

A STUDY OF STRATEGIES USED FOR
INTERNATIONALIZING VOCATIONAL
TEACHER EDUCATION CURRICULUM

By

DIANA LYN WATSON

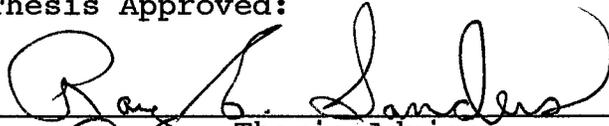
Bachelor of Science
East Central University
Ada, Oklahoma
1979

Master of Education
Central State University
Edmond, Oklahoma
1984

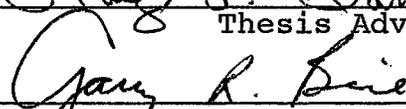
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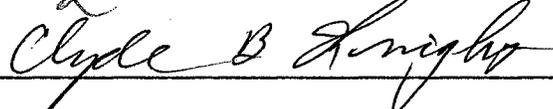
Thesis Approved:



Thesis Adviser









Dean of the Graduate College

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CHAPTER 1

INTRODUCTION

Contacts with international countries will become increasingly important in the next decade. The United States consists of individuals from various ethnic and racial backgrounds. Most Americans do not understand each others' heritage or customs. To bridge this gap society needs to develop a continuous exchange of concepts concerning international countries and workplace strategies. Naisbitt and Aburdene (1990) wrote that internationalism, and the subsequent emergence of a global community, was one of the major trends changing the lives of Americans and it would continue into the next century. Thus, it becomes apparent that the need for higher education vocational teacher education programs to participate in global studies does exist.

Global studies, or international studies as referred to at the collegiate level, has the mission to globalize American education by expanding opportunities to learn about the world, and to learn about the American society's relationship to and place in the larger world system (Anderson, 1990). Some individuals in higher education have

recognized the necessity of its futuristic importance and have begun to formulate curriculum to begin the process of globalizing American education.

Because vocational teacher education skills and knowledge are universally related to the job market, international endeavors in vocational teacher education can implement curriculum and programs that integrate international concerns.

Statement of the Problem

The changing social structure of the world has established a need for global studies. Technological developments in transportation, communication, business, education, and trade plus the emergence of world trade has lead to the increasing need of a global community. According to Elmore (1989), "Effective inter-personal communication skills require knowledge and understanding of differences and similarities existing among multicultural groups and their role in interactive relationships" (p. 28). Communication could be the key to unlock understandings of cultural values, social customs, and motivators in establishing a global community. Only when vocational education skills and knowledge are effectively disseminated into global environments can an understanding formulate.

Within our society and our schools there exists a general lack of global and historical perspectives (Duncan,

1990). The 1990 Carl Perkins Act states that, "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully academic and occupational skills of all segments of the population" (Warnat, 1991, p. 25). This purpose could be accomplished by exposing undergraduate vocational education students to experiences and training leading them into the global arena. An understanding of the competitive international workforce and what role vocational education will represent in the United States global agenda would be accomplished, as a result of exposing undergraduates to global issues.

The need exists for teacher educators to incorporate international awareness in vocational teacher education programs, considering that we live in a global society where a continuous cultural exchange of information occurs within all levels of the educational process. The problem is that no national guidelines exist to insure that undergraduates in vocational teacher education programs are prepared with the basics necessary for the globalization of curriculum. A clearer understanding of American Vocational teacher educators' commitment to international studies will provide an awareness of its current need in undergraduate programs.

Purpose of Study

The purpose of this study was to determine the extent

to which international studies are incorporated into vocational teacher education programs. Respondents were asked to provide information related to two factors: (1) vocational teacher educator perceptions of international studies and (2) current vocational teacher education curriculum practices of exposing undergraduates to international studies.

Research Questions

In order to determine whether variance in the strategies used to internationalize curriculum for vocational teacher education undergraduates occurs, this study was designed to answer the following questions:

1. What current strategies are being utilized to incorporate international studies into United States vocational teacher education programs?
2. What are the perceptions of United States vocational teacher educators on the importance of international studies in undergraduate programs?
3. Are there differences in international studies perceptions from the institutions highest degree conferred within the vocational teacher education program according to the classification of the institution, highest degree institution confers, geographical location of institution, years institution has offered a vocational teacher education program, highest degree teacher educator has completed and

where it was completed, teacher educators current academic rank, tenure status, tenure status in relation to involvement in international activities, current teaching load, and major vocational area of concentration?

Assumptions of Study

The following basic assumptions are recognized:

1. The perceptions of international studies by teacher educators play a major role in the institution's international emphasis.
2. Vocational teacher education programs use varying methods for exposing undergraduates to international studies.
3. Vocational teacher education programs exist in the nation that are not meeting the needs of internationalizing the current curriculum.

Scope of Study

This study was limited to a random sample of baccalaureate, master, and doctorate degree granting institutions within the United States that currently have a vocational teacher education certification program. Participants fit the following criteria: employed at a higher education institution, a teacher educator for a vocational teacher education program, and a 1993-94 American Vocational Association Teacher Educator section member.

Definition of Terms

The following terms and definitions were used for this study.

International Studies: Has the mission to globalize American education by expanding opportunities to learn about the world, and to learn about American society's relationship to and place in the larger world system (Anderson, 1990).

Internationalizing Vocational Teacher Education Curriculum: Teacher education curriculum that places emphasis on the preparation of individuals for participation in an ever changing and competitive international workforce.

Teacher Educator: A university or college teacher whose mission is to prepare and advise undergraduates for an occupation in the teaching arena.

Undergraduate: A university or college student who has not received a bachelor's degree.

Vocational Education: "Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree" (Perkins, 1990).

Vocational Teacher Education: A program designed to prepare vocational education teachers that is pedagogy oriented, client specific, but relevant to the changing

nature of work, changes in the workplace, new and emerging technology, and the needs of the employment community (Lynch, 1989).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The research on vocational teacher education programs with an emphasis on international studies appears to be a new development in literature content. Most of the research has been obtained since the 1980's when Naisbitt and Toffler made the world aware of our global opportunities. Since then, various research studies have been established to indicate the importance of international studies in higher education and teacher education programs.

According to Backman (1984), "the role that the United States plays in world affairs during the next two or three decades may well be determined by the impact international education efforts have on students and the community" (p. 345). The Council on International Education Exchange conducted a study concluding that, "The United States has a balance of 'international education deficit' and will face having its world status irreversibly diminished if it fails to internationalize United States institutions" (Elmore, 1989). From this statement, global interdependence was viewed as having a direct impact on individuals,

institutions, and the family as they function in society and the world. This makes it difficult to separate global and domestic issues from one another. Therefore, it should be a primary goal for teacher education programs, "to help students and faculty develop the ability to make intelligent decisions regarding our international system and world" (Hadley & Wood, 1986). Leestma (1979) wrote that if teachers have the opportunity to become aware of the global facts of life, then schools can make significant differences in how emerging generations meet the global issues of humanity, and they can contribute to shaping a future in which the human race will share a common destiny.

The international commitment to changing growth in international trade, political concerns, family values, and technology are linked to global studies that can influence the daily lives of individuals. With groups such as the American Association of Colleges for Teacher Education, the American Association of State Colleges and Universities, the National Council for Accreditation of Teacher Education, and political groups such as the National Governor's Association that identify the need for a global perspective in teacher education programs, higher education institutions are slowly recognizing the cultural needs that exist (Cistone & Tucker, 1991). Professional groups such as these support the issue that a continued outreach of international studies needs to be accessible within vocational teacher education programs

to develop graduates who can succeed in a globally competitive world.

International Study Developments in Higher Education

Backman (1984) stated that "Educating Americans for the twenty-first century is one of the main goals of the higher education community. In order to accomplish this task each institution must develop a set of policies, programs, and guidelines that will enable the campus to prepare students who will graduate with an international perspective" (p. 345). For the United States to meet the challenges of the new global economy, creative participation by everyone will be required (Tucker, 1990). Higher education can not be an exception to the challenge of a global economy. As stated earlier, the Association of American Colleges has urged institutions to adopt curriculum with multicultural aspects. A report from the International Council on Education for Teaching (1983) stated, a global perspective requires the preparation of teacher educators and teachers whose own knowledge about the world and whose attitudes toward diversity and common human interests are consistent with global realities.

According to Bruce, Podemski, and Anderson (1991), "Many university presidents refer to competition in the international marketplace to establish the need to incorporate international education into every student's

educational program" (p. 21). In such states as Florida, higher education has taken a lead by developing global studies using funds from private foundations (Tucker, 1990). In California, an International Studies Project has been established to support resource centers that encourage universities to cooperate with local school districts to help teachers "gain the skills and knowledge necessary to increase the international studies competence of their students" (Becker, 1990).

A Study Commission on Global Education by the Rockefeller Foundation in 1987 called for more training in policy analysis both of domestic and international issues (Anderson, 1990). According to DeLoughry (1991), supporters of the Higher Education Act clearly sent messages to Congress to consider the future financial need of international study courses, foreign language requirements, scholarships, and international-business centers in American universities. While statistics from the Education Department demonstrate that colleges have been interested in a grant program for international undergraduate instruction (DeLoughry, 1991). Therefore, the time has come for higher education to be in the center stage of educating undergraduates concerning other cultures and their economics.

Many education departments at higher education institutions have included global awareness in their own

mission statement for the next decade. Klassen and Leavitt (1982) stated that an institution may publish a formal statement of mission that recognizes the importance of a global perspective and extends philosophical support to academic and professional schools in pursuit of this mission. The Governor of Indiana has established such a mission with the Corporation for Indiana's International Future which provided an emphasis "to strengthen Indiana's ability to compete in the global economy and to encourage educational and cultural exchanges between Indiana citizens and citizens of other countries" (Becker, 1990). This corporation conducted survey's of public school and college offerings in international studies and promoted mission statements.

Vocational International Growth

"Within our society and our schools a lack of global and historical perspectives exists" (Duncan, 1990). Undergraduates in vocational education disciplines only have early developmental stages of experiences and training leading into the international arena (Erickson, 1985). According to Erickson (1985), "there is no standard pattern of vocational teacher education that applies across the board to all vocational fields" (p. 30). The United States business community has strongly supported global education efforts aimed at increasing U.S. citizens' awareness of

basic geography, foreign language, and world issues (Lamy, 1990). The Association of American Colleges continues to urge institutions to adopt a minimum of required curriculum to include "international and multicultural experiences" (Elmore, 1989).

Global economic competition has focused attention on the need to improve the quality of the American workforce, and despite the rhetoric associated with basic skills, vocational education's objectives are still the most closely associated with this aim (Gray, 1991). Employers recognize that an unbalanced scale has been occurring and a number of well-qualified individuals are entering the workforce but a need exists for a wider concept of occupational skills. These needs are being driven by new technologies, increasing new and small businesses, and the emergence of international trade. Anderson (1990) stated that most of the largest American firms, as well as many smaller ones, are multinational corporations (MNCs) engaged in internationalized production. For example, forty percent of Ford's assets and fifty-eight percent of its employees are outside the United States. While thirty-six percent of Coca-Cola's assets are in foreign affiliates and over fifty percent of its labor force (Anderson, 1990).

According to Johnston (1991), during the 1990's the world's work force will become even more mobile, and employers will increasingly reach across borders to find the

skills they need. This will influence the relocations of young, well-educated workers to the cities of the developed world. Nations that have slow-growing work forces but rapid growth in service sector jobs (namely Japan, Germany, and the United States) will become magnets for immigrants, even if their public policies seek to discourage them (Johnston, 1991). The combination of a slow work force growth will influence industrialized nations to face labor shortages during the 1990's and increase the opportunities for occupations and labor markets to become internationalized.

Among college graduates national labor markets are common and have been international for many years (Johnston, 1991). Although when labor markets become more specialized, employers will expand the geography of their recruiting efforts. For example, a study on health care providers revealed that by the end of the 1980's it was common for New York hospitals to advertise in Dublin and Manila for skilled nurses, whereas a shortage of engineers led growing companies to look to universities in England, India, and China to fill some of the U.S. job openings (Johnston, 1991).

Vocational-technical education must make the U.S. public better aware of its role as the primary preparer of the nation's world-class work force and where our work force stands in the global economy (Warnat, 1991). Teacher educator's must think in terms of their undergraduates

preparing individuals for a "world market of labor" (Johnston, 1991). Economic success - internationally and in all our communities - depends on investments in human capital (Gray, 1991). Vocational education does play a vital role. In 1982, ninety-seven percent of those graduating from high school had taken at least one vocational course. Studies identified that students who took intensive vocational education programs graduate with more total credits than other students, are more likely to enter the labor force, and experience lower unemployment rates than those with less vocational training (Gray, 1991).

As the role of vocational education at the secondary level is examined, proponents exist who believe that students should receive a global orientation to vocational education at this level (Glenn & Walter, 1990). Burns (1989) supported this issue by stating, it is vital to ensure that each student has been exposed to content that places emphasis on the global environment in the local community and beyond.

The concept of internationalizing programs in higher education, and specifically in vocational teacher education programs, should include undergraduate and graduate student development, curriculum design and content, and cooperation by the community to meet the growing needs of our nation. Jacoby (1992) reported, "Schools will be challenged to:

- a) provide more skilled labor from a student population

composed largely of minorities; b) achieve an internationally competitive average skill level; and c) convey an understanding of the changing role of the United States in the world" (p. 370). Vocational teacher educators can provide valuable input into the content of the baccalaureate degree programs and must balance the requirements, trends, and perceived needs of society (Glenn & Walter, 1990). To meet these challenges our educational system must undergo some structural changes that will prepare the leaders of tomorrow to meet the need of the emerging technological and global society (Burns, 1989).

Professional Support of International Studies

Professional organizations with an interest in education are continually keeping abreast of trends in society. The Study Commission on Global Education (1987) stated that, "No major event occurs in the world that doesn't touch some person in another part of the world." The Nation At Risk report (1983) stated:

The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civilizations. The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets not only with products but also with the ideas of our laboratories and neighborhood workshops...[T]hese developments signify a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new

raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier (p. 6-7).

With statements from the Nation at Risk report and the Study Commission on Global Education supporting international studies teacher educators have an obligation to prepare undergraduate vocational teacher education majors to function knowledgeably in the classroom concerning our international environment. To achieve this goal, guidelines need to be set by professional organizations in developing an international perspective.

