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**Note from the Editor**

**Jason Harshman**

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The articles included in this issue of the *Iowa Journal for the Social Studies* focus on research and classroom application that advance global perspectives and technology in social studies education. Collectively, the authors included in this issue highlight teaching and research in Iowa, at universities in the United States, and through professional development opportunities abroad. K-12 teachers and instructors in higher education will appreciate the work done to promote cross-cultural competence, the curating of resources that social studies educators can use to improve students' digital literacy skills, and classroom lessons and activities that foster global competence and align with the C3 inquiry arc.

As interconnectedness of the world's people, economies, politics, and environmental issues have increased over the last few decades, educators in many countries have increasingly addressed the goal of preparing K-12 students to understand the world from a global perspective and become engaged with people and issues across the planet. Collectively, the articles in this issue address two essential elements of developing a global perspective: teacher preparation and technology integration. Of course, these well-intentioned recommendations are not without their limitations such as costs, access, context of experiences, and the critical self-reflection that precedes and continues after exposure to cross-cultural learning occurs. Central to the work presented herein is the role played by teacher education and professional development in the interest of fostering global competence and technology integration in the social studies. The two research studies, resource analysis, and lesson sequence featured in this issue highlight the role played by teachers in determining the opportunities students have in K-16 classrooms, thus proving why global education and technology integration within the content courses pre-service teachers complete during their licensure programs are necessary. In those instances when cross-cultural learning and exposure to global perspectives are not provided in teacher education, regardless of the institution or country, research findings reveal that administrators and curriculum supervisors can do more to address global and technology education through sustained and content specific professional development.

Michael Ndemanu's "Re-imagining Study Abroad for Pre-service Teachers: Acquiring Advanced Multicultural Education Skills through Transnational Education" provides an analysis of transnational student-teaching programs operated by major universities in the United States. This investigation of study abroad programs for pre-service teachers addresses three key elements: (1) the degree to which students are prepared to live and work in a culture that is different from where they grew up and attended school; (2) how programs collaborate with host institutions in areas of curriculum and faculty support; and (3) the extent to which such satellite university partnerships represent neocolonial systems that advantage the already privileged students over those who live and will eventually teach in local schools.

In the spirit of incorporating international perspectives in the social studies, Emin Kiliç's research in Turkey is included to also provide teacher educators and curriculum supervisors with research-based findings that can inform professional development. Concerned with the lack of technology integration within social studies teacher education courses, Kiliç's study examines

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the self-efficacy of classroom teachers and the role that professional development can play in not only improving teacher's technological literacy, but the ways in which technology can be used to facilitate learning activities that promote the creation of information by students as a demonstration of learning.

Similar to the situation in Turkey, Sam Von Gillern and Jennifer Gallagher's "Communicating Conclusions and Taking Informed Action through Multimodal Texts: Practical Tools for Dimension Four of C3 Inquiries" focuses on integrating technology in social studies education. Highlighting resources such as Glogster, VoiceThread, and Creative Bookbuilder, the authors offer strategies for using technology to enhance literacy skills and illustrate how teachers can use these resources to fulfill Dimension Four of the C3 inquiry arc. This article bridges K-12 and teacher education, offering ideas that classroom teachers can immediately apply to their work and teacher educators can use to address the gaps that research has shown exists when it comes to technology and social studies teacher education.

Abagael Shrader's "Water rights in India" combines critical pedagogy, inquiry, student-centered technology, and global competence education all within one lesson sequence. This standards-aligned lesson sequence will appeal to middle school teachers working in global studies, high school world history teachers, AP Human Geography instructors, and environmental science teachers interested in developing a more global approach to teaching and learning. This article also brings together the issues and concerns addressed in the preceding articles as Shrader shows what can be accomplished when a teacher education course incorporates cross-cultural learning, global education, technology instruction, and digital platforms for demonstrating learning to fulfill the C3 inquiry arc and demonstration of global competence.

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*As student teaching abroad continues to garner traction in teacher education programs, more attention has to be paid to its duration and quality of the programs. This paper discusses the benefits of transnational education, a model of study abroad that consists of coursework, student teaching, and community involvement. The author argues that transnational teacher education could be achieved through the establishment of partnership with foreign universities and satellite (international branch) campuses in another country so that students will have the flexibility to take more classes abroad and student teach for an extended period of time. The increasingly diverse P-12 student population in the United States requires more innovative pedagogic strategies for teachers to be able to meet the academic needs of diverse learners. A prolonged and immersive field experience at home and abroad seems to offer opportunities.*

**Keywords:** study abroad, satellite campus, transnational teacher education, transformative learning, field experience

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## **Introduction**

The continuous increase in global interconnectedness should be a motivating factor for teacher education programs to increase preservice teachers' global competency skills through immersive study and student teaching abroad. To prepare the next generation of problem-solvers, intercultural interaction has to be promoted so as to inculcate in students the knowledge, attitude, and linguistic skills needed to reduce conflict across global scales. Study abroad and student teaching abroad provide that window of opportunity for prospective teachers to acquire the requisite cognitive, affective, behavioral, and intercultural skills that prepare them to become culturally responsive pedagogues (Gay, 2010) who are attuned to the educational needs of all students regardless of their cultural and linguistic backgrounds.

Given the documented positive impact of an extended study and student teaching abroad, this paper argues for a transnational education that embodies a combination of coursework and student teaching abroad for a sustained period of time (Cushner, 2007). Study abroad in the United

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States is increasingly regarded as a vital component of teacher education preparation considering the growing demographic shift in the American k-12 student population (Quezada, 2004; Adriana et al, 2015). The U.S. student population is becoming increasingly diverse, even though the teaching force remains predominantly monolingual white middle-class women (Milner, 2005; Taylor et al. 2015).

According to the National Center for Education Statistics (NCES, 2016), out of the 50.4 million students enrolled in prekindergarten through 12th grade this year, 25.9 of them will be students of color while 24.6 will be white students. While the minority student population became the majority in 2014, the number of white teachers has remained steady. In the 2011-2012 academic year, 82 percent of the 3.4 million P-12 grade public school teachers were white (NCES, 2015), representing a 1% change since a 2003-2004, report that found 83 percent of the teaching force was white (NCES, 2003). The fact that the number of teachers of color is infinitesimal relative to the growing minority population is grave educational problem because while the majority of teachers were raised in middle class, English-speaking homes, a plurality of students of color come from working class homes where home discourse tends to differ significantly from school discourse (Delpit 1992; Ndemanu, 2011; Ndemanu 2014). Given these statistics, it is undeniable that education, and society more broadly, will benefit if teachers are prepared to work with the increasingly culturally and linguistically diverse student body. The skills related to this kind of pedagogy constitute global competence, or the understanding of international matters, cross-cultural issues, languages, environmental sustainability, and consideration of diverse perspectives as one thinks and acts in a globally interdependent world (U.S. Department of Education, 2012).

### **Contextual background to study/teaching abroad and contact hypothesis**

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Introductory courses to multicultural education, which serve as a prerequisite for many study abroad programs for preservice teachers (PSTs), were first introduced in the mid-1970s in several teacher education programs with the primary goal being to bridge the cultural gap between white teachers and students of color (Banks & Banks, 1993). Currently, most accredited teacher education programs in the United States mandate at least one course in multicultural education. It is expected that PSTs enrolled in multicultural education course(s) will broaden their cultural and epistemological horizons in ways that foster harmonious intergroup relationships among teachers, students, and parents. For PSTs to become effective teachers of culturally different students, however, it is advised that they spend a substantial amount of time in an immersive field experience in the communities of people of color where a robust harmonious intergroup relationship and a variety of languages, dialects, and cultural practices take place (Cushner, 2007; Merryfield, 2000; Shiveley & Misco, 2015).

Informed by theories of intergroup relations (Allport, 1954) and contact hypothesis (Forbes, 2004), most multicultural education courses include a field experience in urban K-12 schools or after-school programs that disproportionately serve students of color. Research has found that affording prospective teachers the opportunity to apply theoretical concepts acquired in teacher education classrooms to real-life pedagogic dimensions in culturally and linguistically diverse classroom settings (Haberman & Post, 1992). Considering that such field experiences are generally not immersive owing to their ephemeral durations, there has been a growing call from education scholars for sustained direct field/teaching experience in communities of color, be they in the urban areas, American Indian Reservations, or abroad (Houser, 2008). The purpose of this paper is to explore the possible epistemological impact of a sustained immersive study abroad program for preservice teachers that combine coursework, student teaching, and service learning.

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According to Forbes (2004), a proponent of contact theory, “more contact between individuals belonging to antagonistic social groups tends to undermine the negative stereotypes they have of each other and to reduce their mutual antipathies, thus improving inter-group relations. ...more contact means less ethnic or cultural conflict, other things being equal” (p. 70). Allport (1954) posits that “...the values that sustain our lives depend for their force upon their familiarity. What is more? What is familiar tends to become a value. We come to like the style of cooking, the customs, the people, we have grown up with” (p.28). A study abroad affords students the opportunity to familiarize themselves with unfamiliar people and things while acquiring some academic skills. Considering these aspects of cultural competence, cross-cultural learning, and the need for teachers who possess global competence skills, this study sought to answer the question: What model of study abroad is most transformative when preparing pre-service teachers (PSTs) to teach in culturally diverse classrooms?

