
DEVELOPMENT OF A RUBRIC ON THE INTERNATIONALIZATION OF TEACHER EDUCATION INSTITUTIONS IN THE PHILIPPINES AND BEYOND

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ABSTRACT

This study developed and validated an instrument to measure the level of internationalization of Teacher Education Institutions (TEIs) in the Philippines and beyond. It was anchored on a research commissioned by the Commission on Higher Education (CHED) to Padama, E. et al. (2010) which developed a conceptual framework in internationalizing private HEIs in the Philippines.

The research established the content validity and the intra-rater and inter-rater reliability of a 4-point scale rubric covering four (4) domains, nine (9) dimensions, and fifty-four essential indicators in internationalizing TEIs in the Philippines and even beyond its borders. The rubric provides a concrete assessment tool that can help TEIs particularly in the Philippines to gauge their level of internationalization, therefore, to serve as basis in improving their programs and processes to be at par with international standards.

Keywords: *rubric, internationalization, teacher education institution*

INTRODUCTION

The fast-paced technological environment inevitably renders nations interrelated and connected in a global village. People, societies, and institutions including those of higher education institutions are challenged to respond to the demands of globalization through various means, one of which is internationalization.

The need to integrate an international dimension into higher education cannot be underestimated. Aigner, *et al.* (1992) outline three major reasons for the internationalization of higher education: 1) interest in international security; 2) maintenance of economic competitiveness; and 3) fostering a human understanding across nations. These are not the exclusive

reasons for internationalization, but serve as input in trying to grasp the felt need for internationalizing higher education institutions (HEIs).

Similarly, Scott (1992, cited in Qiang, 2003) identified seven reasons for global education, namely: 1) economic competitiveness; 2) environmental interdependence; 3) increasing ethnic and religious diversity of local communities; 4) the reality that many citizens work for many foreign – owned firms; 5) the influence of international trade on small business; 6) the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups from their own; and 7) national security and peaceful relations expected between nations.

Warner (1992, cited in Qiang, 2003) also examines the various reasons for the internationalization of different universities. He proposes three different models in the internationalization of a university, namely: competitive model; liberal model; and the social transformation model. In the **competitive model**, introducing international content into curricula and other elements of campus life is chiefly a means to make students, the institution, and the country more competitive in the global economic marketplace. In the **liberal model**, the primary goal of internationalization is self-development in a changing world and/or global education for human relation and citizenship. Whereas in the **social transformation model**, the most important goal of internationalization is to give students a deeper awareness of international and intercultural issues related to equity and justice, and equip them with the tools to work actively and critically towards social transformation.

Many studies on internationalizing HEIs point to the need for a gauge, a benchmark, or a rubric for evaluating institutions aiming for international status. Various accrediting agencies have also developed instruments for evaluating schools; however, no rubric has ever been produced for such purposes. Thus, aware of the resounding imperative for internationalization, this paper aimed to develop a valid and reliable rubric useful to teacher education institutions (TEIs) in the Philippines and abroad to identify key areas that need improvement for an institution to reach a level of internationalization. In particular, the researchers sought answers to the following questions: 1) What are the dimensions and indicators of an internationalized teacher education institution?; 2) How valid is the rubric in determining the level of internationalization of teacher education institutions, as viewed by experts?; and 3) What is the intra-rater and inter-rater reliability of the rubric in determining the level of internationalization of sampled TEIs?

The rubric developed in this research will be the first instrument ever to be used in gauging the level of internationalization of TEIs in the Philippines, if not across the globe. The instrument allows internal and external evaluation of one's institution in an objective manner, so it can also be an alternative instrument to those used in accrediting TEIs particularly in the Philippines. The

rubric is believed to be more objective or reliable than the rating scales used for accrediting institutions since it clearly lists quantifiable and observable indicators per level of internationalization. One institution could identify its level of internationalization along the 4-point scale rubric in just one evaluation. Thus, the use of this rubric does away with the tedious accreditation process where an institution cannot advance to a higher level without passing through the lowest level. In essence, the use of such rubric is a more practical and efficient way of gauging the level of quality of the programs and operations of a teacher education institution.