The National Governor's Association (NGA) developed a six-point agenda in 1989 which focused on the need for the United States to make international education a priority in this country (Tucker, 1990). The NGA six-point agenda for national renewal included the following items:

[The United States must]

Discover new and emerging international markets for American products, to become again the Yankee traders we once were.

Bring an international perspective to our daily living-to understand foreign nations and the people beyond our borders...to learn the international language of business.

Expand our research, and use our technology to create new processes to maintain America's competitive position.

Capitalize on the natural advantages of American manufactures and regain competitiveness in our domestic markets.

Improve our highways, airports, airways, and ports so we can move our people across town and our products around the globe.

Invest in the health, education, and training of our children so they can live healthier and more productive lives (NGA, 1989).

To accomplish these goals, international education must be an integral part of the education of every student, thus a comprehensive statewide strategy for international education that reaches all agencies, all levels of education, and even into the private sector needs to be developed (Tucker, 1990). According to the National Governors' Association (1989), the involvement of teachers, school administrators and board members, legislators, university presidents, college faculty, and the business community will need to play a key part in forming strategies for the success of international education.

Organizations such as the American Home Economics Association (AHEA) include international perspectives in their program of work for 1990-1995. The need as stated by AHEA (1990) includes:

Growth of the world's population and related demands on resources foster global interdependence. The quality of the near and far environments of individuals and families are nation-specific. The Association recognizes global interdependence as vital to strengthening families (p. 7).

AHEA hopes to increase international orientations with stronger international programming so that global connections can evolve. One such program named the AHEA Global Connections project has been designed to incorporate cross-cultural curriculum in the preparation of future home economics teachers (Elmore, 1989).

In 1990, a committee of the Association for Supervision and Curriculum Development International/Global Education Commission under the leadership of Jim Becker of Indiana University developed a working draft of principles for global education (Ramler, 1991). Also, the Association produced a 1991 Yearbook entitled, Global Education From Thought to Action which clearly sets forth the following rationale for global education: our increasing worldwide interdependence as demonstrated by the expansion of technological, political, cultural, and economic networks connecting different peoples, cultures, civilizations, and regions... [T]o globalize American education it is necessary to expand opportunities for students to learn beyond the borders of the United States, and to learn about American society's relationships to and place in the larger world system (Anderson, 1990, p. 14).

Teacher educators at universities are recognizing the importance of international studies for undergraduates with developments occurring in the National Council for Accreditation of Teacher Education (NCATE). This council has stated in its new accreditation standards that teacher education programs must include a global perspective (NCATE, 1987). Teacher educators face the challenge of how best to incorporate a global perspective in their teacher education curriculum (Bruce, Podemski, & Anderson, 1991). The American Association of Colleges for Teacher Education

estimates that by the year 2000 more than one-third of the students in the nation's schools will be members of minority groups (Nicklin, 1991). Many school districts will need teachers that have the capability to facilitate curriculum to meet the global/multicultural needs of these students. These are the opportunities where international studies can fit in and where NCATE can focus for the future of schooling.

Professional organization's main thrust behind international studies comes from funding available from the federal government. In the 1970's the U.S. Office of Education gave global education a major boost nationally by funding many global educational projects under the authority of Section 603 Citizen Education for Cultural Understanding, Title VI, of the now-defunct National Defense Education Act (Tucker, 1990). Funding for some programs started by the National Defense Education Act faded. Although a few did survive gaining support from current professional organizations.

The Education Department administers about forty-million dollars worth of programs in international education (DeLoughry, 1990). These programs pay for faculty members and graduate students in foreign languages and area studies to travel abroad. The programs also enable faculty members in the humanities and social sciences to attend summer seminars abroad and support ninety-six resource centers in

foreign languages and area studies at American colleges and universities (DeLoughry, 1990).

The Carnegie Council (1989) Turning Points report stressed the importance of global citizenship and studies while urging schools to enhance "a feeling of personal responsibility for and connection to the well-being of an interdependent world community " (p. 16). As professional organizations such as the Carnegie Council continue to make strong statements in support of international studies, funding will continue to exist for the development of quality vocational teacher education programs with an international studies component.

Teacher Education Curriculum

The term "university" means an association of scholars leading a common life of learning (Beyer, 1986). Through the Morrill Act of 1862, many universities became committed to such innovative ideas as "education for the working man, practical education in pursuits and professions of practical life, experimentation and research, the college reaching into the community through institutions, [and] opportunities to study in almost any subject" (Eddy, 1956). This led to the combination of liberal and vocational education at universities in currently existing curriculum. Smith (1980) discussed former institutions that were closely tied to

vocational training as normal schools that were devoted solely to the preparation of teachers.

One of the current issues to be addressed in teacher education programs includes the concept that curricula is often segregated from other disciplines and valued chiefly for its potential in securing employment for prospective teachers. Teacher education programs need more academic freedom and opportunities for curriculum construction and support for collegial interaction (Beyer, 1986). If one wants teachers who are what Dewey calls "students of teaching rather than mere purveyors of competence, we must provide a work environment where personal initiative and inquiry, creativity, and a sense of community prevail" (Dewey, 1904).

The formation of teacher education curriculum has been a complex activity. A reshaped teacher education curriculum and its associated teaching learning process are at the heart of teacher education reform (Short, 1987). According to Gardner (1990), our universities are the result of a creative combination of foreign influences - the English undergraduate college and the German research university. American colleges and universities have always had international characteristics that connect them to a long tradition of international influence and contact. Tucker and Cistone (1991) stated that "helping teachers improve the world through student development has been our highest

purpose in teacher education. Therefore, global perspectives for teachers are an urgent priority" (p. 8).

A study conducted by the Council on Learning involving 3,000 undergraduate students focused on a knowledge test of thirteen global issues (Torney-Purta, 1982). The performance of the average senior education major on the test of global awareness was a score of 39.8 correct out of 101 items. Even majors in engineering, mathematics, and science scored far higher than education majors (means between 51.7 and 54.1), as cited by Torney-Pruta (1982). Because of this study, The Council on Learning report noted: "This poor performance is especially disturbing, because education majors will be the teachers of global understanding to the elementary and secondary school students of tomorrow" (Barrows, 1981). These findings give no evidence why they scored below the norm, but it does provide teacher educators knowledge as to the need to implement international concepts into existing curriculum.

Another study, reported by Wright (1994), studied teachers from two similar size communities that housed universities with teacher education programs which have international agreements in Vaxjo, Sweden, and Warrensburg, Missouri. Results from a questionnaire focusing on the teaching of global issues in classrooms, found that Swedish teachers were significantly more global than American teachers in awareness and teaching methods used.

Teacher education curriculum has been in the process of change and the infusion of international concepts is slowly developing. According to Atwell (1990), less than nine percent of United States universities have foreign language requirements for all baccalaureate students. Due to the existing necessity of a second language in the global community, many vocational educator's may need to encourage undergraduates to take a foreign language. The ACE's Commission on International Education has recommended that by the year 2000, all baccalaureate graduates be required to demonstrate proficiency in a foreign language (Atwell, 1990). Torney-Purta (1982), "conclude that foreign language courses have a role to play both in fostering language competence and stimulating an understanding that those who speak other languages may differ in their values or perspectives" (p. 204).

The Monterey Institute consists of one key example of the use of language proficiency within international education. In the Monterey Institute undergraduates are required to take many courses in languages besides their own to develop a wide spectrum of language knowledge. For students to get accepted into the Monterey Institute graduate program they must be fluent in at least one foreign language (Monagan, 1992). By providing opportunities for teacher education students to study a second language, barriers can be broken, thus strengthening their understanding of

international language components in vocational education content worldwide.

In other United States universities, "global partnerships" are being established with common education. According to Tucker (1990), "partnerships between schools and universities, designed to make maximum use of our resources, are linked directly to the national priority of improving international education at all levels. These same global forces that have largely created the need for school reform and, in turn, of school-university partnerships, also provide the framework for building those partnerships" (p. 110). According to Tucker (1990), "four principles are essential to the creation and maintenance of successful school-university partnerships in global education: (1) culture and leaderships are important, (2) global education is for everyone, (3) partnership must be mutually important, and (4) a conceptual framework for global education is needed" (p. 115).

Undergraduates from universities who have global resources and programs available, are being linked to public schools with similar global goals. Only then will vocational teacher education undergraduates and students with knowledge or experience in international cultures have the opportunity to share experiences with one another. As a result, both groups of students will be enriched by international studies.

The joint effort of global reality and curriculum in secondary and adult vocational education programs would create an opportunity for partnership and understanding. A study conducted by Howey (1989) revealed that teacher educators believed entry-level teachers were inadequately prepared to teach in culturally diverse settings although the teachers believed they were adequately prepared. Therefore no choice exists but to cooperate in global school-university partnerships, the more we learn about each other culturally, the more we learn about ourselves in the process (Tucker, 1990).

In Alberta, Canada a similar global education project has been developed in collaboration with the Alberta Teacher's Association and the Canadian International Development Agency (CIDA). It places three goals before educators: (1) to make teachers more aware of the importance, and value of global education, (2) to broaden teacher understanding of global issues and (3) to identify the more appropriate place in the curriculum for the infusion of the global perspective (McConaghy, 1990). In order to accomplish these goals Alberta's global education staff conducts inservice training workshops for teachers in the classroom. Also, the University of Alberta and the University of Calgary offer courses in global education for practicing teachers to meet this need (McConaghy, 1990). As a result from these efforts, newly trained teachers are

developing views that "all human beings are members of the same family and are more concerned with how well their students learn global problems" than before the training occurred (McConaghy, 1990). This new approach is being implemented with cooperation between the university and practicing teachers within all academic and vocational arenas to provide a truly global curriculum.

Institutional commitments to international studies are necessary to successfully incorporate international studies in teacher education curriculum. Many university presidents refer to competition in the international marketplace to establish the need to incorporate international education into every student's education program (Anderson, Bruce, & Podemski, 1991). With an emphasis on international education, teachers who are concerned about global issues and global education projects are providing students opportunities for discussion and study, with the support and encouragement they need to weave global issues into their teaching practices (McConaghy, 1990).

Strategies used in Internationalizing Undergraduate Curriculum

The process by which international studies will be implemented into undergraduate teacher education curriculum holds various views by educators. Begler (1993) stated that, "our conceptualization of global education has a significant impact on how we construct our teacher education

programs" (p. 14). According to Gilliom (1993), a vital step in restructuring programs would be to introduce teacher educators to global education and encourage them to seek ways to prepare their students, in turn, to plan and teach from a global perspective. Research conducted by Henson (1989) revealed that faculty commitment to internationalizing curriculum and life on campus was important, if universities are to adapt a global agenda. Klassen and Leavitt (1982) agreed that incorporating a global perspective in teacher education requires a competent faculty with the requisite training, attitudes, and research capabilities. The content of international studies in teacher education and strategies used are a result of the teacher educators commitment and experience.

Boyer (1986), urged educators to develop curricula and teaching strategies that would recognize our world interdependence and strengthen the communication among us. Future teachers need specific examples, appropriate teaching strategies, and instructional materials (Wooster, 1993). The strategies that vocational teacher educators use must focus on the necessary skills and abilities needed by the classroom teacher in order to accommodate workplace needs, curriculum guidelines, and institutional commitments.

Curriculum Guidelines

The United States Prepares for its Future Report

(1987), found that twenty-three states and many school districts have imposed global education mandates or guidelines that affect curriculum instruction and assessment. Those mandates have not had a marked impact in all school districts but they add legitimacy to the international studies movement (Becker, 1990). States such as Wisconsin, New York, Illinois, and California offer international education guidelines by their respective Departments of Education (Becker, 1990).

Mandates and curriculum guidelines can provide teacher educators a window of opportunity in preparing undergraduates in global perspectives (Wooster, 1993). In Iowa, for example, a mandate was imposed that provided for global perspectives to be integrated or infused in every grade level and every subject K-12 (Iowa Department of Education, 1989). New York's state education department requires all students in ninth and tenth grades to take a global education course based on objectives in a state developed curriculum. Then students must pass a state test based on the global content of the mandated course to receive a local or state high school diploma (New York State Education Department, 1989).

In California guidelines entitled, "Model Curriculum Standards: Grades Nine through Twelve" (1985), provide the basis for promotion of global interdependence in school-based curriculum development. According to Ravitch (1989),

"in this enthusiasm for international studies California has not lost sight of its responsibility for preparing young people to be active and informed citizens of the United States" (p. 73).

As reported by Lambert (1989), The Special Higher Education Panel (HEP) survey reported that most institutions presidents believe that providing an international education to undergraduates is an important objective. In the same study Lambert (1989) stated, "three-fourths (77 percent) of all four-year institutions and about half (46 percent) of all two-year institutions display some recognition of international studies in their general education requirements" (p. 109). Institutions commonly group international studies under a general requirement, providing the student the option of taking either an internationally focused course or a course of a related matter. Lambert (1989) continued to state that "twenty-nine percent of the four-year institutions and eleven percent of the two-year institutions have such a requirement" (p. 11). These mandates and curriculum commitments to international studies do provide vocational teacher educators incentives to prepare future teachers in international perspectives.

International Experience

One strategy used in vocational teacher education programs has been the international experience, which can be

divided into two general areas: (a) an internationally experienced person can gain a global perspective including knowledge and understanding and (b) international experiences often lead to personal growth and new interpersonal relationships (Wilson, 1993). The Liaison Group for International Educational Exchange (1989) recommends teacher education exchanges because "we cannot expect to reach agreement on solutions to global problems, let alone make serious national commitments to such solutions, without a common international base of knowledge about them" (p. 6). The educational exchange goals for the 1990's and beyond set forth by the Liaison Group for International Education Exchange (1989) include:

1. Increase public awareness about our growing need for international competence and develop a national action plan.
 2. Build U.S. international skills through expanded international exchanges.
 3. Use exchanges to establish the common base of knowledge needed to address global problems.
 4. Support human resources development for less developed nations.
 5. Promote international cultural understanding through strengthening exchanges in the arts.
- (pp. 5-9)

Studies conducted by Thorpe (1988) and Wieber (1982) found that significant associations were found between travel abroad and the teachers' knowledge and performance on a global knowledge test. A case study (Wilson, 1983) describing gains in knowledge was reported by teachers who had been short-term travelers. Prospective teachers who have had a cross-cultural or international experience before

entering college or while on-campus by interacting with international students have a greater acceptance of global perspectives (Wilson, 1993).

