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Curriculum Gatekeeping in Global Education: Global Educators' Perspectives

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Curriculum Gatekeeping in Global Education: Global Educators' Perspectives

by

Robert W. Bailey

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Secondary Education
College of Education
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global perspective, case study

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DEDICATION

I dedicate this manuscript to Bárbara Cruz who helped shaped my professional life as an educator and my mom and dad who provided me with the love and support to persevere. Bárbara, your unending guidance over the past 10 years has forever shaped my life as a teacher, advocate, and individual. You are much more than a mentor; you are a true friend. Mom and dad, your gentle parenting speaks through me each day as I extend the same hopes and desires for my students that you had for me. You are touching more lives than you ever could have expected, and together we will make this world a better place.

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ABSTRACT

Teaching social studies from a global perspective has been resisted by many since its inception (Kirkwood, 2009). Critics have labeled the theory anti-American and unpatriotic (Schlafly, 1986; Burack, 2001). Others are concerned with its shifting perspectives and apparent lack of core facts (Finn, 1988). Over time, some critics have changed their stance on global teaching and now endorse the idea (Ravitch, 2010). This qualitative case study sought to identify the barriers seven self-proclaimed global educators faced while teaching global themes and to identify the effective gatekeeping strategies for circumventing such obstacles. The goal was to provide a rich, compelling account of committed global educators efforts to the global education paradigm so that others interested in teaching globally could successfully navigate similar conditions. The data was gathered by the use of a survey and a face to face interview.

Analysis of the five research questions resulted in a comprehensive overview of effective and practical gatekeeping strategies endorsed by self-proclaimed global educators. The participants, purposefully selected after training with a global education project over a six year period, employed a variety of teaching methods for infusing the theory into their lessons however favored merging global themes into the existing mandated curriculum. Participants found use for each of the eight global dimensions identified, but were guided by personal preference and practicality.

Data analysis identified six primary barriers to teaching from a global perspective including 1. a teacher's disposition; 2. the mandated curriculum; 3. the availability of global training and resources; 4. the degree to which a school emphasizes authentic learning as opposed to preparation for standardized testing; 5. the risk and liability involved of teaching controversial topics; and 6. the insight necessary to be able to draw connections throughout time and across a wide variety of content. While the participants were unable to identify a method for circumventing the current climate of standardized testing, they did recommend six gatekeeping strategies that they believed would prove effective including: 1. discouraging non-global educators from entering the teaching profession; 2. officially amending existing curriculum to make room for global teaching; 3. empower teachers to have authority over their curriculum; 4. enhance global education training; 5. teach from a centrist position; and 6. make practical decisions and fragment content when time becomes problematic.

Two unanticipated findings presented themselves as participants reflected on their time training with the Global Schools Project. The participants declared that the congenial learning environment and exposure to like-minded colleagues improved their overall teaching ability and confidence as each found the support that can be lacking when teaching in isolation. Participants advised new global educators become committed to personal and professional growth through conferences, trainings, and mentors. They recommended new teachers merge global themes into existing lessons, be persistent when lessons fail, and employ a variety of methods. Finally, they commanded new teachers to develop a passion for their content and empathy for humanity.

The participants' perspectives have implications for both teacher education programs and future research. The implications involve potential changes to teacher education programs. Future research should attempt to reveal the purpose that exists, if any, behind the barriers global educators face. Future research should seek to expose how training programs similar to the GSP impact participating teachers. Finally, additional research is needed regarding the purpose of global education as either advocacy oriented teaching or as a neutral method for increasing critical thinking

CHAPTER 1:
INTRODUCTION

Appearances to the mind are of four kinds. Things either are what they appear to be; or they neither are, nor appear to be; or they are, and do not appear to be; or they are not, and yet appear to be. (Epictetus, Discourses, chapter xxvii)

Introduction

“Thank you. No one is doing this for us, you know.” My students never thank me for teaching, despite the time and energy infused into each lesson, so a thank you makes an impression; particularly when one is accompanied with an explanation. This thank you, however, was particularly striking as I had just finished a lesson celebrating Black History Month. As students shuffled out of my room I am left speechless, contemplating the lessons these children faced and the amount of thought invested by their teachers.

Having been steeped in global education for 10 years I recognize the importance in providing a number of unheard voices to my students and making an effort to promote fairness and reject prejudice. I designed this lesson to celebrate Black History Month, basing much of the content around the song “Abraham, Martin, and John” by Dion in 1968, and included quotes and actions by Abraham Lincoln, Martin Luther King Jr., and John and Bobby Kennedy meant to effect positive change. We spoke about the concept of change agents, and how those who press to move society in a progressive manner often pay a heavy price. We spoke about the civil rights movement, and how people, regardless

of race, came together to reject prejudice. The lesson concluded with an examination of how far the nation had come and the election of President Obama. I worked deliberately through Hanvey's (1976) five global dimensions to build a lesson that provided multiple perspectives, illuminating how choices were made and how those choices had implications. I wanted my African American students, along with others, to know that they have friends supporting their cause, historically and today. And as that lesson was designed I, as a conscious act, infused global education theory, glancing periodically at the five dimensions I keep at the side of my computer. The students' comments raised concerns as to how we as global educators find ways of integrating global perspectives into our curriculum, suggesting a wide range of potential obstacles.