TEIs Framework of Internationalization

To some, internationalization and globalization are associated with evil forces and trends in society and that they bring to mind a competitive world dominated by big multi- and transnational corporations (Atweh, Nebres, & Clarkson, 2003). These terms, however, are construed differently in this study. Although the terms at times are used by different authors to mean the same thing and designated the same term to mean different things (Atweh & Clarkson, 2001), we need to clarify their meanings.

Robertson (1992, cited in Henry & Taylor, 1997) defines globalization as a “concept” which refers both to the compression of the world and the intensification of consciousness of the world as a whole” (p. 46). Similarly, Waters (1995) sees globalization as “a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding” (p. 3). In other words, it is the increasing awareness of the “world as one” or a realization of the “global village” (McLuhan & Bruce, 1992). As such, globalization results in the opening up and coming together of business, trade, economic activities between nations, which necessitates a greater homogenization of basic political, ideological, cultural and social aspects of life across different countries in the world (Maringe & Foskette, 2010). Such impact it has on institutions is called internationalization.

To Taylor, Rizvi, Lingard and Henry (1997), internationalization refers to the “relationships and transactions between nations rather than those which transcend national boundaries” (p. 57). Thus, any activity that involves a cross-country collaboration contributes to the internationalization of the partners’s activities. To illustrate, international students in undergraduate or postgraduate courses; internationalization of the curriculum and comparative curricula studies; international research conferences; international publications; collaborative and/or comparative cross- country research projects; professional development programs; and international consultancies.

Various attempts have been done to define the quality of graduates in an internationalized higher education institution. NASULGC and its Commission on International Programs (2007) define a globally competent graduate, which serves as their international agenda for students, as one that: 1) has a diverse and knowledgeable worldview - historic and contemporaneous - used to analyze and grasp the political, cultural, economic, historical, environmental, scientific and technological developments; 2) comprehends the international dimensions of the major field of study that impact policies, work and problem-solving related to the primary disciplines of the major; 3) Communicates effectively in another language to enhance their future and gain insight into other people of the world by studying their languages and cultures; 4) understands the importance of and exhibits sensitivity to and adaptability in cross-cultural communications and group experiences taking advantage of opportunities to interact with individuals from diverse backgrounds and cultures.

Also, NASULGC and its Commission on International Programs (2007) define what faculty members and staff, being the critical contributors to achieving an internationalized campus, should do such as: 1) Demonstrate personal global competence, as evidenced by living and working in other countries, partnering and visiting colleagues in other countries, traveling to professional meetings, as well as local involvement in international groups, seminars and workshops within and beyond the individual's disciplinary expertise; 2) Actively practice global competence on campus by frequently integrating international dimensions and multicultural comparisons into their courses, thereby teaching their students the value of varied perspectives through communications technologies; and 3) commit themselves to engage in international academic communities.

Furthermore, NASULGC and its Commission on International Programs (2007) explain that an internationalized college or university is one that: 1) includes internationalization as an integral part of its vision, mission and strategic plan; 2) enjoys academic and administrative leadership with a strong commitment to international engagement; 3) establishes and supports an international programs office that serves the entire campus and its programs; 4) integrates international perspectives into all curricula and co-curricula programs; 5) promotes, encourages, values and rewards internationally engaged faculty and staff; 6) integrates international perspectives into appropriate research, educational and outreach programs; 7) fosters a diverse campus culture that values and encourages the presence of international students and scholars, and engages them in varied programs and in multiple aspects of campus life.

In internationalizing HEI in the Philippines, Padama et al. (2010) developed a framework, which serves as the basis of the researchers in designing the present study. The aforesaid framework has nine (9) dimensions of internationalization such as: 1) Curriculum and Instruction; 2) Facilities and Support System; 3) Cooperation and Development Assistance; 4) Diversity Income Generation; 5) Research Collaboration; 6) International and Intercultural Understanding/Networking; Understanding; 7) Academic Standards and Quality; 8) Mobility and Exchanges for Students and Teachers; and 9) International Students Recruitment.