At Indiana University-Bloomington a study conducted with student teachers concerning involvement in the Overseas Student Teaching Project found that a strong link develops between overseas student teaching and global learnings, in response to the recognized need for more globally literate educators in the United States workforce (Mahan & Stachowski, 1994). Student teachers involved in the Iowa State University's Student Teaching Abroad Program reported the most growth in life enhancement and affective areas during their experiences (Barnhart, 1989).

Research conducted by Sharma and Jung (1986) compared university students at four institutions according to the amount of cross-cultural interaction they have received. The result was that large differences in cross-cultural interaction existed between students with no interaction experiences and those students with low interaction activities.

The University of Kentucky plans to provide prospective teachers a cross-cultural experience with an international student in a general studies course. Also, teacher education students may have the opportunity to live in the international living/learning center to provide a more intensive on-campus cross-cultural experience (Wilson,

1993). A Profile of the U.S. Student Abroad (Koester, 1985) revealed that long-term intercultural relationships was one result of an international experience, with a longer stay of 3 to 12 months and direct involvement in a foreign educational institution provided more opportunities for students. Mahan and Stachowski (1994) stated, "As teacher education institutions across the United States strive to infuse elements of global education into their curricula, international teaching and study exchange experiences will emerge as a viable means of developing a broader world perspective in preservice teachers" (p. 15).

Infusing International Perspectives

Another strategy that helps vocational teacher education students to understand international education is the experience of infusing global perspectives into the curriculum. Teacher Education courses such as curriculum and instruction offer an opportunity to add specific information on global issues to existing courses (Bruce, Podemski, & Anderson, 1991). Incorporating global objectives into all courses was more promising (Goodson & McGivney, 1985).

The most significant role infusion plays in globally oriented teacher education programs was in helping both teachers and teacher educators to think systematically about our changing world and the perspectives that we and people

different from ourselves have about its realities and issues (Merryfield, 1993). According to Backman (1984), "Infusion maybe accomplished by adding non-Western material, which allows theories and assumptions normally made from a western orientation to be tested. Or have faculty make a course more comparative in approach by viewing, and analyzing the subject matter not only from a United States perspective but from a second or third as well" (p. 336). This process could allow faculty to internationalize their own courses.

According to Lamy (1990), the University of Southern California offers a program in teaching contemporary international issues that is designed for individuals who desire to explore classroom teaching methods. Lamy (1990) stated that international issue modules within the program presents participants with:

1. A comprehensive and thorough discussion of significant data and theoretical debates that define the issue.
2. A careful analysis of explanations used to account for the development of an issue or event.
3. A review of teaching materials and resources developed for classroom use in the subject area.
4. A creative discussion focusing on how best to "adapt" the research on complex international issues for teaching purposes.
5. Appropriate information-gathering strategies to encourage students and their teachers to continue gathering relevant data from ideological, gender-related, historical, and cultural sources.
6. A sharing of ideas and strategies to enable the teacher participants to disseminate this new information to colleagues and students (p. 62).

This type of program provides individuals critical opportunities to develop international studies teaching

strategies that can be infused into existing curriculum or provide the basis for developing future courses.

According to Kirkwood (1990), in the Dade County Global Education Leadership Training Program in Florida global education has been best approached through an "infusion" strategy rather than through the establishment of separate courses. First, they found that the infusion of global awareness makes content relevant to students' own lives, while drawing relationships between historical and current events and speculations about the future (Kirkwood, 1990). Secondly, they found that globally trained teachers are enthusiastic about legitimate innovative instructional strategies and the teaching becomes more student centered (Kirkwood, 1990).

Merryfield (1993) reported that teachers have provided effective ways to understand global perspectives in education through the infusion of reflection activities. He feels that by the time teachers walk into a classroom they have developed views of themselves, diverse people, and the workings of the world. According to Johnston and Ochoe (1993), reflective teaching has the focus of studying one's own teaching methods. One example of reflective teaching activities requires individuals to form a "Tree of Life" where one's experiences and knowledge of multicultural and global perspectives are identified. This type of reflection can provide teachers as well as students an awareness of

their own personal lives and an application of international aspects needed for their future (Merryfield, 1993).

Lambert (1989) reported that "institutions should continue to pursue the strategy of diffusing international studies into as many disciplinary courses as possible. Some planning for such diffusion should take place on individual campuses bringing international studies specialists together with their disciplinary colleagues who teach introductory courses" (p. 165). This has been implemented at Euphoria State University where faculty members in every discipline are encouraged to spend time building international components for existing courses (Edwards & Tonkin, 1990). Because all courses submitted for approval at Euphoria University have been examined for international content from the mid-1960's it has been considered a Truly International University. Therefore, Euphoria State University represents one process of truly integrating international studies in curriculum that will provide undergraduates a well rounded view of the global network.

Collaboration

As noted earlier in the review of literature collaboration and international studies in education blend well. The National Governor's Association report (1989) on international education provided a framework for school-univeristy collaborations in international studies.

According to Becker (1990), "the trend toward an information-based, high-technology, interdependent, rapidly changing economy supports the need for teaching high-level thinking skills, as well as the communication and social skills necessary for participation in the increasingly interdependent world" (p. 81).

Cooperative structures provide more effective teaching strategies for global education than individualistic, competitive ones (Johgeward, 1981). Cox (1989), a management consultant, claims that corporations that do not think teamwork, will not prosper. As a team, schools and universities working together can provide critical teaching strategy experiences for teachers. For example, institutions such as Chapman College in Orange, California, Indiana University, Stanford University, the University of Denver, and Ohio State University all provide school-university collaborations for international education.

In Philadelphia, the World Affairs Council, Philadelphia Public Schools and universities developed the only Chapter I (of the Education Consolidation and Improvement Act of 1981) funded global education effort in the nation, an international studies magnet school became part of a desegregation effort and a host of services to schools that brought them international studies resources and foreign students from local universities (Freeman, 1986). While the California International Studies Project

found that those teachers who participated in summer institutes who were members of implementation teams in their districts reported significantly more use of globally oriented curriculum materials and interactive teaching strategies than teachers without such team connections (Martin, 1988).

Building teams has to be a collaboration effort not just between public schools and the universities, but the institutions colleagues also need to be involved. According to Gilliom (1993), Merry Merryfield who chairs the outreach committee of the University Center for International Studies at Ohio State University continues to encourage efforts to link international programs within the university. West (1994) discussed that coordination among teacher education methods faculty relative to international aspects of their courses would aid in developing international sensitivities to future teachers. While a study connected with the Center for Human Interdependence (CHI) at Chapman College questioning elementary and secondary teachers in Orange County, California reported that sixty-eight percent of their awareness of global issues was due to the CHI school-university partnership (Tye, 1990).

It takes a group of articulate faculty to influence administrators on both a need for and development of collaborative partnerships in international studies. For example, with the support of Deans at institutions, they

could play a major role in encouraging international study strategies in curriculum by supporting their faculty members in activities such as encouraging research, reaching out to local superintendents, and committing themselves to work collaboratively with disciplines (Freeman, 1993).

As the understanding of international studies grows, opportunities to implement collaborative strategies will develop. Freeman (1993) stated, "teacher educators have the best position to bring about this change in developing long-term collaborative partnerships" (p. 38).

Technology

Burns (1989) stated, "because technology is recognized as the basis of the new society, it should also become a core area, 'basic' for the curriculum" (p. 33). Vocational teachers have developed strategies for incorporating technology into international studies. Using a computer, a modem, and word-processing software, vocational teacher educators bring international studies content into the classroom.

In many respects, the world seems to be changing for the better, new technology has improved the conditions of life and work for many people (Urso, 1990). It is estimated that fifty percent of the homes in the U.S. will have a personal computer by the 21st century; and half of those will be connected to a global network (Wishnietskey, 1993).

Major online global education networks such as the AT&T Learning Network, Internet, and Teleclass International provide opportunities for student and faculty exchange, research, and collaboration.

According to Wishnietskey (1993), Montgomery Blair High in Silver Spring, Maryland, appears to be one of the growing number of schools that cooperate with universities to offer their students expanding opportunities. For example, students communicate with university faculty, use library resources, and participate in research projects using computer networks.

Bruce, Podemski, and Anderson (1991) found that global electronic mail programs, such as the London-based Campus 2000, links primary schools, secondary schools, and institutions of higher education throughout Great Britain and in selected other countries. This electronic mail program provides students in teacher preparation programs with opportunities to share data and communicate with school-aged children and fellow teachers across the world. As the use of technology in international studies continues to develop, future teachers will be able to implement global events and content into curriculum as they occur.

Faculty Reward System

If institutional faculty are expected to participate in internationally oriented activities a reward system is

needed. All faculty are rewarded by various professional activities when determination of promotion, salary, and tenure are made. Gilliom (1993) stated, research and fund-raising efforts far outweigh productivity in other areas for faculty rewards. According to Albert C. Yates (1984):

The reward system for faculty participation in international activities, whether on campus or overseas, must be truly reflective of the university commitment...Such recognition must be translated into specific rewards in the evaluation of performance, in salary increases, and in tenure and promotion considerations (pp.8-9).

At Euphoria State University since faculty are asked to teach their students a wide array of skills including international concepts, faculty are supported and rewarded for their efforts to internationalize (Edwards & Tonkin, 1990). The Association of International Education Administrators stated in its Guidelines for International Education at U.S. Colleges and Universities (undated), that an institution with strong international curriculum will provide incentives to employ faculty with international expertise and will support international teaching, research, and service. Unfortunately, efforts devoted to curriculum revision and to internationally oriented activities are often considered secondary to the basic goals of the institution, thus overlooked when implementing a reward system (Edwards & Tonkin, 1990).

Instructional Materials

The importance of providing appropriate instructional materials for international studies content are strategies that would stimulate undergraduates interest. Instructional approaches that ask students to provide the "right" answers presented by the textbook but provide no opportunities for voicing diverse viewpoints, or that reinforce rather than challenge stereotypes actually impede the development of a global perspective (Goodlad, 1984). Yet they are the kinds of instructional methods that dominate our nation's classrooms.

A growing amount of states such as New Jersey, California, Massachusetts, Florida, Minnesota, New York, and Washington, have passed resolutions, created positions, and appropriated money for global/international education (Becker, 1991). This provides faculty opportunities to create new internationally oriented instructional procedures while reshaping existing courses and creating a forum for the discussion of global topics (Gilliom, 1993). Also, the library, through its acquisitions, plays a vital role in providing research and instructional materials on international perspectives (Bruce, Podemski, & Anderson, 1991).

In 1983 New York University began a new graduate program in global education that was designed to help students apply a wide variety of scholarly models to

curriculum materials, various education discourses, and their own understanding of the world (Johnson, 1993). A major goal of global education core courses offered at New York University provides students opportunities to identify the teaching strategy approaches in textbooks, teaching materials, public statements, news accounts, and in actual classroom teaching that place appropriate emphasis on international studies (Johnson, 1993).

Begler (1993) stated that if we expect teachers to make changes in what they teach, we need to provide them with structured practice in critically examining textbooks and curriculum guides, and making choices about where appropriate shifts in content can acceptably and usefully be made. Because a variety of vocational education subject matter exists, vocational teacher educators need to carefully structure courses that adequately provide internationally oriented instructional methods that can be implemented into the vocational teaching philosophy.

International Studies Courses

In order for vocational teacher education undergraduates to maintain a consistent international studies background core courses are a strategy that can be implemented. According to Anderson (1988), in the 1987 Special Higher Education Panel (HEP) survey three-fourths (77 percent) of all four-year institutions and about half

(46 percent) of all two-year institutions display some recognition of international studies in their general education requirements. This same study showed that twenty-nine percent of the four-year institutions and eleven percent of the two-year institutions have an internationally focused course or a course of a presumably related variety (Lambert, 1989). The "Special HEP" survey (1987) also stated that the main courses students are exposed to with group international studies content are ethnic studies, black studies, women's studies, studies of poverty, and similar specializations. These are all areas that provide legitimate claims on students' attention in the international educational marketplace, but they can get lost in the elective pool, competing with other courses (Lambert, 1989).

At New York University, faculty decided that a series of three to five semester-long required internationally oriented core courses would be preferred (Johnson, 1993). The objectives of these courses have changed over the past ten years, but the university has become even more committed than ever to a series of foundation courses that provide graduate students with a common understanding of cross-cultural communication and professional training in the development of global education programs for public schools. Similar thriving globally focused programs are being implemented at Chapman College, The University of Denver,

Immaculate Heart College, The University of South Dakota, The University of Kentucky, and The Ohio State University (Gilliom, 1993). Without any question with such institutions providing internationally oriented core courses in their curriculum undergraduates will be provided opportunities to realize the importance of the global age.

As vocational teacher educators develop international studies curriculum the types of strategies used will be effected by various circumstances such as state mandates, opportunities for international experiences, university international collaboration, technology, faculty reward systems, instructional materials, and providing international studies courses. Teacher education might still be lagging behind when designing international studies programs rather than taking the lead in responding to global realities (Gilliom, 1993). But the challenges of achieving significant changes are dependent on faculty members coming to understand the rationale for global education and recognizing potential global connections in the courses they currently teach (Gilliom, 1993).

Teacher Learning and Teaching Patterns

According to Mosenthia and Ball (1992), "Many assume that teachers know the 'stuff' they are supposed to teach and the issue is helping them learn different ways to teach it" (p. 347). Considering this theory, vocational teacher

education undergraduates could use knowledge gained at the institution concerning international studies for application in their profession. Although Lamy (1990) stated, "One cannot assume that students who plan on becoming teachers will bring the knowledge gained in their required world history course to their teaching methods class" (p. 62). Therefore, it seems that a poor transfer of theory and skills trained at the university occurs when used in the classroom teaching environment (Wubbels, 1992).

In the Teacher Education and Learning to Teach (TELT) study it was revealed that those individuals majoring in academic education subjects in college provided no guarantee that the individual would have the kind of subject matter knowledge they needed for teaching (Kennedy, 1991). While Alexander, Muir, and Chant (1992) reported from a study of beginning teachers that practicing teachers agreed that classroom discussions, questioning, lesson planning and an orientation toward practicality were derived from lesson experiences.

