalized school would include the sharing of ideas by various cultures and that schools should know where the United States ranks compared to other countries as far as literacy, science and math. “So, obviously the awareness about where we are ranked not only in our state but also within the nation and then where we are ranked in the world” (Mr. Hall, personal interview, November 1, 2013). According to Mr. Hall, internationalization is important and that exposing students to more opportunities will make them more aware of international opportunities. Mr. Hall thinks the district as a whole is doing a good job in School District A but “perhaps we can do a better job exposing them, having them on a more even playing field as we see common core standards are making them more unified. Common core would help globalize a school by seeing really how we as a district are ranked in the state, and how we as state are ranked in the nation” (Mr. Hall, personal interview, November 1, 2013).

Mr. Hall does not think that there is a push in the district to internationalize. He does argue that the district is striving for a well-rounded student; and as a part of that initiative, students are exposed to global things. He states that a student with an international education would be more aware of global issues than a student with a traditional education. He recalls his sister taking a trip to several European countries including France and Germany with her school in the 9<sup>th</sup> grade. Even this short two week trip affected her by opening her eyes up to the world around her.

***School Programs.*** The school district has a personal electronic device policy. This allows students to bring their own device to school allowing them to connect to the internet. Mr. Hall says, “The schools are not just brick-and-mortar schools and there is more opportunity for our district” (personal interview, November 1, 2013). Students and teachers are being assigned laptops and they are able to see more than just what is in front of them.

The district has hired a Chinese teacher to teach Mandarin both at the freshman academy and the high school. She is an extremely hard worker and Mr. Hall speaks very highly of her. The district is optimistic in thinking that her number of students is going to increase but it is hard to say at this point. The district did hire a fulltime German teacher for the school in anticipation for the numbers in German to increase. Unfortunately, those numbers “flat lined” and they have to share the new German teacher with an elementary school.

According to Mr. Hall, the community is very supportive of the school and thinks that the school is meeting the needs of their students. Mr. Hall does say that the high

school may get more boisterous parents than the parents they get at the freshman academy.

***District and School Support.*** Teachers are given training from the ESOL teacher about English as a second language. She provides resources and current literature on how to address students and parents.

**9th Grade Academy Spanish Teacher: Mr. Hassell.** Mr. Hassell teaches Spanish at the 9<sup>th</sup> grade academy in School District A. He also taught Spanish in another district in the South Carolina for 12 years. He thinks that his education and training did prepare him to teach an international education. He spent 10 years in the military and much of that time in Germany, Mexico and Panama. He spoke Spanish in Mexico and Panama and most of his work was conducted in Spanish. He does not have a current passport but he and his wife speak Spanish at home. His wife is half Chinese and often he is surrounded by Chinese speaking people in his home as well. He, however, does not speak Chinese at all.

***Personal Perspectives.*** In reference to defining international education, Mr. Hassell says, “If you try to teach a foreign language without teaching about the country and the culture, then that is just an intellectual exercise. They’re going to forget it. It is not a practical application” (Mr. Hassell, personal interview, November 22, 2013).

Mr. Hassell believes that the “International Baccalaureate (IB) program is a good example as to how an international education would look in practice here in School District A” (Mr. Hassell, personal interview, November 22, 2013). He also thinks that this district would be a perfect IB candidate school. According to Mr. Hassell’s “good

source”,

Four years ago, there was more German investment in [this] county than there was in all in the rest of the United States put together. With so much interest from other countries, it only stands to reason that our kids would eventually become interested in the whole world (Mr. Hassell, personal interview, November 22, 2013).

Mr. Hassell firmly believes that international education is important: students should know what is going on in other countries. He thinks that most people are ignorant when it comes to what is taking place overseas: “As a country, we do not care about what is taking place elsewhere” (Mr. Hassell, personal interview, November 22, 2013). According to him, there is not a push to internationalize in School District A. He argues that graduates from an international program will question more, i.e., question the government and policies. These students will search harder for the truth and not just accept what they are told (Mr. Hassell, personal interview, November 22, 2013).

Mr. Hassell is opposed to making Spanish a mandatory core subject for students. He thinks that IB would be more appropriate. Having an IB program would mean that students would have to choose to enter IB. IB does include a foreign language but the students would have a choice. It would also have a high rigor, but he is opposed to requiring every student to take a foreign language. Mr. Hassell argues that foreign language should not be for all students. He thinks that because all students are required to take a foreign language the rigor for his classes has dropped. He states that foreign language should be a choice for students which would increase the academic level of



the students taking foreign language.

***School Programs.*** Mr. Hassell uses many different teaching styles to reach his students. He plays Hispanic music from many different countries and provides opportunities for the kids to learn how to dance the main dances from the country of origin. They watch special reports on different Hispanic countries and he uses YouTube videos and pictures to supplement the instruction. He says that his favorite field trip is to take the students to a local Mexican restaurant at the end of school year.

***District and School Support.*** He met with the Superintendent about how he teaches early in his career in district A. The Superintendent was very supportive of his methods and the fact that he did not just teach grammar.

## **Middle School**

**Middle School German Teacher: Mrs. Roberts.** Mrs. Roberts is a middle school teacher of German in School District A. She spent one year in Germany as an au pair and recalls that in high school she wanted to take Spanish. The Spanish class was full, and she was forced to take German. Her German teacher was so passionate about German that after the first couple of days she was “hooked”.

She attended college on Long Island and they had a world language program which prepared her to teach the language and culture. As a part of the program, she completed a semester abroad in Germany.

***Personal Perspectives.*** For Mrs. Roberts, the most important aspect of an international education would be the realization that not everyone does the same thing everywhere in the world. “Just because it is different doesn’t mean it’s wrong or weird”

(Mrs. Roberts, personal interview, November 1, 2013). A simple example of this is the fact that Germans eat their big meal of the day at lunchtime. It is a simple concept that is strange to her students. This is why Mrs. Roberts thinks that in practice an international education should target open-mindedness and a higher percentage of language use. An international education should also teach acceptance for all cultures.

Mrs. Roberts teaches her students about her personal experiences living in Germany. She talks about how she had to learn how to shop in Germany and how to prepare local foods. She references the fact that she was not able to go out and buy boxed macaroni and cheese to cook. These are just a few of the little things that she had to learn to cope with living in a foreign country.

Mrs. Roberts believes that international education is important.

It goes right back to their mindset. I am extremely worldly but I consider myself well-rounded and have lived in different countries. I am more accepting of other things (Mrs. Roberts, personal interview, November 1, 2013).

Mrs. Roberts thinks that accepting of other cultures would be a step toward a more tolerant society and tolerance for a person different than you needs to be realized. She thinks that Spanish is pushed more than German. In the area, there are more Hispanics and therefore, according to Mrs. Roberts, it is a more useful language than German. She argues that students are better off having an introduction to foreign language than students with no exposure and that the community is split with its support of foreign language. Many want to learn a foreign language and understand

that it will be useful to them in the future. Others think that “it is a waste of their time” and are resentful (Mrs. Roberts, personal interview, November 1, 2013).

***School Programs.*** At present, the school does not require students to take a foreign language in Middle school. It is good that it is offered but she thinks the students have a “free-for-all” mentality. She refers to this as the fact that there is no accountability for the students and German is seen as a dumping ground (Mrs. Roberts, personal interview, November 1, 2013).

***District and School Support.*** The district pays for the German teachers to work together during the summer to develop a district curriculum plan. They work for about 3 days and have the entire program ready from 1<sup>st</sup> grade through 9<sup>th</sup> grade. The high school teacher chooses not to participate in the summer program. Mrs. Roberts is very appreciative of the district’s support for curriculum planning during the summer months. Mrs. Roberts was also allowed to go to a conference for the school on state foreign-language standards and world language standards.

The district is planning to allow students to earn high school credit in the middle school. This will affect Mrs. Roberts directly because she will now have validation to her course. She says that this will allow her to hold her students more accountable than before.

Mrs. Roberts interviewed for the 9<sup>th</sup> grade German position the year before. According to her, she has some international experience but it does not compare to the teacher they did hire. The district does take in consideration international experience when it comes to the foreign language teachers in the district.

## **Elementary School**

**Elementary School Administrator: Mrs. Ward.** Mrs. Ward is the principal at an elementary school in School District A. Mrs. Ward took French in high school, but does not speak it well. She keeps a valid passport and last traveled to Jamaica with her husband for a pleasure trip. She also used to travel with a teacher to take students overseas. This has not been in recent years. She is currently working on her doctorate in leadership and policy and thinks that her program has done a good job with teaching her about multicultural education.

***Personal Perspectives.*** Mrs. Ward believes that an international education is a broad subject. It is building an understanding and appreciation for other cultures. In a language class, this would be more like an immersion setting where the teaching and learning would take place in the content language. Mrs. Ward recalls observing foreign language classes in her school where she did not understand any of the instruction, but she could tell that the students were engaged and responding to the teacher.

Mrs. Ward stated that there is a push to introduce foreign language in the elementary schools. According to her, this push came from a board member who recognized that with the foreign industry in the area School District A needs to offer foreign language in the elementary school to attract the companies' families to the area.

***School Programs.*** The elementary language program in the district is split between Spanish and German. The program started five years ago and three of the elementary schools in the district have German while two have Spanish. The program at Mrs. Ward's elementary school teaches German for 40 minute blocks once a week.

***District and School Support.*** When Mrs. Ward's previous German teacher resigned, the district began looking for a replacement. This replacement would not be just a regular teacher and Mrs. Ward and the HR director had conversations as to what kind of German teacher they wanted for the position. They agreed that it needs to be someone who was vibrant and really makes German fun. They were looking for someone who brings in the culture and speaks the whole time in German.

Mrs. Ward references Powerschool and how the demographics need to change. Powerschool is the district's administrative system for the schools. It is used to keep track of class schedules, student personal information, student help from guidance, discipline action from the administration, and the teachers' gradebook. There is a growing population of Russian and Ukrainian students in the district, and Powerschool only has a code for Caucasian. The school district holds workshops for Spanish ESL teachers and uses the program Kurzweil. Kurzweil is used to read text to students.

The district is very responsive to the needs of the community. In the current school, there is no place for growth. If the community wants more foreign language, then the district will figure out a way to make it happen with teachers and facility.

**Elementary School German Teacher: Mrs. Bryant.** Mrs. Bryant is the German teacher at an elementary school in School District A. She always wanted to travel. She got involved with languages to get out of the country and see the world. She lived in Austria for a year and taught English. She also went on a Fulbright to Germany where she met her ex-husband, who is German. Mrs. Bryant has let her passport expire but she is trying to come up with the money to take her two children to Germany for a summer

trip. Mrs. Bryant's training provided her with proficiency in German language and culture.

***Personal Perspectives.*** To Mrs. Bryant, internationalization means learning a foreign language and being exposed to cultures and things outside of their own. She thinks that elementary years should include language exposure along with culture exposure. High school should be more directed toward the use of foreign language and international business skills. According to Mrs. Bryant, an international education is important. In the area there are many international companies with ties to Germany, Austria and France. Mrs. Bryant thinks that these companies prefer to hire workers with some knowledge of the company's culture and language.

Mrs. Bryant describes the district as having a push to increase the foreign language in its schools. This began several years ago and dropped off during the cut backs. The program was cut back some but was not completely done away with. Mrs. Bryant says that "that is huge" (Mrs. Bryant, personal interview, November 1, 2013). Mrs. Bryant judges success of the program based on the fact that it continues to grow. She said that the district is trying to add high school credit to middle school which will increase the students' options in high school. She describes it as a "trickle up" effect.

Mrs. Bryant has many experiences living in Germany and Austria. She describes trips to the store and how she lived in a German city. She also shared about how they celebrate holidays in both Germany and Austria. She says, "I can't imagine not having had the experience and trying to teach language (and culture)" (Mrs. Bryant, personal interview, November 1, 2013).

Mrs. Bryant describes the community as having mixed emotions about a foreign language in the elementary school. There are some who question why their child needs a foreign language while others are embracing it. Those who embrace it sometimes question why there is not more time. She thinks this is a direct relationship with the education of the parents. In Mrs. Bryant's opinion, the higher educated parents are more likely to embrace foreign language than lower educated parents (personal interview, November 1, 2013).

***School Programs.*** Mrs. Bryant thinks that district A is doing a good job with having an introduction to foreign language at the elementary level. She would like to see the program expand. At present, the program includes German at her school. The students only come to her for 40 minutes one time a week. This limits what they can do and learn. She compares her program to other districts and realizes that many districts cut out foreign language in elementary and have focused on global policies. She explains that the global policies course is more about global economy than about cultures. She agrees that this is not necessarily bad, but you are "sacrificing one for the other".