My parents and teachers have been an incredible force in my development, moving me gently onto a path of tolerance and acceptance of people from all walks of life. As feelings morphed into more serious thought, I actively sought out opportunities to increase understanding. In college I selected international studies as a focus, growing my appreciation for culture, the legacy of imperialism and the effects of poverty and oppression. Intellectually I found a home within critical theory and Max Horkheimer (1947) and later with the critical pedagogy of Paulo Freire (1970). It is at this point where a link was first made for me connecting personal knowledge of world conditions and poverty with teaching for social justice and effecting change.

Just how social studies teachers convey global perspectives varies, ranging from a neutral presenter of fact to "multiple methods of analysis" (O'Connor & Zeichner, 2011, p. 534). Regardless of perspective, there are powerful forces and major players throughout history who have suggested teachers have an obligation to promote American

values through civic education. John Dewey (1916) found that “democracy must be reborn in each generation and education is its midwife” (p. 22). Richard Shaull, Professor Emeritus of Ecumenics at Princeton Theological Seminary is quoted in *Pedagogy of the Oppressed* (1968/1970) as saying:

There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the ‘practice of freedom’, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world (p. 15).

Global education encourages teachers not to act in a neutral manner, but instead take a stand along with the likes of Dewey and Shaull, and encourage their students to become critical thinkers and act responsibly. This characteristic or trait should be present in the lessons designed by global educators.

After graduation I found employment as a social worker determining eligibility for government aid programs and removing children from neglectful and abusive homes. While my work improved the lives of children, I remained an instrument of the state and was uncomfortable with the cognitive dissonance between my work and critical theory. However, with time, I recognized the contradictions within myself and developed greater perspective, that is that the state is not inherently oppressive and in many cases does good and important work. Upon returning to university for graduate school, brilliant minds helped me merge the more controversial and violent paradigm of critical thinking into the more conscientious and peaceful theory of global education.

Throughout my time as an educator I continued to hone my understanding of global education, building the theme into a PhD cognate and weaving the ideas into my

high school lessons. The university continued to play a major role in providing me with continued opportunities to work with similarly minded educators. I have successfully sought out methods for integrating global education themes into my classroom lesson, despite obstacles that might otherwise dissuade. I have done so conscientiously and deliberately knowing that certain content needs to be discussed in order to provide a complete picture of the world in which we live. All too often that type of perspective learning is dismissed as too controversial or unpopular and in the end not part of the state authorized textbooks and further discouraged by administrators.

Have other global educators found methods of effective gatekeeping? Frequently I have witnessed bright-eyed eager new teachers crushed under the mandate of state curriculum and peer opposition, surrendering their new methods for the old standards of drill and kill, relying on traditional lecture and textbook. Jason Ritter (2010) of Duquesne University ponders this very issue:

It seems one of the biggest challenges that student teachers face is trying to reconcile teaching what they know is important with teaching the standards. It is amazing to me how quickly the culture of schools makes them discard things that they know are important in favor of teaching the standards (p. 560).

Are self-identified global educators making a conscious effort to build lessons according to global education approaches? If they are, what tools have they found effective when designing lessons? Do they also prepare their lesson with a copy of important education literature at their side? How do they mediate the many obstacles they may face in infusing one more field into their everyday teaching? This research identifies the extent to which global education theory makes it into teacher lessons by means of effective gatekeeping while all too often at odds with a wide range of obstacles.

Background/Rationale

When schools allow teachers time to leave the classrooms and receive additional training during work hours, there must be some expectation that teachers will return and share that newfound knowledge with their students and also share those newly gained strategies with their colleagues. However, when teachers are offered free university training, coupled with financial incentives for the teacher's school such as paid substitute teacher packages, how much questioning results on the part of administrators as to the purpose of the training? Are administrators fully aware of the content and methods encouraged by university training when there is no financial motive for declining the offer? Is it fair to say that administrators assume training completed by their teachers at a university will augment the mission they have for the learning environment? I for one have returned to my high school after receiving global education training and proudly presented a sound multiple perspective lesson on the United States internment camps of Japanese-Americans during World War II to an administrator only to be rebuffed as anti-American. Not everyone is supportive of investigating every dimension of every issue; in fact many feel it is the purpose of social studies education to inculcate young minds deliberately into an American "norm" (Thornton, 1991).

A good amount of research has been conducted examining teachers as gatekeepers, what type of content makes it into the classroom, and to how it is done. However the research is silent regarding specific gatekeeping efforts utilized by global educators. This research focuses on teachers who have been hand-selected by university instructors after showing great promise as global educators in the traditional university degree setting followed by five years of elective global education training. This research

considers specifics such as what types of obstacles global educator's face, what methods global educators employ to navigate existing obstacles, and how their curriculum looks after making the desired adjustment.

This research is important so as to understand and better prepare new (and in some cases seasoned) teachers about how to best integrate global education practices into their curriculum through deliberate gatekeeping methods. We live in a day and age where making the right choices not only has an impact, but more and more it can have an immediate and serious impact. With the advent of globalization and the acceleration of existing conditions, humans shape our world with even greater consequence. Careful decision making, even at the seemingly lowest level, can make a difference.