According to Cornett (1983), a teacher's learning style will have a direct effect on the teacher's own teaching style preference. New teachers teach as they were taught (Kennedy, 1991). While findings from various case studies teacher's learning concluded that a complex interaction occurs between the beliefs and attitudes teachers brought into the certification program, what they

learned in their courses, and the contexts in which they taught (Johnston, 1990).

The National Center for Research on Teacher Education (1988) stated that:

Learning to teach occurs unevenly over time. Prospective teachers, for example come to higher education with ideas about what teachers do. While in the university, they acquire knowledge and skills in their subject matter areas. Formal study shapes their ideas about teaching as well as their commitments and orientations. When they begin to teach, they continue to learn - about teaching, pupils, and subject matter. Our interest in teacher learning requires that we pay attention to changes that occur separately in teachers' knowledge, skills, and dispositions as well as changes in how they bring these ingredients together in their teaching (p. 29).

Odell (1989) revealed that, "Beginning teachers, although well prepared in content and theory, still have much to learn about putting knowledge to work" (p. 27). Findings from the TELT (1991), suggested that there are no simple explanations for improving the quality of classroom teaching practices (Kennedy, 1991). It appears that the power of teachers "apprenticeship of observation," and the images of teaching that derive from childhood experiences makes it very difficult to alter teaching practices and explains in part why teaching has remained so constant over so many decades (Kennedy, 1991).

According to Drummond (1991), beginning teachers in Florida were surveyed on their preservice teacher education and performance identified teaching skills (66%) as their major area of weakness, with subject area knowledge being

the third skill they felt confident in. While teaching skills (47%) that included classroom organization, management, and effective teaching methods were found to be strengths during their first year of teaching.

The impact of many teacher education programs on attitudes and behaviors of the student teacher appears to be less than expected by the teacher education institution (Zeichner, 1986). Drummond (1991) reported that when beginning teachers were asked what their teacher training program did not teach them and what it should have taught them for the preparation of their first year of teaching, the answers fell into the teaching skills domain (p. 14). Which provides evidence that a poor transfer of knowledge and teaching skills trained at institutions are used in the classroom.

According to Gorrell and Capron (1990), "if expert knowledge could be transmitted to a learner so that it is available for later application and so that the learner believes in the efficacy of that practice, many of the goals of professional education could be met" (p. 15). For certain vocational teacher education graduates will be exposed to varying sources of teaching content, knowledge, and practices, but currently their future application has no guarantee. Kennedy (1991) stated, "Teachers need not only to understand the content deeply, but also to know something about how that content is taught and learned. If they learn

a series of specific teaching techniques without understanding their rationale and without help in adapting them to particular students and classroom situation, they will be unable to make lasting changes in their practice" (p. 17).

Summary

According to Wright (1994), "the world is becoming more interdependent and the need to prepare students to deal with these and other issues as we rapidly approach the 21st century is challenging educators everywhere" (p. 53). Uchitelle (1989), states that corporate America's strategy of choice for the 1990's is that:

"With a new surge of investment abroad many American companies are shedding the banner of national identity and proclaiming themselves to be global enterprises whose fortunes are no longer so dependent on the economy of the United States" (p. 1).

The belief that the United States citizen must have knowledge and skills at least equal to those of our competitors, provides the realization that American citizens must understand the concept of a global economy that touches all our lives and raises crucial issues of public policy (Becker, 1990). With businesses hiring internationally, educating vocational teacher education undergraduates in international concerns will help them to prepare future secondary and adult students to become competitive in the international arena.

Furthermore, the future holds great promise for vocational teacher education in higher education if curriculum strategies using international studies are implemented. Then the discipline will become a leader in global teacher education due to its concern for the marketability of vocational skills in the international world. As Simon (1990) reported, President Kennedy expressed with these words: "...[I]n the final analysis our most basic link is that we all inhabit this planet. We all breathe the same air. We all cherish our children's future. And we are all mortal" (p. 7). Thus, we need to give an international dimension to the education our young people receive, from kindergarten through graduate school, to educate the next generation for the global opportunities and responsibilities that will be theirs to embrace in the future (Gardner, 1990).

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine the extent to which international studies are incorporated into vocational teacher education programs. Respondents were asked to indicate two factors: (1) teacher educator perceptions of international studies and (2) current teacher education curriculum practices of exposing undergraduates to international studies.

In order to determine whether variance in the strategies used to internationalize curriculum for vocational teacher education undergraduates occurs, this study attempted to answer the following questions: (1) What current strategies are being utilized to incorporate international studies into United States vocational teacher education programs? (2) What are the perceptions of United States vocational teacher educators on the importance of international studies in undergraduate programs? (3) Are there differences in international studies data from the institutions highest degree conferred within the vocational teacher education program according to the classification of

the institution, highest degree institution confers, geographical location of institution, years institution has offered a vocational teacher education program, highest degree teacher educator has completed and where it was completed at, teacher educators current academic rank, tenure status, tenure status in relation to involvement in international activities, current teacher load, and major vocational area of concentration?

This chapter describes the type of research, population, and instrument. Methods used in statistical analysis of the data are also discussed.

Design of Study

This study utilized what is commonly described as descriptive research. Descriptive research is primarily concerned with identifying and clarifying functional relationships among variables (Van Dalen, 1979). Descriptive design is concerned with hypothesis formulation and testing the analysis between nonmanipulated variables and the development of generalizations. Issac and Michael (1981) contend that "Research authorities...are not in agreement on what constitutes 'descriptive research' and often broaden the term to include all forms of research except historical and experimental." They further suggest that survey studies are often used in this broad context of descriptive research.

Survey studies, according to Van Dalen (1979),

"collect detailed descriptions of existing phenomenon with the intent of employing the data to justify current conditions and practices or to make intelligent plans for improving them. Survey studies are used to determine the adequacy of status by comparing it with selected or established standards."

Based on supportive evidence from Van Dalen's theory this study can be considered descriptive research. A descriptive survey was employed to assess the extent to which international studies are incorporated into vocational teacher education programs, based on information provided by vocational teacher educators.

Population

The population of this study consists of a random sample of 575 (N=575) teacher educators at baccalaureate, baccalaureate-master, and baccalaureate-master-doctorate degree institutions with vocational education certification programs and are members of the American Vocational Association Teacher Educator section in 1993-94. From the given population of 575, a sample of 300 teacher educators were randomly assigned to participate in the research, providing at least a 95 percent level of confidence (Krejcie & Morgan, 1970). Kerlinger (1986) defined randomization as the assignment of objects of a universe to subsets of the universe in such a way that, for any given assignment to a subset, every member of the universe has an equal

probability of being chosen for that assignment. Random selection was used because it helps to eliminate bias that might result in selecting a sample.

The sample list was obtained from the 1993-94 American Vocational Association Teacher Educator membership roster including individuals from the areas of Agriculture Education, Business Education, Home Economics Education, Guidance, Special Needs Education, Trade and Industrial, Technology Education, Technical Education, Marketing, Administration, Employment and Training, and Health Occupations. The American Vocational Association headquarters provided the addresses for the vocational teacher educators. Vocational teacher educators were randomly sampled from baccalaureate, master, and doctorate degree institutions then contacted by letter. Participates needed to fit the following criteria: be employed at a higher education institution, a teacher educator for a vocational education degree option at that institution, and be a 1993-94 American Vocational Association Teacher Educator section member. It was necessary to have these criteria met so consistency will occur in collecting data.

Instrument

The questionnaire used as the research instrument centered on three areas: (1) the demographic specifications of the participants, (2) the vocational teacher educators

perceptions of international studies, and (3) the quality of international studies existing in vocational teacher educator programs. Items within the questionnaire were identified from the review of literature, leaders in international studies, the research instrument by Holland (1993) "Home Economics Teacher Preparation: Global perspectives in Higher Education," and the instrument by Backman (1993) "Global Education perceptions and practices of Home Economics Teacher Educators." The research instrument established informative data useful for teacher educators and department heads of vocational education programs at higher education institutions in developing international studies programs.

The research instrument had three sections. The demographic section has multiple choice questions. The teacher educator perceptions contains three sections, beginning with the respondents answering questions according to a five point Likert scale. The categories for responses are "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The second part of this section has multiple choice questions. While the third part of this section provides comments by the respondent, to be analyzed separately. The undergraduate international studies section contains multiple choice questions.

The researcher's graduate committee reviewed the instrument for validity. The instrument was also examined

for clarity by a random sample of fifteen Oklahoma Vocational Teacher Educators at state universities in a pilot study.

Conduct of Study

Data were collected during February 1994. Research instruments were mailed with a cover letter from the researcher to vocational teacher educators at randomly selected higher education institutions. On February 14, a follow-up postcard was sent to vocational teacher educators that had not responded. During February, 1994 to May, 1994, data was compiled, reviewed, and assimilated onto proper tables. There were no follow-up studies of non-respondents.

Analysis of Data

The study includes nonparametric statistical procedures since samples gathered yielded ordinal and nominal data. Nonparametric tests were assumed to be less powerful, but they appear to commonly accept the null hypothesis. Statistical calculations were calculated from the research instrument administered to vocational teacher educators. The research instrument used for this study fits into the nonparametric arena for gathering data. It consists of three parts: (1) demographic information, (2) vocational teacher educators perceptions of international studies, and

(3) undergraduate international studies content data which were analyzed separately.

A frequency distribution was computed for the demographic information pertaining to the respondents and the institution for which they are employed. The vocational teacher educator perception section of the instrument consisted of seventeen questions using a Likert scale with five possible choices ranging from strongly agree to strongly disagree, six multiple choice, and three open-ended questions. The Likert scale required the participant to answer each statement according to their perceptions of international studies in vocational teacher education programs. Observed frequencies of data were calculated assuming that the research instruments independent variables were not interrelated.

A nonparametric statistical test, used for comparing the respondents demographic data to their perceptions of international studies, was the Kruskal-Wallis One-Way Analysis of Variance. The Kruskal-Wallis Analysis of Variance (H) is used when a researcher wants to determine whether three or more independent samples come from the same population (Bounds, Cormier, & Huck, 1974). Also, the Kruskal-Wallis ANOVA does not require an equal number of subjects in each sample, which occurred in this study. According to Bartz (1988), the Kruskal-Wallis test can be used when it is assumed that the data is at least ordinal in

nature so it can be converted to ranks. Sums of data were ranked according to the institutions highest degree conferred within the vocational teacher education program.

Frequency distributions were computed for the next two parts of the teacher educator perceptions of international studies section. Short answer questions were analyzed separately. In the undergraduate international studies content section a statistical frequency distribution was also used. This section contained four multiple-choice responses.

Data gathered was formulated into table formats to meet the stated objectives. Conclusions were drawn from the findings. Recommended changes in strategies for incorporating international studies into university vocational teacher education programs were made.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The purpose of this study was to determine the extent to which international studies are incorporated into vocational teacher education programs. The research instrument asked respondents to indicate two factors: (1) teacher educator perceptions of international studies and (2) current teacher education curriculum strategies of exposing undergraduates to international studies.

This chapter explains the analysis of data collected from 200 (N = 200) randomly selected respondents who were teacher educators at baccalaureate, master, and doctorate degree institutions with vocational education certification programs, and members of the American Vocational Association Teacher Educator section in 1993-1994. Ten instruments were returned with no valid data due to the following responses: five were working in institutions who have recently closed the vocational teacher education program, two were on a leave of absence from the institution, two had been assigned teaching positions outside of the vocational program for 1993-1994, and one had changed vocations for 1993-1994.

The usable data from 200 respondents represented a 66.66 percent return rate.

This chapter presents the findings of the research. The first section presents demographic information pertaining to the respondents and the institution for which they were employed. The second section presents data relevant to the perceptions of United States teacher educators on the importance of international studies in undergraduate programs. The third section compares respondents demographic data to their perception of international studies. The fourth section presents data relevant to current strategies being utilized to incorporate international studies into vocational teacher education programs.

In determination of the research questions, frequency distributions were used for all questionnaire sections, except for the comparison of demographic and vocational teacher educator perceptions. They used data which employed the Kruskal Wallis test. An alpha of .05 was used to test the questions.

Demographic Responses

Two hundred ($n = 200$) vocational teacher educators properly completed the questions and provided demographic information. The demographic characteristics of the vocational teacher educators are summarized in Table I.

The sample was comprised of respondents employed at institutions as follows: land-grant institution, 105 (52.50%); state college or university, 85 (42.50%); four year private college or university, 6 (3.00%); other, 3 (1.50%); and no response, 1 (.50%). The institutions highest degree granted in the vocational field of study were: bachelor, 12 (6.00%); master, 70 (35.00%); doctorate, 103 (51.50%); specialist, 14 (7.00%); and no response, 1 (.50%). The years respondents institution has offered a vocational teacher education program were: 10 or less, 3 (1.50%); 11-20, 13 (6.50%); 21-30, 40 (20.00%); 31-40, 26 (13.00%); 41-over, 116 (58.00%); and no response, 2 (1.00%).

The respondents highest completed degree were as follows: master, 20 (10.00%); doctorate, 175 (87.50%); other, 4 (2.00%); and no response, 1 (.50%). Only forty-seven respondents provided the year their degree was completed, low response to this question was due to the limited amount of space provided between questions in the research instrument. Responses to year of respondents degree are in Appendix D. The kind of institution for which the respondent received their highest degree was reported as: land-grant institution, 156 (78.00%); state college or university, 33 (16.50%); four year private college or university, 8 (4.00%); other, 1 (.50%); and no response, 2 (1.00%). When the academic rank was asked of the respondents, the following responses were stated:

professor, 80 (40.00%); associate professor, 76 (38.00%); assistant professor, 35 (17.50%); instructor, 4 (2.00%); adjunct professor, 1 (.50%); other, 3 (1.50%); and no response, 1 (.50). One-hundred and fifty-three (76.50%) of the respondents indicated that they were tenured. Thirty-five (17.50%) of the respondents were in a tenure-track position and ten (5.00%) were in a non-tenure track position. While two (1.00%) did not respond to tenure status.

When asked does involvement in international or global activities contribute to the granting of faculty tenure and/or promotion at your institution within the areas of teaching, research, and service, the following responses were gathered: (teaching) yes, 70 (35.00%); no, 92 (46.00%); uncertain, 34 (17.00%); and no response, 4 (2.00%); (research) yes, 119 (59.50%); no, 57 (28.50%); uncertain, 21 (10.50%); and no response, 3 (1.50%); and (service) yes, 113 (56.50%); no, 54 (27.00%); uncertain, 30 (15.00%); and no response, 3 (1.50%). One hundred and fifty-nine (79.50%) respondents had a full time teaching load. Thirty-seven (18.50%) of the respondents had a part time teaching load, while three (1.50%) provided no response.