Mrs. Bryant sat on the committee to hire the last German teacher for the 9<sup>th</sup> grade academy. During this interview, there were questions about candidate's experience overseas in addition to their foreign language ability.

***District and School Support.*** Mrs. Bryant says, "Overall, I'm very impressed with the support that we have from the district and what they want to keep doing as far as second language is concerned" (Mrs. Bryant, personal interview, November 1, 2013).

According to Mrs. Bryant, the district offers support for communication to parents. Since there is a large Hispanic and Russian community in the area, during open house, the district has translators available to meet with parents and teachers.

### **Case Study: School District B**

#### **Profile**

School District B is fully accredited by the South Carolina Department of Education and the Southern Association of Colleges and Schools (SACS). The following profile, mission and vision are taken from School District B's website (2014). The School District is located in the northwest section of Spartanburg County and is comprised of an area of approximately 120 square miles and has an estimated population of 30,000. A small portion (less than 10%) of the School District is located in Greenville County. The School District is one of seven districts in Spartanburg County. The School District currently operates five elementary schools, three junior high schools, two senior high schools, and a shared career center. The student enrollment is approximately 5,100 students. The School district and all schools are fully accredited by the South Carolina Department of Education and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The mission and vision statements are taken directly from School District B's website.

#### **Mission**

Our mission is to provide a quality, student-centered education.

#### **Vision**

We envision a district where:



- The focus is student-centered education.
- Education prepares all students to become productive and responsible citizens.
- Students, faculty, and staff strive to “Become Their Best” in all aspects of the school.
- Students graduate from our schools with a planned path for success.

## **District Office**

**Coordinator for Curriculum and Instruction: Mrs. Dorn.** Mrs. Dorn is the Curriculum and Instruction Coordinator for School District B. She has 22 years of experience working in education and has traveled abroad a couple of times to Jamaica. She does keep a valid passport and plans to travel to Europe eventually. She recalls that these experiences do play a part of her professional career: it helps to relate to different people (Mrs. Dorn, personal interview, April 4, 2014). She knows that no one is just in a box. “We are all different and we need to accept people for who they are” (Mrs. Dorn, personal interview, April 4, 2014).

Mrs. Dorn is currently working on her Ed. D. from South Carolina State University. Between earning three masters, working on her Ed. D. and her years of experience, she thinks that she is well trained to implement an international education program. She says that she would need to research their programs but that she is well-rounded enough to undertake the job.

***Personal Perspectives.*** Mrs. Dorn believes that an international education would allow students to complete not only nationally but also globally. According to Mrs. Dorn, the international baccalaureate program is a good program to illustrate how an

international program would look like. She says that an international program would need to look at what standards are being used to judge the success of international students, and the curriculum should be adopted which would give them an edge. Currently, District B is using the ACT as a leveling agent for national programs.

According to Mrs. Dorn, internationally education students would be more marketable over students with a traditional national education. “They would be more well-rounded with a broader scope. They may know more about academics because they would have more exposure” (Mrs. Dorn, personal interview, April 4, 2014).

Mrs. Dorn states that the “world is getting smaller” with technology at our fingertips. “We have communication at our fingertips, and so I think that that it makes the field more competitive because it is such easy access from that to the outside” (Mrs. Dorn, personal interview, April 4, 2014). She also projects that the district is moving closer to an international education push within the district. Their last SACS review gave them five recommendations, one of which was that they need to look at a global curriculum even down to their hires. As of now, there are no specific mentions to international experience on their applications but, according to Mrs. Dorn, the HR director does keep it in mind when she is screening applicants.

**School Programs.** Mrs. Dorn states that there is a push to hire ESOL certified personal. This is not just a district initiative but a general initiative within the county. The district has a large Hispanic population and both Russian and Ukrainian populations within its borders (Mrs. Dorn, personal interview, April 4, 2014).

There are several ABC (Arts in the Basic Curriculum) schools within the district.

They have also gone away from calling them related arts to a calling them academic arts. This is to provide more of a focus on the arts for the students (Mrs. Dorn, personal interview, April 4, 2014).

***District and School Support.*** The ESOL certificate program is paid for by the district for cohort groups. Mrs. Dorn would love for the district to offer some kind of an international education professional development training to which she would take part in.

The district office has recently been discussing adding more language to their curriculum. “We have added a middle school teacher to work with the two middle schools with Spanish and a theater teacher as well.”

***High School Literary Coach for Both District High Schools: Mrs. Sellars.*** Mrs. Sellars is the Literacy Coach for School District B and travels between both of the district high schools. She first became involved in teaching in Florida. She was a part of an experimental teaching team in the 1970s working with Hispanic families migrating with the crops. The team created short blocks of information to teach them and would finish these blocks to get the students part of a unit. This way, as the families came back, the students could earn another part.

Mrs. Sellars states that professional development in international education is essential for teachers and students to move into a more global economy.

***Personal Perspectives.*** Mrs. Sellars describes international education and what it looks like in practice very clearly.

I can come at it from two different standpoints; from making our

students more globally prepared and breaking down of the wall around them. But also in a broader context, I think internationalization is the whole awareness of different cultures, not just tolerance but the recognition that there are multiples perspectives to every issue (Mrs. Sellars, personal interview, November 14, 2013).

As a Literacy Coach, Mrs. Sellars tries to allow teachers a degree of personalization. She understands that everyone comes with their own frames. “I try to honor the differences; we have people that are born and raised here, people who come from different places, and some who are raised here whose parents have come from different places” (Mrs. Sellars, personal interview, November 14, 2013). Everyone has a different point of view. According to Mrs. Sellars, internationalization in practice would be a wide variety of texts, a wide variety of opinions, and would be a wide variety of viewpoints.

I guess we tend to judge things with a Western perspective but if we look at an issue with an Eastern perspective you would look at it somewhat differently. What is the context that is being represented of humanity by this piece of writing or by this piece of science will we value? This viewpoint tends to come out and so I think the international piece of it is helping kids understand and accept it as not their own benchmark but a broad benchmark which to judge or evaluate or to bring it into a point of being (Mrs. Sellars, personal interview, November 14, 2013).

Mrs. Sellars thinks that she has internationalized a student’s perspective if she

can get a kid to read Chinese poetry, which they have, no idea of the whole framework and background; but they can appreciate it for the standards that it meets. Mrs. Sellars argues that an international education is very important: We need to have students who can work for any company and understand that we do not all come with the same ideas (Mrs. Sellars, personal interview, November 14, 2013). Mrs. Sellars makes a great point describing that tolerance is not the same as giving up their own individuality. She also thinks that students who have an international education would be not only problem solvers but also the natural cohesive employees: “This does not automatically make them a lovey-dovey, get-along employee”, but Mrs. Sellars thinks that employers would see this person a “consensus builder” (Mrs. Sellars, personal interview, November 14, 2013).

***School Programs.*** According to Mrs. Sellars, schools will not be able to know how well they are doing for at least 10 years. 10 years would be a realistic number because it would take that long for the climate and culture of the school to change. It may also bring a kinder and gentler society (Mrs. Sellars, personal interview, November 14, 2013).

***District and School Support.*** Mrs. Sellars does not think that the district has a push to internationalize.

Sometimes we label and slot students from their experiential background. I think it is really cool that kids can go home and they speak a different language in the home. I, personally, find that this is really super cool because a kid can live in both worlds. Maybe this is very ethnocentric of me. I understand the hardships that can be brought on to

a child academically but I think it only brings up a hardship if we allow it to be a hardship. We need to put in the [opportunities] that these kids can have a parallel experience academically where both pieces can be honored (Mrs. Sellars, personal interview, November 14, 2013)

She does argue that the district has done a lot of different things to increase the academic standard. She states that there are a lot of new opportunities in a more global perspective. Students have more opportunities now than they did just 10 years ago. The district is also a lot more diverse.

### **High School**

**High School Administrator: Mr. Cook.** Mr. Cook is the principal at one of the high schools in School District B. Mr. Cook does not own a passport but has travelled to Cancun and Canada for pleasure. His experience travelling to Cancun was on his honeymoon with his wife and he learned some life lessons traveling. His time in Canada was with his dad and he describes it fondly.

My dad tried to show me as much of this world as possible. So, I grew up knowing that I need to experience things. I did a lot of traveling in the US but not overseas. I know how important that was to me. As I went to college, I was not intimidated by things. I saw how [my father] stood there and could carry on a conversation with anybody (Mr. Cook, personal interview, November 18, 2013).

Mr. Cook says that he learned how to ask questions and how to handle himself. He uses this ability today in his profession by being able to have manners when he goes

to new places and how to act and fit in.

***Personal Perspectives.*** According to Mr. Cook, International education is bringing awareness to students about things which are outside of the United States. In practice, an international education would include foreign language classes and opportunities for more than what is currently being offered in this school (Mr. Cook, personal interview, November 18, 2013). This school offers French and Spanish. Mr. Cook would like to include German and other languages as well. The high school offers a foods class taught here that is separate from the culinary arts program at the career center. Mr. Cook would like to see that class focusses on foods from around the world. He sees an international education providing for the total child bringing awareness to dance, food, literature and culture. Educating the total child is very important to him.

Mr. Cook argues that internationally educated students will be more aware of their surroundings. They will be more successful in college and leave home more aware of what is around them (Mr. Cook, personal interview, November 18, 2013).

According to Mr. Cook, it is a priority for the district to provide for the whole child; however, there is not a priority to internationalize the school district. Mr. Cook thinks that there will be a movement in an international education direction in the near future.

***School Programs.*** Several of the students have gone on mission trips. These are not specifically sponsored by the school and they are also not requirements to graduate. They do provide students with the opportunity to see other countries and bring awareness to the child. Mr. Cook says that “it’s a priceless experience” (Mr. Cook,

personal interview, November 18, 2013). It changes students not only by seeing other places but it many times gives them an appreciation and gratitude for what they have here in South Carolina (Mr. Cook, personal interview, November 18, 2013). Mr. Cook has not personally gone on one of these trips but plans on doing it one day.

***District and School Support.*** Mr. Cook appreciates the support from the community. Parents want what is best for their children. It is no different than this community. The key to an international education to the community would be how it is presented (Mr. Cook, personal interview, November 18, 2013).

According to Mr. Cook, the district is supportive in different ways. There is a new anti-bullying program starting next year. The school will be piloting this program which comes from Norway through Clemson University.

**High School Spanish Teacher: Mrs. Greene.** Mrs. Greene teaches Spanish at one of the high schools in School District B. Mrs. Greene started out as a history major but was talked into getting certified to teach Spanish. She has taught for 29 years. She keeps a valid passport and took students to Costa Rica in 2012.

She says that her education has provided her with a good background for implementing an international education. She has traveled to several Spanish speaking countries and had a great professor who taught her a lot about culture.

***Personal Perspectives.*** Mrs. Greene had a difficult time trying to describe what an international education meant to her. She began by asking questions about what international could mean.

Does that mean all the different countries? Does that mean knowing



something from many places? Does that mean you have an international education because you have a teacher who lived in Croatia? I'm not exactly sure if we can get an international education. We get some of course. And my daughter having lived in Mexico and studied there; she is constantly bringing that experience back with her in bits and pieces of international education (Mrs. Cook, personal interview, November 18, 2013).

As a foreign language teacher, Mrs. Greene thinks that language acquisition should be a high priority in an international education. She says that students should be fluent enough in more than one language that they learn several subjects in their chosen language. She struggled with the term international and what it would mean. To her, Hispanic, Russian and Ukrainian students receive more of an international education because they do understand more than one culture. They are exposed to one culture at home and at least stories of their parents' home countries.

Mrs. Greene thinks that internationalization is important especially when it comes to technology today. She refers to the world as being really small and believes that internationally educated students would have a different view point of it. She also thinks that they need to be able to communicate with people from different cultures and in different languages, then they also appreciate and respect other people as well (Mrs. Cook, personal interview, November 18, 2013).

***School Programs.*** Mrs. Greene has taken several trips abroad with students. She also uses these experiences in her classroom when discussing different Spanish speaking

countries. They had a foods day in class where students would bring in foods from different Spanish speaking countries.

When you go to places you've never been and hear the stories, then you can bring that back. You can always read a history book but when you are talking to native about what they do and learn different phrases that are what you can come back and add to those kinds of things. I think it is fun and interesting; So, I build on them (Mrs. Cook, personal interview, November 18, 2013).

Mrs. Greene took school trips every year until the terrorist attacks of September 11th happened. She was told that she would never be able to take another school trip again. She waited until 2007 and approached the new administration about taking a trip again. The school agreed and she has taken trips in 2007, 2009, 2010 and 2012. She describes the reactions of the students: "They change so much" (Mrs. Cook, personal interview, November 18, 2013). Part of the trip included a visit to local schools. Many of the students begin pen pal relationships with students in the country and send school supplies back to them.

