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HOW PRESERVICE TEACHERS EXPERIENCE BECOMING INTERNATIONALLY MINDED THROUGH PRIMARY YEARS PROGRAMME CERTIFICATION
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Co-Director of Dissertation: Martha Lash, Ph.D.
Co-Director of Dissertation: Gumiko Monobe, Ph.D.

The purpose of this mixed method study was to understand how preservice teachers experienced becoming internationally minded at the Midwestern public university where they were enrolled in an early childhood education program in which Primary Years Programme (PYP) certification was embedded. Findings show that the PYP elements in the early childhood education courses provided the participants with a framework for understanding and defining *international mindedness* as shown in their use of the PYP learner profile attributes in explaining international mindedness and its importance in their teaching practice. The frequency and intensity of the PYP field and student teaching experiences varied among the participants, and no single combination had a greater influence than another on their interest in teaching in a PYP school or on their perceived growth in international mindedness. Two areas emerged as influential in their journey. First, predisposition played an important role as a starting point for the participants' journeys toward international mindedness. Second, intercultural relationships emerged as strongly influencing the level of intercultural competence of the participants and the value they placed on international mindedness in their practice. Those who developed close intercultural relationships before or during this study saw the

extent of the benefits of teaching international mindedness to students beyond the confines of the classroom with the aim of nurturing global citizenship. Although this study provides insights into designing or improving a PYP certification program at a university when the aim is to create international mindedness, much remains to be learned.