Equally, the areas of commitment of the Philippine Normal University (PNU), being the premier teacher education institution in the Philippines and the National Center for Teacher Education (NCTE), and whose vision is “to nurture excellent, innovative teachers for a better world” were incorporated in the framework for the internationalization of a TEI. This institution has four (4) areas of commitments, namely: 1) Commitment to Knowledge Creation and Application; 2) Commitment to Quality and Excellence; 3) Commitment to Culture of Sharing and Service; and 4) Commitment to Growth, Efficiency, and Accountability (PNU Administrative Manual, 2005).

Figure 1 shows all the components of internationalization based on the areas of commitment of PNU as NCTE and the dimensions of internationalization by Padama *et al.* (2010), which probably could also be the areas of concern of TEIs in the Philippines and other nations.

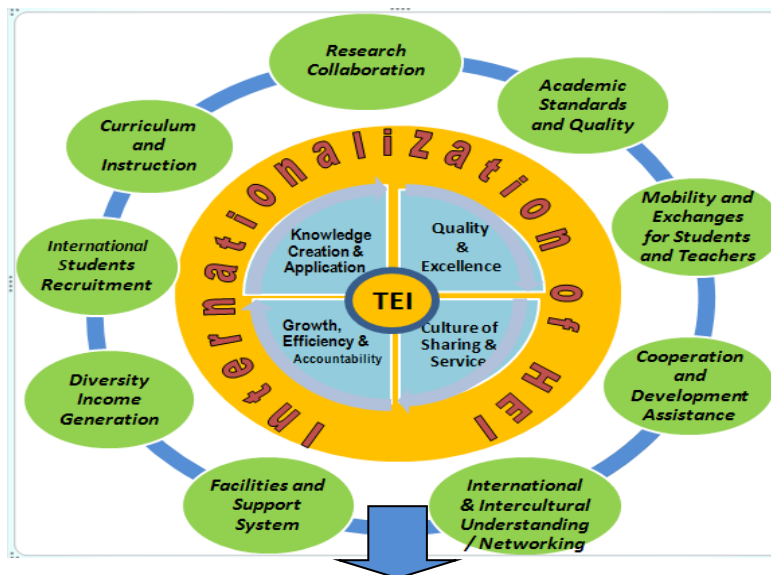


Figure 1: The Components of an Internationalized Teacher Education Institution

As shown in the figure, the nine (9) dimensions in internationalizing HEIs were encompassed by the four (4) areas of commitment of a TEI whose vision is to produce, better yet, nurture excellent, teachers for a better world. These dimensions and areas of commitment were all covered in the rubric developed in this study to have a common yardstick in determining the level of internationalization of TEIs in the Philippines and beyond.

Methodology

As a descriptive-developmental research, the study describes the process in developing the rubric in internationalizing TEIs to produce a valid and reliable rubric that can be used by all TEIs in the country and beyond as basis in internationalizing their institutions.

Of the eight (8) validators who were purposively chosen based on their experiences and exposures to educational institutions abroad, six (6) were based in the Philippines and two (2) in Australia. A four-point rating scale was prepared to solicit the degree of acceptability of the contents and indicators of an internationalized institution drawn from the validators' knowledge and experience. Table 1 shows the action taken on the ratings given by the rubric validators.

Table 1. Interpretation and Action Taken on the Rating Scale Used by the Rubric Validators

Mean of Ratings	Interpretation	Action Taken
4	Acceptable without any revision	No action taken; the indicator was retained without any revision
3 – 3.99	Acceptable with minor revision	The indicator has been modified to a little extent based on the suggestion of any or all of the validators
2 -2.99	Acceptable with major revision	The indicator has been modified to a great extent based on the suggestion of any or all of the validators
1.0 to 1.99	Not acceptable	The indicator was changed also in bold, as suggested by any one or all of the validators.

The validators were also given a space for comments for every indicator and dimension in the instrument. Their comments served as basis of the researchers in improving the content of the instrument.

RESULTS AND DISCUSSION

1. *The Domains, Dimensions and Indicators of Internationalization in a TEI*

The researchers initially arrived at four (4) domains, nine (9) dimensions and fifty-four (54) indicators of internationalization of a TEI

(See Table 2), which were mostly adopted from the framework for the internationalization of private HEIs in the Philippines developed by Padama *et al* (2010) and the areas of commitments of PNU (2005). The leader of this study, being from PNU and who happened to be the member responsible in developing the two-pronged instrument used in generating indicators of an internationalized private HEI in the Philippines in the Padama *et.al.* (2010), then based almost all the dimensions and indicators of an internationalized TEI from this source. Thus, this research maybe considered an offshoot of the Padama team study.