The foreign language program is primarily for 11<sup>th</sup> and 12<sup>th</sup> graders. Mrs. Greene argues that there are not enough teachers for all grades to receive a foreign language credit. The administration has also felt that the foreign language program needs to be grown and expanded.

***District and School Support.*** The district has hired a middle school teacher to teach Spanish and culture at the two middle schools. Mrs. Greene has not been able to

meet with her about what she is teaching but she thinks that the students are benefiting to being exposed to Spanish before entering high school.

She thinks that there is a lack of drive to internationalize in the district. However, she does think that the district realizes that we are in a global society but is unsure of how to proceed.

**English High: Mrs. May.** This is Mrs. May's second year teaching English at one of two high schools in School District B. Mrs. May attended Wofford College and believes that this education provided her with a good background to implement an international education to her students. She took classes from many different literatures and has had a good base for an English Literature class which was international in nature.

Mrs. May keeps a valid passport. She went to Brazil two years ago. This was a quick trip, but she uses her first hand experiences in her class. She talks about the poverty in Brazil and how her students do not understand what true poverty is.

***Personal Perspectives.*** Mrs. May has two meanings for a conception of an international education. The first would be for students to leave high school and be successful in not only their home community but also in a different state and nation. This refers to the fact that they are more aware of everything else around them. Her second conception is being aware of other things including states, countries and cultures. She says that students should be aware of other places and not just South Carolina. Mrs. May thinks that in practice, an international education would get students to think "about different lifestyles of other people, the different beliefs, the different histories... almost developing empathy and sympathy in them. So, they

can...understand how other people would go through things” (Mrs. May, personal interview, November 25, 2013). Mrs. May does think that an international education is important because it makes a student become a more well-rounded person.

Mrs. May does not think that it would be a very tangible thing to judge if teachers are successful in providing an international education, nor does she think this is something you can do with a simple test.

***School Programs.*** Mrs. May describes one of the books and lessons she does with her students.

The first book I read is *The Absolutely True Diary of a Part Time Indian* written by Sherman Alexie which focuses on an Indian reservation. It is not truly international but I think that it is a completely different culture to what the kids are used to learning about. We talk about Native American reservations, the history of the Trail of Tears, and about the Europeans coming up here and the type of involvement they had with the Native Americans (Mrs. May, personal interview, November 25, 2013).

Mrs. May says that she focuses on different cultures; how one culture acts versus other cultures. So, when her students think something is odd it may be perfectly normal for someone else.

The school has a Spanish club and they take trips out of the country every couple of years. This coming summer, the Art class is taking a trip to Greece to see the artwork there.

***District and School Support.*** Mrs. May does not think that the student body as a whole is concerned with learning about other places. They are very interested in going to college and about the subject right in front of them. They tend to focus on the small scale and not the big picture.

Mrs. May does think that it is necessary to have more of an international focus for professional developments. She thinks this would help her provide a better strategy for her students to become successful when they leave high school. She thinks that all of the teachers want their students to become successful; but Mrs. May does not think that there is a drive to be international. She does see the district becoming more diverse with their classes but would like to add maybe a current events class to the students' options.

### **High School Career Center**

**High School Career Center Administrator: Mr. Davis.** Mr. Davis is the career center director for School District B. He has been involved with career and technology classes since he was in high school. He attended Clemson to get an engineering degree and then left before he finished. He began coaching and working with schools where he eventually became administration certified. He does not have any international experience: He and his wife travel the United States and do not plan to travel overseas at the moment.

***Personal Perspectives.*** Mr. Davis thinks that an international education is important and describes an international education in how it pertains to vocational students and international standards. "I think everything we do is working toward a

global community. Everything interacts with everything else. From the machine tool program, they can leave here and go to work. They may make parts to go to somewhere else. Then, they may be working for somebody else” (Mr. Davis, personal interview, November 11, 2013).

According to Mr. Davis, language is not the main part of an international education for vocational schools. Students need to be marketable to go anywhere. Students need to be able to work on foreign cars and know industry terminology. Mr. Davis does think that foreign language skills are beneficial and knowing a foreign language will benefit students trying to get jobs with international companies located in the area. “I think foreign language could be very beneficial to students but which one is a personal choice. With BMW in our area, German would be a good choice but there is also an argument for Spanish along with several others” (Mr. Davis, personal interview, November 11, 2013).

Mr. Davis does think that there is a push in the district to keep the students competitive on a global economy.

***School Programs.*** Mr. Davis describes his program as very international. Many of his students are in a co-op with local companies. He had a student a few years ago create a new automotive part during his co-op. His co-op boss took the student to Canada and pitched the idea to a large international company. The company bought the product and is using it today. Many of the machine tool students are working for satellite components for CT/CAT scan machines. They may never see the final product. They have a product that they need to create and it fits with other parts for the final

product much further down the line.

His teachers come out of industry in order to teach. Many of them use their personal experiences as a guideline to help with instruction. The drafting teacher teaches his students first angle projection along with third angle projection. Third angle project is used primarily in the United States.

[Most people] work in only one type of projection and most do not know how to do the other ... During the drafting competition two years ago, [the judges] came up with an European solution. The challenge was to draw the chart in first angle projection. Our kid won the competition because he was the only one who knew how to do first angle projection. That [knowledge] came from the background of our instructor. He was having to go back and forth to Germany with the company he worked for ... They hired one guy at their company whose only job was to convert third angle projection to first angle or vice versa (Mr. Davis, personal interview, November 11, 2013).

The nursing teacher is ex-military. She shares her experiences with the students and prepares them for international terms and laws. The culinary arts teacher also teaches an international foods class as an introduction to the culinary arts.

***District and School Support.*** Mr. Davis thinks that the community embraces the challenges of the vocational program. According to Mr. Davis, there are negative feelings about jobs “going overseas”. However, “if the students are competitive worldwide then why can’t you be competitive here” (Mr. Davis, personal interview,

November 11, 2013).

**High School Culinary Arts Teacher: Mr. Wood.** Mr. Wood is the culinary arts teacher at the career center in District B. He travels to Jamaica with his wife just about every summer. He has also traveled to other countries but continues to go back to Jamaica each year. He enjoys getting away from the resort areas and finding local restaurants in order to talk with local chefs. These are the types of experiences he brings back to his classroom.

**Personal Perspectives.** Mr. Wood thinks that an international culture will bring an understanding of different cultures to the classroom. He thinks that students need to be able to understand that different cultures have their own perceived way of doing business. An international education would teach students about a people's history and what influences them and their culture. He describes Americans as not native to the United States except for the Native Americans. Americans' heritage influences them today. Mr. Wood describes the fact that many Southern fried foods came from the slaves brought from Africa.

Mr. Wood does think that internationalization is important especially with technology including; social media, Facebook, twitter, and email. A person can leave South Carolina and be in China in no time at all. They just need a plane ticket.

**School Programs.** Mr. Wood teaches an international foods class which is only one of two he knows about in the state. He thinks that he has succeeded when he can sit down and have a conversation with the students about the ingredients and components of the dish. An example he uses is the fact that a specific dish comes from



China; the region is cold and the community believes in the concept of Yen and Yang. This is why the dish is really hot and spicy. He based his curriculum on Johnson and Whales University's international cuisine course.

***District and School Support.*** Mr. Wood thinks that there is a push to internationalize at the career center. He says that we need to prepare students for local jobs but also their jobs can be very mobile. As an economy, "we want to keep jobs local but at the same time we do not want to limit our students" (Mr. Wood, personal interview, November 7, 2013)

### **Middle School**

**Middle School World History Teacher: Mr. Fears.** Mr. Fears teaches World History at a middle school in School District B. He has traveled overseas and does keep a valid passport. Mr. Fears has also studied in the South of England during College for a semester.

***Personal Perspectives.*** Mr. Fears thinks that an international education would produce a well-rounded student that can be put into any situation and succeed. He also thinks that foreign language should be an important part of the education. Specifically in Social Studies, Mr. Fears thinks that an international education would not need to specialize too much. Teachers would need to focus on conceptual thinking "rather than regurgitate fact and they should try to hit the concepts and the bigger picture" (Mr. Fears, personal interview, November 20, 2013).

Mr. Fears does think that internationalization is important especially with this economy. Technology allows us to be working with other countries and still be able to

branch out and solve problems from our home computer.

***School Programs.*** According to Mr. Fears, the best way to judge success with an international program is to go to the businesses and colleges. “I think that’s where you go into businesses in the colleges for meeting the needs of the businesses in the colleges clean as were you determine the success of our district” (Mr. Fears, personal interview, November 20, 2013). Graduates of an international program would be able to solve more problems than a traditionally trained student.

The only school program that is international at the middle school is the foreign language program. It is a new program where they have a Spanish teacher twice a week with the students. This program gives the students some exposure to culture and the language.

***District and School Support.*** Mr. Fears does not think like there is a push to internationalize in this district. He thinks like they are focused on a national push and to not settle for being number one in South Carolina.

## **Elementary School**

**Elementary School Administrator: Mr. Copeland.** Mr. Copeland is the administrator at an elementary school in District B. He keeps a valid passport and has traveled outside of the United States. He was getting ready to travel to Mexico over spring break and he is taking his family to Guatemala this coming summer for a mission trip. According to Mr. Copeland, mission trips have given his family opportunities to travel and help people. He tries to give his teachers what they need and ask for but mission trips show how there are good teachers with nothing but a chalk board teaching

students. These opportunities have given his family a chance to appreciate other cultures and their own.

***Personal Perspectives.*** Mr. Copeland believes that an international education begins first by looking at the standards needed for a global economy. He would also want to see what international standards other countries are using.

Mr. Copeland thinks that an international curriculum would include several universal aspects. Language needs to be an important part of any international curriculum. Here in the United States, he thinks that Spanish should be a focus for students. He did add that in this county the German companies would influence the language selection. According to Mr. Copeland, several universal curriculum includes; reading, writing, the arts, and technology. Mr. Copeland referred to the Olympic Games as a unique setting where international standards are set and all of the countries come together to compete using these same standards. The IB (International Baccalaureate) program is a good example of a curriculum that includes the arts, rational thinking and “looking outside of the box” (Mr. Copeland, personal interview, April 1, 2014).

Competition against other countries pushes our education. “The race to the moon was due to the competition with Russia” (Mr. Copeland, personal interview, April 1, 2014). Mr. Copeland is concerned that if you push one area then another area would be neglected. Technology, according to Mr. Copeland, is, also, an area where we are competing on a global scale.

International students would be exposed to more things than a traditionally educated student. “You can’t put a price tag on experiences. If you compare child who

has seen the Hoover dam to a child who only reads about it in a book and watches a movie, these are two different experiences and I think the globalized education would allow students to experience things firsthand” (Mr. Copeland, personal interview, April 1, 2014).

***School Programs.*** Mr. Copeland’s school is an ABC (Arts in Basic Curriculum) school. Their program brings in different cultural experiences for the students throughout the year and for different grade levels. One example was when the school was exposed to African drums. They brought in a large kettle drum and, according to Mr. Copeland, the kids loved it.

The fifth graders made sweet grass baskets while the third graders developed a dance with the ballet. The school has also had a steel forger come and create pieces with the students.

***District and School Support.*** Mr. Copeland said that the superintendent of the district has charged them for looking not just locally but nationally. It is still not internationally but there is a push to look bigger than just the state.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **Introduction**

There are three purposes of this study. The first purpose is to understand administrators' perspectives on the ways in which public schools in South Carolina are able to offer an international education to its students and to determine how important an international education is for students. The second purpose of this study is to illuminate how and why two rural districts implement policies on international education. Finally, the third purpose is to determine in what ways, if any, a large international corporation affects the internationalized curriculum of a local public school district. The two case studies in Chapter Four are the perspectives of eighteen administrators and teachers from two districts in South Carolina.

#### **Research Questions**

Research Questions that guided the study are as follows:

1. How do administrators and teachers conceptualize internationalization? Why do they feel an international education is important or not?
2. How conducive to school internationalization is the presence of a major multinational corporation?

The analysis in Chapter five will be organized in the following format: how do

administrators and teachers conceptualize internationalization and why do they feel an international education is important or not; how does internationalization take shape in two public school districts when a major multinational corporation arrives; implications; limitations; and recommendations for future study.

**How do administrators and teachers conceptualize internationalization?**

**Why do they feel an international education is important or not?**

The purpose of these research questions is to gain administrators' perspectives on the ways in which public schools in South Carolina are able to offer an international education to their students and to determine the importance of an international education to students. Many of the conceptions of international education involve the experiences of the students. If we apply Dewey's philosophy that education derives from experience, then these international experiences would provide students with opportunities to learn about other cultures. There are three dimensions of internationalization that I attend to in each of the participants' conceptions of an international education: 1. preparing students for a global market place; 2. what international experiences the students are receiving; and 3. how students' worldviews are thought to change.