There are a myriad of educational theories, all purporting to make a serious difference in a child's learning. Why then is gatekeeping deserving of additional attention and investigative resources? In a practical sense it is a means to an end; Stephen J. Thornton (1991) concludes his article entitled "Teacher as Curricular-Instructional Gatekeeper in the Social Studies" specifically requesting additional research be entered into as "there exists few well-crafted case studies of exemplary practices" (p. 247). Thornton ultimately declares that it would be more informative to understand what conditions and in what ways exemplary social studies curriculum and instruction thrive. It is the purpose of this research to examine several such exemplary practices of teacher gatekeeping utilizing the case method approach.

The reason for selecting global education as the focus for gatekeeping is that I am intimately familiar with global education theory and the content. Having spent much of

graduate school studying global education, globalization, and international studies, I feel confident in my abilities to locate examples and non-examples within teacher curriculum and planning. Further, I consider myself a global educator, consciously and deliberately teaching my social studies classes with a global perspective. Simply put, I know what it looks like and therefore I know what I am looking for, or what Eisner (1976) would call an educational connoisseur: I am informed of the qualities of global education and I am able to discriminate between the subtleties, establishing an awareness that provides a basis for judgement. A third reason to consider the effects of gatekeeping on global education is because there is no existing research reporting the relationship. None of the research speaks to how global educators deliberately circumnavigate a wide range of problems and obstacles, and what that tested and tried content looks like upon completion. Is it changed? Is it “watered down?” Or does it come out on the other side strengthened? The fourth, and perhaps most important reason to consider the effects of gatekeeping on global education is because global education offers a wide array of strategies for improving human life and building a better future for everyone. If obstacles exist that may prevent the encouragement of global perspectives and changing the world for the better, it is critical to humankind that those obstacles be identified and the circumvention strategies honed. Further, if some global educators have found particularly effective strategies for weaving global perspectives and content into the school curricula, it is important for us to uncover and examine those strategies.

Finally, while I am admittedly biased toward the theory and its value in education, I am not alone. Many believe that when global education theory is infused into the K-12 classroom setting, the results can help shape a better world (Merryfield, 1995). Helping

add to an existing body of literature which has at its core improving the overall human condition is potent encouragement for any educator wanting to make a difference.

A recent study by Carano (2010) considered how and why one finds affinity with global education. His study reported that teachers tend to affiliate with global education for one of eight reasons including (a) family, (b) exposure to diversity, (c) minority status, (d) curious disposition, (e) global education courses, (f) international travel, (g) having a mentor, and, (h) professional service. Carano recommended future research with a focus on how those global educators infuse global education into teacher lessons.

Meeting this recommendation is the primary purpose of this study.

Statement of the Problem

Global education as a theoretical framework is often criticized as poorly defined and lacking a sizable amount of research. And while a number of academics such as Kirkwood (2001) have helped in mitigating the controversies surrounding the conceptual underpinnings by connecting research and revealing similarities, there are still those who write on the theory, aggravating the problem of establishing a congruent definition. Some consensus on the definitions of global education have emerged from the works of several academics such as Tucker (1982), Tye (2003), Becker (1982), Hanvey (1976), and others. That body of literature will provide the basis for understanding global education.

Most of the existing research relies upon the following five dimensions as provided by Hanvey in his 1976 seminal work, “An Attainable Global Perspective.”:

1. Perspective Consciousness: awareness that your worldview is unique and shaped by environments. Teachers should build lessons that provide multiple

perspectives so that students realize that not everyone sees things the same way, and when they come across these varied perspectives in real life they are better prepared for coping with the situation.

2. **State of the Planet Awareness:** knowledge of the conditions facing the world and the events that shaped history. Teachers should include current events in their lessons making students aware of the world in which they are a part, along with a history of those events so that students can draw comparative analysis and meaning. One critical aspect of this dimension is the role of the media and how it shapes our perception and understanding of world events. Teachers should alert students to this condition and encourage students to research issues thoroughly before relying on any one media outlet.
3. **Cross-Cultural Awareness:** ability to see one's own culture, value, and beliefs through the eyes of the "other". Teachers should encourage opportunities to engage other cultures for extended periods of time outside of the students' normal day-to-day life through possible exchange programs and travel. Only by spending time living in another's shoes can one truly see their own culture from different vantage points.
4. **Knowledge of Global Dynamics:** ability to see connectivity in all relationships and throughout time. Teachers should help students see how events are interconnected and build into their lesson plans themes that weave seemingly unrelated content areas together.
5. **Awareness of Human Choice:** awareness of choice and a willingness to exercise that choice. Teachers should help students see the choices made in

history along with those made today and emphasize that choices were made; little occurs without choice. Choice is made not only throughout time, but at varying levels, ranging from international and national choices to familial and personal choices. Knowing that choice exists and that those choices affect lives other than those of obvious consequence should be illuminated.

These five dimensions of global education are central to global educators, with some degree of alteration or augmentation. Furthermore, these five dimensions were key elements that were emphasized throughout the five years of training experienced by the subjects of this research study; their understandings of this theory were infused repeatedly into lesson plans and made public through presentations and publications. Participants were encouraged to discuss relevant lessons that might provide evidence as to their global education content or methods. As participants in this study were interviewed and their lessons analyzed, I looked for examples of each of the dimensions and inquired as to how each dimension was received and potentially obstructed.