Table 2. Domains, Dimensions and Indicators of Internationalization in a Teacher Education Institution

Domain/ Dimensions	Indicators
Domain 1: Knowledge Creation and Application	
1. Curriculum and Instruction	1.1. The institution has an Inclusive Curriculum.
	1.2. It has courses on foreign languages to understand the people of other countries.
	1.3. It offers courses that may serve as a venue for understanding and appreciation of other countries' culture.
	1.4. It has customized programs responsive to the demands of different sectors, agencies or organizations here and abroad.
	1.5. It has programs delivered in different modalities that could allow students from other countries to take courses at their own time and place.
	1.6. It has information and communication technologies that could facilitate efficient and effective learning.
	1.7. It has its own laboratory to test theories or theorize from experiences.
	1.8. It provides the students special learning experiences where they could appreciate the culture of other tribal groups/classes or races.
	1.9. It has created a joint curriculum or course program with foreign institutions/universities.
	1.10. It regularly updates the syllabus of course offerings to integrate the new trends and address pressing global issues that have implications to education.
	1.11. Others, not captured by the list.
2. Research Collaboration	2.1 The institution leads research activities done in collaboration with educational institutions or industries in other countries.
	2.2 It has faculty, students or administrative staff who participate in international studies as researchers.
	2.1 It has faculty, students or administrative staff who participate in international studies as respondents.
	2.2 It conducts studies on international comparative education to understand differences between and among nations.
	2.3 It organizes international conferences where research studies are presented or disseminated.
2.4 It contributes to the growing body of knowledge recognized abroad.	
2.5 Others, not captured by the list.	

Table 2. Domains, Dimensions and Indicators of Internationalization in a Teacher Education Institution (*continued*)

Domain/ Dimensions		Indicators	
<i>Domain 2: Quality and Excellence</i>			
1.	Academic Standards and Quality	3.1	The institution has reached level three accreditation by nationally known accrediting body.
		3.2	It benchmarks its curricular or extra-curricular activities with national international standards .
		3.3	It has become the benchmark of other institutions.
		3.4	It has faculty and administrators who have high profile (i.e. recognized for their expertise here and abroad).
		3.5	It has faculty, administrators and staff with special trainings or exposures abroad.(e.g . conferences, training programs, seminars)
		3.6	It is recognized in international society (e.g. cited in international publications as a good institution for learning).
		3.7	It has faculty and administrators who received/granted scholarships, fellowships or grants abroad.
		3.8	Others, not captured by the list.
<i>Domain 3: Culture of Sharing and Service</i>			
2.	Mobility and Exchanges for Students and Teachers	4.1	The institution has students studying in other institutions abroad for some of their courses delivered online or face-to-face.
		4.2	It has foreign students studying in the institution taught online or face-to-face.
		4.3	It has faculty members who taught abroad for faculty exchange program or served as consultants abroad.
		4.4	It has faculty from foreign institutions who are teaching some courses for the students of the institution.
		4.5	It has visiting professors from other countries that do academic work in the institution.
		4.6	Others, not captured by the list.
5.	International and Intercultural Understanding/Networking	5.1	The institution has Memorandum of Agreements or Memorandum of Understandings with institutions from other countries for any international or intercultural understanding/networking.
		5.2	It has twinning programs with foreign institutions.
		5.3	It participates in international assemblies or activities to promote one's culture.
		5.4	It organizes both curricular and/or extra-curricular multicultural activities.
		5.5	Its faculty, students or administrative staff are active members of international organizations.
		5.6	It has a Center for Multicultural Education/ Foreign Students Organization that serves as venue for understanding the culture of different nations
		5.7	It has accredited foreign students' organizations.
		5.8	Others, not captured by the list

Table 2. Domains, Dimensions and Indicators of Internationalization in a Teacher Education Institution *(continued)*