The information in this section will be analyzed in the following format: 1. Perspectives of the Administration and District Office, 2. Perspectives of Career Center Administrators and Teachers, 3. The Role of Foreign Languages, 4. Perspectives of "World Courses" (Not Foreign Language) Teachers, and 5. Discussion of Findings. The administration and the district office will be analyzed together. The perspectives of the

career center administration is not included in the discussion of administration and district office because the two career centers are a part of multiple districts and – due to their special status – have a certain amount of autonomy from the districts. Due to their autonomy, career centers create nonsystematic, rich opportunities for international education to occur. I summarize the section with a discussion of findings by reviewing four themes: Language Acquisition, Worldview and Tolerance, The Global Market, and Teacher Experiences.

### **Perspectives of the Administration and District Office**

I have organized this section into four themes: 1. conceptions of international education, 2. what constitutes an international education, 3. the importance of being well-rounded, and 4. worldview and tolerance. Finally, I end this section with a summary of administration and district office.

**Conceptions of International Education.** The administrators and leaders in both districts discussed three areas for students in the first of the four themes: 1. college and workforce readiness, 2. language acquisition, and 3. cultural awareness.

***College and Workforce Readiness.*** Both of the district level Curriculum and Instruction personnel, Dr. Martin (Assistant Superintendent for Curriculum and Instruction, District A) and Mrs. Dorn (Coordinator for Curriculum and Instruction, District B), together with Mr. Copeland (Administrator for Elementary School, District B) referred to the students' ability to be prepared for college or the workforce. Dr. Martin referred to the common core curriculum and the push for students to compete for jobs with large international companies. In his view, an international education would help

the students have a better understanding of an international company's cultural relations. Mrs. Dorn referred to the skill sets a student would need in order to complete a college education. Mr. Copeland and Mrs. Dorn agreed that an international education should look at international standards that other countries are using. Mr. Copeland stated that schools need to make sure the district's rigor reached the same level as other countries. The student surveys by Hayden and Thompson support this idea due to the fact that many of the international programs have internationally recognized university entrance exams.

There are several definitions which share this same mind set. Francis (1993) explained that, "internationalization is a process that prepares the community for successful participation in an increasingly interdependent world" (p. 5). Francis's definition is a college and career readiness definition. Students are being prepared to enter a new phase in their lives after high school. Students need to be prepared either to enter the workforce and contribute to the community or to pursue an advanced degree. Ebuchi believes that an international education makes students "internationally and cross-culturally compatible ... in order for students to take part effectively in a world characterized by increasing international cooperation, exchange and interdependence (as cited in McKellin, 1995, p.44). Again, Ebuchi's definition is partly a definition of "workforce readiness". Students are preparing to become a part of a more global community as they leave high school.

***Language Acquisition.*** Mr. Hall (Administrator for the 9<sup>th</sup> grade Academy, District A) and Mr. Copeland (Administrator for Elementary School, District B) were the



only two administrators who conceptualized language acquisition as a core part of an international education. Mr. Hall referred to the opportunities students have now to increase their understandings of other cultures. Mr. Copeland thinks that Spanish should be included in our education system because the United States has so many Spanish speakers that Spanish should be taught more.

Language acquisition was a theme of Hayden and Thompson's (1997) student survey of international schools. The language acquisition indicators of international education included students speaking multiple languages; a school environment with multiple languages represented within it; fluent English being spoken in the classrooms; learning to speak the local language; and studying subjects through more than one language (p. 464). According to Mr. Hall, language is a core part of learning about culture. Students in Hayden and Thompson's study recognize that language acquisition is a part of any international education.

***Cultural Awareness.*** Mrs. Ward (Elementary School Administrator, District A), Mr. Cook (High School Administrator, District B), and Mrs. Sellars (Literacy Coach, District B) referred to an international education as increasing cultural awareness. Mrs. Ward invokes the diversity of a school and learning to appreciate its richness. Mr. Cook seeks a greater awareness about things outside of the United States. He used the term awareness throughout our interview. Mrs. Sellars also discussed awareness but added that students would be able to develop a level of tolerance and recognition for multiple perspectives to every issue.

The school officials' views and thoughts are consistent with King's views. King's

definition of internationalization includes this idea of tolerance and multiple perspectives by referring “to all programs, projects, studies and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her ethnocentric perspectives, perceptions and behavior” (as cited in McKellin, 1995, p.44). King is describing a change in the student’s worldview. In order to change a student’s worldview a personal cognitive event would need to take place (Servage, 2008, pg. 67).

The school officials’ views on cultural awareness are directly in line with Hayden and Thompson’s (1997) student survey and Cushner’s article on culture and tolerance. Ten of Hayden and Thompson’s (1997) sixteen “most important indicators” of student perceptions deal with cultural awareness: teachers from a number of different cultures; a diversity of student cultures; teachers as exemplars of international mindedness; exposure outside of school to different cultures; observing religious festivals of multiple cultures; participating in international days; learning in class about other countries; considering issues from multiple perspectives; tolerance of other cultures; and valuing other cultures (p. 464). Culture is innate but must be learned and shared. Cushner (2007) notes that teachers who have learned about a culture other than their own develop a greater sense of tolerance for other cultures (p. 33). Hayden and Thompson’s student subjects perceive that international education involves learning about different cultures, not only through academic studies but also through direct experience with students and teachers from other cultures. This development of understanding of different cultures also develops a greater level of tolerance for cultures other than one’s

own.

**What constitutes an international education?** The second of four themes addresses what an international education should look like in practice, according to the participants. The district office and the administrators are keeping up with the demands of state department mandates, which include adding the Common Core State Standards into their curriculum. They do not think that internationalization will be a priority, or a conscious decision, until it is mandated from the state department. An international education in practice had two major factors; culture and language acquisition.

**Culture.** Mr. Hall (Administrator for the 9<sup>th</sup> grade Academy, District A) describes a sharing of ideas by various cultures. He also felt that as a nation, the United States is behind in education and that we as a school, state, and nation need to know where we are ranked in the world.

Mr. Cook (High School Administrator, District B) believes that an internationalized education provides many different experiences for the students. He felt that there should be a focus on cultures from around the world in all classes. His school has a foods class and if this class were taught as an international class it would focus on international foods. He also felt that there should be a dance class and a cultural class as a part of history and literature courses. He said that the school should “bring awareness to the student about what is going on outside of the United States” (Mr. Cook, personal interview, November 20, 2013).

Mrs. Sellars (Literacy Coach, District B) believes internationalization contains a wide variety of texts, a wide variety of opinions, and a wide variety of viewpoints. She

felt that Westerners tend to judge things with a Western perspective, whereas an international education should give students a new lens through which to look at things. According to her, if students look at any issue with an Eastern perspective, then they would view it somewhat differently. The first question that a person should ask themselves is what context is being represented by this piece of writing or by this piece of science. She describes the international piece as helping kids to understand and accept it as not their own, and to broaden their own criteria with which to judge or evaluate things, or to bring it into a point of being. According to her, if the student can appreciate a concept – about which the student has no idea of the framework or background – for the standards that it meets, then she has internationalized his view of the world.

***Language Acquisition.*** Mrs. Ward (Elementary School Administrator, District A) felt that students in an internationalized school would be immersed in a foreign language. She described her students taking German as being immersed in the language and discussing colors, food and numbers. The kids were in a very comfortable setting and even though she, as the administrator observing the lesson, did not understand the language, she could tell that the students were engaged and responding.

Dr. Jones (High School Administrator, District A) also felt that the students would be bilingual. Language would be a large focus for internationally educated students. Mr. Cook (High School Administrator, District B) would like to see more languages offered at his school. There are a limited number of Spanish and French classes at the moment and he would like to add higher levels of each of them, but also include German and even

some other languages.

Mr. Copeland (Elementary Administrator, District B) thinks that in addition to adding Spanish as a national language focus, German should be taught in this county. There are many German owned companies in the area and – in his opinion – students need to be familiar with the language and culture. This will prepare them for the work opportunities in the area.

**The Importance of Being Well-rounded.** Third of four themes in this section, well-rounded is a term used by many of the administrators and teachers. In this study, the term well-rounded means having a broad educational background.

Mrs. Dorn (Coordinator for Curriculum and Instruction, District B) describes how internationally educated students have a “broader scope and that they may know more details” from their general academics because they would have more exposure. Mr. Hall (Administrator for the 9<sup>th</sup> grade Academy, District A) also described internationally educated students as having more of an international exposure. Lastly, Mr. Cook (High School Administrator, District B) describes a church based mission trip that students undertook during the summer as “a priceless experience”.

Progressive education is all about the students’ experiences. Students with more exposure would have more experiences to learn from. This would make them “more well-rounded” than a non-internationally educated student. The administration agrees that an international education will make their students more well-rounded and have an advantage over students without an international education. Both districts also agreed that there is no push to internationalize the curriculum. It is not a priority at the

moment and they do not think that this will change until it is mandated from the state.

**Worldview and Tolerance.** After being well-rounded, worldview and tolerance together constitute the fourth major theme that emerged. Worldview is an overall perspective from which one sees and interprets the world. It is a collection of beliefs about life and the universe held by an individual or a group. A person's worldview is a product of his or her personal experiences. Progressive learning comes from your experiences, while transformative learning is altering your view of the world based on these experiences.

Mr. Cook (High School Administrator, District B) was very excited to talk about students' church mission trips taken during the summer vacation. He said that they came back changed. The students were grateful and appreciative for what they had. Mr. Hall (Administrator for the 9<sup>th</sup> grade Academy, District A) also talked about experiences which changed students. His sister had taken a trip in high school as a freshman and she describes being able to see a different culture first hand as life changing to her.

Dr. Martin (Assistant Superintendent for Curriculum and Instruction, District A) describes an international education as an education that makes sure that students have a view of the world around them. Students would be able to experience other cultures first hand.

Mrs. Sellars (Literacy Coach, District B) discusses changing student perspectives. She thinks that an international education would bring a whole awareness to different cultures and teach tolerance. She also thinks that if a conscious effort is made to internationalize schools, then we may even see societal changes in the near future. She

describes it as a “kinder gentler society.” This same mindset is relevant to teachers who do their student teaching overseas. These teachers are more culturally sensitive and racially conscious as compared to the teachers who completed their student teaching in a local school (Cushner, 2007, p. 30). In addition, students with overseas experience tend to express intercultural sensitivity and openness to cultural diversity. They have a sense for addressing issues of domestic diversity and for reducing prejudice (p. 34).

**Summary of Administration and District Office.** The administration in the two school districts had a split view of an international education in three areas: 1. college and workforce readiness, 2. language, and 3. cultural awareness. These three areas are in line with the different definitions and perceptions of international education in the literature. The three areas also are the three areas that this research study is focusing on: preparing students for a global market place; what international experiences the students are receiving; and how students’ worldview is changed.

All of the administrators discussed the importance of experiences for students. They also discussed the fact that internationally educated students would have a greater exposure to experiences than traditionally educated students. According to the administrators, the experiences gained from being internationally educated would produce more well-rounded students.

### **Perspectives of Career Center Administrators and Teachers**

The career centers interviewed are supported by multiple districts. Each career center is located on opposite ends of the county and serves several districts. The administrators tend to have a balancing act between different Superintendents and

several principals. I will discuss the administration of the career centers first and discuss the Culinary Arts teacher separately.

**Administration.** The two career center administrators describe career centers as being highly internationalized. The standards for welding, machine tool, automotive mechanics and body shop are industry standards that are used in each specific industry depending on the area of concentration for each student. Students need to know the industry standards and need to be able to take a job no matter where it is offered. Mrs. Wilson (Career Center Administrator, District A) and Mr. Davis (Career Center Administrator, District B) have had students working in international situations.

Mrs. Wilson and Mr. Davis had very similar thoughts about what defines an international education for a career center student. Their idea of an international education follows the mindset of globalization. This study defines globalization as the development of an integrated global economy. Both Mr. Davis and Mrs. Wilson said that as a career center they are working toward a global community where everything interacts with everything else. They must keep up with the current industry standards in order to compete globally.

**Culinary Arts.** Mr. Wood (Culinary Arts teacher, District B) was the only chef I interviewed for this study. He has developed an international cuisine curriculum for the career center for District B. This section is divided into three parts: conception of international education, the role of experience, and technology.

***Conception of International Education.*** Mr. Wood's conception for an international education was about the experiences of his students and their learning



about culture. Mr. Wood thinks that an international education would teach students about how different cultures handle different things including cooking. Mr. Wood's conception crosses Euchi's idea of experiences preparing students for a global community and King's idea that the students will transcend their own perspectives (as cited in McKellin, 1995, p. 44). Mr. Wood teaches students about culture and how culture influences the cooking.