The major vocational area of concentration of the respondents were as follows: agriculture education, 42 (21.00%); business education, 34 (17.00%); home economics

TABLE I
DEMOGRAPHIC DATA OF THE RESPONDENTS

| Code | Frequency | Percent |
|---|-----------|---------|
| <u>Institution of Employment</u> | | |
| Land-grant institution | 105 | 52.50 |
| State College or university | 85 | 42.50 |
| Four year Private college or university | 6 | 3.00 |
| Other | 3 | 1.50 |
| No response | 1 | .50 |
| <u>Institution highest degree in field of study you are teaching</u> | | |
| Bachelor | 12 | 6.00 |
| Master | 70 | 35.00 |
| Doctorate | 103 | 51.50 |
| Specialist | 14 | 7.00 |
| Other | 0 | 0.00 |
| No response | 1 | .50 |
| <u>Years institution has offered vocational teacher education program</u> | | |
| 10 or less | 3 | 1.50 |
| 11-20 | 13 | 6.50 |
| 21-30 | 40 | 20.00 |
| 31-40 | 26 | 13.00 |
| 41-over | 116 | 58.00 |
| No response | 2 | 1.00 |
| <u>Respondent Highest degree</u> | | |
| Bachelor | 0 | 0.00 |
| Master | 20 | 10.00 |
| Specialist | 0 | 0.00 |
| Doctorate | 175 | 87.50 |
| Other | 4 | 2.00 |
| No response | 1 | .50 |

TABLE I (Continued)

| Code | Frequency | Percent |
|--|-----------|---------|
| <u>Institution Respondent received highest degree</u> | | |
| Land-grant institution | 156 | 78.00 |
| State college or university | 33 | 16.50 |
| Four year private college or university | 8 | 4.00 |
| Other | 1 | .50 |
| No response | 2 | 1.00 |
| <u>Respondent academic rank</u> | | |
| Professor | 80 | 40.00 |
| Associate professor | 76 | 38.00 |
| Assistant professor | 35 | 17.50 |
| Instructor | 4 | 2.00 |
| Adjunct professor | 1 | .50 |
| Other | 3 | 1.50 |
| No response | 1 | .50 |
| <u>Respondent tenure status</u> | | |
| Non-tenure track position | 10 | 5.00 |
| Tenure-track position | 35 | 17.50 |
| Tenured | 153 | 76.50 |
| No response | 2 | 1.00 |
| <u>Contributions to faculty tenure and/or promotion at institution</u> | | |
| a. <u>Teaching</u> | | |
| Yes | 70 | 35.00 |
| No | 92 | 46.00 |
| Uncertain | 34 | 17.00 |
| No response | 4 | 2.00 |

TABLE I (Continued)

| Code | Frequency | Percent |
|-------------------------------------|-----------|---------|
| b. <u>Research</u> | | |
| Yes | 119 | 59.50 |
| No | 57 | 28.50 |
| Uncertain | 21 | 10.50 |
| No response | 3 | 1.50 |
| c. <u>Service</u> | | |
| Yes | 113 | 56.50 |
| No | 54 | 27.00 |
| Uncertain | 30 | 15.00 |
| No response | 3 | 1.50 |
| <u>Current Teaching Load</u> | | |
| Full time | 159 | 79.50 |
| Part time | 37 | 18.50 |
| No response | 3 | 1.50 |
| <u>Major Vocational Area</u> | | |
| Agriculture Education | 42 | 21.00 |
| Business Education | 34 | 17.00 |
| Home Economics Education | 42 | 21.00 |
| Trade and Industrial | 27 | 13.50 |
| Technology Education | 21 | 10.50 |
| Marketing | 8 | 4.00 |
| Health Occupations | 5 | 2.50 |
| Technical Education | 5 | 2.50 |
| Special Needs Education | 7 | 3.50 |
| Administration | 6 | 3.00 |
| Employment and Training | 1 | .50 |
| Guidance | 2 | 1.00 |

N = 200

education, 42 (21.00%); trade and industrial, 27 (13.50%); technology education, 21 (10.50%); marketing, 8 (4.00%); health occupations, 5 (2.50%); technical education, 5 (2.50%); special needs education, 7 (3.50%); administration, 6 (3.00%); employment and training, 1 (.50%); and guidance, 2 (1.00%). Responses to demographic open ended other sections are in Appendix D.

Vocational Teacher Educator Perception Findings

The means and a measure of central tendency (Bartz, 1981) were calculated for each question to establish vocational teacher educator perceptions' of international education on the first sixteen questions. The category used for each of the questions was: one (strongly disagree), two (disagree), three (neutral), four (agree), and five (strongly agree). To provide an accurate explanation of the data, standard deviations for each question were calculated. The means of 0 to 1.5 were strongly disagree, 1.51 to 2.5 disagree, 2.56 to 3.50 neutral, 3.51 to 4.5 agree, and 4.56 to 5.00 strongly agree.

Table II shows the mean and standard deviation for each of the sixteen questions pertaining to vocational teacher educator perceptions. The means for questions 1, 2, 3, 4, 6, 7, 10, 11, 12, 13, and 15 were within 3.51 to 4.5 which ranks as "agree." Questions 5, 9, and 16 were within 2.56 to 3.50 which ranks as "neutral." Neutral responses by the

participants were: an international focus should be one criterion to be used in selecting references for a vocational teacher education methods course, vocational teachers are inadequately prepared for the task of integrating international education in the vocational curricula, and vocational education should promote its own required course(s) concerning internationalism for its majors. While the means for questions 8 and 14 ranged from 1.51 to 2.5 which placed them in the "disagree" category. The respondents disagreed with the statements: vocational teachers should avoid assisting students in the development of a globally responsible lifestyle and international studies seems to be a part of a trend that will fade out in the educational system of the future.

The next six question responses to vocational teacher educator perceptions are summarized on Table III. The respondents were asked to respond with a yes or no to five international/intercultural experiences they have participated in since becoming a teacher educator. One-hundred and fifty (75.00%) of the respondents were advisors to international students, while fifty (25.00%) are not. Seventy-seven (38.50%) were research collaborators with visiting international scholars (including directing dissertations and thesis projects) and one-hundred and twenty-three (61.50%) stated no. When responding to

TABLE II

VOCATIONAL TEACHER EDUCATOR PERCEPTIONS COMPOSITE SCORES

| Question Number | Question | Mean | Standard Deviation |
|-----------------|---|-------|--------------------|
| 1 | Vocational teacher educator's participation in international exchange programs contribute to vocational teacher education programs. | 3.85 | 1.219 |
| 2 | Vocational students' participation in international exchange programs contribute to their preparation for teaching. | 3.97 | .759 |
| 3 | The problems of world trade and technology should be addressed in undergraduate vocational teacher education courses. | 3.840 | .990 |
| 4 | Subject matter content in global diversity is an essential part of the vocational teacher education curricula. | 3.950 | .944 |
| 5 | An international focus should be a criterion to be used in selecting references for a vocational teacher education methods course. | 3.285 | .994 |
| 6 | Using a variety of classroom experiences rather than a single approach contributes to developing an international perspective. | 3.975 | .932 |
| 7 | A responsibility of vocational teacher educators is to model acceptance of global diversity. | 4.185 | .815 |

TABLE II (Continued)

| Question Number | Question | Mean | Standard Deviation |
|-----------------|--|-------|--------------------|
| 8 | Vocational teachers should avoid assisting students in the development of a globally responsible lifestyle. | 1.765 | .862 |
| 9 | Vocational teachers are inadequately prepared for the task of integrating international education in the vocational curricula. | 3.430 | 1.258 |
| 10 | Contact with people from other cultures assists prospective teachers in expanding their views of the U.S.A. | 4.220 | .651 |
| 11 | Direct personal contact with people from other countries is necessary to acquire an international perspective. | 3.565 | 1.078 |
| 12 | The international arena will provide possible job opportunities for our undergraduates. | 3.880 | .871 |
| 13 | Universities should encourage international studies to be incorporated into vocational teacher education programs. | 3.865 | .831 |
| 14 | International studies seems to be a part of a trend that will fade out in the educational system of the future. | 1.940 | .768 |

TABLE II (Continued)

| Question Number | Question | Mean | Standard Deviation |
|--------------------|--|-------|-----------------------|
| 15 | Vocational educators need to utilize interactions with individuals from other cultures, to gain an insight of their impact on our society. | 4.025 | .882 |
| 16 | Vocational education should promote its own required course(s) concerning internationalism for its majors. | 3.190 | .989 |

N = 200

socialization with visiting international colleagues they stated: yes, 178 (89.00%); and no, 22 (11.00%). Eighty-five (42.25%) respondents have hosted visiting international individuals, while one hundred and fifteen (57.50%) have not been a host. In response to the other option fifty-eight (29.00%) stated yes and one hundred and forty-two (71.00%) gave no response. Appendix D includes response statements of other experiences participants have been involved in as a teacher educator.

The amount of time respondents have spent in another country or with individuals from other countries within the United States were as follows: 0-3 days, 22 (11.00%); 4-6 days, 11 (5.50%); and 1 week or more, 167 (83.50%).

Respondents visiting other countries included: 0, 22 (11.00%); 1-3, 85 (42.50%); and 4 or more, 93 (46.50%). The main source of information used to acquire world or national events consisted of: newspaper, 64 (32.00%); news magazine, 36, (18.00%); television, 79 (39.50%); radio, 7 (3.50%); friends/family, 2 (1.00%); and other, 12 (6.00%). Comments in response to the other section on the main source of information can be found in Appendix D.

When asked, "Are you literate in a language other than English?" respondents reported: yes, 40 (20.00%); no, 158 (79.00%); and no response, 2 (1.00%). The individual(s) who plays the major factor in identifying course content in vocational teacher education courses at each institution

TABLE III
 VOCATIONAL TEACHER EDUCATOR PERCEPTIONS DATA

| Code | Frequency | Percent |
|---|-----------|---------|
| <u>Participation in international/intercultural experiences as teacher educator</u> | | |
| Advisor to international students | | |
| Yes | 150 | 75.00 |
| No | 50 | 25.00 |
| Research collaborator | | |
| Yes | 77 | 38.50 |
| No | 123 | 61.50 |
| Socializing with visiting international colleagues | | |
| Yes | 178 | 89.00 |
| No | 22 | 11.00 |
| International host of visitors | | |
| Yes | 85 | 42.25 |
| No | 115 | 57.50 |
| Other | | |
| Yes | 58 | 29.00 |
| No | 142 | 71.00 |
| <u>Time spent in another country or with individuals from other countries</u> | | |
| 0-3 days | 22 | 11.00 |
| 4-6 days | 11 | 5.50 |
| 1 week or more | 167 | 83.50 |

TABLE III (Continued)

| Code | Frequency | Percent |
|---|-----------|---------|
| <u>Countries visited</u> | | |
| 0 | 22 | 11.00 |
| 1-3 | 85 | 42.50 |
| 4 or more | 93 | 46.50 |
| <u>Main source of information on world or national events</u> | | |
| Newspaper | 64 | 32.00 |
| News magazine | 36 | 18.00 |
| Television | 79 | 39.50 |
| Radio | 7 | 3.50 |
| Friends, family | 2 | 1.00 |
| Other | 12 | 6.00 |
| <u>Literate in language other than English</u> | | |
| Yes | 40 | 20.00 |
| No | 158 | 79.00 |
| No response | 2 | 1.00 |
| <u>Major factor in identifying course content in vocational teacher education courses</u> | | |
| Course teacher | 75 | 37.50 |
| Course teacher and teacher educator | 39 | 19.50 |
| Teacher educator and department head | 40 | 20.00 |
| Teacher education department | 19 | 9.50 |
| Other | 25 | 12.50 |
| No response | 2 | 1.00 |

N = 200

were as follows: course teacher, 75 (37.50%); course teacher and teacher educator, 39 (19.50%); teacher educator and department head, 40 (20.00%); teacher education department, 19 (9.50%); other, 25 (12.50%); and no response, 2 (1.00%). Responses to the other section are stated in Appendix D.

The last two questions on the Vocational Teacher Educator Perception section consisted of open ended questions which yielded a varying amount of response statements. The first question, "What factors, if any, have been most responsible for the inclusion of international education in the vocational education curriculum at your institution?" consisted of: 165 (82.50%) statements and 35 (17.50%) no response items. The respondents stated that the factors most responsible for the inclusion of international education in vocational education curriculum included: the experience of current faculty in research and teaching in their institution 38 (19.00%); interest of vocational teacher educator 31 (15.50%); international students 30 (15.00%); and the need for a focus on economic globalization 28 (14.00%).

The second question, "Describe what you think is the role of international education in vocational programs?" resulted in: 160 (80.00%) statements and 40 (20.00%) no response items. Ninety-six (48.00%) of the respondents stated that the role of international education was to help

students gain a broad understanding and awareness of the global economy and diverse nature of the U.S. workforce for futuristic competition. Table IV shows comparisons of the ninety-six respondents to the institution for which they are employed and the institutions highest degree offered in the vocational teacher education field of study. Results of the institution for which they were employed were as follows: land-grant, 52 (54.166%); state college or university, 41 (42.70%); and four year private college or university, 3 (3.125%). While the respondents institutions highest degree offered in the vocational teacher education field of study were: doctorate, 48 (50.52%); master, 33 (34.37%); bachelor, 6 (6.25%); and specialist, 9 (9.37%). Further statements from open ended questions are listed in Appendix D.

Vocational Teacher Education Perceptions by Demographic Data

The research question for this section of the study asked, "Are there differences in international studies perceptions from the institutions highest degree conferred within in the vocational teacher education programs according to the classification of the institution, highest degree institution confers, geographical location of institution, years institution has offered a vocational teacher education program, highest degree teacher educator has completed and where it was completed at, teacher

TABLE IV
 VOCATIONAL TEACHER EDUCATOR PERCEPTIONS ON
 OPEN ENDED QUESTION DATA BY INSTITUTION
 AND HIGHEST DEGREE

QUESTION:

Describe what you think is the role of international education in vocational education programs.

