

SOURCE 6

The article “Cross-cultural experience in preservice teacher education” examines the international student teaching program conducted in the United States with Turkish student teachers. Mehmet Sahin, the author, participated in the program as a graduate assistant coordinating the student teachers two years prior to writing this piece. Twenty-six student teachers and thirteen mentor teachers participated in the annual eight-week sessions. The internship study took place over the course of three years, this research focuses solely on the final year’s results in 2007. In the introduction, the author adds emphasis to Americans needing better cultural awareness, the United States’ size and geographic placement limits its citizens to much less frequent international travel compared to countries in the EU. The article addresses the concern for the future as well, and Sahin answers with the idea of a stronger global education system. The main purpose of the internship program was to promote cultural, personal and professional development in the student teachers by working in a culturally different classroom. The author conducted interviews with the student teachers, and the mentor teachers and student teachers filled out surveys to capture the improvement of multi-cultural awareness, open-minded and empathetic understanding of other cultures without preconceived notions, self-development and personal growth, and the ability to work with differing perspectives. It is clearly evident throughout the responses the positive impact the program had on the student-teachers, mentor-teachers, and students. The firsthand accounts from three of the student teachers are added in to share their personal experience over the course of the eight weeks, and the responses are almost entirely positive. The student-teachers recall sharing in-depth knowledge of their own culture as well as learning and being integrated into the American culture and how the relationship with their class helped them understand the culture more. Almost all responses affirmed the hypotheses of improved multicultural awareness and self-development, and it is quite clear from the results of the studies that the program’s intentions and goals were accurately met and internship is beneficial to teaching preservice teachers the cultural awareness and open-mindedness that is necessary for the moral venture of teaching.

Mehmet Sahin’s article shares an in-depth view and analysis of the successful international internship that Turkish student-teachers were able to participate in. The paper focuses on the three-year program that proved to be successful in strengthening cultural awareness, personal development, and empathetic thoughtfulness in the student teachers. Other articles inform me of the discrimination and systemic racism that occurs in children’s classrooms, and others discuss the failed programs that had positive intentions. This article answers one of my main questions I am asking in my research: What changes are individual schools implementing into their curriculum that have an actual effect? The paper’s role in my canon is to share the positive outcome from the Turkish program that prepares preservice teachers to be accommodating, and open-minded to the countless perspectives our contemporary world is seen through. It is noted multiple times in the paper that an important finding from this study is how much self-development and self-confidence the student teachers gained which can contribute to the open-mindedness. Bias and discrimination can be caused by a lack of understanding, as a young adult becomes more aware of who they are and their position in the world they can move on from the ignorance that resulted in the close-minded attitude. The outcome of the internship proves that working with outside cultures is a beneficial way to strengthen a person’s cultural sensitivity and self-development.