### **Knowledge transfer: From local field experience to study/teaching abroad**

Martin (1991) posits that cross-cultural field-based interactions with people of different racial, ethnic, and socioeconomic backgrounds can bolster PSTs’ knowledge about different cultures. In a study of white PSTs’ direct experiences in Wisconsin, Haberman and Post (1992) selected a group of 23 white, female PSTs to participate in a six-week summer school program designed for students from low socioeconomic backgrounds. Prior to gaining access into the program, the 23 PSTs were asked to list what they expected to come across during their 100 hours of direct experiences with the students. Upon completion of the 100 hours, their pre-encounter expectations were compared with their post-encounter experiences. The findings indicated that most PSTs made tremendous gains in self-confidence in their abilities to work with culturally, linguistically, and economically different (CLEDE) students on a wide range of issues, including discipline, instruction, communication with parents, academic expectations, and respect.



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Considering that an immersive study and teaching abroad also involves living and/or informally visiting people of different cultural backgrounds, it is important to also draw from scholarship pertaining to home visits and its impact on learners and teachers. A study conducted by Lin & Bates (2010) about teachers' visits to homes of CLED students shows that direct experience through home visits positively changed teachers' perceptions of the CLED students and their parents given that what they experienced during the visits, in most cases, did not reflect the stereotypes and misconceptions that they had heretofore preconceived about the CLED students. In a similar vein, Houser (2008) identifies a sustained "cultural plunge" as one of the most transformative forms of field experience because it exposes prospective teachers to direct experience with the students and parents of another culture. It also affords them the opportunity to live as a minority in another country. Medina-Lopez-Portillo (2004) found a strong correlation between a study abroad duration and the development of intercultural sensitivity. She arrived at this conclusion after measuring the intercultural sensitivity changes of two groups of students from the University of Maryland who spent seven- and 16-week in Taxco, Mexico and Mexico City, Mexico in a language-based programs respectively. The quantitative and qualitative data from the study showed remarkable improvement in the development of intercultural sensitivity for the students who spent 16 weeks in the program as opposed to those who spent seven weeks. Thus, the duration of a field experience very important.

On the one hand, short field experiences and study abroad programs have been criticized for their ineffectiveness (Lesko & Bloom, 1998) and their failure to provide students the opportunities to consistently interrogate the source of their culture shock so that they can become better learners, teachers, and citizens of the world. On the other hand, Berry (2006) advocates a one-year residency field experience in a K-12 urban classroom under the auspices of a professional mentor. Such an experience provides opportunities for both cultural and pedagogic

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immersions for PSTs in an unfamiliar cultural setting. Boyle-Baise (2002) has also called for multicultural service-learning in place of a one-day field experience. She argues that given the neo-segregated nature of many public schools graduating future professionals, including future teachers, there is a strong need for direct intercultural contacts with people of different ethnic, linguistic, religious, and economic backgrounds. She suggests that the most palpable way of ensuring such direct contacts in a meaningful way is through multicultural service-learning which is an experiential type of learning that involves PSTs learning from and working in communities that are different from their own.

### *Teaching abroad programs in higher education*

Similar views are echoed by Stachowski & Mahan (1998) who intimate that teachers may have difficulties coping in cross-cultural schools if they do not have prior knowledge emanating from constant community involvement and interaction. In that respect, Stachowski runs a Global Gateway for teachers' program, a cultural immersion consortium in Indiana University. It is designed to palliate cultural dissonance between prospective teachers and their future students. For a minimum of eight weeks in most cases, over 100 elementary and secondary PSTs from Indiana University and 12 other colleges and universities (including Pennsylvania State University, University of Iowa, and University of Montana) are placed in public schools in the Navajo Nation, Chicago Public Schools, New Zealand, Australia, Kenya, Ireland, Scotland, and many other countries around the world to student teach while gaining fresh perspectives and frames of references in an unfamiliar culture through community involvement and interactions. Other universities in the United States, including Iowa State University, run independent teaching abroad programs akin to that of Indiana University.

Iowa State University runs an optional eight-week student teaching abroad during the second half of a state-required student teaching to countries like Ecuador, Italy, Norway, Poland,

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Taiwan, and New Zealand. Many other colleges and universities partner with Consortium for Overseas Student Teaching (COST) which embodies 15 U.S. universities and colleges and 28 colleges and universities from other countries to provide student teaching abroad to PSTs (Quezada, 2004). While student teaching abroad, site coordinators for these different programs visit their students on-site, observe, and provide them feedback about their teaching practice. It is worth noting that these placements meet the standards of the various states' licensing.

The University of Iowa partners with Indiana University to run an impressive study abroad program for education majors. According to the program's website

Education majors are especially encouraged to apply for the Indiana University Global Gateway for Teachers Program, an 8-week student teaching program through which you can complete half of your student teaching abroad. (Limitations apply for English, foreign language, and special education teachers).

Similar to Leland and Harste's (2005) advocacy for the relocation of elementary teacher education programs from suburban settings to inner cities, a one-year residency requirement in learning and teaching abroad is vital in helping students successfully learn and apply culturally responsive pedagogies in teaching CLED students. Therefore, a one-year abroad would accelerate PSTs' acquisition of global competency skills. A one- or more year(s) residency abroad, which is synonymous to cultural plunge (Houser, 2008), could encompass a combination of coursework, student teaching, and service learning abroad. This form of education be broadly defined as transnational education.

### **Researching Student Teaching Abroad Programs**

This essay is informed by a review of program documents and websites of several universities, including Iowa State University, the University of Iowa, Indiana University's Global Gateway for Teachers' program, the New York University, University of Mainz (in Germany), and the Institute of International Education. Local and international newspapers that reported on

transnational education and satellite campuses abroad were also reviewed. Secondary data pertaining to scholarly articles on multicultural education, global education, long-term, and short-term student teaching abroad and transnational education were also explored, compared, and employed to frame the arguments. The comparison of secondary data findings on sustained immersive study/student teaching abroad programs and the primary data influenced the author's decision in categorizing and sub-categorizing the themes of this paper.

### **Transnational education for prospective teachers**

Transnational education (TNE) is defined as any form of higher education program that is provided in more than one country (Harvey, 2004). Wilkins and Huisman (2012) complement the foregoing definition by stating that in transnational education, students attend some or all of their classes on a campus different from the degree-awarding campus. TNE in higher education began about three decades ago and takes on a variety of delivery modes which include: international satellite campuses, twinning, franchising, and distance learning. TNE has the potential to improve the overall quality of education for both students and teachers given the depth and breadth of its cross-cultural curricula and faculty. Although it has been reported that Australia and the United Kingdom dominate other countries in providing transnational education by operating satellite campuses abroad (McBurnie & Ziguras, 2006), the United States has increased the number of satellite campuses operating around the world.

Even though several European and American university satellite campuses have been opened around the world since the 1980s, some of them have shut down shortly after going operational (Kratochvil & Karram, 2014). Unfortunately, teacher education programs which are generally expected to prepare students for globally interconnected societies have been overlooked in the master plan of international satellite campus model.

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Sutrisno and Pillay (2013) discuss the three main goals for establishing a transnational education in their study of two Indonesian universities. One of which is to raise the reputation of the university in order to attract more local and international students. The second goal is to enhance institutional capacity development by being able to compare, borrow, and exchange ideas between universities; while the third and final goal is to boost enrollment locally and internationally. According to Sutrisno and Pillay (2013), many TNE programs are created with the major purpose of boosting the image of the university. Thus, a boost in the image of the university can translate into a surge in domestic and international student enrollments given that local and international students who are interested in acquiring global competency skills are more likely to choose universities or colleges offering TNE. Just like more universities in the United States are remodeling their campuses and dormitories to attract and retain more students, some universities are introducing innovative curricular contents as well as expanding their study abroad programs.

An upsurge in global human migration and modern mass communication has made the world highly interconnected and interdependent in ways that make the infusion of global education content more compelling in P-12 school curricula. However, for P-12 students to effectively acquire global competencies, their teachers would need to have sound knowledge of world's history, culture, environmental sustainability, and a whole host of other global issues. Unfortunately, owing to the rigidity of teacher education programs across the country, universities find it very challenging to send student teachers abroad for an extended period of time without extending their expected graduation date.

This essay argues for a teacher education program that is transnational, requiring that PSTs spend more time abroad in order to complete courses and their student teaching requirement. Taking coursework in a foreign country from faculty members of different nationalities could lead to a better acquisition of international perspectives, cross-cultural competencies, global citizenship

skills (Leask, 2004). The TNE model is similar to the one the University of California adopted in 2008 to help PSTs develop global competency skills, bilingual, and intercultural proficiencies in both Mexico and the United States so that they could become effective teachers of transnational students in California (Ruiz & Baird, 2013). While many universities offer just 10 to 30 days for their study abroad programs for PSTs, a few have gone as far as offering them for one or two consecutive semesters during the academic year (Stachowski & Mahan, 1998). Although the current model of transnational teacher education as practiced in institutions of higher learning like Indiana University and Iowa State University are by far the most comprehensive and immersive for student teachers in the United States, they still lack the supporting coursework that would help make the immersive experience more transnational and transformative (Medina-Lopez-Portillo, 2004).