RESPONSE:

The role of international education was to help students gain a broad understanding and awareness of the global economy and diverse nature of the United States workforce for futuristic competition.

| Code | Frequency | Percent |
|--|-----------|---------|
| <u>Institution highest degree in field of study you are teaching</u> | | |
| Doctorate | 48 | 50.52 |
| Master | 33 | 34.37 |
| Bachelor | 6 | 6.25 |
| Specialist | 9 | 9.37 |
| <u>Institution of Employment</u> | | |
| Land-grant | 52 | 54.16 |
| State | 41 | 42.70 |
| Private | 3 | 3.12 |

N = 96

educators current academic rank, tenure status, tenure status in relation to involvement in international activities, current teaching load, and major vocational area of concentration?"

Sixteen questions, using a Likert scale format, were used to analyze data from the teacher educator perceptions responses to answer this question. For a comparison between data, a Kruskal-Wallis H test was performed utilizing SYSTAT, a statistical package designed for personal computers. Table V presents the summary of ranked results of the questionnaire. The calculated Kruskal-Wallis ANOVA H-value, corrected ties at the .05 alpha level within each question. Questions 1, 2, 4, 5, 6, 7, 9, 8, and 10 were all found to be not significant at the .05 alpha level; therefore, the questions were not rejected. There were no significant differences between classification of institution, highest degree which institution confers within field of study, respondents highest degree completed, institution from which respondent received highest degree, respondents current academic rank at institution, current tenure status at institution, and involvement in international or global activities that contribute to granting tenure or promotion in the areas of teaching and service.

The calculated Kruskal-Wallis ANOVA H-value for questions 3, 9, and 12 was significant at the .05 alpha

level; therefore, there were significant differences in the responses to the questions. Evidence of significant differences in the relationship of vocational teacher educators perceptions of international studies to years the institution has offered a vocational teacher education program existed. Respondents from institutions that have offered vocational teacher education programs for 41-over (3.555) and 21-30 (3.690) years, agreed with questions asked concerning vocational teacher educators perceptions of international studies. Respondents that offered vocational teacher education programs for 31-40 (3.298), 11-20 (3.026), and 10 or less (3.438) were neutral in vocational teacher educator perceptions of international studies.

Significant differences existed in vocational teacher educators perceptions of faculty involvement in international studies activities contributing to granting tenure and/or promotion in the area of research. Respondents from institutions that use international studies research in granting tenure agreed (3.589) with questions asked concerning vocational teacher educator perceptions on international studies. Respondents institutions who do not use international studies research in granting tenure were neutral (3.259) in vocational teacher educator perceptions of international studies.

When reviewing respondents major vocational area of concentration in relation to vocational teacher educator

perceptions of international studies significant differences existed between the number of respondents from each discipline and their response to teacher educator perceptions. The number of respondents from the major concentration areas of Home Economics (42), Agriculture (42), and Business (34) had a higher number of responses on the instrument compared to the other disciplines, due to the fact that more respondents were in the sample. The mean score from the Likert scale in the areas of Technical Education (4.012), Home Economics (3.619), Business (3.643), Technology Education (3.894), Special Needs (3.696), Administration/Supervision (3.864), Guidance (3.719), and Employment and Training (3.625) agreed with the vocational teacher educator perceptions of international studies, while Agriculture (3.5076), Trade and Industrial (3.3428), Marketing (3.406), and Health Occupations (3.312) were neutral on the issue.

Undergraduate International Studies Content Findings

Summary of undergraduate international studies content findings are found in Table VI. When asked, "Has your institution or department conducted an evaluation of internationalization efforts (involvement of faculty in exchanges, inclusion of international content in courses) and activities within the past four academic years (1989-

TABLE V

KRUSKAL-WALLIS ANALYSIS OF VOCATIONAL TEACHER EDUCATOR
PERCEPTIONS BY DEMOGRAPHIC DATA

Classification of the institution for which they are employed

| Group | Count | Rank Sum |
|-----------------|-------|-----------|
| Land-grant | 105 | 10997.500 |
| State College | 85 | 8263.000 |
| Private College | 6 | 618.000 |
| Other | 3 | 131.000 |
| None | 1 | 90.500 |

H = 3.783; df = 4; significance = 0.436.
n = 200

Highest degree which institution confers within field of study

| Group | Count | Rank Sum |
|------------|-------|-----------|
| Doctorate | 103 | 11401.500 |
| Master | 70 | 6121.000 |
| Specialist | 14 | 1484.000 |
| Bachelor | 12 | 1003.000 |
| None | 1 | 90.500 |

H = 7.965; df = 4; significance = 0.093.
n = 200

TABLE V (Continued)

Years institution has offered a vocational teacher education program in discipline

| Group | Count | Rank Sum |
|-------------|-------|-----------|
| 41-over | 116 | 12051.000 |
| 31-40 | 26 | 1919.500 |
| 21-30 | 40 | 4631.500 |
| 11-20 | 13 | 1042.500 |
| 10 or less | 3 | 234.500 |
| no response | 2 | 230.000 |

H = 11.063; df = 5; significance = 0.050.
n = 200

Respondents highest degree completed

| Group | Count | Rank Sum |
|-----------|-------|-----------|
| Doctorate | 175 | 17799.000 |
| Master | 20 | 1850.500 |
| Other | 4 | 360.000 |
| None | 1 | 90.500 |

H = 0.620; df = 3; significance = 0.892.
n = 200

TABLE V (Continued)

Institution from which respondent received highest degree

| Group | Count | Rank Sum |
|------------|-------|-----------|
| Land-grant | 156 | 16008.500 |
| State | 33 | 3357.500 |
| Private | 8 | 535.500 |
| Other | 1 | 38.500 |
| None | 2 | 160.000 |

H = 4.327; df = 4; significance = 0.364.
n = 200

Respondents current academic rank at institution

| Group | Count | Rank Sum |
|------------|-------|----------|
| Professor | 80 | 8541.500 |
| Associate | 76 | 7339.500 |
| Assistant | 35 | 3406.500 |
| Instructor | 4 | 211.000 |
| Other | 3 | 329.000 |
| Adjunct | 1 | 182.000 |
| None | 1 | 90.500 |

H = 6.224; df = 6; significance = 0.399.
n = 200

TABLE V (Continued)

Respondent current tenure status at institution

| Group | Count | Rank Sum |
|-----------------|-------|-----------|
| Tenure | 153 | 15420.500 |
| Tenure track | 35 | 3529.500 |
| Nontenure track | 10 | 872.500 |
| None | 2 | 277.500 |

H = 1.407; df = 3; significance = 0.704.
n = 200

Involvement in international or global activities
contribution to granting tenure and/or promotion in
respondents area of teaching at institution

| Group | Count | Rank Sum |
|-----------|-------|----------|
| No | 92 | 8838.000 |
| Yes | 70 | 7386.500 |
| Uncertain | 34 | 3607.000 |
| None | 4 | 268.500 |

H = 2.723; df = 3; significance = 0.436.
n = 200

TABLE V (Continued)

Involvement in international or global activities contribute to granting tenure and/or promotion within the area of research at institution

| Group | Count | Rank Sum |
|-----------|-------|-----------|
| Yes | 119 | 13047.000 |
| No | 57 | 5086.500 |
| Uncertain | 21 | 1718.000 |
| None | 3 | 248.500 |

H = 7.619; df = 3; significance = 0.055.
n = 200

Involvement in international or global activities contribution to granting tenure and/or promotion within the area of service at institution

| Group | Count | Rank Sum |
|-------------|-------|-----------|
| Yes | 113 | 12084.000 |
| No | 54 | 4950.000 |
| Uncertain | 30 | 2817.500 |
| No response | 3 | 248.500 |

H = 3.334; df = 3; significance = 0.343.
n = 200

TABLE V (Continued)

Respondents current teaching load

| Group | Count | Rank Sum |
|-------|-------|-----------|
| Full | 159 | 16430.000 |
| Part | 37 | 3386.500 |
| None | 4 | 283.500 |

H = 2.326; df = 2; significance = 0.313.
n = 200

Respondents major vocational area of concentration

| Group | Count | Rank Sum |
|----------------------------|-------|----------|
| Home Economics | 42 | 4515.500 |
| Agriculture | 42 | 3992.500 |
| Business | 34 | 3835.500 |
| Trade and Industrial | 27 | 1863.500 |
| Technology Education | 21 | 2307.000 |
| Marketing | 8 | 557.500 |
| Special Needs | 7 | 773.500 |
| Administration/Supervision | 6 | 873.500 |
| Technical Education | 5 | 712.500 |
| Health Occupations | 5 | 348.000 |
| Guidance | 2 | 214.500 |
| Employment and Training | 1 | 106.500 |

H = 21.344; df = 11; significance = 0.030.
n = 200

1993)?" responses were: yes, 70 (35.00%); no, 95 (47.50%); uncertain, 33 (16.50%); and no response, 2 (1.00). The respondents university which offers an international education course for vocational teacher education students were: yes, 59 (29.50%); no, 134 (67.00%); uncertain, 6 (3.00); and no response, 1 (.50%). When the fifty-nine respondents that stated yes to offering an international education course were asked, "Is the course required for vocational education majors?" responses were as follows: yes, 8 (13.56%) and no, 51 (86.44%). Undergraduates in vocational teacher education programs that receive credit for study abroad experiences include: yes, 149 (74.50%); no, 29 (14.50%); uncertain, 20 (10.00%); and no response, 2 (1.00%).

A mandate for international education in the respondents state at the elementary school level were: yes, 15 (7.50%); no, 127 (63.35%); uncertain, 57 (28.50%); and no response, 1 (.50%). A mandate for international education in the respondents state at the secondary school level were: yes, 23 (11.50%); no, 120 (60.00%); uncertain, 54 (27.00%); and 3 (1.50%). From a total of 38 responses of yes to mandating international education in elementary and secondary levels the respondents were asked to indicate disciplines that carry out the mandate, responses were as follows: social studies, 14 (36.84%); sciences, 2 (5.26%); language arts, 10 (26.31%); mathematics, 2 (5.26%);

secondary only, 9 (23.68%); elementary only, 3 (7.89%); across the curriculum, 16 (42.11%); vocational course, 10 (23.32%); and other, 1 (2.63%). Vocational courses and the other category responses are found in Appendix D.

In the final question to determine undergraduate international studies content respondents were asked to identify all strategies used to expose undergraduates to international studies within the vocational teacher education program. Respondents that completed this part of the questionnaire could mark more than one item. A frequency distribution was determined, then rank identified strategies used in the teacher education program. The responses are as follows: class discussions, n = 152 (1); lectures, n = 149 (2.5); speakers, n = 149 (2.5); textbooks, n = 102 (4); educational media, n = 100 (5); attendance at conferences, n = 98 (6); global student exchange program, n = 90 (7); research, n = 84 (8); demonstrations, n = 45 (9); other, n = 31 (10); and no response, n = 17 (11). Comments of other sections are listed in Appendix D.

TABLE VI
 UNDERGRADUATE INTERNATIONAL STUDIES CONTENT DATA

| Code | Frequency | Percent |
|---|-----------|---------|
| <u>Evaluation of international efforts with the past four academic years</u> | | |
| Yes | 70 | 35.00 |
| No | 95 | 47.50 |
| Uncertain | 33 | 16.50 |
| No response | 2 | 1.00 |
| <u>Part I: University offer an international education course for vocational teacher education students</u> | | |
| Yes | 59 | 29.50 |
| No | 134 | 67.00 |
| Uncertain | 6 | 3.00 |
| No response | 1 | .50 |
| <u>Part II: If yes, is the course required for vocational teacher majors</u> | | |
| Yes | 8 | 13.56 |
| No | 51 | 86.44 |
| <u>Students in vocational teacher education programs receive credit for study abroad experiences</u> | | |
| Yes | 149 | 74.50 |
| No | 29 | 14.50 |
| Uncertain | 20 | 10.00 |
| No response | 2 | 1.00 |

TABLE VI (Continued)

| Code | Frequency | Percent |
|--|-----------|---------|
| <u>Part I: A mandate exists for international education in your state</u> | | |
| a) elementary school level | | |
| Yes | 15 | 7.50 |
| No | 127 | 63.35 |
| Uncertain | 57 | 28.50 |
| No response | 1 | .50 |
| b) secondary school level | | |
| Yes | 23 | 11.50 |
| No | 120 | 60.00 |
| Uncertain | 54 | 27.00 |
| No response | 3 | 1.50 |
| <u>Part II: If yes, what disciplines has/have the responsibility of carrying out the mandate</u> | | |
| Social Studies | 14 | 36.84 |
| Sciences | 2 | 5.26 |
| Language Arts | 10 | 26.31 |
| Mathematics | 2 | 5.26 |
| Secondary only | 9 | 23.68 |
| Elementary only | 3 | 7.89 |
| Across the Curriculum | 16 | 42.11 |
| Vocational course | 10 | 23.32 |
| Other | 1 | 2.63 |

N = 200

TABLE VI (Continued)

| Code | Frequency | Rank |
|--|-----------|------|
| <u>All strategies used to expose undergraduates to international studies within the vocational teacher education program</u> | | |
| Class Discussions | 152 | 1 |
| Lectures | 149 | 2.5 |
| Speakers | 149 | 2.5 |
| Textbooks | 102 | 4 |
| Educational media | 100 | 5 |
| Attendance at conferences | 98 | 6 |
| Global student exchange program | 90 | 7 |
| Research | 84 | 8 |
| Demonstrations | 45 | 9 |
| Other | 31 | 10 |
| No response | 17 | 11 |

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the extent to which international studies are incorporated into vocational teacher education programs. To accomplish this goal, this chapter contains the summary of the study, the conclusions, and recommendations from the data collected.

This study attempts to answer three questions:

1. What current strategies are being utilized to incorporate international studies into United States vocational teacher education programs?

2. What are the perceptions of United States vocational teacher educators on the importance of international studies in undergraduate programs?

3. Are there differences in international studies perceptions from the institutions highest degree conferred within the vocational teacher education program according to the classification of the institution; highest degree institution confers; geographical location of institution; years institution has offered a vocational teacher education program; highest degree teacher educator has completed and where it was completed at; teacher educators current

academic rank; tenure status; tenure status in relation to involvement in international activities; current teaching load; and major vocational area of concentration?