It is critical to mention that Hanvey stated that not all of these dimensions needed to be included all of the time. If a teacher could provide for only one global dimension in each lesson, and do it well, that would suffice. During training and throughout lesson construction this was well known by the participants in this study. And while only one dimension might meet the need, if opportunity exists to include more it should occur.

While the practice of gatekeeping is a potential function for most teachers, many teachers are unaware of this ability, and move forward perceiving themselves not as a curriculum decision maker, but merely the tool employed to convey content decided upon by another outside entity (Thornton, 1991). The gatekeeping research conducted to date

has focused mostly on why teachers, acting as gatekeepers, omit content from curricula including a desire to avoid controversy, classroom control issues, a lack of ability on the part of the students, or time related concerns (McNeil, 1983; Gitlin, 1983; Cornbleth, 2001; Thornton, 2005). Less research has been conducted on why and how teachers get pertinent information, despite obstacles. No research exists specific to effective gatekeeping efforts meant to infuse global education into standardized curricula.

Theoretical Framework

The theoretical framework guiding me throughout this process is a combination of two theories that have guided me for the past 20 years: global education theory and critical theory.

By viewing this issue through the lens of global education theory I recognize, as a continued and central element, the importance of human choice; the choice to identify as a global educator, the choice to both include and exclude certain information, and the choice to deliberately find ways to overcome obstacles.

Critical theory guided the questions and analysis throughout the interviews and the review of teacher materials. Critical theory and its guiding principles of oppression, the role of education in relieving oppression, and the role of institutions in maintaining that oppression shaped how and why decisions were made throughout the interview process and how data was interpreted. Considerable effort is necessary for teachers to overcome the seemingly insurmountable obstacles placed in their way by the very institutions that are charged with enlightenment and forward progress; the same institutions that employ, and through that employment, control teachers willingness to

question authority and promote a behavior that contradicts the principles of global education.

Purpose of the Study

The purpose of this study is to determine the extent to which self-identified global educators acting as gatekeepers include thematic elements of global education theory into their lessons and the strategies that they employ in the face of multiple elements that potentially discourage such behaviors.

Currently the research is non-existent regarding how self-identified global educators integrate themes into their curriculum after leaving the encouraging confines of the university setting and taking up shop in a K-12 environment. Just how these teachers maintain best global education practices learned at university is not known. Perhaps teachers have developed strategies and have made accommodations to meet the mandates while promoting the five global dimensions recommended by Hanvey. If such practices are in place, this research seeks to make them public so that other teachers struggling to adjust can find assistance and advice.

Research Questions

The questions guiding this research are:

1. What obstacles do self-identified global educators face when infusing global perspectives into their curriculum?
2. Which global perspectives are infused on a regular basis?

3. How do self-identified global educators mediate the mandated curriculum in order to infuse global perspectives?
4. What methods do self-identified global educators employ in teaching global perspectives?
5. To what extent do self-identified global educators infuse global perspectives into their teaching?

Answering these questions will help new or struggling global educators establish a set of useful skills and strategies when facing similar obstacles.

Significance of the Study

This study will provide a blueprint for the examination of primarily inclusive gatekeeping strategies and decisions. Due to the nature of the data collected and the research methodologies employed, the findings will not be applicable to other environments outside of the one reviewed herein, specifically relating to global education. However, some degree of verisimilitude should be established allowing other fields to benefit from the results.

Assumptions

The following assumptions guide this study:

1. Global education is a necessary and desired curriculum.
2. There are obstacles that teachers face when applying concepts from global education theory into classroom practice.
3. Some of the obstacles teachers face are deliberately set in place.
4. Teachers find ways of overcoming obstacles so they can implement strategies they feel have utility (gatekeeping).

5. By identifying the strategies which effective global teachers value and utilize, specifically strategies related to teaching global education, other teachers will be better situated to employ similar methods.

Operational Definition of Terms

The following concepts and terms will be used throughout this dissertation:

Critical Pedagogy: theory made popular by Paulo Freire with his publication *Pedagogy of the Oppressed* in 1968 emphasizing the liberating role of education in the oppressor-oppressed dialectic.

Critical Theory: theory developed out of the Frankfurt School and Max Horkheimer (1947) emphasizing an increased awareness in society and the role of institutions in oppression.

Gatekeeping: According to Thornton (1991) gatekeeping involves decisions teachers make about curriculum and instruction and the criteria they use to make those decisions.

Global Education: A curricular and instructional approach that prepares students for global citizenship.

Global Educator: a teacher who employs global education methods and content in their lessons.

Global Perspective: a way of understanding the world based on a number of facets including multiple viewpoints, knowledge of global dynamics, the interconnected nature of things, the realities of human choice, and the implications of those choices.

Lesson: content and instructional strategies selected by teachers to be presented to their students.

Self-Identified Global Educator: a teacher who knowingly and purposefully employs global education methods and content into their lessons.

State-Mandated Curriculum: content required to be covered or omitted by the government.

