Addressing the research questions:

1. What is the relationship between pre-service teachers' ability to confidently integrate music from an international perspective into their instructional curriculum and pedagogy and their prior intercultural/cross-cultural experience? A one-way, between-subjects ANOVA indicates there is no significant main effect for previous intercultural/cross-cultural experience (p=.05) and no significant main effect for previous internationalized instruction. The chart in Table 2 includes the thirteen curricular components and concepts preservice teachers identified as particularly important. Those who struggle with their musical abilities are less likely to integrate music using an internationalized approach. This indicates this music methods course needs to invest curricular and instructional time into the development of music skills, such as singing, listening for musical understanding, playing an instrument, and integrating rhythm activities.

2. What is the relationship between pre-service teachers' ability to confidently integrate music from an international perspective into their instructional curriculum and pedagogy and their music fundamentals, resources, lesson planning and teaching, and philosophical frameworks? An ANOVA indicates there is a significant main effect for perceived degree of difficulty of music skills (p<.005) and a significant main effect for integration of critical pedagogy (p<.005). "Variables Affected by Perceived Degree of Difficulty of Music Skills" is a table that includes the thirteen components or concepts preservice teachers identified as particularly important. "Variables Affected by Music Integration of Critical Pedagogy" includes the three components or concepts preservice teachers identified as particularly important.

3. What is the relationship between pre-service teachers' ability to confidently integrate music from an international perspective into their instructional curriculum and pedagogy and their student teaching in preparation for teacher licensure? The variables:

- Prior music education, as a large category, did not affect preservice teachers' ability to confidently integrate music from an international perspective. However, there is a significant main effect for previous music education/practice in related critical, over-all teaching skills. Variables implicit in excellent music teaching (music fundamentals, resources, lesson planning and teaching, and philosophical frameworks) were not included in the statistical model. The chart in Table 2 includes the thirteen components or concepts preservice teachers identified as particularly important. The variables:

- "Variables Differentiating Those Who Integrated Music Using an Internationalized Approach (p<.01)" includes the three components or concepts preservice teachers identified as particularly important.

Conclusions:

1-3) The relationships between pre-service teachers' ability to confidently integrate music from an international perspective into their instructional curriculum and pedagogy and their prior intercultural/cross-cultural experience, music fundamentals, resources, lesson planning and teaching, and philosophical frameworks were significant. This indicates there is a need for music methods courses to invest curricular and instructional time into the development of music skills, such as singing, listening for musical understanding, playing an instrument, and integrating rhythm activities.