Domain/ Dimensions	Indicators
6. Cooperation and Development Assistance	<p>6.1 The institution is engaged in international academic network/alliance, consortia, or links with other universities and colleges in other countries.</p> <p>6.2 It is engaged in formulating policies to achieve academic, scientific, economic, technological or cultural ties with other colleges/ universities abroad or NGOs on education (e.g. ASEAN,APEC,NGO)</p> <p>6.3 It receives funding for the promotion of cultural understanding / international learning/ecumenical or inter-religious activities.</p> <p>6.4 It has international development projects commissioned by international agencies (World Bank, UNESCO, ADB, Aus-Aid, US-Aid, AFAP, etc.)</p> <p>6.5 It opens its programs to foreign students from less developed countries that have satisfied the entry requirements.</p> <p>6.6 It offers scholarships/grants for foreign students who come from less developed countries.</p> <p>6.7. Others, not captured by the list</p>
Domain 4: Growth, Efficiency and Accountability	
7. International Students Recruitment	<p>7.1 The institution has educational programs, course offerings, syllabi and policies for admission and retention of students available online.</p> <p>7.2 It has responsive computerized or online system in recruiting, screening, enrolling international students.</p> <p>7.3 It has a responsive system to address inquiries of prospective foreign students.</p> <p>7.4 Others, not captured by the list.</p>
8. Facilities and Support System	<p>8.1 The institution has classrooms equipped with the state-of-the-art technologies</p> <p>8.2 It has its own library with the convergence of complete and updated materials/facilities both print and non-print.</p> <p>8. 3 It has sufficient number of licensed fulltime librarians in all its sections.</p> <p>8.4 It has a dormitory with complete amenities for local and foreign students.</p> <p>8.5 It has provision for guidance and counseling of foreign students.</p> <p>8.6 It provides medical and dental support for its local and foreign faculty members, staff, and students.</p> <p>8.7 It has amenities/support system for its foreign students, faculty, and visitors</p> <p>8.8 Others, not captured by the list.</p>
9. Diversity Income Generation	<p>9.1 The institution generates alternative sources of income like offering educational programs or creating publications patronized by international institutions and industries.</p> <p>9.2 It has income generating projects (IGP) in partnership with foreign agencies or institutions.</p> <p>9.3 It has a specific budget coming from its partner educational institutions from other countries.</p> <p>9.4 Others, not captured by the list.</p>

Each indicator of internationalization was scaled into four (4) levels interpreted as follows: 4 – internationalized to a VERY HIGH extent; 3- internationalized to a HIGH extent; internationalized to SOME extent; and 1 – internationalized to a LITTLE extent. Then level zero (0) was also added to indicate that an institution may not have considered making its programs and processes internationalized or may have failed to meet international standards. Later each level of internationalization was described using observable and quantifiable traits to ensure high degree of objectivity or agreement between and among raters. The grid below exemplifies how an indicator of internationalization was scaled.

Example of Scaling in the Rubric

Domain	1: Knowledge Creation and Application						
Dimension	2: Research Collaboration						
Indicator	Means of Verification	Level of Internationalization					Decision
		4	3	2	1	0	
		Internationalized to a <u>very high</u> extent	Internationalized to <u>high</u> extent	Internationalized to <u>some</u> extent	Internationalized to <u>little</u> extent	<u>Not</u> at all Internationalized	
The institution leads research activities done in collaboration with educational institutions or industries in other countries.	Memorandum of Agreement or Understanding Completion Report	The institution led <u>at least 4</u> research activities a year done in collaboration with educational institutions or industries in other countries .	The institution led <u>only 3</u> research activities a year done in collaboration with educational institutions or industries in other countries.	The institution led <u>only 2</u> research activities a year done in collaboration with educational institutions or industries in other countries.	The institution led <u>only 1</u> research activity a year done in collaboration with educational institutions or industries in other countries.	The institution led <u>NO</u> research activity a year done in collaboration with <u>any</u> educational institution or industry in other countries.	

2. Content Validation of the Rubric in Determining the Level of Internationalization of TElS

Table 3 shows the results of the content validation done by experts.

