



American Educational Research Association

Welcome: Lin Lin

Division K-Teaching and Teacher Education -> Section 6: Multicultural Education/Social Justice Frameworks in Use in Preservice Teacher Education, Professional Development, and Pre-K-12 Classrooms -> Paper -> An Ethnographic Examination of Perspective Consciousness and Intercultural Competence within an International Student-Teaching Experience

[Review Menu](#) | [Main Menu](#) | [Logout](#) | [Help](#)
[Download Paper/Proposal](#)

Review Form

An Ethnographic Examination of Perspective Consciousness and Intercultural Competence within an International Student-Teaching Experience (*Paper*)

Assigned Date: 2008-08-11

Due Date: 2008-09-01

Please completely fill out the form below. The required criteria to complete are indicated with an asterisk *. **WARNING: Your session will timeout after 30 minutes of inactivity.** This means if you remain on this page for 30 minutes your session will expire. If you are interrupted while working on your review, or cannot not finish your review in one sitting you may save your work and return to finish your review at a later time by checking the "Save Work and Finish Later" box at the bottom of the form. Then click the "Accept Continue" button. After you complete your review, check the "Submit Completed Review" box and then click the "Accept Continue" button.

You may not edit your review after you mark it as completed.

Paper Abstract

This presentation describes an ethnographic study that examined the impact of an international student-teaching abroad experience on the way white, Midwestern pre-service teachers think about and plan to teach about the world. As a participant-observer the author followed seven teachers during nine weeks in Kenya, East Africa. Participants' narratives of critical moments in the experiences demonstrate that although individuals actively construct perspectives when encountering new information they are also impacted by systems of power and oppression. These narratives indicate the potential for incorporating new global and multicultural content, issues, and perspectives in K-12 classrooms. At the end of this research, the author suggests areas teacher educators should address when promoting a more inclusive, and less ethnocentric, view of the world.

Review Form

Criteria

*Significance of Problem/Topic/ Issues

*Theoretical Framework

*Mode of Inquiry

*Use of Supporting Evidence

*Depth of Analysis and Significance of Findings

*Quality of Writing/Organization

*Contribution to Education/ Educational Research

*Connection to Program Theme and/ or Division K
 Program Theme: Disciplined Inquiry: Education Research in the Circle of Knowledge

Division K: Teachers and Teacher Education

*Focus on Diversity

Scale

Scale Value Name

Min: 4 1: Insignificant/ Unclear
 Max: 5 5: Critically Significant/ Clear

Scale Value Name

Min: 4 1: Not Articulated/ Under Developed
 Max: 5 5: Well Articulated/ Well Developed

Scale Value Name

Min: 4 1: Not Described/ Explained
 Max: 5 5: Well Described/ Explained

Scale Value Name

Min: 5 1: Weak Use of Supporting Evidence
 Max: 5 5: Strong Use of Supporting Evidence

Scale Value Name

Min: 4 1: Insignificant Analysis/ Findings
 Max: 5 5: Significant Analysis/ Findings

Scale Value Name

Min: 4 1: Unclear/Unorganized
 Max: 5 5: Clear/ Well Organized

Scale Value Name

Min: 4 1: Routine
 Max: 5 5: Innovative/ Original

Scale Value Name

Min: 5 1: Minimal Connection
 Max: 5 5: Significant Connection

Scale Value Name

Min: 4 1: No Attention Paid to Issues of Diversity
 Max: 5 5: Strong Attention Paid to Issues of Diversity

Scale Value Name

***Use of Research/ Literature**

Min: 4 1: Insufficient/ Irrelevant
Max: 5 5: Effective/ Supportive

Teacher Participation

This is not required criteria. If the project indicates collaboration with teachers, rate this criterion.

Scale Value Name
Min: 1 1: Low Teacher Involvement
Max: 5 5: High Teacher Involvement

*** Comments to the Program Chair**

This field is mandatory you must comment.

The paper has great significance to teacher education and has used supporting evidence for its analysis of the findings. Using interdisciplinary methods, the author of this paper presented a research that should be duplicated by many researchers in teacher education. This paper clearly articulates its theoretical framework and highlights the importance of preparing teacher candidates to

*** Comments to the Author/Submitter**

This field is mandatory you must comment.

Bringing teacher candidates out of their comfort zone to an international teaching setting has been proven to be a perspective-changing experience. While many teacher education programs have challenges to establish student teaching in foreign countries, I applaud your efforts in doing research in this field.

***Reviewer Recommendation**

☒ **Accept**

☐ **Reject**

☐ **Save Work and Finish Later**

☒ **Submit Completed Review**

Accept and Continue

©2008 All Academic, Inc.