

# UNDERSTANDING CULTURAL DIFFERENCES IN CLASSROOM PRACTICES: STUDENT TEACHERS' EXPERIENCES ABROAD

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## *A POSTER PRESENTATION*

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### **ABSTRACT**

Teacher education as well as teachers' professional development must be transformed to help educators develop cross-cultural competence that prepares them and their students for our globalized society and enables sustainable connections between educators and their students. This study examines the effect of observing and reflecting on the practices of teachers and schools in other countries. Can such observation and reflection help develop pre-service and practicing teachers' cultural competence? This project examines what study abroad participants can learn about a host country's educational system during a ten day trip. Data has been collected in Costa Rica, Hong Kong/Macau, and Spain with a goal of eventually incorporating other partner locations including mainland China, Ecuador, France, Greece, Indonesia, Ireland, Italy, Jordan, Namibia, New Zealand, Singapore, and Tanzania. Methods include interviews, video observations, field notes, and questionnaires. Findings show students have high engagement with classroom space management, special education, and teacher and administration practices. Low engagement is shown with cultural/diversity issues and religion. Future research will focus on video observations and reflections during post-program video-cued interviews.

### **SELECT REFERENCES**

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