Table 3. Validation Results of the Rubric

<i>No.</i>	<i>Domain/Dimension</i>	<i>No. of Indicators</i>	<i>Action Taken</i>
<i>Domain</i> 1. Knowledge Creation and Application			
1	Curriculum and Instruction	10	All indicators were revised to a little extent, as suggested by the validators
2	Research Collaboration	6	Three (3) had minor revisions, as suggested by the validators, while three (3) were not revised at all.
<i>Domain</i> 2. Quality and Excellence			
3	Academic Standards and Quality	7	All indicators were accepted without any revision
<i>Domain</i> 3: Culture of Sharing and Service			
4	Mobility and Exchanges for Students and Teachers	5 - 1	One (1) was modified and another one (1) deleted for it can be encompassed by another indicator under the same domain and dimension, as suggested by the validators, while three (3) were not revised at all.
5	International and Intercultural Understanding/ Networking	7- 1	One (1) was modified, one (10) deleted as suggested by the validators while three (5) were not revised at all.
6	Cooperation and Development Assistance	6 + 1	One (1) was modified as suggested by the validators while five (5) were not revised at all. Then one (1) was added as a result of reclassifying an indicator in domain 9.
<i>Domain</i> 4. Growth, Efficiency, and Accountability			
7	International Students Recruitment	3	All indicators were accepted without any revision
8	Facilities and Support System	7 + 2	Two (2) more indicators were added, based on the suggestions of the validator to split into two statements two indicators, which were complex in their scope. Six (6) indicators were revised, as suggested by the validators.
9	Diversity Income Generation	3 - 1	One (1) was revised and reclassified under domain 6, as suggested by the validators

This validation resulted in developing and validating 4 domains, 9 dimensions, and 54 indicators of internationalization (See Appendix A for the instrument subjected to test of reliability). The validation reveals that almost all the indicators of internationalization were accepted by the validators, attributed to the fact that almost all of them were based on the framework in internationalizing HEIs by Padama et.al (2010). They were formulated as a result of the analysis of the acceptance of such indicators of internationalization and actual practices by the 14 HEIs in Metro Manila with programs for foreign students that served as their respondents. It can be

concluded that the work of the Padama team (2011) had been very useful in this study in developing the rubric in internationalizing TEIs in the Philippines and even beyond its borders. Therefore, this rubric can serve its purpose of helping TEIs in the country to internationalize its status and be at par with other TEIs in the world.

3. The Intra-rater and Inter-rater Reliability of the Rubric in the Internationalization of TEIs

The test of the intra-rater reliability on the rubric when tried out by four (4) raters of a TEI in the Philippines and one (1) rater in a TEI in Australia revealed correlation coefficients that range from 0.62 to 0.88 indicating moderate to high reliability of the rubric. The raters rated independently the same institution twice using the same rubric for an interval of one week. The reliability coefficient is a good start considering its novelty and the fact that the raters did not actually peruse documents for verification when they rated the whole institution. They had good knowledge, though, of their institution being there for more than 10 years, if not involved in preparing documents and reports needed in the accreditation of their academic program in their College, a process that is also evidence-based. It happened just a week before they rated the level of internationalization of their institution, which should also have been evidence-based.

Also, the inter-rater reliability of the rubric, done by comparing the ratings of four (4) independent raters from one institution, shows coefficients that range from 0.52 to 0.76 indicating moderate to high inter-rater reliability. Such differences in their ratings may be due to the fact that the raters come from different colleges of the same University, hence they may not have the same knowledge of the whole institutions' accomplishments since they vary in length of service in the University. They did not peruse the actual documents either for the accomplishments of the entire University and neither had formal discussion on the level of internationalization of their institution at the time they rated it. Although the raters were asked to rate the level of internationalization of the whole University right after they went through the accreditation of their respective programs, a process that also requires perusal of actual documents, their differences in their ratings to some indicators of internationalization may just be limited to their knowledge of the programs and processes in their respective colleges, not really on their knowledge of the entire University.

The results explain the need to prepare the actual documents as a means of verification (MOV) when the rubric is used to measure the level of internationalization of the whole institution. It is not meant to rate the institution just based on one's institutional memory. Actual evidence of internationalization is needed to have a more objective evaluation of the institution. The process of using the rubric resembles the accreditation process

that is highly dependent of actual evidence or empirical data of the accomplishments or operations of the institution, not merely based on impressions, assumptions, or claims. What makes the rubric different from what the accreditors use in rating the accreditation status of institutions lies in the presence of clear, observable, quantifiable, or measurable descriptions of each level of internationalization, unlike that of the rating scale used by accreditors, in which scales are not clearly described; thus the rating of the institution may just be based on the rater’s personal standards.