***Role of Experience.*** Mr. Wood's conception goes hand in hand with his experience. He enjoys traveling. He also likes to bring back experiences from his trips to his kitchen. He explains how the local chefs prepare food in the areas where he traveled. When he cannot travel to an area, he studies the culture and history of the country. He wants to understand the culture in order to understand the food.

***Technology.*** The use of technology was a common theme in many of the participants. During the 2013-2014 school year, both school districts instituted a bring your own personal device policy. Mr. Wood describes how important an international education is to students due to technology. He says that students have technology everywhere. Students need to be aware of other cultures and to be able to use technology to learn about other cultures.

***Summary of Career Centers.*** Career centers provide students with the skills and training to compete in the workplace once they leave. The two administrators define an international education as preparing students to compete on a global market place. They both state that the skills and training received by students prepare the students for this workforce. Career centers are also ideal places for students to learn through

experiences. These experiences can instill an acceptance toward other cultures.

### **The Role of Foreign Languages**

Language acquisition is one of the major perceptions of internationally educated students from Hayden and Thompson's study. Foreign language is taught in both school districts in different degrees. District B offers Spanish and French at the high school level. German is not offered to the students in District B. District A offers German and Spanish beginning in elementary school for its elementary students once a week for a 40-minute lesson. Middle school students take foreign language as an elective, but it is still not considered a core class. There is discussion within the district to give middle school students the opportunity to receive high school credit at the middle school. High school students in District A are able to choose between French, Spanish, German, and Mandarin.

I discuss German and Spanish teachers separately. Each section will be divided into the language teachers' perceptions of both the conception of international education and what role experience plays in an international education. The role of experience is separated again between the experiences of the teacher and the experiences of the student. This section concludes with a discussion of the shared ideas between all of the foreign language teachers.

**German.** German is only offered in School District A. It is offered at the elementary, middle, and high school levels. I interviewed German teachers from the elementary and middle school levels.

Both Mrs. Bryant (Elementary School Teacher, District A) and Mrs. Roberts

(Middle School Teacher, District A) agree that foreign language is a priority in the district which makes internationalization (in their opinion) a focus for the district. They think that language needs to be a greater focus and agree that foreign language needs to be a core subject or at least provide an opportunity for high school credit in middle school. This would be a trickle up effect from middle school credit to AP (Advanced Placement) courses in German, and the high school administration agrees with this assessment. This section is formatted into two sections: conception of international education and role of experience.

***Conception of International Education.*** Mrs. Bryant and Mrs. Roberts define an international education differently. Mrs. Bryant defines it in terms of language acquisition and workforce ability. She thinks that there should be a change in the focus of an international education from just exposure at the elementary level to business skills at the high school level. Mrs. Bryant thinks that there should be a focus on other cultures in the regular classrooms. According to Mrs. Bryant, learning about other cultures is at the core of a foreign language class.

Mrs. Roberts defines an international education as exposure to other cultures, but “the most important thing is to realize that not everybody does the same thing. Just because someone is different, it does not make them wrong or weird” (Mrs. Roberts, personal interview, November 1, 2013). Mrs. Roberts thinks that an international education would create tolerance within the students. The students would have an “open-mindedness” and “acceptance for all different cultures.”

***Role of Experience.*** Both teachers discussed experiences as being very

important. This was important to them as teachers and to the students.

*Teachers' Experiences.* Mrs. Bryant (Elementary School Teacher, District A) and Mrs. Roberts (Middle School Teacher, District A) have international experience which they bring back to their classroom. Mrs. Bryant says that she cannot imagine trying to teach German without having experience living in Germany. She understands what it is like to travel and live in a German city.

Mrs. Roberts lived in Germany as well. She also uses these experiences in her teaching. She shows pictures and discusses the “ins” and “outs” of just shopping. She also thinks that her experience has made her “mindset extremely worldly”. She thinks that she has a well-rounded mindset and is accepting of other things “specifically culture in the South that has had discrimination in the past” (Mrs. Roberts, personal interview, November 1, 2013). This goes back to Mrs. Sellars’s (Literacy Coach, District B) ideas of how an international education creates a “gentler society”. It also parallels Cushner’s (2007) article about teachers who do their student teaching internationally. Many of the teachers recalled a change in their worldview and strengthening their ability to prevent racism (p. 34).

*Students' Experiences.* Mrs. Bryant and Mrs. Roberts think that experiences are very important for the students. Mrs. Bryant thinks that language acquisition needs to be increased for the students. This would open the doors for an additional language in the high school and more cultural exposure. Mrs. Roberts thinks that students need more accountability. Foreign language at the middle school is not taken seriously by the students. The students have “no accountability and they have a free-for-all in here”

(Mrs. Roberts, personal interview, November 1, 2013). Mrs. Bryant and Mrs. Roberts both think that Spanish is pushed more in the school district.

***Summary of German Teacher.*** These two German teachers have different idea about how to define an international education. Mrs. Bryant has a career and college readiness focus, while Mrs. Roberts has a development of tolerance focus. They shared the same ideas on how experiences play a role in understanding culture and language. Both teachers have personally lived in Germany and use their experiences in the classroom.

***Spanish.*** Spanish is taught in both school districts. In School District A, Spanish is taught in elementary, middle, and high schools. In School District B, Spanish has been recently introduced to the middle school curriculum and is taught in the high school. All of the Spanish teachers I interviewed teach at the high school level. Two Spanish teachers are from School District A and one from School District B.

Mr. Hassell (9<sup>th</sup> Grade Academy Teacher, District A), Mrs. Greene (High School Teacher, District A) and Mrs. Craine (High School Teacher, District B), think that foreign language is a “dumping ground”. They all agree that foreign language should not be a requirement but instead an elective. They also think that Internationalization is not a priority in either district. Mr. Hassell and Mrs. Craine think that an IB (International Baccalaureate) program would be a good example of an international education in practice. This section is divided into two sections: conceptions of international education and role of experience.

***Conception of International Education.*** Mrs. Craine (High School Teacher,

District A), who is a first year teacher, thinks that an international education provides students with the ability to compete on a global market. She also does not think that this type of education exists anywhere in the United States. She thinks that other countries provide their students with more opportunities than they can receive here.

Mrs. Greene (High School Teacher, District B), who is planning on retiring this year or next and is Mrs. Craine's mother, had difficulty describing what an international education means. She was having difficulty with the term international and said that no one would get a truly international education. She finally settled on language acquisition as a primary part of an international education. She also felt that exposure to culture was necessary.

Mr. Hassell (9<sup>th</sup> Grade Academy Teacher, District A) thinks that language and culture go hand in hand. He describes trying to teach a foreign language without teaching about the target culture as just an "internet intellectual exercise". He does not believe that a teacher could even try to teach language without teaching about the culture. He supports an International Baccalaureate school as a foundation for international education and he does not support forcing students to take a foreign language. He would prefer if it were a choice.

***Role of Experience.*** The Spanish teachers – just like the German teachers – discussed experiences as being very important. This section is divided into two sections: teachers' experiences and students' experiences.

*Teachers' Experiences.* Mr. Hassell (9<sup>th</sup> Grade Academy Teacher, District A) was in the military and has lived overseas both in Germany and in Spanish speaking countries.

Mr. Hassell spent much of his time in Mexico and Panama speaking Spanish. Mr. Hassell also has an international lifestyle at home. His wife speaks Spanish and Mandarin, and they are influenced by multiple cultures all the time.

Mrs. Craine (High School Teacher, District A) has lived and studied in two Spanish speaking countries. She tries to show her students the importance of an international education and incorporates different documentaries and personal pictures. Mrs. Craine thinks that it is hard to express these differences when many of her students have never even seen the beach of South Carolina.

Mrs. Greene (High School Teacher, District B) has taken many international trips with students. These trips helps her in her classroom. She is able to bring back stories, pictures, and new local phrases. She likes to add these “fun and interesting aspects to her classroom.”

*Students’ Experiences.* Mr. Hassell thinks that students need to be educated on other cultures in order for them to have knowledge of other countries. They need to know what is going on in other places and to ask questions. He thinks that students need to experience other cultures in order to expand their worldview of them.

Mrs. Greene has taken many international trips with her students. Many of the students have expressed strong emotions over what they have seen. She has seen several even cry over different things. Many of her students built a pen pal relationship with students from other countries in order to send their friends needed supplies. These trips have broadened many of the students’ worldview.

***Summary of Spanish Teachers.*** Defining an international education is not the

same for all of the Spanish teachers. One teacher describes an international education as college and workplace readiness. The two other teachers have strong views on language acquisition. The Spanish teachers share many views on international education and the role of experience in preparing students. Two of the teachers have lived in Spanish speaking countries, while the third teacher not only has travelled to many Spanish speaking countries but has also taken students on these trips.

**Discussion of Foreign Language Teachers.** All of the interviewees agree that internationalization is important. Most also describe learning a foreign language as a key to understanding other cultures. Neither district finds that it is providing enough foreign language studies for its students. There is an interesting split between the two groups of foreign language teachers. The German teachers perceive that there is a push to internationalize within the district, due to the fact that foreign language at the middle school is being considered as possible high school credit. The Spanish teachers do not perceive the district as pushing internationalization. They think that the districts do not do enough for the foreign language classes.

The foreign language teachers find that it is of utmost importance for students to experience a culture in order to understand not only the language but the people from the countries being studied. All of the foreign language teachers have personal experiences which they share in order to teach students about culture and language.

### **Perspectives of “World Courses” (Not Foreign Language) Teachers**

I interviewed two teachers who teach an internationally related class. One is at the middle school level and one is a high school teacher. I did not include them with the



foreign language teachers because they differ in their approach. This section will be divided into two sections: world history and world literature.

**World History.** Mr. Fears (Middle School World History Teacher, District B) refers to language acquisition as a part of what defines an international education. As a world history teacher, he also thinks that the focus would be more on a general social studies curriculum and not specific for each country. He thinks that this generalized focus would shape a more well-rounded student.

Mr. Fears thinks that teachers in an international school would focus on conceptual thinking and concepts that allow them to gain a “bigger picture”. This is a change in the students’ worldview. Mr. Fears also says that he thinks “international would be more open to things; and in our community we need to be more open to different lifestyles” (Mr. Fears, personal interview, November 20, 2013).

Technology is a major part of why Mr. Fears thinks that an international education is important. He thinks that we are living in a very global economy and that students need to be more globally aware. According to Mr. Fears, “You may be working for somebody in Korea from your home computer. You need to branch out and be able to solve problems in different situations” (Mr. Fears, personal interview, November 20, 2013). He thinks that an internationally educated student will be more of a problem solver than someone from a traditional school.

He believes that no matter what type of education you are receiving, the only way schools know if they are succeeding will be to go into the colleges and meet with the businesses to find out if the district is meeting their needs. Mr. Fears did not define

an international education as one that prepares students for a global market, but his description of how to determine a school district's success is in line with Francis's definition. Francis (1993) described internationalization as a process of preparing students for successful participation in a global economy (p.5). If success of a district is determined by how well the students are filling the needs of the workforce or by their performance in college, then education is defined by how well prepared the students are.

**World Literature.** Mrs. May (High School English Teacher, District B) defines an international education as not only preparing them for either tertiary education or for the workforce but also making them aware of other cultures. She thinks that students should be successful individuals anywhere and not just in this local town.

Culture was a big part of our interview. Mrs. May thinks that learning about different cultures would develop empathy and sympathy in the students. This would make them more tolerant of others and understand that there are different lifestyles of other people and accept them. Mrs. May thinks that this exposure is important because it makes students "more well-rounded". Students would not be ignorant about other cultures and other people.

An interesting perspective which Mrs. May brings up is the fact that reading about new cultures does not necessarily mean reading about other countries. Mrs. May has her students read about Native American reservations and the United States' history with Native Americans from the Native Americans' point of view. This change in perspective is a prime example of what an international education provides.

Mrs. May also thinks that the students look at the “small picture” in this school. She thinks that an international education would help them to look at the “big picture”. This creates a change in their perceptions. Students would be able to change their worldview from a small perspective to a large one.

**Summary of World Courses.** The two world courses discussed were World History and World Literature. The two teachers had very similar ideas and describe international education in similar ways. Both teachers included college and career readiness as a part of their conception of international education. They describe large concepts for students to understand. They both also stated that international education would produce more well-rounded students than a traditional education.

The two teachers differed in two areas. Mr. Fears discussed language acquisition as an important element. Mrs. May discussed cultural tolerance as a focus of international education.

### **Discussion of Findings**

All of my participants agreed that an international curriculum is important. They agreed that internationally educated students would have a leg up on traditional students and be more well-rounded than traditionally educated students. Administration felt that an international curriculum would not be a priority until it is mandated from the state. School districts are trying to meet all of the demands from the state, currently to add the Common Core State Standards to their curriculum, and to add a focus not mandated by the State Department is not going to happen. There are three themes that emerged from the data: 1. Language Acquisition, 2. Worldview and

Tolerance, and 3. Teacher Experiences.