Limitations

Participants from this study came from the Tampa Bay region of Florida and participated in the Global Schools Project. As a result of this purposeful sample of high school social studies teachers, some degree of verisimilitude should result allowing other global educators to relate the revealed experiences to their own. Differences in the types of training experienced by teachers in terms of content, methodology and commitment will further strengthen or dilute that connection. Typical generalizations do not result.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

Global education is a teaching strategy that has gained significant momentum in recent decades. Teachers who subscribe to the concept recognize the need to make students aware of the environmental and social conditions in which we all live. Such conditions have several aspects including the environment in which people live to issues involving sustainable development. Others might emphasize socioeconomic conditions. Regardless of the focus, global education emphasizes learning from multiple perspectives and recognizing that the world is interconnected.

Through this research, I considered which lessons, methods, and strategies employed by global teachers have been found to be the most effective in overcoming both the single perspective so often dictated by the curriculum as well as a number of other potential obstacles. Though a great many global educators have contributed to the paradigm over the years, Kenneth Tye, Robert Hanvey and Merry Merryfield are accepted, recognized leaders in the field. As such, their research has guided many others, including myself.

Hanvey (1976) suggested that by providing a voice for those individuals not regularly championed by textbook manufacturers and curricula, teachers could provide a hook thus reaching out to those children often identified as low functioning or

disinterested. By showing the plight and history of minorities, teachers would enhance the interest level of similar minority students and, as the American educator John Dewey (1916) stated, through increased interest came improved academics and lower dropout rates.

On the surface, those students who most likely *can* best be served through global education theories *are* easily identifiable minority groups who are historically and systematically disenfranchised. These persons are often defined by their sex, sexuality, race, language, religion, age, and socioeconomic status. Teachers using global education in the classroom seek to give voice to these persons, thus improving the interest of similar students.

Clarifying Global Education

Hanvey (1976) spoke of global education as a perspective that is both attainable and desirable. He stated the intellectual skills necessary for global education are acquired at many levels and that those skills bring together and rely upon five dimensions. He stated the end of the nation-state is inevitable, and that through global education, the impact of that end can be softened. Hanvey identified five dimensions necessary to cope with the challenges of an increasingly interdependent world. The first dimension is the establishment of a perspective consciousness, or the recognition that one's view of the world is not universally shared. The second dimension is a state of the planet awareness which requires an awareness of events and conditions of those residing around the world and an understanding of the media that shapes our perceptions. The third dimension, cross-cultural awareness, is regularly identified as the most difficult dimension to attain. Cross-cultural awareness is an ability to see one's self through others' lenses in order to

truly understand how one's actions are perceived. Hanvey's fourth dimension, called knowledge of global dynamics, teaches three things: 1. that the world is a system; 2. this system is interconnected; and 3. that interactions are complex with a cause and effect relationship. His fifth and final dimension, awareness of human choices, is to become consciously aware of the choices we make and how those choices affect others. Hanvey's work is regularly referred to by others building on the construct.

The late Jan Tucker (1982) was one of the first educators to seize upon Hanvey's anthropological theory and incorporate global education into the K-12 and university teacher education curriculum and teaching methods. Tucker recognized the import of teachers as gatekeepers when he found global education to be resilient to "teacher-proof assumptions of the packaged curriculum" (p. 213) and that "successful dissemination and adoption of a global education program requires that it mesh with a given school's needs and that the teachers who will implement the changes believe in what they are doing and have a sense of ownership" (p. 216). Because Tucker emphasized the role of classroom teachers in controlling the content and methodology, he recommended an emphasis on teacher education and the need for universities to take the lead in bringing global education to the forefront, effectively acting as change agents.

James Becker, in his 1982 article "Goals for Global Education" stated that too much is being considered and included within the framework of the paradigm while too little is being assessed regarding the realities of the classroom. Both of these concerns are addressed in my research. When it comes to global education Becker was concerned with how the theory is defined, and just as importantly, how teachers include it into their curriculum. Since Becker's article, much of the research appears to have focused on

strengthening the rationale and definition of the theory, overlooking application. Like Tucker, Becker drew our attention to teachers as gatekeepers when he states “the extent to which goals identified by textbook authors are accepted and used by the teachers is difficult to tell” (p. 229). In defining global education, Becker identified the following four competencies in which students should be fluent:

1. Students should perceive one’s involvement in a global society (we are all human and are part of the same biosphere).
2. Students should be competent in making decisions (knowing that we have choices, and that those choices have consequences in the now and future)
3. Students should be able to come to sound judgments (be able to use reflective moral reasoning)
4. Students should exercise responsible influence (use their power responsibly)

These four competencies as defined by Becker are in step with Hanvey’s five dimensions and make little change to the original formula. Becker stated the goal of global education should be to improve a “knowledge and empathy with cultures of the nation and the world...and to encourage (students) to take a global perspective, seeing the world as a whole” (p. 231). Becker identified several government-authorized documents in the state of Michigan that he felt were best capable of identifying criteria for global education.

Tye and Kniep (1991) jointly examined school efforts to include global education themes around the world. They cited the ASCD 1991 Yearbook as the rationale for

promoting the theory which states there is an “increasing worldwide interdependence as demonstrated by the expansion of technological, political, cultural, economic, and ecological networks connecting people, cultures, civilizations, and religions” (p. 47).

Unlike some theorists who contend the movement is fractured and convoluted, Tye and Kniep found consensus in both rationale and content. Succinctly, Tye and Kniep provided a strong working definition:

Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems—cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbors with different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that all people of the world need and want much the same things (Tye & Kniep, 1991, p. 47).