Further analysis was done to determine how the four (4) raters judged the level of internationalization of their institution. Table 4 shows the descriptive statistics of their ratings.

Table 4. Descriptive Statistics of the Ratings of the Five Raters to the Level of Internationalization of Sampled TEIs

Statistics	Philippines				Australia
	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5
Mean	1.8868	2.0000	2.0943	2.4717	3.57
Standard Deviation	1.21940	1.30089	1.49697	1.17020	0.67
Over-all Level of Internationalization	2	2	2	2	4
Interpretation	Internationalized to Some Extent	Internationalized to Some Extent	Internationalized to Some Extent	Internationalized to Some Extent	Internationalized to a Very high extent

Clearly, the table shows that the first four raters based in a TEI in the Philippines arrived at the same ratings for their institution as 2 in a scale of 4, which means that their institution is internationalized to some extent. If the sampled institution has to improve its level of internationalization, it needs to refer then to the indicators in the rubric that pinpoint where it was weak at. Similarly, the fifth rater based in a TEI in Australia rated also his institution and the result is 3.57 or 4 when rounded, which means that it is internationalized at a very high extent. Still institution has rooms for improvement, considering that there are indicators not yet rated level 4. This institution, though, can serve as a good benchmark for an internationalized TEI; however, there was no test of the inter-rater reliability of his rating, since no other rater from that same institution could check on his degree of objectivity in rating his institution.

Moreover, a test of difference was done to find out if the four raters from the same institution differed significantly in their ratings. The computed F-value = 1.694 is not significant at 0.05 level of confidence, which means that the four raters did not differ significantly in their judgment of the level of internationalization of their institution. They agreed in their ratings of it, despite their differences in terms of the college where they belong. This result only shows that the rubric, indeed, reduces the raters’ subjectivity and so this

may be used as an instrument, especially when accrediting programs or institutions.

CONCLUSIONS AND RECOMMENDATIONS

The results reveal that the researchers who developed the rubric with reference to the framework of Padama *et al* (2010) and to PNU's areas of commitment came up with acceptable descriptions of each level of internationalization. Their own exposures to TEIs in other countries have probably enabled them to "capture" the qualities of a world-class TEI, as viewed by the validators who accepted almost all the descriptions provided in the rubric.

Also, considering its novelty the test of validity and reliability of the rubric in internationalizing TEIs shows a good start. Validators who have been exposed to many TEIs in the world and those who have travelled to different countries as a learner, observer, and a consultant confirmed the acceptability of the indicators of internationalization cum descriptions for each level of internationalization.

However, since the purpose of this development study is to have a standardized rubric that encompasses all elements of an internationalized TEI not only as viewed in the Philippines but also beyond its borders, further validation of experts from other countries particularly from normal schools at least in the Asia-Pacific region is recommended. Follow up study is also needed to test the criterion-related validity of the rubric, where the results of the level of internationalization of the institution using it could be compared to the ratings of the institution using another instrument, for example, the instrument used by the accreditors of institutions with programs in teacher education. Furthermore, the reliability of the rubric should be improved so that its intra-rater and/or inter-rater reliability coefficient, whoever uses, reaches at least 0.85. In reaching this level of coefficient, the rubric could be used for all TEIs not only in the Philippines but also in other countries in the Pacific Rim like Australia. Through another tryout of this rubric with the actual data gathering or perusal of documents, it is hoped to be a more reliable instrument to gauge the level of internationalization of TEIs in the Philippines and beyond. However, for those who might want to test the level of internationalization of their teacher education institutions using the rubric (See Appendix A), it is suggested that at least two (2) internal evaluators, better yet two (2) external evaluators could judge the level of internationalization of their institution with ample discussions on what they actually gathered as data or evidence for verifying their final judgment to be at par with international standards. Then the results of the evaluation should be used as an input in improving the programs and processes of the institution.

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