### **Redefining transnational teacher education**

This paper posits that the most transformative study abroad program for U.S. PSTs are those that provide students the opportunity to experience a full global education immersion which consists of in-depth exposure to global perspectives through coursework, teaching practicum, and community engagement (Medina-Portillo, 2004). To achieve such a full-scale global education immersion, this essay proposes two study abroad options for American PSTs: (1) PSTs complete teacher education coursework while living in the country they will complete their student teaching experience in; and (2) a rigorous student teaching experience that is supervised by teacher educators in those foreign universities and site supervisors from American universities.

One benefit of this model is that PSTs who want to study abroad may not have to complete all their required courses in the United States before travelling abroad for a semester or a year. The success of student teaching abroad is often predicated on the effective collaboration between the

student's university and the host institution abroad. This model offers the possibility for PSTs to spend at least a full academic year abroad which, as research has indicated, has greater potential to “transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mindsets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action” (Mezirow, 2000, p.7).

Another option is establishing satellite campuses with teacher education programs abroad for both local and international students to promote global interconnectedness, intercultural exchange of ideas and ways of teaching and learning about global issues in varied contexts. In the last three decades, many European universities opened satellite campuses in Africa and Asia. Additionally, U.S. institutions have established partnerships abroad, as evidenced by programs developed by Weber University and Carnegie Mellon University in Ghana and Rwanda, respectively. While these developments offer productive opportunities for students, it has been argued that this form of internationalization of higher education in the Global South by the Global Northerners is a form of neo-colonization considering that its curriculum tends to be Eurocentric (Dei, 2016). It is worth noting that most of the degree and certificate programs offered at these U.S. universities abroad are mostly related to information technology, business administration, management, and engineering. Thus, none of them is yet to start a degree program in teacher education.

If we agree that a schoolhouse is the right place for P-12 students to acquire global competencies, then we must also agree that teachers need to be equipped with the necessary pedagogic and epistemological tools to effectively deliver global content knowledge to their students. As of now, many U.S. teacher education programs are not preparing PSTs to be global educators nor offering even the most foundational instructional strategies for advancing global

education. If teachers are not knowledgeable enough about world affairs, they would not be comfortable to teach their students in greater depth. Learning only about one's own culture and not learning about other cultures does not give us a well-rounded education; on the contrary, it narrows our frames of reference and our ability to compare two systems in order to provide solutions to societal problems.

### **Models of transnational education**

To boost direct experience, many universities are embracing twinning programs in which students enroll in a home university and complete their programs of study at an overseas partner university, earning either one or two equivalent degrees in the same area of specialization (Tadjudin, 2009) as it is the case in Indonesia (Sutrisno and Pillay, 2013). During the 2012-2013 academic year, Johannes Gutenberg Universitat in Mainz, Germany established a competitive Master's program in English for local and international students in the area of economics.

According the University's website,

MIEPP students starting in winter term 2012/13 have the opportunity to take part in the Master Double Degree Program in cooperation with our partner university Warsaw School of Economics (SGH), Poland's leading university in the field of economics and management. In the spirit of prolific international relations and academic cooperation, this program provides the unique chance to graduate from both institutions following one study course. While seeking the Master degree in International Economics and Public Policy at the University of Mainz, participating students might choose between a Master's degree in "Management" or in "Finance and Accounting" at SGH Warsaw. Each winter semester, five students are admitted to enroll in the 2-year Double Degree Program. Permitted students spend their first year in the MIEPP program in Mainz and their second year in Warsaw, where they may choose the specialization "Management" or "Finance and Accounting." The program's language is English at both institutions (University of Mainz's website).

Unlike the University of Mainz, which entered into a partnership agreement with Warsaw School of Economics in Poland to provide a double degree program to its students which allows



them to directly experience learning in two different countries in two different university systems, the New York University (NYU) opted to provide direct learning experiences to its students by opening a satellite campus in Abu Dhabi called NYU Abu Dhabi. The university is advertised by the Institute of International Education on its website as such,

NYU Abu Dhabi students share a joy for learning across disciplines, an insatiable curiosity about the world, a strong sense of community building, and an intuitive understanding of bridging cultures. This is a full, four-year program; students enter through the Abu Dhabi campus, and graduate from the Abu Dhabi campus with a New York University degree. B.A. and B.S. degrees are awarded, with majors in both the liberal arts and sciences – including engineering... NYU Abu Dhabi students are encouraged to spend up to two semesters at any other NYU site, including New York, Shanghai, Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington D.C. In every academic major, special focus is placed on issues of global citizenship (IIE website).

As noted earlier, both programs, like many others, are void of a teacher education program. Most laudable in this NYU venture is their promotion of global citizenship and intercultural education by opening more branch campuses and encouraging their students to spend at least one semester or one year in another branch campus. Although this may be the most expensive model of study abroad, it is the best because students can move to any part of the world to attend NYU and will still graduate with an NYU degree which, of course, is recognized not only in the United States but in almost every country in the world.

### **Benefits of a transnational teacher education model**

The diversity of faculty in a satellite campus is just as important as the diversity of course materials, otherwise the students will be receiving entirely U.S. educational experience abroad. This following section reflects on the three major benefits of a transnational teacher education model which includes curriculum, pedagogy, and faculty.

*Curriculum and pedagogy*

An international branch campus with a teacher education program could provide a “window and mirror curriculum” (Style, 1988) provided the program is designed to attract not only American PSTs, but also PSTs from the host country. Mirror curriculum exposes students to curricular content that reflects students’ culture while window curriculum provides students curricular contents about people and places that they are unfamiliar with. Course content designed to strike a balance between window and mirror curriculum in which there is sufficient curricular content that reflects both the local culture and the main campus core characteristics is a step in the right direction. Local instructors are likely to amass invaluable professional skills that would benefit their current and future students. Local students could be exposed to high-quality education at a more affordable cost as compared to studying in the United States where the tuition and cost of living are higher. A curriculum that reflects the international character of the university would align with the host and home accreditation bodies. It could be meticulously planned by both instructors in the home and host campuses under the auspices of the former to ensure that the home institutional principles are not diluted.

*Instructional Methods*

One of the most challenging aspects of transnational education would lie with the methods of instructional delivery especially if the satellite campus is located in a country where teacher-centered (and not learner-centered) instructional approach is still the dominant form of pedagogy. Home faculty with expertise in pedagogy would need to provide instructional capacity that reflects the main campus institutional vision to ensure learning in all campuses align closely with the standards set by the various accreditation bodies at home and in the host country. U.S. PSTs in a foreign campus would benefit from such pedagogic eclecticism. Eldridge and Cranston (2009) explain some of the pedagogic challenges that beset an Australian satellite campus in Thailand:

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They (Thai students) are not interested in understanding what they need to know to pass, they are interested in the ability to reproduce it in order to pass... Western students will argue about this with you, go off on tangents, and they will argue from varying perspectives and try and make synthesis of various arguments and try and critically analyze or destroy certain academic positions. Thai students are not concerned with that. (p.72)

By working in a classroom in which they are the cultural minority, U.S. PSTs would develop the kind of perspective necessary for thinking differently about cultural norms, power, and language needs in the classroom. Of course, the problems associated with the colonial nature of such teaching experiences remain a problem that can only be assuaged if PSTs work with local teachers and teach local curriculum rather than attempting to import U.S.-centered resources and points of view. Such critical reflection on strategies, resources, curriculum, and hierarchy in the classroom emulates the kind of global competence skills such experiences are designed to develop among PSTs.

### *Faculty composition*

There is a strong need to have an ethnorelative faculty who will foster students' curiosity about the world and its myriad of cultures and different ways of knowing so that U.S. PSTs who complete their coursework at a satellite campus reap more epistemological benefits from that world-class education. It is also vital that PSTs complete courses during their study abroad that will be transferable in most universities across the United States while at the same time expanding their cultural horizons and frames of reference.

### **Limitations to the vision of transnational teacher education**

According to National Council on Teacher Quality (NCTQ) standards, the student teaching experience must last at least ten weeks, during which a minimum of five weeks must be spent at a single local school.

**Table 1. National Council on Teacher Quality (2014)**

STANDARD 1	The student teaching experience, which should last no less than 10 weeks, should require no less than five weeks at a single local school site and represent a full-time commitment.
STANDARD 2	The teacher preparation program must select the cooperating teacher for each student teacher placement.
STANDARD 3	The cooperating teacher candidate must have at least three years of teaching experience
STANDARD 4	The cooperating teacher candidate must have the capacity to have a positive impact on student learning
STANDARD 5	The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively”

Without a strong twinning partnership with a foreign university or a satellite campus abroad, it is difficult for U.S. teacher education programs to fulfill Standards 2 and 5 since it would require time and resources to develop a strong relationship with local cooperating teachers based in the host countries.

Another hurdle to the vision of the study abroad programs is affordability. Students who use federally subsidized and/or unsubsidized loans to pay for their tuition as well as room and board may consider study abroad to be unaffordable. Ungar (2016) recently called for the United States government to pass a legislation similar to National Defense Education Act (NDEA) of 1958 to help fund study abroad programs for low-income students. Although study abroad is increasingly popular in the United States, only 10 percent of U.S. undergraduate students participate (IIE, 2015), with White students constituting a larger share of that 10 percent.