Tye and Kniep seemed to take no offense against those who would use global education to strengthen the United States competitive position in the world economy, despite others who want the theory to promote world-wide peace and understanding. The two examined global education efforts made in other countries including Australia, Sweden, Canada and a group effort in Europe. Of the nations reviewed, the position put forward by Canada deserves additional consideration. Canadian curriculum considers global education to be mostly a perspective that should be infused into existing curriculum, not a new subject area. This position helps mitigate concerns regarding time constraints and integrating additional materials into an already overburdened curriculum.

One year after Tye and Kniep wrote about schools across the globe using global education, Kenneth Tye and his wife Barbara Tye (1992) released *Global Education: A Study of School Change*. As the name suggests, much of this book involved how to effect

change in schools for the purpose of integrating global education into the curriculum. Tye defined global education similarly to other academics: 1. the content should revolve around five interconnected systems--economic, environmental, political, cultural, and technological; 2. the problems should cut across national boundaries emphasizing the interconnectedness of systems; and 3. learning should involve cross-cultural understanding and perspective taking. Considerable time was spent explaining why whole school systems should be passed over for individual schools which may prove more prone to allowing change. Tye and Tye reported that individual teachers were too diverse in their purpose and therefore efforts should be focused on assisting faculties as a group to effect change. And while omitting individual teachers was recommended, the pair did recognize the importance of gatekeeping when they stated “This book is addressed primarily to practitioners—people whose work days are spent in schools. *They* are the ones who need to understand the change process, for it is they who are truly in a position to make use of it” (p. 13). Tye and Tye recognized the importance of the individual teacher in effecting change; however they remained focused on the faculty as a whole.

Merryfield, in her 2001 article “Moving the Center of Global Education,” suggested that the teaching of global education needed to move beyond the Cold War mentality of Robert G. Hanvey (1976). She stated that global education is neither good nor bad and that the theory should demonstrate the superiority of Western capitalism and free markets, enabling America to maintain its role in the world system. She feels that the reconceptualization of global education would be best served through the inclusion of marginalized persons, examination of the “us vs. them” mentality, developing alternative

frameworks for the understanding of people, and focusing on interactions of the human experience, rather than people.

Merryfield (2002), in her article “The Difference a Global Educator Can Make”, set out to identify some shared characteristics of global educators and the teaching strategies that they adopted. She stated that global educators “confront stereotypes and exotica and resist simplification of other cultures and global issues; foster the habit of examining multiple perspectives; teach about discrimination and injustice, and provide cross-cultural experiential learning” (p. 18). She found that global educators “use similar strategies despite differences in their communities, student populations, or curriculum mandates.” These strategies develop a level of student “open-mindedness, anticipation of complexity, and resistance to stereotyping” (p.20). Merryfield found that students “learn to view people around the world from both insider and outsider perspectives and understand global inequities and resistance to oppression”. The final accomplishment of global educators is to prepare citizens to embrace “multiple loyalties to our communities, nations, and planet” (p.20).

In Merryfield’s (2002) article “Rethinking Our Framework for Understanding the World”, she questioned whether current American students understand their interconnectedness with people in other parts of the world who are experiencing poverty, intolerance, and repression. Additionally, she questioned how students could best be served when the majority of materials were written from an imperialist, Western perspective portraying other peoples in a negative light. The glossed over version of the world and our relationship with it promoted by the textbook industry resulted in a weakened capacity for student understanding. Merryfield considered the goal of teaching

to be the “interaction and integration of cultures, the dynamic process in which the colonizer and the colonized were changed as they experienced each other’s lifestyles, technologies, goods, and ideas about the natural world, community, spirituality, and governance” (p.150). Merryfield argues that it is through the interconnectedness of human life that we best understood our world.

In 2006 Merryfield’s “Decolonizing the Mind for World-Centered Education” was published as a chapter within “The Social Studies Curriculum: Purposes, Problems, and Possibilities” edited by E. Wayne Ross. Merryfield surmised her take on global education by outlining three dimensions including: 1. teaching that the world is interconnected and complex; 2. encouraging experiential learning from the “other”; and 3. the development of an open-mindedness and perspective-consciousness. Merryfield supported her work with the likes of W.E.B.DuBois’ (1989) “double consciousness”, encouraging teachers to develop a deeper level of perspective consciousness; recognizing the practical use of the former for survivability purposes. The use of “contrapuntal voices” (p. 288), or to juxtapose Western against non-Western literature, was but one of the many tools recommended by Merryfield for accomplishing her version of global education. Merryfield also recognized the work of Kenyan scholar Ngugi wa Thiongo (1993) who sought to “decolonize the mind” by teaching to “include all cultures so that none is excluded” (p. 290).

Merryfield’s continued contribution to the discourse built on the existing foundation in a complex and challenging manner. Plying student’s minds to grow and consider the other, and their own personal choices, and how those choices affect others, and how the media shapes their perception of the universe is a tremendous task; to then

ask students to do so from every cultural vantage is overwhelming. Furthermore, in an effort to improve tolerance within her students without establishing boundaries, Merryfield's recommendations feeds critics concerns that global education is morally neutral and discourages critical thought. To say one cultural practice is no worse or better than the other denies rational thought when the world is faced with the likes of female genital mutilation and the death penalty for homosexuality. In an attempt to counter Western oppression, there often appears to be an unstated approval of oppression done elsewhere, all in the name of cultural acceptance.