**Language Acquisition.** Everyone believed that language is important and that understanding a second culture would be beneficial. The ability to communicate in a language other than your own was an important theme throughout this study of international education. Learning a foreign language helps to understand other cultures and people. It also shows other cultures that we are willing to accept them and even learn from them.

All of the foreign language teachers interviewed have had international experiences. These experiences cross over into their classrooms and are shared by the students. They all think that it would not be possible to teach a foreign language without having these experiences. Students need to be surrounded by other languages and not just learn how to speak in another language but also learn in another language.

The main justification for the international education movement in the United States is national security (Parker, 2008, p. 196). Military security is one of two dimensions of national security. The solution to the military's lack of foreign language experts is to invest in language classrooms for five languages: Arabic, Persian, Korean, Pashto, and Chinese. Chinese is the only one of the five that is being taught in School Districts A and B and Chinese is a recent addition. Despite the military rationale that appears in much United States discourse, none of my participants mentioned national security as a reason to internationalize the curriculum, not even Mr. Hall (9th Grade Academy Spanish Teacher, District A) who spent ten years serving in the military. It is noteworthy that many of the students from both school districts join the military as a

means to pay for higher education.

**Worldview and Tolerance.** Most of the interviewees discussed changing students' points of view and looking at a bigger picture. They want students to understand that other people's viewpoints are acceptable and that does not mean that anyone is wrong.

Tolerance was a term used by many of the interviewees. This goes hand in hand with getting students to accept others. Intolerance comes from ignorance, and educating students on other cultures would help instill tolerance in students.

**Teacher Experiences.** All of the teachers interviewed have travelled internationally. They used these experiences to relate to the students and share their knowledge. Many of the teachers think that they would not be able to do their job effectively without these experiences.

### **How conducive to school internationalization is the presence of a major multinational corporation?**

The purpose of this research question is to consider what effect, if any, the arrival of a large international corporation has on the internationalized curriculum of a local public school district. Neither district has a formal policy on international education in the traditional sense. Therefore, I use the de facto internationalization policy as the sum of what is happening with regards to internationalization. This goes back to Dye's definition of policy as what the districts are doing or not doing as it relates to international education (as cited in Sparu, 2010, p. 24). I have compiled all of the international activities discussed by participants that take place in the districts in order

to answer the research question. The information in this section will be analyzed in the following format: administration and district office, career centers, and a discussion of findings.

### **Perspectives of the Administration and District Office**

This section discusses the different curriculum that is international in focus in the two school districts. Two themes emerged from the data: 1. college and career readiness and 2. technology.

**College and Career Readiness.** An education prepares students to eventually either enter the workforce or go to an institution of higher learning. Dr. Martin (Assistant Superintendent for Curriculum and Instruction, District A) stated that “we need to know who the students are competing against and what the big companies are” (Dr. Martin, personal interview, November 22, 2013). He also explained that the reason District A teaches German is because the companies in the area are German. Knowing German may give their students an academic advantage over someone else, he reasoned. Mrs. Ward (Elementary School Administrator, District A) explained that German is being taught in District A because of a board member being adamant about having German in the school district. Several international companies were coming to the area to locate and the district wanted to create an opportunity for their children. The graduates of District A would also have an opportunity to work in the companies after they finished high school. The fact that one board member was adamant about having German in the school district, and as a consequence, now German is taught in elementary school, supports the constructivist’s lens of policy adoption. According to

Verger (2014), global policies are not widely adopted because they are the best choice, but rather they are perceived as the best by policy makers (p. 20).

Dr. Jones (High School Administrator, District A) also mentioned the fact that the school's job at the high school level is to prepare the students for both college and job readiness. According to Dr. Jones, there are several opportunities in the area to work for international companies including BMW, Milliken, Michelin and the new inland port. The inland port is not an international company but it is a port located for international companies in the upstate. International companies can bring their goods for storage in the port just as if the goods have left the United States. He also thinks that German is a necessity for students with regards to not only BMW but also all of their feeder industries coming to the area.

Mrs. Sellars (Literacy Coach, District B) thinks that an international education is very important to the global community. She thinks that we need to have students who can work for any company and understand that we do not all come with the same ideas. She says that "if they are going to work for BMW, then they will have somebody on their floor – be it a supervisor or peer – from a different culture" (Mrs. Sellars, personal interview, November 14, 2013). According to Mrs. Sellars, students are going to encounter people who are different from them, and they will need to learn tolerance. She describes that tolerance is not the same as giving up their own individuality. Tolerance "is just awareness of each other, and it is ok for you and me to live in a parallel world and work together" (Mrs. Sellars, personal interview, November 22, 2013). She also thinks that students who have an international education would not only

be problem solvers but also the natural cohesive employees who are willing to work with people other than themselves.

**Elementary School Program.** Mr. Copeland (Elementary School Administrator, District B) runs an elementary school with a strong ABC (Arts in the Basic Curriculum) program. The students get a chance to experience African kettle drums and to create a ballet dance story. There are several opportunities that are not necessarily international but do bring awareness to different cultures including: sweet grass basket making, banjo playing, and quilt making.

**Technology.** Technology has a very important role for the 21<sup>st</sup> century learner. Both District A and B implemented a personal device policy this school year. This allows students to bring their own device to school for learning purposes. Dr. Martin (Assistant Superintendent for Curriculum and Instruction, District A) and Mrs. Dorn (Coordinator for Curriculum and Instruction, District B) say that we have communication at our fingertips and that this makes the field more competitive. It is also easier to access the outside world. They also think that technology in the classrooms was not an option to previous generations: even if there was not much of a global marketplace as there is now. The internet is so ingrained in this generation that it is taken for granted.

Mr. Copeland (Elementary School Administrator, District B) describes how technology represents an area of competition between countries. This competition is healthy and needed. Mr. Copeland states that “the race to the moon” was needed to push our education further during that time period. Technology in classroom is that instrument now.



**Summary of Administration and District Office.** This section discusses three internationalized policies within the two districts. German is offered in School District A because of the close proximity of BMW within the county. The district thinks that learning about German culture and language will benefit students looking for jobs at BMW and other German companies.

The Arts in the Basic Curriculum program introduces students to new cultures. These cultures may not be international but they are new to students; and these new cultures challenge students' worldviews.

Both districts recognize technology as being readily available to students. Many students carry cell phones with access to the internet with them. Instead of fighting the reality of the availability of cell phones, both districts instituted a personal device policy allowing students to use these devices in the classroom as an additional resource.

### **Perspectives of Career Center Administration and Teachers**

Career centers are inherently places where students get to have many experiences. Students learn their chosen trade by doing it. Career centers are designed to get students ready for the workforce. Some students may go on to college, but many are going straight to work in their chosen field. This section is divided into three sections: teachers, role of experience, and language.

**Teachers.** Mr. Davis (Career Center Administrator, District B) and Mrs. Wilson (Career Center Administrator, District A) hire teachers with experience in their area. Most of the teachers are not certified through traditional teacher training colleges but instead have worked in the industry and are certified through Career and Technology

Education (CATE).

Mr. Davis described several of his teachers as having international experience in their field. The teachers bring these experiences back to their classroom. The drafting design teacher teaches specific skills that are not regular to an American drafting design class but are in line with European standards. In his experience, engineers need to know both in order to be successful. Mr. Davis also described the fact that the automobile shop needs to be able to work on foreign cars, and the students need to understand those standards. The nursing teacher was a military nurse and she discusses international safety standards with her students as well.

Mrs. Wilson discussed more of the skill level of her teachers. She (and Mr. Davis) said that the international aspect was not the most important part of their qualifications. She is most concerned about what the teacher's skill level is before hiring him/her.

The idea that teachers also need to have international experience goes back to Hayden and Thompson's studies. Their studies reflected the idea that teachers need to be multicultural in order to add to an international education. The career center may not have all international teachers, but these teachers are professionals from their chosen field. The teachers' experiences reflect the hands-on nature of the career center.

**Role of Experience.** Career centers are designed to give students hands on experiences. Many of the projects at each of the career centers are requests from local companies for certain products.

Mrs. Wilson (District A) states that part of their mission is to provide students

with the skills to compete globally. She said that – just before I came to her office – she had received a phone call from a German company down the road to hire eight students immediately to begin a work release program. This would give students experience and a pay check. Currently, her program begins in tenth grade but things were starting to change for the following year. Students would be able to attend her career center beginning in the 9<sup>th</sup> grade. This would give students an opportunity to learn two separate skills and would make them more marketable. A downside to this change is the fact that numbers in the foreign language program at the 9<sup>th</sup> grade academy dropped for the upcoming year as a consequence.

Mr. Davis (District B) discussed the fact that many times students may not know what the end product would be. Many students work for local companies during the school day, which is called work release. Students attending work release gain experience while earning high school credit. In machine tool, one work release student developed a product that would make something better on an automobile. His boss took him to present his idea to a Ford in Canada, and as a result, Ford bought it. Many students, and employees, work for satellite companies. The products are sent to other companies to be a part of a larger device. This is becoming more and more common.

Many of the areas of study provide skills that are transferrable to other places. The engineering and drafting design course uses a language that is universal. Understanding how to build something is also universal. Problems occur when laws and standards are different.

**Language.** Both administrators think that a foreign language would be a benefit

for the students. In this county, they agree that German would be a very useful language to learn. There are several businesses in the area which are German based companies including BMW. Mr. Davis said that learning a foreign language would be more of a personal preference and included Spanish, French, and Russian to the list of choices. The fact that Mr. Davis was not specific suggests that learning a language is a benefit depending on which company hires you and what you are doing. The main key would be to know the industry standards for your trade.

**Summary of Career Centers.** Career centers are designed to prepare students with the latest industry standards in the students' chosen field. These standards are globally recognized and prepare students to work anywhere their job takes them. Teachers are hired from within each industry. They draw on their personal experiences and firsthand knowledge when teaching. Students get hands on training by working on projects from local companies. Many of the students complete work release time for local companies while receiving high school credit. Both career center administrators stated that, due to the German companies in the area, students should learn German as the foreign language of choice.

### **Discussion of Findings**

Using Dye's (as cited in Sparu, 2010, p. 24) definition of policy as what governments (or authorities) choose to do or not to do, we can think of a de facto internationalization policy as the sum total of international activity in these districts, which is particularly interesting given the context of a massive multinational corporation arriving in the community. Based on the data collected, I address what constitutes that

policy, and the question of implementation in terms of appropriation, that is, how internationalization is interpreted and taken over to serve local purposes.

Students take technology for granted. They have personal devices on them at all times and are connected to the internet. This opens up new opportunities that had never been available. Students are living in a global economy and need to be able to work in it. Part of an international education would help to prepare students to work and live in this global society. Preparing students to live in this global economy is consistent with the “schools are broken” justification of the international education movement in the United States. Our schools need to change in order for our students to be competitive in the global market place (Parker, 2008, p. 199).

One theme of many of the interviews was preparing students to be college and career ready. High school graduates need to be college and workforce ready. The assumption that a high school diploma prepares students for whatever comes next has changed. Policy makers are asking themselves what do students need to master in order to be prepared for the higher-level demands of college and career. Students need to be prepared to get a job and be productive citizens in society. The two school districts have international corporations within the county where their graduates want to work and live. There is an interesting paradox taking place in these districts. The districts are appropriating internationalization into their curriculum in order to allow their graduates to remain local.

Both Career Centers are involved with students being released to go to work as a part of their school day. The students not only receive pay for their work but also credit

for school. This is an international influence from Germany. When companies like Bosch and BMW came to South Carolina, they brought the German apprenticeship program (National Public Radio, 2014). These programs are now so ingrained into our educational system that it is hard to imagine that the apprenticeship program was an international adaption from Germany and not created here.

Students are being trained in the career centers with industry standards in order to be qualified to work for companies in the area. School District A goes an extra step to help students get these jobs in German corporations by teaching the students German and about German culture. The educators understand that the students will not need German to work on an assembly line but believe that having an understanding of the language and culture will increase their students' chances of getting a job.

### **Conclusions**

Data revealed no conscious decisions being made for a policy to internationalize the curriculum in either district. An obvious statement is that educators want what is best for their students and want their students to be prepared for when they leave the district. It is the conceptions of the participants that internationally educated students are more well-rounded than traditionally educated students. There is no policy set up to educate the districts' students in an international curriculum. The administrators stated that in order for their district to implement a fully internationalized curriculum, this curriculum must be mandated from the State Department of South Carolina.