### **Discussion and Conclusion**

Studies conducted about the short- and long-term impact of participating in a sustained study abroad program have shown that former participants of the programs tend to read more

books and newspapers about other countries, understand international problems, open to cultural diversity, and have advanced knowledge-based to tap into as they seek to expand other people's horizons (Cushner, 2007; Zhai, 2000). It is worth reiterating that a study abroad program for PSTs has to be a combination of a minimum semester-long coursework, student teaching, and service learning in a variety of settings which include a higher education institution, a P-12 school, and community service center which provides services to diverse disadvantaged groups.

Just like former Peace Corps volunteers, students with intensive and extensive experience in student-teaching abroad programs are more pedagogically and emotionally prepared to teach in culturally diverse schools in the United States. Exposure to people of different racial, linguistic, cultural, religious, and economic backgrounds helps imbue PSTs with relativistic mindset which is a precursor to vanquishing cultural absolutism in education. Pedagogic practices vary from culture to culture because they tend to mirror the cultural norms of the society at large (Cole, 2008). For example, in the societies where elders are respected unconditionally, teachers are also venerated. Such unconditional respect comes at a pedagogic cost because students out of respect for their teachers may not pose questions that are deemed challenging and critical. In such a context, the teaching philosophy of teachers tends to be a top-down banking concept in which students are viewed as passive recipients and consumers of knowledge while teachers are viewed as the knowledge bankers (Freire, 1970). Given the diverse student population (U.S. Census, 2014), a mastery of different teaching approaches in multiethnic and multilingual societies can translate into culturally responsive teaching practices upon return to U.S. classrooms. The need for teachers from diverse backgrounds, and who have also learned in settings different from the majority white teacher preparation programs that exist in the U.S., is crucial to a more culturally competent teaching force and the creation of more inclusive, globally minded classrooms.

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**The Use of Digital Teaching Materials in the Social Studies**

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*Many countries have invested large amounts of money to equip classrooms with technological devices for enhancing the quality of learning. There is a need for professional development, however, that supports how teachers enhance teaching and learning across the curriculum through technology integration because teachers are the key component of technology integration. This study is a part of a project that supported social studies teachers in the development of digital teaching materials by educating them on how to integrate technology within their teaching. The purpose of the study is to investigate social studies teachers' self-efficacy of digital teaching material usage. The author used a quantitative survey design to examine participants' self-efficacy of digital teaching material usage level. The 154 social studies teachers who participated in the study were selected through a cluster random sampling. Data was collected through the use of a Digital Teaching Material Use Self-Efficacy Scale and findings indicate that social studies teachers' self-efficacy of using social media for educational purposes are high. However, the results showed low self-efficacy for using other digital materials for their instructions such as digital maps, infographics, wikis, and blog pages. Moreover, the self-efficacy of social studies teachers' who took educational technology and material design courses during their undergraduate years was higher than other teachers who did not complete such coursework. Lastly, for those social studies teachers' who attended in-service training related to technology integration, the study found their self-efficacy to be higher than other teachers who did not attend. Based on these findings, this study reveals a need for more integration of technology education within social studies teacher education, rather than through a separate, non-content specific technology course, and more time within professional development for technology integration.*

**Keywords:** professional development, social studies, technology, self-efficacy.

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**Introduction**

Information and communication technologies (ICT) have proved to be transformational tools for teaching and learning, and have become essential to contemporary education.

Considered one of the essential qualifications of being a teacher in the 21<sup>st</sup> century (Mishra & Koehler, 2003), classrooms in developed countries have increased the integration of ICT such as interactive whiteboards, virtual learning environments, and internet applications (Livingstone, 2012). In Turkey, the National Ministry of Education strongly recommends that teachers integrate ICT as a part of their teaching because the use of ICT, in most cases, enhances educational quality (Afshari, Bakar, Luan, & Siraj, 2012; Hattie, 2009; Yu & Prince, 2016). Expeditious

improvements in ICT, and pervasive use during the teaching and learning process, have changed teachers' expectations, especially in the processing of lessons, developing teaching materials, and integration of educational technology in the classroom (Çakır, 2012).

Problems arise, however, when policy makers and school administrators do not provide proper support for professional development of ICT within the teaching and learning process (Garcia & Abrego, 2014; Richardson & McLeod, 2011; Yu & Prince, 2016). Indeed, access to ICT is a crucial first step in ICT integration into teaching and learning. However, it is clear that ICT integration is not synonymous with technology access, or even technology use (Hixon & Buckenmeyer, 2009). Therefore, policymakers, school administrators, teachers, and other stake holders should move the focus beyond the ICT itself, to providing sustained professional development opportunities dedicated to the integration of technology for all teachers (McKnight et al., 2016).

The level of ICT integration is most dependent upon a teacher's comfort level and skill set around technology, as well as positive self-efficacy (Lemon & Garvis, 2016). Several studies reported, however, that teachers do not feel confident or capable of integrating ICT in their teaching (Al-Awidi & Alghazo, 2012; Albion, 2001; Semiz & Ince, 2012). This study aimed to investigate Turkish social studies teachers' self-efficacy of educational technology and digital teaching materials use during teaching-learning process.

### **Social Studies Education in Turkey**

The term "social studies" was first used in Turkey during the 1960's and was concentrated in the elementary school curriculum. During the 1970-1971 academic year, social studies became a part of middle school curriculum and consisted mainly of history, geography, and civic education. In 1985, middle school social studies courses were terminated and converted to discipline based courses entitled "National History," "National Geography," and "Citizenship"

(Çayır & Gürkaynak 2007). Compulsory education increased from five years to eight years for each Turkish citizen in 1998 in an effort to catch up to developed countries and social studies was again part of the middle school curriculum (Açıkalın, 2011). As a result of the 2005 revision of the national social studies curriculum, social studies education has been conceptualized as a space “to provide an opportunity and appropriate environment for individuals to understand and make contributions to themselves, the society in which they live on the basis of their own demands and skills, within the framework of the General Aims of Turkish National Education” (Kılınç, 2014; Safran, 2005). Currently, social studies is one of the mandatory courses in the elementary and middle schools (from 4th grade to 7th grade) in Turkey.

### **Technology Integration in Social Studies Education**

Many countries invested millions of dollars to equip classroom with technological devises (Crompton & Keane, 2012; Dale, 2008). For instance, after the No Child Left Behind Act in 2001, which stated technology as an essential tool of support for teaching and learning the United States, schools have made extensive progress to improve their technological capacity (Culp, Honey & Mandinach, 2005). Based on national data on the availability and use of educational technology in the United States public elementary and secondary schools, the National Center for Educational Statistics’ reported in 2009 that 97% of teachers had one or more computers located in the classroom (Gray, Thomas, & Lewis, 2010). Under an initiative launched by President Barack Obama, the U.S. Department of Education, in collaboration with state and local school boards, intend for 99% of U.S. schools to be connected to the internet by 2018 (Slack, 2013).

Similarly, Turkey has invested more than 3 billion dollars to equip schools with ICT in last two decades. The last nationwide project conducted to equip schools in Turkey with technological devices is known as the “Movement to Increase Opportunities and Improve Technology,” otherwise referred to as the FATİH Project. The National Ministry of Education designed this

project to provide Interactive White Boards, tablet computers, and internet network infrastructure to all schools to increase the use of technology in teaching and learning process. The National Ministry of Education aimed to provide these technological devices and internet services to 40,000 schools and 620,000 classrooms across Turkey (ERG & RTI International, 2013).

As discussed above, equipping classrooms with technological devices is the first step in ICT integration but more is needed to improve teaching and learning with ICT. Studies on ICT integration recommend providing more sustained, high-quality professional development about educational technology (Culp, Honey, & Mandinach, 2005) and collaboration between teachers on using ICT because teachers are the key component of ICT integration. Research has also uncovered that a limitation to ICT integration is convincing teachers that the use of ICT is beneficial to student learning. (Galanouli, Murphy, & Gardner, 2004). Consequently, in-service trainings which aim to support teachers to enhance teaching and learning across the curriculum through ICT integration must include discussions of learning benefits that come with using ICT in the classroom rather than just introducing new tools (BCED, 2002). Further, in-service trainings must focus on content specific strategies for ICT integration rather than general “show-and-tell” type presentations that are designed for all teachers regardless of specialty area (Culp, Honey, & Mandinach, 2005). Targeted and specific strategies for integration in a content area, in the case of this study, social studies, has proved more beneficial to teachers use of ICT than large group presentations that are presented for educators regardless of content area.

There are several digital tools, websites, and programs that provide new instructional opportunities for teachers to enhance their social studies teaching (Hutchison & Colwell, 2016). However, many social studies teachers report that little information about how to use these tools in social studies classrooms or along with required social studies curriculum and content is provided. Most teachers report limited awareness of Internet based instructional tools, with most identifying

social networking sites (Facebook and Twitter), YouTube videos, and Office programs especially Word and PowerPoints as the extent of their technological aptitude.

To address these limitations, the author conducted a nationwide project entitled “The Effects of Technology Supported Social Studies Education Program (TSSSEP) on the level of Social Studies Teachers’ Digital Instructional Materials Development and Educational Technology Using Skills” in Turkey. The main purpose of this project is to guide social studies teachers to develop digital teaching materials by training them on how to use ICT on the process of teaching and learning. This study also aims to increase the level of educational technology usage in the social studies lessons by observing these teachers (participants) how they use digital teaching materials in their lessons after the training. This study is a part of the project which aimed to investigate teachers’ self-efficacy level of digital teaching material usage in social studies teaching.