Kirkwood (2001) argued that as the world changes, the education provided to students must adjust simultaneously, reflecting and preparing children to participate in the new world order. Students must be prepared to address some of the world's "most serious health problems, inequities among less-developed and more-developed nations, environmental deterioration, overpopulation, transnational migration, ethnic nationalism, and the decline of the nation-state" (p. 10). In constructing a global education, Kirkwood argued that an agreed upon terminology is required and she set out to establish some basic foundations to the paradigm. Kirkwood analyzed several theorists' conceptions as well as the definitions held by professional organizations. She found that the differences between those theorists and organizations were largely "idiosyncratic rather than substantive". She ultimately identified "globally educated people as those who possess high-tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world-mindedness to participate effectively in the globalized world" (p. 14).

LeRoux (2001) of the Faculty of Education at the University of Pretoria in South Africa wrote that global education had a place in American schools, and was necessary to meet the challenges of the future. LeRoux spoke to both the environmental aspect of global education as well as the cultural aspect, and identified the theory and education as a tool to create sustainability and stability. With social issues spiraling out of control, LeRoux identified global education as the means to bring everything back in line.

Despite existing criticisms that global education is revisionist and revolutionary, LeRoux identified the theory as stabilizing and conservative. LeRoux fought for social justice, and through his writing suggested that equity and parity can develop.

LeRoux's main concern was that the concept lacked any uniform definition or goal. He, like many of the theorists, grieved over the lack of agreement by those utilizing the method. Unfortunately, LeRoux spoke extensively on what others had written, pointing out the inconsistencies, and did little to develop a consensus by making recommendations or suggestions.

Avery (2004) examined global education as a method for building good citizens, which she identified as the primary purpose of education in general and the primary role of social studies. In considering civic education, Avery looked at how traditionalists, specifically political scientists including Nie (1996), view the concept. She claimed that civic education should prepare students to be enlightened through increased knowledge about civic responsibilities and build an increased motivation to participate (engage) in the civic process. She then considered how American students scored on civic aptitude tests when compared with other students around the world. She reported that U.S.

students regularly scored considerably higher in both identification of and participation in civic life, suggesting students in the U.S. were receiving an appropriate education regarding domestic civics. Unfortunately, U.S. students struggled when asked to not only *identify* but *describe* why civics was important. Students participated, but only if that participation did not require a lot of effort.

When considering the characteristics of a good global citizen, Avery relied on the work of the Citizenship Education Policy Study (CEPS) directed by Cogan (2000). CEPS was comprised of a multinational panel of 182 scholars, practitioners, and policy leaders from education, science and technology, business and labor, and government. The characteristics identified by CEPS for a good global citizen included the two aforementioned characteristics described by Nie, and added to that list an ability to work with others in a cooperative way, a willingness to resolve conflict in a nonviolent manner, an ability to approach problems as a member of a global society, a willingness to change one's lifestyle to protect the environment, and an ability to be sensitive and to defend human rights. What is important to highlight at this point again is the composition of CEPS as a diverse group, not composed primarily of those in education. US students often fail to connect domestic affairs with international issues; interest wanes as the materials cross the border. Furthermore, student understanding across both domestic and international fields varies according to ethnicity and socio-economic standing (Avery, 2004).

Avery first recommended additional training for teachers enabling them to facilitate perspective-taking. Additionally she believed it was important to integrate global perspectives into pre-service methods classes, making teachers more aware of the issues.

She believed methods professors should provide pre-service teachers assignments that would help them understand how young people view these issues. Avery wanted pre-service teachers to become more familiar with the tools that help students make the desired connections. She wanted instructors to make pre-service teachers capable of analyzing textbook materials. Finally, Avery suggested teaching methods instructors help beginning teachers understand that the development of a civic identity was a dynamic process that took place in a cultural context.

Byrnes (1997) summarized both the existing rationale for global education and the working definitions, citing Merryfield, Anderson, Case, Kniep, and Tye and Tye. Byrnes spoke about making social studies relevant and interesting for students, an argument central to Dewey, alluded to by Tucker and Becker, and challenged by Chester Finn (1988). Byrnes found relevance within the global education practices which tended to emphasize concepts rather than isolated facts helping students make connections between history and today. Byrnes, of all of the previous authors, posited clear recommendations for global education teachers including: 1. a need to teach in an inquisitive or skeptical manner regarding “facts” (particularly textbook facts) thereby fostering an air of curiosity and inquisitiveness on the part of the students; 2. teaching using open-ended questions that encourage responses that avoid traditional “either-ors” but encourage “both-and” (what today is often referred to as Socratic teaching); and 3. relinquishing the teacher role of leading conversation, but encourage student centered discussion and debate. Together, these three methods for presenting the material were central to Byrnes paper and were considered further through self-identified global educators’ interviews in my research.

Rationale for Global Education

Some teachers who embrace global education as a philosophy spend considerable time covering social justice hoping to improve lives through knowledge. This aspect of global education is often the dimension that meets the most resistance from traditional educators. Many feel that school instruction is designed to improve the three R's: reading, writing, and arithmetic. School has so many responsibilities today that the primary purpose of transmitting knowledge is overlooked, so the argument goes. Those strategies that might be viewed as soft or too "touchy-feely" come under considerable fire as a waste of time. Global education is criticized as just that kind of methodology.