The population of the study was vocational teacher educators at baccalaureate, master, and doctorate degree institutions with vocational teacher education certification programs, and members of the American Vocational Association Teacher Educator section for 1993-1994. The total population of the study was 575. Two hundred of the 300 questionnaires mailed to randomly selected individuals were completed and returned in usable format.

The questionnaire used was divided into three sections: (1) the demographic specifications of the participants, (2) the vocational teacher educators perceptions of international studies, and (3) the quality of international studies existing in vocational teacher educator programs.

The review of literature consisted of five areas: international study changes in higher education, vocational international growth, professional support of international studies, strategies used in internationalizing undergraduate curriculum, and teacher education curriculum. From the review of literature three assumptions of the study were identified. The assumptions are:

1. The perception of international studies by teacher educator's plays a major role in the institution's international emphasis.

2. Vocational teacher education programs use varying methods for exposing undergraduates to international studies.

3. Vocational teacher education programs exist in the nation that are not meeting the needs of internationalizing the current curriculum.

Summary of Findings

An analysis of the data from this study revealed that the majority of respondents were employed at a land-grant institution that has a vocational teacher education program for 41 or over years and offers a doctorate degree. Institutions that offered vocational teacher education programs for 41-over and 21-30 years, gave a positive outlook on vocational teacher educator perceptions on international studies. The majority of the respondents obtained a doctorate degree at a land-grant institution, held a full-time teaching tenured position, and the academic rank of either professor, associate professor, or assistant professor.

The respondents' institutions did not use teaching international concepts as a contribution to faculty tenure and/or promotion while research and service was considered. Respondents whose institution placed an emphasis on research in granting tenure gave a more positive outlook towards

vocational teacher educator perceptions on international studies.

Vocational teacher educators agreed that international education should be a vital part of the vocational teacher education curriculum. These vocational teacher educators gain international experiences through advising and socializing with international colleagues and students, the television media, and have spent time in one or more countries. Respondents were more likely to not speak a foreign language and as a course teacher played a major role in identifying vocational teacher education course content. Vocational teacher educators stated that the major factors responsible for the inclusion of international studies in vocational teacher education curriculum was the experiences of current faculty in research and teaching, interest of vocational teacher educator, international students, and the need for a focus on economic globalization in their institution.

The vocational concentration areas of Home Economics, Business, Technology Education, Special Needs, Administration/Supervision, Guidance, and Employment and Training provided a more positive outlook toward vocational teacher educator perceptions of international studies than the areas of Agriculture, Trade and Industrial, Marketing, and Health Occupations. This study revealed that vocational teacher educators believe that international studies are

important, although a limited amount of courses are offered. Those institutions which offer an international studies course for vocational teacher education undergraduates, stated that it was not required. Students in vocational teacher education programs did receive credit for study abroad experiences.

The vocational teacher educator's institutions that do not offer international studies courses use a variety of strategies that are integrated into the curriculum. Commonly used strategies were to integrate international studies within vocational curriculum by the use of class discussions, lectures, and speakers. In those states where a mandate exists for international studies in elementary and secondary schools it was carried out in social studies, language arts, vocational courses, and across the curriculum.

Overall, the majority of vocational teacher educators employed at land-grant institutions that offer a doctorate program in the discipline believe that the role of international education was to help undergraduates gain a broad understanding and awareness of the global economy. They also believed that international studies prepared undergraduates for the diverse nature of the United States workforce.

Conclusions

Conclusions from this research are:

1. International studies are mainly integrated in vocational teacher education curriculum by the use of class discussions, lectures, and speakers; however they do believe that a variety of strategies are used to internationalize vocational teacher education curriculum. Based on this finding, it is concluded that vocational teacher educators consider a variety of strategies used to internationalize vocational teacher education curriculum to be more acceptable than the use of a specific teaching strategy.

2. The majority of vocational teacher education institutions do not offer international studies courses, although international studies are integrated into vocational teacher education curriculum; however they do believe that the internationalization of vocational teacher education curriculum is important. Therefore, it is concluded that vocational teacher educators consider the integration of international studies to be more acceptable than offering specific courses.

3. Faculty are more likely to be rewarded for internationally oriented service and research activities and less likely for teaching; however vocational teacher educators do believe internationally oriented teaching is important. Based on this finding, it is concluded that faculty will continually be involved in the areas of

internationally oriented service, research, and teaching regardless of the reward provided.

4. Vocational teacher educators in the disciplines of Home Economics, Business, Technology Education, Technical Education, Special Needs, Administration/Supervision, Guidance, and Employment and Training agreed with the need for international studies and could be looked upon for leadership in the integration of curriculum. Therefore, it could be concluded that the disciplines of Agriculture, Trade and Industrial, Marketing, and Health Occupations may need the most work in changing their perception of implementing international studies into vocational teacher education curriculum.

5. Institutions where vocational teacher education programs have existed for 21-30 years and 41-over years are more supportive of international studies than institutions that have newer established programs. This may be due to the vast amount of experience, travel, and knowledge of trends that vocational teacher educators at more established programs have attained.

Recommendations

The findings and conclusions of this study have implications for integrating international studies into vocational teacher education curriculum and extended knowledge on vocational teacher educators perceptions of

international studies. The information in this study should be useful to individuals involved in making curriculum decisions regarding the implementation of international studies in vocational teacher education curriculum.

Vocational teacher educators will be able to gain an understanding of international studies strategies used at other institutions within vocational teacher education curriculum.

The following recommendations are offered:

1. International studies should be integrated into vocational teacher education curriculum using a variety of strategies.

2. Faculty should be rewarded for internationally oriented research, service, and teaching activities because vocational teacher educators believe international studies are important. Rewards are likely to create even more involvement involvement of faculty.

3. Vocational teacher education faculty development should be conducted to develop a unified understanding of international studies.

4. Vocational teacher educators should emphasize international studies within the undergraduate curriculum.

5. Vocational teacher educators need to share international studies teaching strategies with other vocational teacher educators.

The following recommendations are offered for further study:

1. Determine the role that technology plays in promoting international studies in vocational teacher education programs.
2. Identify the competencies needed for vocational teacher educators to integrate international studies into undergraduate curriculum.
3. Conduct studies to determine a knowledge base of international studies in vocational teacher education undergraduates.
4. International studies courses currently being offered in vocational teacher education programs should be compiled and data collected on effective teaching strategies used.
5. Explore the influence of public policy and administration on the implementation of international studies in vocational education undergraduate curriculum.
6. Analyze the effectiveness of international studies incorporated into teacher education curriculum at the graduate and undergraduate level.

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APPENDIXES

APPENDIX A
COVER LETTER

February 4, 1994

Dear Colleague,

We are asking for your assistance with a nationwide research study entitled A Study of Strategies used for Internationalizing Vocational Teacher Education Curriculum. You have been randomly selected from vocational teacher educators in American universities.

One purpose of the 1990 Carl Perkins Act was to make the United States more competitive in the world economy by developing more fully academic and occupational skills of all segments of the population. One way this can be accomplished is by exposing undergraduate vocational students to experiences and training leading them into the international arena. Thus, the need now exists for teacher educators to incorporate international awareness in vocational teacher education programs. The problem for this study is that no national guidelines exist to insure that undergraduates in vocational teacher education programs are prepared with the basics necessary for the internationalization of curriculum. Thus, a clearer understanding of American vocational teacher educator's commitment to international studies will provide an awareness of its current need in undergraduate programs.

The purpose of this study is to determine the extent to which international studies are incorporated into vocational teacher education programs. International studies can be defined as the understanding of economic, educational, cultural, social, production, consumption, labor, and political implications that link American society to the world.

The attached questionnaire is divided into three sections: demographic information, teacher education perceptions, and undergraduate international studies content data.

Please complete each item on the attached questionnaire; this should take approximately 30 minutes or less of your time. All responses will remain confidential. Answer all questions as accurately as possible and to the best of your knowledge. A self addressed envelope has been enclosed for your convenience to return the completed questionnaire by March 1, 1994.

If you desire to receive results of this study, please send your name and address to me in a separate envelope, in order that confidentiality of responses may be maintained. Thank you for your assistance in this research project.

Sincerely,

Diana L. Watson
Doctoral Candidate

Dr. Ray Sanders
Advisor

APPENDIX B
QUESTIONNAIRE

**A STUDY OF STRATEGIES USED FOR INTERNATIONALIZING VOCATIONAL
TEACHER EDUCATION CURRICULUM**

Please complete all three sections:

Demographic Information

Teacher Educator Perceptions

Undergraduate International Studies content data

DEMOGRAPHIC INFORMATION

The following ten questions relate to you, your background, and the institution where you work.

INSTRUCTIONS: Indicate one response to each item by circling the number of your choice or by completing the statement.

1. What is the classification of the institution where you are employed?
 - 1 = Land-grant institution
 - 2 = State College or university (not Land-Grant)
 - 3 = Four year private college or university
 - 4 = Other _____

2. What is the highest degree which your institution confers within the field of study you are teaching?
 - 1 = Bachelor
 - 2 = Master
 - 3 = Doctorate
 - 4 = Specialist
 - 5 = Other _____

3. How many years has your institution offered a vocational teacher education program in your area?
 - 1 = 10 or less
 - 2 = 11-20
 - 3 = 21-30
 - 4 = 31-40
 - 5 = 41-over

4. a) What is the highest degree you have completed?
 - 1 = Bachelor's
 - 2 = Master's
 - 3 = Specialist
 - 4 = Doctorate
 - 5 = Other, specify _____

b) In what year did you receive this degree? 19 _____

5. What kind of institution did you receive this highest degree?
- 1 = Land-grant institution
 - 2 = State college or university other than Land-Grant
 - 3 = Four year private college or university
 - 4 = Other _____
6. What is your current academic rank at your institution?
- 1 = professor
 - 2 = associate professor
 - 3 = assistant professor
 - 4 = instructor
 - 5 = adjunct professor
 - 6 = other (specify) _____
7. What is your current status of tenure at your institution?
- 1 = non-tenure track position
 - 2 = tenure-track position
 - 3 = tenured
8. Does involvement in international or global activities contribute to the granting of faculty tenure and/or promotion at your institution within the following areas
- a. Teaching?
- 1 = yes
 - 2 = no
 - 3 = uncertain
- b. Research?
- 1 = yes
 - 2 = no
 - 3 = uncertain
- c. Service (extension-outreach)?
- 1 = yes
 - 2 = no
 - 3 = uncertain
9. What is your current teaching load as a vocational teacher educator?
- 1 = full time
 - 2 = part time

10. What is your major vocational area of concentration?

- 1 = Agriculture Education
- 2 = Business Education
- 3 = Home Economics Education
- 4 = Trade and Industrial
- 5 = Technology Education
- 6 = Marketing
- 7 = Health Occupations Education
- 8 = Technical Education
- 9 = Special Needs Education
- 10 = Administration/Supervision
- 11 = Employment and Training
- 12 = Guidance

VOCATIONAL TEACHER EDUCATOR PERCEPTIONS

INSTRUCTIONS: Indicate the extent to which you agree or disagree with each of the following sixteen statements regarding international education.

Use the following categories in determining your response:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| 1. Vocational teacher educator's participation in international exchange programs contribute to vocational teacher education programs. | 5 | 4 | 3 | 2 | 1 |
| 2. Vocational students' participation in international exchange programs contribute to their preparation for teaching. | 5 | 4 | 3 | 2 | 1 |
| 3. The problems of world trade and technology should be addressed in undergraduate vocational teacher education courses. | 5 | 4 | 3 | 2 | 1 |
| 4. Subject matter content in global diversity is an essential part of the vocational teacher education curricula. | 5 | 4 | 3 | 2 | 1 |
| 5. An international focus should be one criterion to be used in selecting references for a vocational teacher education methods course. | 5 | 4 | 3 | 2 | 1 |
| 6. Using a variety of classroom experiences rather than a single approach contributes to developing an international perspective. | 5 | 4 | 3 | 2 | 1 |
| 7. A responsibility of vocational teacher educators is to model acceptance of global diversity. | 5 | 4 | 3 | 2 | 1 |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 8. Vocational teachers should avoid assisting students in the development of a globally responsible lifestyle. | 5 | 4 | 3 | 2 | 1 |
| 9. Vocational teachers are inadequately prepared for the task of integrating international education in the vocational curricula. | 5 | 4 | 3 | 2 | 1 |
| 10. Contact with people from other cultures assists prospective teachers in expanding their views of the U.S.A. | 5 | 4 | 3 | 2 | 1 |
| 11. Direct personal contact with people from other countries is necessary to acquire an international perspective. | 5 | 4 | 3 | 2 | 1 |
| 12. The international arena will provide possible job opportunities for our undergraduates. | 5 | 4 | 3 | 2 | 1 |
| 13. Universities should encourage international studies to be incorporated into vocational teacher education programs. | 5 | 4 | 3 | 2 | 1 |
| 14. International studies seems to be part of a trend that will fade out in the educational system of the future. | 5 | 4 | 3 | 2 | 1 |
| 15. Vocational educators need to utilize interactions with individuals from other cultures, to gain an insight of their impact on our society. | 5 | 4 | 3 | 2 | 1 |
| 16. Vocational education should promote its own required course(s) concerning internationalism for its majors. | 5 | 4 | 3 | 2 | 1 |

INSTRUCTIONS: In completion of items 17-22 indicate your response to each item by circling the number of your choice or by completing the statement.

17. Have you participated in any of the following international/intercultural experiences since becoming a teacher educator?

| YES | NO | |
|-----|----|---|
| 1 | 2 | advisor to international students |
| 1 | 2 | research collaborator with visiting international scholar (including directing dissertations and thesis projects) |
| 1 | 2 | socializing with visiting international colleagues |
| 1 | 2 | international host of visiting individuals |
| 1 | 2 | other (specify) _____ |

18. Identify how much time you have spent in another country or with individuals from other countries within the United States?

1 = 0-3 days
2 = 4-6 days
3 = 1 week or more

19. How many countries have you visited?

1 = 0
2 = 1-3
3 = 4 or more

20. Which of the following do you consider the MAIN source of information you acquire concerning world or national events? (Circle only ONE item.)

1 = newspaper
2 = news magazine (e.g., Time, Newsweek)
3 = television
4 = radio
5 = friends, family
6 = other
(specify) _____

21. Are you literate in a language other than English?

1 = yes
2 = no

22. Who plays **the** major factor in identifying course content in vocational teacher education courses at your institution?