A robust body of literature exists on ICT integration in education, teachers’ beliefs/attitudes toward ICT integrations, and the use of laptops or tablets in the classroom (Chai & Khine, 2006; Chigona, 2015; Evans, Kılınç, Waxman, & Houston, 2012; Koehler & Mishra, 2009; Molebash, 2002; Lowther, Strahl, Inan, & Ross, 2008; VanFossen & Waterson, 2008; Waxman, Evans, Boriack, & Kılınç, 2013). Similarly, several studies about technology supported education examined teachers’, students, and other stakeholders’ attitudes toward educational technology in Turkey (Kesten, 2010, Kılınç et al., 2016; Kutluca & Ekici, 2010; Yiğit, Çengelci, & Karaduman, 2013). However, there are few studies on how social studies teachers use ICT within classroom activities and the extent to which educators create their own digital teaching materials (Bennet, 2005; Curry & Cherner, 2016; Franklin & Molebash, 2007; VanFossen & Shiveley, 2000). Thus, research on social studies teachers’ self-efficacy of digital teaching



material usage is essential for clarifying how ICT can best be used to aid student learning (Mishra & Koehler, 2003).

### **Self-Efficacy**

The term self-efficacy was introduced by Albert Bandura (1977) who defined it as “people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, 391). In other words, an individual's actions and the degree of success they achieve is related to, but not completely determined by, their sense of efficacy or confidence around a given task. Familiarity with and understanding of the component parts of a task or tool assist in the development of one's self-efficacy, which, for the purpose of this study, was examined in relation to social studies teachers' technology integration.

Self-efficacy is applicable to teachers as well as students within the teaching and learning process since self-efficacy can expand or inhibit the degree to which technology is utilized, and for what purpose, in the classroom. Teachers' self-efficacy has been studied extensively in the last decades in the field of education (Ashton & Webb, 1986; Bailey, 2006; Dunkin & Precians, 2006; Wood, 2011), including several studies that examine teachers' self-efficacy for teaching social studies (Bent, Bakx, & Brok, 2016; Wilson & Tan, 2008). These studies report that teachers whose self-efficacy for technology is low unsurprisingly avoid integrating technologies into their teaching and expend little effort to enrich their lessons by using digital teaching materials. On the other hand, teachers whose self-efficacy is higher tend to integrate technologies into teaching and create several different digital teaching materials to enhance lessons. Thus, this research study was conducted to answer the following questions:

- (1) What are the self-efficacy beliefs of Turkish social studies teachers about digital teaching material usage during teaching-learning process?

- (2) Do social studies teachers' self-efficacy beliefs differ by taking educational technology course during their preservice teacher training years?
- (3) Do social studies teachers' self-efficacy beliefs differ by attending in-service training related to ICT integration?

The study was conducted during a grant supported professional development series for social studies teachers across Turkey funded by the Scientific and Technological Research Council of Turkey (TUBITAK).

### **Research on Technology in the Social Studies**

The author used a quantitative survey design to examine participants' self-efficacy of digital teaching material and the corresponding usage level during social studies instruction. A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population (Creswell, 2009). The primary goal of survey design is to estimate characteristics of a static or dynamic population using data from a sample (Lohr, 2009). The main advantages of survey design are to provide researchers with quick and low cost information of sufficient accuracy for practical purposes (Mahalanobis, 1965). The use of a survey is informative when the data required do not already exist and the research questions are not susceptible to experimental trial for practical reasons such as lack of resources or ethical constraints (Gorard, 2001, p. 80).

### **Participants**

The first step of the cluster random sampling process used to identify participants for this project was determining the geographical areas of interest. Since most participants in the professional development workshops work in schools in Western Turkey, this area of the country became the focus for recruitment. Next, a list of middle schools was used to identify the population and the author randomly selected middle schools to reach social studies teachers in the 2015-2016 academic year. Principals of the selected schools were contacted in order to acquire a current list of the social studies teachers. Using the list of teachers, the project team visited

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selected schools to personally invite social studies teachers while others were contacted via email. A total of 185 surveys were distributed, 155 were returned, and 154 were completed (one teacher completed only the demographic information but not the questions pertaining to technology integration). The demographic information for the survey participants is provided below in Table One.

*Table 1. Demographic Information of the Participants*

Gender	Frequency	Percentage
Female	82	53.2
Male	72	46.8
Total	154	100
<hr/>		
Taking educational technology and material design course	Frequency	Percentage
Yes	86	55.8
No	68	44.2
Total	154	100
<hr/>		
Attending technology related in-service training	Frequency	Percentage
Yes	101	65.6
No	53	34.4
Total	154	100
<hr/>		
Internet access at home	Frequency	Percentage
Yes	137	89
No	17	11
Total	154	100

**Data Collection Tool**

The author used the “Digital Teaching Material Use Self-Efficacy Scale in the Social Studies” to collect data. The survey was developed by the author for the Scientific and Technological Research Council of Turkey (TUBITAK) (a national agency of Turkey) and was designed to collect information from teachers to learn about their current self-evaluation of personal self-efficacy toward the use of digital teaching materials in social studies education.

The author first prepared 23 items for the draft scale, with each question based on a 5 point likert-scale type (Certainly Can Not -1 to Certainly Can -5). The first draft of the scale was revised based on expert opinions obtained from four faculty members (three professors who have Ph.D degree from social studies and one professor who has Ph.D degree from Educational Assessment and Evaluation) and five social studies teachers to provide the logical dimensions of validity (Black & Champion, 1976). The first draft of the scale was revised based on feedback and resulted in a 20-item survey. Table Two below illustrates how construct validity was determined based on the author’s application of exploratory factor analysis, with one item removed because of low factor loading.

**Table 2. Factor Loadings**

Number	Items	Factor Loading
	<i>In Social Studies Teaching</i>	
3	I can create a poster related to social studies by using appropriate program/web sites	.803
16	I can enrich my lessons by using online learning environment (such as Google Classroom, Edmodo, etc.)	.791
7	I can create infographics to increase visuality of topics	.790
10	I can create a digital class newspaper	.776
4	I can create online concept map	.770

17	I can prepare podcast for absent students	.732
6	I can create videos by using photographs	.732
8	I can use virtual museum	.717
5	I can create word clouds	.715
15	I can create online exams to assess my students learning	.709
19	I can use Google Drive in teaching and learning process	.708
11	I can create two dimensional teaching material in digital environment (diagram, work sheet, etc.)	.706
18	I can use Wikis to consolidate social studies topics	.697
2	I can create a Blog page to enrich my course	.664
14	I can choose appropriate program/website to create digital teaching material	.658
9	I can create digital map	.657
1	I can enrich my courses through digital picture books	.481
20	I can use social media for course related announcement	.478
13	I can use social media for educational purposes	.417

Factor 1 accounted for 47.95% of the total variance. In social science this rate is expected to be between 40 and 60 (Hair et al., 2006). The author calculated Cronbach alpha for the internal consistency through SPSS; and it was found .937. According to Kline (2011, p. 70) “generally, reliability coefficients around .90 are considered ‘excellent’, values around .80 are ‘very good,’ and values around .70 are ‘adequate’”. Thus, the internal consistency coefficients of the scale can be considered excellent.

### **Findings**

The following results appeared from the study on the degree to which social studies teachers’ self-efficacy in relation to digital teaching materials and ICT influences usage level in the classroom.

**Item Responses**

**Table 3. Mean and Standard Deviation of Participant Responses for Each Items**

Number	Items	M	Sd
	<i>In Social Studies Teaching</i>		
1	I can enrich my courses through digital picture books	2.68	1.09
2	I can create a blog page to enrich my course	2.79	1.06
3	I can create a poster related to social studies by using appropriate program/web sites	2.27	1.08
4	I can create online concept map	3.33	.89
5	I can create word clouds	2.87	1.06
6	I can create videos by using photographs	3.56	.96
7	I can create infographics to increase visibility of topics	2.51	1.04
8	I can use virtual museum	3.43	.96
9	I can create digital map	2.62	1.03
10	I can create a digital class newspaper	3.46	1.03
11	I can create two dimensional teaching material in digital environment (diagram, work sheet, etc.)	3.31	1.05
12	I can use social media (Facebook and Twitter) for educational purposes	4.00	.86
13	I can choose appropriate program/website to create digital teaching material	3.75	.92
14	I can create online exams to assess my students learning	3.05	1.10
15	I can enrich my lessons by using online learning environment (such as Google Classroom, Edmodo, etc.)	2.77	.96
16	I can prepare podcast for absent students	2.38	.87
17	I can use Wikis to consolidate social studies topics	2.51	.95
18	I can use Google Drive in teaching and learning process	3.06	1.10
19	I can use social media (Facebook and Twitter) for course related announcement	3.62	1.12

Based on the data analyzed in this study, social studies teachers' self-efficacy related to social media use for educational purposes is pretty high. For instance, participants showed high

self-efficacy for using social media for educational purposes: “I can use social media for educational purposes” ( $\bar{x}=4.00$ ), which is the highest mean score of the scale, and “I can use social media for course related announcement” ( $\bar{x}=3.62$ ). Data show that social media is incorporated into social studies education and teachers are using it for educational purposes at a higher rate than other forms of digital technology and ICT.