Data revealed two paradoxical situations. Each district has several internationalized programs despite the fact that there is no formal policy. These

programs are instituted in order to increase their students' chances on working for global companies in the area. School District A is influenced by the presence of a BMW. In this case, BMW is not directly influencing the district to create international policy, instead the district is adapting their policies to gain favor for their students with BMW. The first paradox is the fact that the program is designed to internationalize the student not to go abroad, but instead to keep him or her local. The district is preparing students to become international by teaching them German and about German culture in order for them to receive jobs with BMW and other local German companies.

The second paradox is about immigrant students within the districts. Both districts have a large population of Hispanic, Russian, and Ukrainian students. I believe that the research on the "marginal voices" as a justification for the international education movement – specifically, the "international study body" approach – would be appropriate as reason to internationalize in either district. This justification makes students and teachers aware of the cultural differences in its students and finds ways to celebrate those differences (Parker, 2008, p. 201). However, neither district has any programs to cultivate these Cross Cultural Kids' languages or cultures. The paradox is the fact that the district is preparing local students to become international in order for them to receive better jobs but is "Americanizing" immigrant students in order to assimilate them. At the very least, immigrant students should perhaps have access to native language classes instead of foreign language classes. Native Spanish class would be taught in Spanish and would include Spanish literature and writing skills in Spanish.

Internationalization is taking place in South Carolina, but it is not always clear

why it happens at a certain location. Having a multinational company would seem to be conducive to internationalization. Its presence creates interest in internationalization but does not lead to implementation of an internationalized curriculum. Instead, the primary goal of the district is to promote local opportunities for their students. Policy makers with a focus on internationalization need to be in the right position in order to promote international education reform. Given that I did not conduct research in Lexington School District One, I can only assume that the creators of the program for world languages needed to be in the position to make a policy change. In School District A, one board member was able to make that happen for German. However, the leadership was not creating policy to push an international education for their students.

Cambridge and Thompson (2001) examine how schools navigate four dilemmas: globalization and internationalism, monoculturalism and pluralism, contrasting ideologies, and economic privilege. In education, globalization and internationalism are often used interchangeably. Globalization of education suggests that schools are converging on a single standard or approach to education. It would become increasingly difficult to distinguish education, for example, in the United States or China.

Globalization does not seem to be much of a factor in these two school districts.

Internationalism refers more to sharing ideas between two or more countries. An internationalized education would teach standards from different points of view so that students would broaden their worldviews. Schools in the two districts are not providing a full internationalized curriculum. Students do receive pockets of internationalized learning in the schools. Students do learn a foreign language in high school and are



taught about a different culture. Typically, students only take one foreign language and only learn about that one culture. I would term this approach not an international education but a binational education. Students are learning only about one culture other than their own.

The dilemma between monoculturalism and pluralism is comparing what curriculum the international school primarily teaches. An example is the American International School of Zagreb. Originally, the school was called the American School of Zagreb and it taught an American curriculum. As the culture of the school changed the curriculum became more diverse and the school changed its name to reflect the study body and curriculum to the American International School of Zagreb. Public schools located in the United States are going to teach the American curriculum which is the case for these two case studies. I do think it is possible for a public school district in South Carolina to teach a diverse curriculum to its students. Lexington School District One is an example of this. The students are taught different languages and have the opportunity to take three different languages, not including English, before they graduate high school.

Contrasting ideologies compares the end product for a student's education and whether or not the school is preparing students for their formal examination success, on the one hand, and whether the school is creating an experimental learning environment on the other. Are schools a filling station or tool for social change? Teaching students about other cultures and other points of view broadens the students' worldview. A byproduct of students' broadened worldviews is tolerance. Tolerance of other cultures

should reduce bullying and hate. The two case studies have both implemented an anti-bullying program but I do not see either of the school districts as tools for social change. They are very concerned with preparing students to be successful for post high school work and college readiness. In this sense, both districts are filling stations for the students.

The dilemma about economic privilege is related to the lack of internationalization in the two case studies as well. International schools tend to be isolated islands for privileged families. The Atlanta International School and the British International School of Charlotte are both private schools. Tuition for high school students is in excess of \$20,000 per year. Lexington School District One is a public school in South Carolina and the immersion language program is offered in several elementary schools across the district. Economic privilege should not be a factor within the district, though of course structural factors limit who can afford to reside in the area. There is a question about who is taking advantage of these programs. The immersion program is not mandatory for students and there is limited space. Parents seeking an immersion program for their children tend to be highly educated parents who are concerned about their children's language skills and language development in the future.

### **Implications**

Policy makers need to create policies that have international education as a focus. International education can be used to prepare students for the interconnected world, in which we are all living, and as a platform for social change. As students learn to accept others and develop tolerance, they are less likely to experience fear and hatred

toward other cultures. This is happening in small pockets, but it could be available for everyone. International education needs to be not just a choice but a requirement for all students. Policy needs to be created from the top down and begin at the state level.

Schools need to create learning opportunities for students with an international focus. Students should be given the opportunity to learn about the CCKs in their classroom by being taught literature from Hispanic countries, Russia and the Ukraine (three large minorities in these two districts). Culture needs to be brought into the classroom; for instance, courses should be developed that teach the students dance, music and food from other cultures. This is happening on a small scale in classrooms, but it could be easily adapted into the culture of the school without sacrificing any of the mandates charged by the state.

Teachers need to be given the opportunities to travel with students and not just for language classes. There is so much that can be learned from a trip abroad: food, culture, language, science, music, dance, history, literature, etc. Teachers should also create ties with classes in other countries. Classes could be blended with other parts of the world and share data to create a “world class” science fair project.

### **Limitations**

As a part of the study, interviews were held at selected sites based on volunteers interested in the research. Interviews were not held with administrators at every school in the districts or with all possible teacher candidates. Thus, this limitation affected the validity of the research.

Another limitation is the number of interviews that were conducted with each

interviewee. Only one interview was conducted with each participant for forty-five minutes. The interviews were mostly completed within a one month time period. This limitation affected the research, because there were two programs that were created after the research had been completed: a study abroad to German speaking countries in District A; and a fourth grade teacher's communication with schools abroad.

### **Recommendations for Future Study**

Based on the finds of this study, additional research should be conducted in a school district with an international focus in its mission and vision statements which may lead to traditional policies on international education. The same research questions would apply: 1. how do administrators and teachers conceptualize internationalization and why do they feel an international education is important or not; and 2. how does internationalization take shape in two public school districts when a major multinational corporation arrives? The second research question should also focus on why the district has created international education policies.

Additional research should be conducted with global corporations located in South Carolina. BMW offers German language lessons to employees. How many employees are hired already speaking German, and does the language skill affect the hiring process? Are their employees able to continue with their new language skills within the workplace? Do employees who speak German advance within the company faster?

Finally, additional research should be conducted at the level of State Department of South Carolina. Changes to local public education will not take place without direction

from the State Department of South Carolina. Research should be conducted about the conceptions and perceptions of international education from the state level policy makers.

## REFERENCES

- Asia Society, & Longview Foundation. (2014). *Mapping the Nation*. Retrieved March 13, 2014, from <http://mappingthenation.net/>
- Atlanta International School. (2014) Retrieved November 24, 2014, from <http://www.aischool.org/>
- British International School of Charlotte. (20014) Retrieved November 24, 2014, from [http://www.nordangliaeducation.com/ourschools/charlotte/?gclid=CjwKEAiAy8ujBRCY6c-hveijhFASJAAcyGiceC7\\_GdR26SdLW0vu9LagO91MHsUa-lhw90ChoqVgx0CfjLw\\_wcB](http://www.nordangliaeducation.com/ourschools/charlotte/?gclid=CjwKEAiAy8ujBRCY6c-hveijhFASJAAcyGiceC7_GdR26SdLW0vu9LagO91MHsUa-lhw90ChoqVgx0CfjLw_wcB)
- Cambridge, J., & Thompson, J. (2001). *Internationalism, international mindedness, multiculturalism, and globalization as concepts defining international schools*. Retrieved October 10, 2010, from <http://staff.bath.ac.uk/edsjcc/intmindedness.html>
- Council of International Schools. (2012). Councils of International Schools (CIS) school improvement through accreditation. Retrieved February 18, 2013 from [http://www.cois.org/uploaded/documents/Accred/8\\_1\\_Standards/8th\\_Ed\\_Standards\\_\(V8.1\).pdf](http://www.cois.org/uploaded/documents/Accred/8_1_Standards/8th_Ed_Standards_(V8.1).pdf)
- Cushner, K. (Winter, 2007). The role of experience in the making of internationally-minded teachers. *Teacher Education Quarterly*, 34(1), 27-39.
- Dewey, J. (1938). *Experience and Education*. New York: MacMillan Publishing Co.

- Dijkstra, S. Geuijen, K., de Ruijter, A. (January, 2001). Multiculturalism and social integration in Europe. *International Political Science Review*, 22(1). 55-83.  
Retrieved from <http://www.jstor.org>
- East Point Academy. (2014). Retrieved November 24, 20104 from  
<http://www.eastpointsc.org/>
- Fail, H. (1996). Whatever becomes of international school students. *International Schools Journal*, 15(2), p31-36. (ERIC Document Service No. EJ522813). Retrieved June 26, 2009 from  
<http://www.brookes.ac.uk/schools/education/rescon/Whatever%20becomes%20of%20IS%20students%20article.pdf>
- Fox, E. (2004). The emergence of the international baccalaureate as an impetus for curriculum reform. In . Hayden and J. Thompson (Eds.), *International Education Principles and practice* (pp. 65-76). London and New York: RoutledgeFalmer
- Francis, A. (1993). *Facing the Future: The Internationalization of the Post-Secondary Institutions in British Columbia, Task Force Report*. Victoria, B.C.: British Columbia Centre for International Education
- Greenville County School District. (2014) Retrieved November 24, 2014 from  
<http://www.greenville.k12.sc.us/index.asp>
- Gwyer, J., & Hack, L. (Fall, 2012). Education is a social process. *Journal of Physical Therapy Education*. (26)3, 3-4
- Hayden, M. C., & Thompson, J. J. (1998). International education: perceptions of teachers in international schools. *International Review of Education*, 44(5/6),

- 549-568. Retrieved on August 26, 2014 from  
file:///C:/Users/Fred%20Brown/Downloads/3444853\_129\_252\_86\_83\_26\_08\_2  
014\_15\_28.pdf
- Hayden, M. C., & Thompson, J. J. (1997). Student perspectives on international  
education: A European dimension. *Oxford Review of Education*, 23(4), 459-478  
Retrieved on August 26, 2014 from  
file:///C:/Users/Fred%20Brown/Downloads/1050862\_129\_252\_86\_83\_26\_08\_2  
014\_15\_22.pdf
- Hunzicker, J. (June, 2010). *Characteristics of effective professional development: A  
checklist* Retrieved November 20, 2010 from  
<http://www.eric.ed.gov/PDFS/ED510366.pdf>
- International Baccalaureate Schools (2014) Retrieved August 30, 2014 from  
<http://www.ibo.org/programmes/slideb.cfm>
- International Schools Association. (2006). Internationalism in schools—A self-study  
guide. Retrieved on February 18, 2013, from  
[http://www.isaschools.org/index.php?option  
=com\\_content&task=view&id=33&Itemid=1&limit=1&limitstart=1](http://www.isaschools.org/index.php?option=com_content&task=view&id=33&Itemid=1&limit=1&limitstart=1)
- Lexington School District One (2014) Retrieved July 16, 2012 from  
<http://www.lexington1.net/lexoneweb/MissionVision.aspx>
- McJimsey, M., Ross, B., & Young, S. (2013). *What are global and international  
education?* National Council for the Social Studies. Retrieved February 17, 2013  
from <http://www.socialstudies.org/positions/global/whatisglobaled>



- McKellin, K. (1995). *Anticipating the Future: Workshops and Resources for Internationalizing the Post-Secondary Campus*. Victoria, B.C.: The British Columbia Centre for International Education
- Munoz, M.D., & Munoz, M.A. (1998), *John dewey on democracy education, experience, and communication: Implications for adult education in developing democratic organizations*, Retrieved November 20, 2010 from <http://www.eric.ed.gov/PDFS/ED464262.pdf>
- NASULGC Task Force on International Education. (October, 2004). *A call to leadership; The presidential role in internationalizing the university*. Retrieved July 21, 2012 from <http://www.aplu.org/NetCommunity/Document.Doc?id=32>
- National Foundation for Educational Research. (2010). Assessing the international dimension in education in schools in wales, phase II. Final report. Retrieved February 19, 2013 from [http://www.britishcouncil.org/final\\_report.pdf](http://www.britishcouncil.org/final_report.pdf)
- National Public Radio. (2014). Retrieved November 24, 2014 from <http://www.npr.org/2014/11/06/361136336/in-south-carolina-a-program-that-makes-apprenticeships-work>
- Oxford Dictionary. (2014) Retrieved November 30, 2014 from <http://www.oed.com/>
- Parker, W.C. (November, 2008). International education: What's in a name? *Phi Delta Kappan*, 90(3) p196-202. Retrieved February 24, 2013 from <http://education.washington.edu/areas/ci/profiles/documents/Parker.PDK.IE.pdf>
- Parker, W.C. (2011). International education in U.S. public schools. *Globalization*,