1 = course teacher

2 = course teacher and teacher educator

3 = teacher educator and department head

4 = teacher education department on campus

5 = Other

(specify) _____

INSTRUCTIONS: Please answer questions 23-24 based on your own opinion.

23. What factors, if any, have been most responsible for the inclusion of international education in the vocational education curriculum at your institution?

24. Describe what you think is the role of international education in vocational education programs?

UNDERGRADUATE INTERNATIONAL STUDIES CONTENT DATA

INSTRUCTIONS: Indicate one response to the following items 1-4 by circling the number of your choice or by completing the statement.

1. Has your institution or department conducted an evaluation of internationalization efforts (involvement of faculty in exchanges, inclusion of international content in courses) and activities within the past four academic years (1989-93)?
 - 1 = yes
 - 2 = no
 - 3 = uncertain

2. a) Does your university offer an international education course for vocational teacher education students?
 - 1 = yes
 - 2 = no
 - 3 = uncertain
b) If yes, is the course required for vocational teacher education majors?
 - 1 = yes
 - 2 = no
 - 3 = uncertain

3. At your institution can students in vocational teacher education programs receive credit for study abroad experiences?
 - 1 = yes
 - 2 = no
 - 3 = uncertain

4. Is there a mandate for international education in your state at the
 - a) elementary school level?
 - 1 = yes
 - 2 = no
 - 3 = uncertain

 - b) at the secondary school level?
 - 1 = yes
 - 2 = no
 - 3 = uncertain

If yes, what discipline(s) has/have responsibility for carrying out the mandate? (Check all that apply.)

| | |
|---|---|
| <input type="checkbox"/> social studies | <input type="checkbox"/> elementary only |
| <input type="checkbox"/> sciences | <input type="checkbox"/> across the |
| <input type="checkbox"/> language arts | <input type="checkbox"/> curriculum |
| <input type="checkbox"/> mathematics | <input type="checkbox"/> vocational course, |
| <input type="checkbox"/> secondary only | specify _____ |
| <input type="checkbox"/> other(specify) _____ | |

5. Identify all strategies listed below that are used at your institution to expose undergraduates to international studies within the vocational teacher education program.

- 1 = lectures
- 2 = speakers
- 3 = educational media
- 4 = textbooks
- 5 = demonstrations
- 6 = attendance at conferences
- 7 = class discussions
- 8 = research
- 9 = global student exchange program
- 10 = other (specify) _____

QUESTIONNAIRE NUMBER _____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

(PLEASE RETURN BY MARCH 1, 1994)

Return in Enclosed Envelope to:

Diana Watson
124 North Crownpoint
Ada, Oklahoma 74820

APPENDIX C

INSTITUTIONAL REVIEW BOARD

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Date: 09-29-93

IRB#: ED-94-020

Proposal Title: A STUDY OF STRATEGIES USED FOR INTERNATIONALIZING
VOCATIONAL TEACHER EDUCATION CURRICULUM (DECADE OF 1960)

Principal Investigator(s): Ray Sanders, Diana Watson

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS
REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED
FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for
Deferral or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: September 30, 1993

APPENDIX D

ADDITIONAL STATISTICAL INFORMATION

TABLE VII
 DEMOGRAPHIC RESPONSES
 TO OPEN ENDED OTHER QUESTIONS

| Code | Frequency |
|--|-----------|
| <u>Institution of employment: Other</u> | |
| State-related university | 3 |
| <u>Respondent highest degree: Other</u> | |
| ABD | 4 |
| <u>Respondent year of degree completed</u> | |
| 1959-1963 | 2 |
| 1964-1968 | 3 |
| 1969-1973 | 4 |
| 1974-1978 | 9 |
| 1979-1983 | 8 |
| 1984-1988 | 9 |
| 1989-1993 | 12 |
| <u>Institution Respondent received highest degree: Other</u> | |
| State-related university | 1 |
| <u>Respondent academic rank: Other</u> | |
| Chairperson | 1 |
| Lecturer | 2 |

TABLE VIII
 VOCATIONAL TEACHER EDUCATOR PERCEPTION
 RESPONSES TO OPEN ENDED OTHER QUESTIONS

| Code Response | Frequency |
|---|-----------|
| <u>Participation in international/ intercultural experiences as teacher educator: Other</u> | |
| Worked with international students in classes | 10 |
| Teaching in another country | 9 |
| Research consulting with international projects | 6 |
| Attend international study tours | 3 |
| Exchange scholars at Non U.S. Universities | 3 |
| Present workshops about specific international countries | 3 |
| Friend of international students | 3 |
| Sponsor of international organizations | 3 |
| Working with colleagues from other countries in professional capacity | 2 |
| International travel | 2 |
| Spent sabbatical conducting research and development activities at international site with host university scholars | 2 |
| Taking groups of students to visit vocational education institutions in other countries | 2 |
| Editor of international journal in agriculture and extension education | 1 |

TABLE VIII (Continued)

| Code | Frequency |
|---|-----------|
| Married a foreigner met on sabbatical in her country while I was studying vocational education | 1 |
| Advisor and program director | 1 |
| Lead group of students on exchange program to Japan | 1 |
| Member of an exchange group to Brazil (Rotary) | 1 |
| Taught Korean and Egyptian beginning teachers | 1 |
| Serving as secondary member not advisor on graduate committees | 1 |
| Visited teacher preparation program overseas at my own expense | 1 |
| Helped with course offered 15 years ago: Comparative Vocational Education | 1 |
| One-hundred percent of class international students in New York City | 1 |
| G.A. positions | 1 |
| Provide educational materials to international students | 1 |
| Member of university-wide task force on cultural diversity sponsoring workshops, speakers, films, etc... | 1 |
| Have an international week | 1 |
| Research on international vocational education and assessment administered to random sample 10% of university (over 24,000) | 1 |

TABLE VIII (Continued)

| Code Response | Frequency |
|--|-----------|
| Worked on developing Home Economics education curriculum for another country | 1 |
| International student lived in our home for one semester | 1 |
| Presently working on curriculum development for an international student | 1 |
| Establishing a new course focused on international issues | 1 |
| <u>Main source of information on world or national events: Other</u> | |
| International journals | 3 |
| International students and visiting professor | 3 |
| Professional literature | 1 |
| Participant in conferences | 1 |
| E mail - computer communications | 1 |
| Travel | 1 |
| USAID overseas | 1 |
| International friends | 1 |
| Personal reading | 1 |
| Interactions with vocational educators in other countries | 1 |

TABLE VIII (Continued)

| Code Response | Frequency |
|---|-----------|
| <u>Major factor in identifying course content in vocational teacher education courses:</u> | |
| <u>Other</u> | |
| Department of public instruction in state sets minimum requirements | 5 |
| Department faculty collaboration | 5 |
| Teacher educator | 2 |
| Teacher educator and state department of education | 2 |
| Program advisory committee | 2 |
| Curriculum committee of department | 2 |
| Teacher in department and program director | 1 |
| Course teacher and education committee with guidelines from state | 1 |
| Vocational teacher education department, separate from college teacher education department | 1 |
| Six hours of general education requirements in international studies are required of all undergraduates | 1 |
| Teacher, teacher educator, department head, and curriculum committees department to university | 1 |
| Course teachers update based on feedback from graduates | 1 |
| Education policy committee | 1 |

TABLE IX
 VOCATIONAL TEACHER EDUCATOR PERCEPTION
 RESPONSES TO OPEN ENDED QUESTIONS

| Code Response | Frequency |
|---|-----------|
| <u>Factors that have been most responsible for the inclusion of international education in the vocational education curriculum at your institution.</u> | |
| Experience of current faculty in research/teaching | 38 |
| Interest of vocational education teacher | 31 |
| International students | 30 |
| Need for focus on economic globalization | 28 |
| None at this institution | 11 |
| Multicultural community | 7 |
| University mission statement | 6 |
| Foreign study exchange programs | 6 |
| University-wide curriculum | 5 |
| Encouraged by university | 5 |
| Location of university | 5 |
| Accredited by AACSB that stresses internationalism | 5 |
| NCATE | 4 |
| Visiting faculty | 4 |
| Global requirement for all students | 4 |
| International interest | 4 |

TABLE IX (Continued)

| Code Response | Frequency |
|--|-----------|
| To prepare students to be literate in trends in the field | 3 |
| Available publications and instructional aids | 3 |
| Participation in grants for training other countries | 3 |
| Telecommunications | 3 |
| Accrediting agencies | 3 |
| Internal Business major | 2 |
| Funds appropriated for an international program | 2 |
| Part of course in program | 2 |
| History leading to current events and situations | 1 |
| Peer pressure | 1 |
| Attend international conferences | 1 |
| Time | 1 |
| Professional organization emphasis | 1 |
| Funded partnership in Indonesia | 1 |
| Out-of-state tuition to increase university income | 1 |
| Long-standing international relationships | 1 |
| Advisory council pressure | 1 |
| National FFA curriculum | 1 |
| Arizona model for vocational program of work in the global economy | 1 |

TABLE IX (Continued)

| Code Response | Frequency |
|---|-----------|
| Natural scheme of things-have always done this | 1 |
| Vocational standards/criteria | 1 |
| Passage of NAFTA | 1 |
| Big Baltic States training project | 1 |
| Department chair role model and encouragement | 1 |
| Liberalization of faculty | 1 |
| Graduates of program being employed out of state | 1 |
| Recruit doctoral students | 1 |
| <u>What is the role of international education in vocational education programs</u> | |
| To help students gain a broad understanding and awareness of the global economy and diverse nature of the U.S. workforce for futuristic competition. | 96 |
| Should be integrated into curriculum, not separate entity. | 15 |
| To become more sensitive to other cultures, their needs, hopes, and desires. | 14 |
| Role is to provide a broad perspective of what type of training occurs in other countries. | 10 |
| Important | 9 |
| Preparation of students to become teachers of vocational education to include international education in curriculum, so students can compete in the world market. | 9 |

TABLE IX (Continued)

| Code Response | Frequency |
|---|-----------|
| Important, but not emphasized presently. | 4 |
| Important for holistic view for vocational education. | 3 |
| There is little room for addition of content in vocational teacher education curriculum. | 2 |
| Help other countries take advantage of what we have already learned by adapting what we know to fit culture. | 2 |
| Perspective to gain a potential cultural contrast, not the prep of international scholars. | 2 |
| Act as a survey course | 2 |
| Shorten communication via information highway | 2 |
| Provide international focus for materials. | 2 |
| We do a poor job with most diversity issues, instructional technology, career development theory, need to develop--the basic knowledge base for teaching. | 1 |
| International education should be promoted in all academic programs. | 1 |
| Depends on level of education - undergraduate awareness/ graduate - focused study. | 1 |
| Give students insights into policy planning. | 1 |
| Broaden vitas for students - forward looking. | 1 |
| A focus of companies to be put into education program. | 1 |
| Help students solve problems with social issues | 1 |

TABLE IX (Continued)

| Code Response | Frequency |
|---|-----------|
| The danger is that many European countries select their better students for Vocational Education, while American programs often do the opposite - they take their lesser students for Vocational Education. The result is that there is not a good basis for comparing American to foreign vocational educating programs. | 1 |
| Our programs includes very little, however being a small campus we have other international opportunities. | 1 |
| I'm not sure. I think it is important for some people, but not vital to being a good teacher. | 1 |
| We have international type problems within the U.S. (inter-city-urban-rural). Let's work on that and then take on the international problems. | 1 |

TABLE X
 UNDERGRADUATE INTERNATIONAL STUDIES CONTENT DATA
 OPEN ENDED OTHER RESPONSES

| Code Response | Frequency |
|---|-----------|
| <u>Discipline that has responsibility for carrying out mandate - vocational course</u> | |
| All vocational courses | 2 |
| VOE | 1 |
| Agriculture Science | 1 |
| Business | 1 |
| <u>Discipline that has responsibility for carrying out mandate - other</u> | |
| Foreign language | 1 |
| <u>Identify all strategies listed below that are used at your institution to expose undergraduates to international studies within the vocational teacher education program - other</u> | |
| International fairs, festivals, featuring food, customs, etc... | 4 |
| Seminar presentations | 3 |
| Faculty exchanges | 2 |
| Encourage active involvement of international students enrolled in vocational education courses. | 2 |
| Dinner/luncheons with internationalists | 2 |
| Course content/assignments | 2 |
| Special course for graduate students | 1 |
| Two courses in baccalaureate core | 1 |

TABLE X (Continued)

| Code Response | Frequency |
|---|-----------|
| Internal Family Issues course/University service course | 1 |
| E mail with other countries | 1 |
| Assistantship | 1 |
| Capstone/final course has international focus (part of general education) | 1 |
| Student teachers may teach in some international countries. | 1 |
| Training projects | 1 |
| Interviews, group study, and reading literature | 1 |
| Office of international affairs | 1 |
| Travel | 1 |
| Many opportunities available for students, but none required. | 1 |
| Living in international and graduate dorms | 1 |
| Personal faculty influence | 1 |
| Teleconferences open to all | 1 |

2
VITA

Diana Lyn Watson

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF STRATEGIES USED FOR INTERNATIONALIZING
VOCATIONAL TEACHER EDUCATION CURRICULUM

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Torrance, California, May 30,
1957, the daughter of Morris LaRue and Barbara
Jean Watson.

Education: Graduated from Wilson High School, Wilson
Oklahoma in May, 1975; received Bachelor of
Science in Home Economics Education from East
Central University, Ada, Oklahoma in May, 1979;
received a Master of Science in Home Economics
Education from Central State University, Edmond,
Oklahoma in July, 1984; completed requirements
for the Doctor of Education degree at Oklahoma
State University, Stillwater, Oklahoma in
December, 1994.

Professional Experience: General Home Economics
teacher at Paoli High School, Paoli, Oklahoma,
from August, 1979 to May, 1983; Vocational Home
Economics teacher at Pauls Valley High School,
Pauls Valley, Oklahoma, from August, 1983 to May,
1989; Instructor, Home Economics Department at
East Central University, Ada, Oklahoma, from
August, 1989 to July, 1993; Assistant Professor,
Home Economics Department at East Central
University, from August, 1993 to present.

Professional Organizations: American Association of
Family and Consumer Sciences, Oklahoma Home
Economics Association, American Vocational
Association, Oklahoma Vocational Association,
and Association for Supervision and Curriculum
Development.