Social studies teachers showed high self-efficacy for creating videos for their instructions, as evidenced by the responses to the prompt “I can create videos by using photographs” ( $\bar{x}=3.56$ ). On the other hand, participants indicated that they cannot create some digital teaching material for their social studies courses. For instance, “I can create a poster related to social studies by using appropriate program/web sites” ( $\bar{x}=2.27$ ), “I can prepare podcast for absent students” ( $\bar{x}=2.38$ ), “I can use Wikis to consolidate social studies topics” ( $\bar{x}=2.51$ ), “I can create infographics to increase visibility of topics” ( $\bar{x}=2.62$ ), “I can create digital map” ( $\bar{x}=2.86$ ). These results reveal that social studies teachers do not use new digital materials for instruction because they have no learning experiences on how to create these digital teaching materials. It can be asserted that Turkish social studies teachers need technology-based professional development that aims to train them on how to use technology and develop digital teaching materials to enrich their teaching.

### **Taking Educational Technology Course and Self-Efficacy**

According to the demographic information, 86 social studies teachers (55.8%) took educational technology and material design courses while 68 (44.2%) of them did not take any educational technology and material design course during their undergraduate years. An independent sample t-test was conducted to test whether social studies teachers’ self-efficacy beliefs differ by taking educational technology course during their preservice teacher training years. The test was significant ( $t_{(152)} = 3.620$ ,  $p = .000$ ). Social studies teachers’ self-efficacy

beliefs who took educational technology and material design courses during their preservice teacher training years was higher ( $\bar{x}=60.60$ ) than other teachers who did not take the course ( $\bar{x}=54.79$ ). The author also calculated the effect size and found  $d=.59$  and which can be interpreted as moderate (Cohen, 1992).

**Table 4. T-Test Results about Social Studies Teachers' Self-Efficacy By Taking Educational Technology And Teaching Materials Course On College.**

Course	N	$\bar{x}$	Sd	Df	t	p
Yes	86	60.60	10.55	152	3.620	.000
No	68	54.79	8.98			

This t-test illustrates the importance of pre-service teacher education in developing opportunities for aspiring educators to work with relevant technology and develop the necessary skills. In doing so, teachers are more likely to develop positive self-efficacy for using technology as social studies teachers (Lemon & Garvis, 2016). Since, however, the findings show that almost half of the participants did not take any educational technology course during their pre-service years, increased availability of professional development that focuses on ICT integration to increase their positive self-efficacy is necessary.

### **In-service Training and Self-Efficacy**

The findings show that 101 social studies teachers (65.6%) attended in-service training related to ICT integration while 53 (34.4%) of them have not had such opportunity. An independent sample t-test was conducted to test whether teachers' self-efficacy beliefs differ by attending in-service training related to ICT integration. The test was significant ( $t_{(152)} = 2.415$ ,  $p = .017$ ). Social studies teachers' self-efficacy who attended in-service training related to ICT integration was higher ( $\bar{x}=59.46$ ), than other teachers who did not attend ( $\bar{x}=55.32$ ). The author



also calculated the effect size and found  $d=.38$  and which can be interpreted as moderate (Cohen, 1992). This finding expressed that the need for PDs which aim to improve teachers' ICT integration skills because teachers are always the centerpiece of educational change.

**Table 5. T-Test Results about Social Studies Teachers' Self-Efficacy by Attending In-service Training Related to Technology Integration.**

In-service Training	N	$\bar{x}$	Sd	Df	t	p
Yes	101	59.46	8.92	152	2.415	.017
No	53	55.32	12.08			

### **Conclusion and Recommendations**

The results of the study indicated that social studies teachers' self-efficacy level of using social media (Facebook and Twitter) for educational purposes was high. The findings revealed that teachers use social media frequently, but this is often limited to posting an announcement about the course. The findings cast doubts on the claims made in several research that indicate teachers use social media for making new connections, collaboration or research instead of adopt it for teaching (Brown, 2012; Greenhow & Gleason, 2014; Manca & Ranieri, 2016). Social media use for educational purposes was high among Turkish social studies teachers because almost 90% of the participants have internet access at their home and schools. Also they have internet access through their phones and almost all of them use Facebook and/or Twitter for personal as well as professional reasons. Even though social media has both advantages and disadvantages for students, teachers have to take on the shared responsibility of properly educating students in regard to online attitudes and behaviors.

On the other hand, participants showed low self-efficacy to integrate Wikis, blogs, infographics, and posters into their teaching. Wikis, as interactive and collaborative tools, increase student engagement in the course and their collaboration with peers (Ionnau-Georgiou, 2005).

Turkish social studies teachers have low self-efficacy because they do not know how to create a Wiki or edit, with many reporting that they did not learn about Wikis while they were pre-service teachers. Consequently, professional development that emphasizes how to integrate collaborative tools, rather than social media platforms and other online tools that limit technology use to consuming, rather than creating information, is recommended.

The findings of the research also revealed that in-service training and taking educational technology and material design courses during undergraduate years have a direct impact on social studies teachers' self-efficacy of using digital teaching materials in the classroom. Social studies teachers who took educational technology and material design courses during their undergraduate years have a higher level of self-efficacy than others who did not. Similarly, social studies teachers who attend in-service trainings related to technology integration have high level of self-efficacy than others who did not attend. Even though this study was conducted in Turkey, it informs professional development work in the U.S. since similar limitations around self-efficacy related to ICT in pre-service teacher education have been found (Lemon & Garvis, 2016). PD trainings that provide models for social studies teachers and encourage them to enrich their lessons with infographics, digital maps, wikis, social networking, and more increase the likelihood that teachers will use these tools with students as part of twenty-first century digital literacy education.

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**Communicating Conclusions and Taking Informed Action  
through Multimodal Texts: Practical Tools for Dimension Four of C3 Inquiries**

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*This article illustrates how multimodal texts and activities can help social studies educators support dimension four of the C3 framework: communicating conclusions and taking informed action. The potential uses of VoiceThread, Creative Book Builder and Glogster are reviewed, and an example inquiry using each application is provided to illustrate how social studies students can communicate important ideas and make an impact on their communities through creating and sharing multimodal texts with their peers and the public at large. The authors also share helpful information for evaluating literacy skill development by connecting the example activities to the English Language Arts Common Core State Standards, and they provide additional considerations for engaging students in multimodal texts and publishing their work to larger communities.*

**Keywords:** C3 framework, educational technology, multimodality, social studies

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**Introduction**

The skills and experiences necessary for success in College, Career, and Civic Life are constantly evolving. Most social studies professionals in today's technology-dependent world would agree that, "in order to be effective participants in today's society, young people need to become capable and competent users of both print and other forms of meaning enabled by new technologies" (Kalantzis, Cope, and Cloonan, 2010, pp. 61-62). Dimension Four of the C3 Framework requires students to use such skills to communicate conclusions and take informed civic action with the new understandings they have constructed during C3 inquiries. While the value of civic action in social studies education is well-documented (Center for Information and Research on Civic Learning and Engagement, 2013), and the importance of Dimension Four in meeting the characteristics of powerful social studies (NCSS, 2008) cannot be understated, the various avenues for using literacy skills to communicate conclusions and take informed action are sometimes ignored in classrooms. These are important issues as notions of literacy skills are

expanding, and the creation of new technologies and digital experiences leads to the development of “new literacies” (Coiro, Knobel, Lankshear, & Leu, 2008; Lankshear & Knobel, 2011).

Dimension Four of the C3 offers teachers a valuable opportunity to engage students in authentic, meaningful experience with multimodal texts in the classroom.

Multimodal texts include a variety of modes of communication, including various combinations of written text, oral language, images, videos, and more. It is valuable to recognize that there is not a singular literacy (often thought of as the ability to read and write), but instead multiple literacies (or multiliteracies), in which people communicate and make meaning through the production and interpretation of a variety of multimodal symbols (Kalantzis, Cope, & Cloonan, 2010). Blogs, Facebook, YouTube, and other online venues empower young people to communicate and express themselves in valuable ways, and Dimension Four of the C3 framework highlights the value of helping students engage in conscious and thoughtful civic participation that is meaningful to them and can impact their own community (see Table 1 for examples). This article illustrates how social studies teachers can help their students create multimodal texts that prepare them for college, career, and civic life success. This is important work because today, success in College, Career and Civic Life relies on the ability to both read and produce multimodal texts that include written language, oral language, images, video, and more.

### **C3 Inquiries using Multimodal Text Creation Tools**

Social studies teachers can use a variety of applications and websites to help their students develop creative and engaging multimodal texts, including PowerPoints, Prezis, blogs, graphical blogs (glogs), and YouTube videos as well as digital book creation applications such as Creative Book Builder and iBooks Author. This section will provide an overview of three example inquiries for middle school students and three corresponding digital applications that can serve as venues for Dimension 4 projects.