- Societies and Education*, 9(3-4) p487-501. Retrieved February 25, 2013 from <http://education.washington.edu/areas/ci/profiles/parker/Parker.GSE.pdf>
- Pollock, D.C. & Van Reken, R.E. (2009). *Third culture kids: Growing up among worlds*, revised edition. Nicholas Brealey America; Revised Edition
- Sapru, R.K. (2010) *Public policy: Art and craft of policy analysis*. New Delhi: PHI Learning Private Limited
- Schaetti, B. F. (January, 2006). *Global nomad, third culture kid, adult third culture kid, third culture adult: What do they all mean?* Retrieved December 3, 2009 from <http://www.aramcoexpats.com/Articles/Community/Aramco-Brats/996.aspx>
- Seidman, I. (2013) *Interviewing as Qualitative Research, Fourth Edition*. New York: Teachers College Press
- Servage, L. (Winter, 2008). Critical and transformative practices in professional learning communities. *Teacher Education Quarterly*, 35(1) p63-77. Retrieved November 20, 2010 from <http://www.eric.ed.gov/PDFS/EJ810651.pdf>
- Smart, A., & Smart, J. (2003). Urbanization and the global perspective. *Annual Review*. Retrieved from <http://www.jstor.org>
- South Carolina Rural Education Grassroots Committee (2001). *Building strong rural schools in south Carolina: The foundations we need*. Retrieved August 11, 2014 from <http://appleseedlegaljusticecenter.files.wordpress.com/2014/05/building-strong-rural-schools-in-sc.pdf>
- Spartanburg School District 1 (2014). Retrieved April 23, 2014 from <http://www.spart1.org/do/>

Spartanburg School District 5 (2014) Retrieved April 23, 2014 from

<http://www.spart5.net/site/default.aspx?PageID=1>

Useem, R. H. (1973). Third cultural factors in educational change. In C. S. Brembeck and

W. H. Hill (Ed.), *Cultural challenges to education: The influence of cultural factors in school learning*. Lexington, MA: Lexington Book

Van Reken, R. E. (2014). Retrieved November 30, 2014 from <http://tckid.com/crossculturalkid.html>

Van Reken, R. E., & Bethel, P. M. (2009). Third culture kids: Prototypes for understanding other cross-cultural kids. Retrieved from

[http://www.crossculturalkid.org/blog/?page\\_id=58](http://www.crossculturalkid.org/blog/?page_id=58)

Verger, A. (2014). Why do policy-makers adopt global education policies? Toward a research framework on the varying role of ideas in education reform. *Current Issues in Comparative Education* 16 (2), pp. 14-29. Retrieved October 3, 2014 from [https://www.academia.edu/8578971/Why\\_do\\_Policy-makers\\_Adopt\\_Global\\_Education\\_Policies\\_Toward\\_a\\_Research\\_Framework\\_on\\_the\\_Varying\\_Role\\_of\\_Ideas\\_in\\_Education\\_Reform](https://www.academia.edu/8578971/Why_do_Policy-makers_Adopt_Global_Education_Policies_Toward_a_Research_Framework_on_the_Varying_Role_of_Ideas_in_Education_Reform)

VIF international education. (2014). Retrieved November 24, 2014 from

<http://www.vifprogram.com/>

Woodward, D.P., & Guimaraes, P. (September 2008). *Bmw in south Carolina: The economic impact of a leading sustainable enterprise*. Retrieved November 30, 2014 from [http://www.bbr.unl.edu/aubertest/documents/bmw\\_economic\\_impact.pdf](http://www.bbr.unl.edu/aubertest/documents/bmw_economic_impact.pdf)

**APPENDIX A**

**INSTITUTIONAL REVIEW BOARD (IRB)**



OFFICE OF RESEARCH COMPLIANCE

February 12, 2013

Mr. Frederick Brown  
College of Education  
Educational Leadership & Policies  
Wardlaw College  
Columbia, SC 29208

Re: **Pro00022007**

Study Title: *A Case Study of the Internationalization of a Public School District in South Carolina*

FYI: University of South Carolina Assurance number: FWA 00000404 / IRB Registration number: 00000240

Dear Mr. Brown:

In accordance with 45 CFR 46.101(b)(2), the referenced study received an exemption from Human Research Subject Regulations on **2/11/2013**. No further action or Institutional Review Board (IRB) oversight is required, as long as the project remains the same. However, you must inform this office of any changes in procedures involving human subjects. Changes to the current research protocol could result in a reclassification of the study and further review by the IRB.

Because this project was determined to be exempt from further IRB oversight, consent document(s), if applicable, are not stamped with an expiration date.

Research related records should be retained for a minimum of three years after termination of the study.

The Office of Research Compliance is an administrative office that supports the USC Institutional Review Board. If you have questions, please contact Arlene McWhorter at [arlenem@sc.edu](mailto:arlenem@sc.edu) or (803) 777-7095.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lisa M. Johnson".

Lisa M. Johnson  
IRB Manager

cc: Doyle Stevick

**APPENDIX B**  
**CONSENT FORMS**

Study Title: A Case Study of the Internationalization of a Public School District in South Carolina. (This research project has been approved by School District B)

Dear Participant,

My name is Fred Brown. I am a doctoral candidate in the Education Department at the University of South Carolina. I am conducting a research study as part of the requirements of my dissertation in Leadership and Policies. You are being asked to participate in this study because you are an administrator or a lead teacher in School District A. This research project has been approved and if you need clarification please contact Mrs. \_\_\_\_ at the district office.

I am studying how public school districts in South Carolina conceptualize and implement an international education for their students. If you decide to participate, you will be asked to meet with me for an interview about your perceptions of international education. The meeting will take place at a mutually agreed upon time and place, and should last about an hour. The session interview will be audio taped so that I can accurately reflect on what is discussed. The tapes will only be reviewed by members of the research team who will transcribe and analyze them. They will then be destroyed.

You may feel uncomfortable answering some of the questions. You do not have to answer any questions that you do not wish to. Although you probably won't benefit

directly from participating in this study, we hope that others in the community/society in general will benefit by identifying innovative efforts and practices, as well as obstacles and challenges that can be of use to any school or district that is considering internationalizing its education.

Participation is confidential. Study information will be kept in a secure location. The results of the study may be published or presented at professional meetings, but your identity will not be revealed. Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

I will be happy to answer any questions you have about the study. You may contact me at 803-271-3996 and fredbrown321@gmail.com or my faculty advisor, Doyle Stevick at stevick@mailbox.sc.edu if you have study related questions or problems. If you have any questions about your rights as a research participant, you may contact the Office of Research Compliance at the University of South Carolina at 803-777-7095.

Thank you for your consideration. I will call you within the next week to see whether you are willing to participate.

With kind regards,

Fred Brown, Ed.S.

308 Lansdowne St

Duncan, SC 29334

803-271-3996

fredbrown321@gmail.com

Study Title: A Case Study of the Internationalization of a Public School District in South Carolina. (This research project has been approved by School District A)

Dear Participant,

My name is Fred Brown. I am a doctoral candidate in the Education Department at the University of South Carolina. I am conducting a research study as part of the requirements of my dissertation in Leadership and Policies. You are being asked to participate in this study because you are an administrator or a lead teacher in Spartanburg School District Five. This research project has been approved and if you need clarification please contact Dr. \_\_\_\_\_ at the district office.

I am studying how public school districts in South Carolina conceptualize and implement an international education for their students. If you decide to participate, you will be asked to meet with me for an interview about your perceptions of international education. The meeting will take place at a mutually agreed upon time and place, and should last about an hour. The session interview will be audio taped so that I can accurately reflect on what is discussed. The tapes will only be reviewed by members of the research team who will transcribe and analyze them. They will then be destroyed.

You may feel uncomfortable answering some of the questions. You do not have to answer any questions that you do not wish to. Although you probably won't benefit directly from participating in this study, we hope that others in the community/society in general will benefit by identifying innovative efforts and practices, as well as obstacles and challenges that can be of use to any school or district that is considering internationalizing its education.

Participation is confidential. Study information will be kept in a secure location. The results of the study may be published or presented at professional meetings, but your identity will not be revealed. Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

I will be happy to answer any questions you have about the study. You may contact me at 803-271-3996 and fredbrown321@gmail.com or my faculty advisor, Doyle Stevick at stevick@mailbox.sc.edu if you have study related questions or problems. If you have any questions about your rights as a research participant, you may contact the Office of Research Compliance at the University of South Carolina at 803-777-7095.

Thank you for your consideration. I will call you within the next week to see whether you are willing to participate.

With kind regards,

Fred Brown, Ed.S.

308 Lansdowne St

Duncan, SC 29334

803-271-3996

fredbrown321@gmail.com



## **APPENDIX C**

### **INTERVIEW PROTOCOL**

My name is Fred Brown. I am a doctoral candidate in the Education Department at the University of South Carolina. I am conducting a research study as part of the requirements of my dissertation in Leadership and Policies. You are being asked to participate in this study because you are an administrator or a lead teacher. I am studying how a public school district in South Carolina conceptualize and implement an international education for their students. If you decide to participate, you will be asked to meet with me for an interview about your perceptions of international education. The meeting will take place at a mutually agreed upon time and place, and should last about an hour. The session interview will be audio taped so that I can accurately reflect on what is discussed. The tapes will only be reviewed by members of the research team who will transcribe and analyze them. They will then be destroyed. You may feel uncomfortable answering some of the questions. You do not have to answer any questions that you do not wish to. Although you probably won't benefit directly from participating in this study, we hope that others in the community/society in general will benefit by identifying innovative efforts and practices, as well as obstacles and challenges that can be of use to any school or district that is considering internationalizing its education. Participation is confidential. Study information will be kept in a secure location. The results of the study may be published or presented at

professional meetings, but your identity will not be revealed. Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

Research Question: How does a public school district in South Carolina conceptualize and implement an international education for public school students?

- Personal perceptions
  - There is a push to internationalize education in the school/district.  
Please tell me about those efforts.
  - What constitutes internationalization? That is, what does internationalization look like in practice?
  - Do you feel that internationalization is important? Why or why not?
  - What does internationalizing mean to you?
  - How will you judge if you succeed?
  - How will your graduates be different than those from traditional schools?
  - How will that better prepare them for the world?
  - How did you come to be involved in this effort?
  - Do you feel that your education and training have prepared you to implement internationalization successfully? How so or how not?
  - Would you like specific training on how to internationalize? If so, what kinds of training would you like?
  - Where is this drive for internationalization coming from?

- What do you think of these efforts? Do they seem sufficient to you, excessive, or inadequate, and why?
- Did the community push it, resist it, accept it after persuasion, embrace it?
- I believe that our personal experiences shape our perceptions. I want to know a little bit more about your personal international experiences--if any.
  - Have you had much international experience before working in your district?
    - If no: Has working here given you the opportunity to have some international experience or do you plan on going somewhere in the future? If so, where?
    - If yes: Do you have a valid passport? If so, when and where was the last place you traveled outside of the US?
    - Have you ever lived outside of the US?
      - If so, where and what do you think you bring back from that experience to your classroom/school today?
      - If not, is there any place that you think you would like to spend some more time?
- Sample programs (many district will have other programs or no programs at all):
  - Partial Immersion Program:
  - World Languages Program:
    - Are the immersion programs filled? If so, is there a waiting list or

the idea of expanding? Is it partial immersion all the way through until middle school?

- 2012-2013 middle school students (who begin the initial immersion program as kindergarteners): Are they required to take an additional World Language at the middle school?
- In your opinion, what do you think is the best plan for them as they reach high school?
- Are there any clubs or extracurricular activities that are international in focus?
  - Was it developed in house or by the district
  - Where do the funds come from that are used to support it?
- Current teachers in your school
  - How many of your non-world language teachers speak a language other than English
    - What languages and proficiencies?
    - For the mono-lingual teachers, are they encouraged to actively learn a second language?
  - Do any of the teachers or administrators participate in an exchange program?
  - Are there any non-American teachers in your school?
    - What subjects do they teach?
    - Are they involved in an international exchange?

- Are they involved in any international education experiences for the students?
- As a part of the hiring process, are there interview questions that ask about a teacher's or administrator's international background or qualifications?
- Is there any professional development on international education
  - If so, what types?
  - If not, are there any that you think need to be incorporated for the teachers?