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**Table 1. Examples of C3 Framework Inquiries Supported by Multimodal Activities**

Dimension 1 Compelling Question	Dimension 2 Disciplinary Concepts and Tools	Dimension 2 C3 Standard	Dimension 3 Resources to Analyze and Evaluate	Dimension 4 Web 2.0 Tool to Communicate Conclusions and Take Informed Action
6 <sup>th</sup> -8 <sup>th</sup> grade Inquiry:  How can we improve our Carbon Footprint?	<b>Geography:</b>  Human Environmental Interaction  Maps	C3 Table 17:  <i>D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</i>	Interactive Maps on Carbon Emissions and the Changing Artic on National Geographic <a href="http://environment.nationalgeographic.com/environment/energy/great-energy-challenge/global-footprints/">http://environment.nationalgeographic.com/environment/energy/great-energy-challenge/global-footprints/</a>  Carbon Footprint Calculator for Kids <a href="http://meetthegreens.pbskids.org/features/carbon-calculator.html">http://meetthegreens.pbskids.org/features/carbon-calculator.html</a>	<b>Glogster:</b> Raise Awareness of Climate Change
6-8 <sup>th</sup> grade Inquiry:  How can we stop texting and driving?	<b>Economics:</b>  Economic Decision-Making  Statistics  <b>Civics:</b>  Processes, Rules and Laws	C3 Table 12:  <i>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</i>  <i>D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</i>  <i>D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</i>	Statistics and Graphs on Various public safety issues. For example statistics and graphs on texting while driving from the CDC: <a href="http://www.cdc.gov/features/dsdistracteddriving/">http://www.cdc.gov/features/dsdistracteddriving/</a>  Various state laws on phone use and driving: <a href="http://www.ncsl.org/research/transportation/cellular-phone-use-and-texting-while-driving-laws.aspx">http://www.ncsl.org/research/transportation/cellular-phone-use-and-texting-while-driving-laws.aspx</a>	<b>VoiceThread:</b> Create a public service announcement about the dangers of texting while driving or recommending a change in phone usage laws.
6 <sup>th</sup> -8 <sup>th</sup> grade Inquiry:  How do court decisions affect our rights as students?	<b>Civics:</b>  Civic and Political Institutions  <b>History:</b> Time, Continuity and Change Primary and	C3 Table 9:  <i>D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.</i>  Table 20: <i>D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity</i>	<b>Primary Sources:</b> Excerpts from the Majority and Dissenting Opinions in: - Tinker v. Des Moines Independent School District (1969) - New Jersey v. T.L.O. (1985) - Santa Fe Independent School District v. Jane Doe (2000) - Hazelwood School District v. Kuhlmeier (1988) - Plyler v. Doe (1982)  <b>Secondary Sources:</b> - <i>We the Students</i> by Jamin B. Raskin - <i>Teens on Trial</i> by Thomas A. Jacobs	<b>Creative Book Builder:</b> Create a digital book exploring the role of case law in students' rights

**Glogster and Environmental Conservation: How can we improve our carbon footprint?**

Glogster is a website and application that allows anyone to easily create and share interactive multimodal posters and texts. (Note: Glogster varies by pricing, and a free trial is available.) These digital posters can include written text, still images, videos, and audio that allow users to create and read engaging texts. The posters are interactive and allow users to explore different components (e.g., images, hyperlinks, videos, verbal explanations, etc.) in their preferred order. These multimodal interactive texts can draw students in and can convey information that written documents cannot, providing a unique opportunity for students to create, learn, and construct new understandings through advocacy.

For example, students could use Glogster to show that they have inquired deeply into questions related to environmental concerns (see Figure 1 an example poster; note: all of the example figures in this article were created by the authors to illustrate potential for classroom use). Through applying the geographical concept of human-environmental interaction (C3, Table 1), students could inquire into their own and others' part in environmental conservation and investigate viable ways to decrease environmental damage. After evaluating various resources (see Table 1 for ideas), students could communicate their conclusions through creating and sharing posters on Glogster, and easily share their products beyond the classroom. Students can use the "Share Glog" function to publish their work publically and share through social media including Facebook, Twitter, and Google+, which offers opportunities for students to convey their work to a wide audience. If students or teachers prefer to share with a limited audience, such as their classroom, school, or district, they can designate their work as a private Glog, which can only be viewed by those who know the specific web address. The multimodal capabilities of Glogster include many opportunities to show a deep understanding of this inquiry question, including:

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- Writing an overview of important issues related to climate change and environmental degradation using evidence from a variety of sources to support their claims.
- Inserting images of polluted environments that show multiple and global perspectives.
- Integrating maps and students' analyses of how the maps help them investigate their research question.
- Incorporating or making videos that illustrates the student's position on the research question.
- Hyperlinking websites where people can donate, volunteer, and raise awareness of programs and movements that seek to address environmental deterioration.
- Taking informed action by publishing their work online.

***Figure 1. Glogster Creation on Climate Change***



**VoiceThread and Public Service Announcements: How can we stop texting and driving?**

VoiceThread is a website in which users can create and share interactive presentations. (Note: You can create a free account which provides access to the product with limited functionality, or educators, schools, and districts can purchase licenses that have increased functionality.) Users create slides that can include written language, images, videos, and audio that convey important information about any topic. These presentations can easily be shared and distributed over the internet, granting access to specific individuals, a group of people, or the whole world wide web. Additionally, the audience can contribute their own ideas to these presentations by providing written and verbal audio-recorded comments. Thus, VoiceThreads allow authors and audience members to collaborate and have discussions on the topic at hand. This multimodal tool provides great opportunities for creativity and sharing one's ideas.

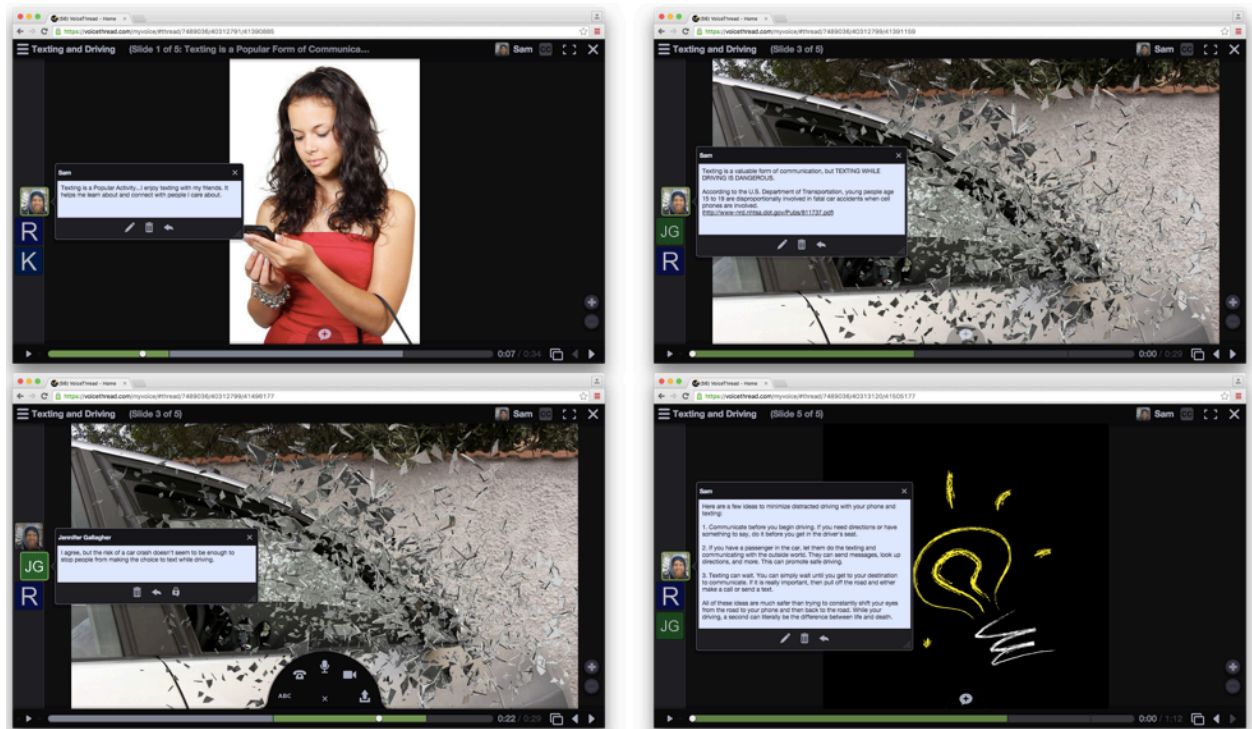
Given the ease of creating and spreading valuable messages online through VoiceThread, it is a great application for producing public service announcements, which provide students an opportunity for civic engagement and raising awareness of important issues (see Figure 2 for example slides). While there are countless inquiries in which VoiceThread could prove valuable, we can imagine students creating a public service announcement after inquiring into the safety issue of texting and driving. Example supporting questions for this inquiry might explore why teenagers text and drive or laws about phone usage while driving. Students could apply the disciplinary concept of economic decision making (C3 Table 12) to investigate the incentive structure that the decision makers navigate and also the effectiveness of various state laws regarding the issue. Ultimately, the students could then investigate how to help their community make safer choices. After analyzing resources regarding multiple perspectives of their safety issue, teachers could help students brainstorm topics and create public service announcements on

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VoiceThread, which allows students to show a deep understanding of this inquiry question by providing opportunities to:

- Contemplate the incentives that decision makers consider when making safe and unsafe choices in written or verbal form.
- Take a stance on a proposed change to phone usage while driving laws.
- Synthesize main findings in both written and visual form.
- Include graphs and images that illustrate their position on the safety issue
- Write or record audio anecdotes about their own personal experiences with the safety issues.
- Incorporate videos and/or links to groups raising awareness of issue.
- Publish their work online and post links to Facebook, Twitter, or their own blogs.

Figure 2. VoiceThread Creation on Texting and Driving





**Creative Book Builder and Student Rights Advocacy: What effect does contemporary case law have on my life as a student?**

Creative Book Builder for iOS allows users to develop creative and professional digital books. (Note: Creative Book Builder is available on iOS products for \$3.99 per license.) These digital books can incorporate a variety of combinations of communicative media including written language, verbal audio, pictures, graphs, videos and hyperlinks. All of this information can be presented and organized in Creative Book Builder through the use of chapters along with a table of contents, glossary, and footnotes. One of this application's biggest strengths is its flexibility to produce a variety of digital multimodal books based on the desires of the author, available resources, and the topic of focus. Finally, these digital books can be published in a variety of formats including EPUB, HTML5, and PDF, which allows creators to preserve and share their books as they choose.

Like many multimodal text creation tools, Creative Book Builder can be used for Dimension Four of many different C3 Inquiries, but our example uses the inquiry of "How do court decisions affect my life as a student?" (see Figure 3 for example). Many middle school students remain unaware of the rights they have as students and teenagers. A careful examination of majority and minority opinions of landmark decisions, such as *Tinker v. Des Moines*, *New Jersey v. T.L.O.*, and *Hazelwood School District v. Kuhlmeier*, can help them to understand the court's influence on their own lives. Creative Book Builder could then be used as a tool for them to communicate their findings about student rights. Their books could also be published online. They may also choose to share their books with other students, schools, and districts to inform various stakeholders about student rights, which can lead to valuable discussion, and even result in change through influencing student, faculty, and administration's awareness and behaviors related to students' rights. This would be an excellent example of students' conclusions enabling them to



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take informed action on school issues that matter to them. Creative Book Builder allows students to communicate conclusions gained through a deep investigation into this inquiry question by providing opportunities to:

- Organize main ideas regarding student rights into chapters
- Include images and hyperlinks that provide examples of circumstances that involve student rights.
- Cite evidence from primary sources, such as majority opinions, using footnotes and reference pages.
- Provide evidence of the students' conclusions by hyperlinking historical and contemporary sources.

**Figure 3. Creative Book Builder and Case Law**


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TOC

### Chapter 1: An Overview Of Student Rights

[NY Times Article: Supreme Court Cases Every Teen Should Know](#)



during the 20th and 21st century on the constitutional rights of school students. The following chapters are organized by the various types of these rights the high court has ruled on. Each chapter summarizes what the court has found and cites relevant cases.

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#### An Overview Of Student Rights According To The Supreme Court

While high school students, often under the authority of parents and school officials, may not feel like they have many constitutional rights, they actually do. The Supreme Court has ruled many times

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**Evaluating Evidence of Student Literacy Skill Development**

While the examples above illustrate how these tools can be used to promote student engagement and learning in social studies, multimodal activities, such as the ones presented in this article, also represent valuable literacy practices that align with the English Language Arts (ELA) Common Core Standards, which may be helpful for teachers during assignment evaluation. These standards illustrate the importance of creating critical and informative texts, using multimedia to support comprehension, and using technology to support the production and distribution of writing (corestandards.org). These standards highlight the importance of supporting students' development of "new literacies" skills that emerge from new technologies and digital multimodal experiences (Coiro, Knobel, Lankshear, & Leu, 2008; Lankshear & Knobel, 2011). Furthermore, the ELA Common Core Standards highlight the value using questions to guide research while gathering multiple credible sources and disseminating one's work, which aligns with the C3 Framework's goals of developing questions, locating relevant evidence, and communicating conclusions. During curricular planning, social studies teachers can refer to these standards to help students focus their efforts on valuable skills and processes, and during evaluation, these standards can help teachers determine the quality of student work and which standards have been met through the activity.

**Additional Considerations**

While multimodal activities can promote student engagement and learning, there are issues that teachers should consider before integrating activities such as the ones presented in this article. For example, given the existence of copyright laws, it is important for teachers to inform students of the purpose and importance of copyright laws when creating texts that incorporate text, images, and other forms of information from the internet. Similarly, this also presents an opportunity for teachers to address how to cite sources properly and avoid plagiarism.

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Another important issue relates to publishing student work online. Teachers may prefer to have students publish their work so that it is only available to a particular group, such as a class, school, or district, which would enable students to learn and share without publishing their work for the entire internet to see. Alternatively, students could publish openly online, but perhaps they use pseudonyms or initials, so they can share more broadly but still maintain some privacy.

Finally, multimodal activities and tools, just like any other educational approach, can be incorporated effectively or poorly. Thus, it is important for teachers to identify specific learning goals, integrate appropriate scaffolded instruction, and evaluate student participation and learning. Some students may create compelling arguments with multimodal tools, while others may simply integrate a few graphics and videos without creating a convincing and whole argument. So, modeling such differences and encouraging deep thought and coherent argumentation is an important task for teachers facilitating and evaluating such activities.

### **Conclusion**

Social studies teachers have long found that engaging projects are effective learning experiences for their students. Engaging projects have an important role in C3 inquiries as well; they are opportunities for students to take informed action with new knowledge they have constructed through their inquiries. Multimodal texts can enhance and promote learning of Dimension Four skills by engaging students in literacy skills that are necessary to participate in 21st century public discourse. The applications highlighted above, and others, can provide students an opportunity to build their multimodal and new literacies skills. Such applications also allow teachers to evaluate their students' development of important social studies concepts in response to salient civic issues in a real world application.

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**Water Rights in India: Effects of Colonialism on Strategies of Resistance**

Abagael Shrader, University of Iowa

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*This lesson sequence will focus on the role of India as colonized and colonizer and its relationship with water. Students will be asked to consider gender, religion, race and privilege in their research and discussions. Modeling from the C3 Framework's progression, students will begin by developing questions about what they have learned, what they still want to learn surrounding South Asia, water, and environmental issues. These questions will guide group-making for future discussions, which will apply what they have learned to the specific case of the Tipaimukh Dam between India and Bangladesh. Using primary and secondary sources, students will explore environmental issues and environmental resistance and justice worldwide. Finally, students will examine where local water comes from and how water access differs across our local area. Students will work collaboratively to create a hypothesis connecting water sources, water costs, access to water, and racial/economic/gender differences. This final lesson will bring the global local, and allow students to compare and contrast global, local and personal issues while examining a potentially personal and incredibly political resource.*

**Keywords:** C3 inquiry arc, colonialism, global education, land rights.

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## **Introduction**

This lesson sequence focuses on the global implications of water access and how resistance to social injustices perpetrated around water and land rights is relevant to the local lives of students. Water policy and water rights affects everyone, as the natural resource is part of our everyday lives. Water crosses borders, literally and figuratively, and has become a constant struggle for countries and other nations that share resources. Issues like the [Tipaimukh Dam](#) and other hydroelectric dams in that region could seem irrelevant to students in Iowa. However, there are similarities between the displaced indigenous populations, the disproportionately affected poor women and children, the resulting loss of biodiversity for these communities, and the high water costs in poorer communities, unclean water in minority communities, and loss of biodiversity for our own communities. This global issue is local, as we have witnessed public health concerns and

access to clean water denied to residents in Flint, in Chicago, in Detroit, at Standing Rock, and in [Des Moines](#).

In line with the objectives and intended outcomes of global education, this sequence seeks to open students' minds to the struggles and acts of resistance by people around the world, and why their needs are relevant to our interconnectedness and interdependence. The lessons ask students to consider who is missing from the narrative in textbooks, in classroom discussions, and in the formation of policies worldwide when it comes to determining the extent of equal rights to water. In the interest of tolerance, equality, social justice, and citizenship education, lessons focus on people of different backgrounds and the actions they take to resist colonial power dynamics that continue to perpetuate inequity around the world. The sequence culminates with a project that encourages students to teach their community about what they have learned.

### **Conceptual Framework**

Along with global education, Freire's (2000) theory of "banking" guided the design of this lesson sequence. Critical pedagogy helped me build my lesson sequence on analyzing the deep-rooted oppression that colonialism still has today and how I can teach that to my students. As a result, students will not only develop a deeper understanding of colonialism in India or of the issues occurring with water in that region, but rather an understanding of how history affects the current situations around water access and resistance movements in multiple places. Water is vital to those resisting the Tipaimukh Dam and the maintenance of their cultural traditions. By the conclusion of the lesson sequence, students not only understand how and why water issues in India are relevant to them, but their engagement with Story Maps, data analysis, and perspectives drawn from multiple sides of the issue teach multiple forms of literacy development under global education.

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The combination of inquiry-based learning and student-centered technology brings together two forms of literacy education that are essential to twenty-first century learning. The final lesson introduces Esri, a software program rooted in GIS (geographic information system), which acts as a database of maps created from datasets around the world. Students can create their own maps from datasets they have collected, or can utilize others. The final project requires that students design an interactive Story Map which overlays maps with background information, policy explanations, photos, videos, and more. In the interest of social justice within global education, the Esri Story Maps offer a way of “engaging members to make and share creative products and practices that matter to them, supported by informal mentorship” (Ito et al., 2014, p. 11). If the content is not of interest to the students for displaying active citizenship, the skills we are building with the use of GIS and Esri can better prepare them for using it in the future with other subjects they become passionate about.

The lesson sequence can be accessed at: <http://abagaelshrader.wixsite.com/mysite>

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