Furthermore, parents often resist global education as it seeks to ameliorate social ills through analysis of human conditions. Global education rejects discrimination and bigotry in favor of tolerance and acceptance. Many parents feel that constructing a child's moral fabric and passing along issues of right and wrong is their purview, not that of the school system.

Other resistance to global education comes in a variety of forms. Many lay claim that global education is unpatriotic, undermining and shaming traditional United States history as exploitative and aggressive. Some feel that the concept is too large, and that there isn't enough time to cover the factual materials already required by the school board. Still others debate the success of global education at improving academics or reducing dropout rates when it is used.

Characterizing global education as unpatriotic (Finn 1988, Ravitch 2002, Burack 2001) is far from truthful as the theory merely encourages teaching from multiple

perspectives and recognizing the impact of choices made. Furthermore, patriotism suggests defending your nation's ideas and beliefs. Patriotism requires questioning the government and making decisions that improve your nation's interests. Patriotism does not demand that citizens kowtow and accept government decisions without critically analyzing them first. America's founders were indeed patriots as they stood up against their own government in London when that government had abused its powers. Those who reject global education on the basis of patriotism might very well think of our founders as traitors. American patriotism requires the defense of our historical documents, including the Constitution and Declaration of Independence. American patriots should oppose any form of discrimination and relegating one group to second-class citizenry. Global education is far from unpatriotic.

Those who oppose global education because of time constraints and the already pressing schedule do not fully understand the theory, and global education theorists have no one to blame but themselves if this misnomer goes unchecked. The time-related problem lies not with the short instruction period and need to squeeze a great deal into a small window, but with the teacher and their time spent locating accurate and useful content that provides new perspectives. Indeed, global education is both a *strategy* for teaching and the *content* taught. Global education simply teaches a concept from alternate and multiple perspectives often omitted from traditional sources. The vocabulary and the understanding of American slave ownership would still be covered however the perspective of the slave would be added to the more traditional points of view. Textbooks and curricula often do provide perspective; however, that perspective is typically biased in favor of one voice over another. A global educator teaching about the Spanish-

American War would still discuss the sinking of the *Maine* and Teddy Roosevelt, but from multiple perspectives such as from a U.S. soldier or from that of the Cuban or Spanish people. Global education does not require much more additional time in the classroom, just additional time by the instructor finding appropriate content outside of the classroom so that every voice might be heard.

Finally there are those who question the overall effective nature of global education and its capacity for improving academic scores or improving attendance rates. Such claims may or may not be valid, as little research has been performed tracking the success rate where global education methods were effectively applied. Many strategies used by teachers, not just global education, go unverified and are in need of additional research. Sadly, some theories that are tested often reveal contrary findings as to what is expected and yet continue to find great popular support despite the research, including that by improving student self-esteem, student academics will improve. Often teachers who use self-esteem strategies in the classroom dismiss the negative findings of the research in favor of an “I know what works in my class because I see it work” type of mentality. Does global education work and can it be verified? While this is not the purpose of this research it remains an area that needs future attention.

Steven Lamy (1990) declares one of the major problems within global education to be the “vague and ambiguous definitions.” He further states that ultra conservatives’ aim to end critical thinking in favor of establishing a “set of truths” that define the United States. Lamy appears to prefer the definition provided by the Center for Human Interdependence (CHI) including self-awareness, cooperative learning, critical thinking, cultural understanding, empathy, and conflict resolution. Additionally, CHI considers

skills such as reading, writing, and information gathering. Lamy differentiates global education from international studies in that the former is human-centric and the latter is state-centric, though neither to the total exclusion of the other. Lamy feels that global education does not call for the reshaping of the world, but instead helps students make informed choices in the future. CHI, and Lamy, believe that in order to avoid the criticism from ultra “conservatists,” there is a need to avoid “value-laden mush” in favor of a clearly stated definition emphasizing substance and intellectual goals. Lamy states that the United States is “no longer the hegemon, but a major power in a more pluralistic system (p. 59). This reality has caused the ultra conservatives to blame global education and liberal reformists for this occurrence and find the theory unpatriotic. For conservatives, teaching patriotism is the primary purpose of schooling. For liberal instructors, Lamy describes their instruction as polemic, which is advocacy-oriented education. Lamy argues against both reformist and conservative perspectives. True global education, Lamy stresses, requires greater emphasis on transnational values, critical thinking, and comparative analysis. Ultimately he states that global educators must present all sides of a controversial issue, and must become well informed of the issues that they are presenting.

In his article “Key Elements of a Global Perspective,” Roland Case (1993) states that global education is meeting resistance due to its revolutionary dimension and believes the strategy needs to be streamlined and made both manageable and operable. Furthermore, he finds the vocabulary and goals of global education too amorphous and in need of some agreement of purpose.

Case, clearly recognizing the dimension of education that serves to create social justice, openly makes the claim that education should not be used to indoctrinate. Instead, it should be used to promote fair and considerate values. He emphasizes the dimensions built on by previous theorists, but uses a language more user-friendly to the classroom teacher. Also, Case provides excellent examples of how the theory can actually be put to use, something many other theorists omit.

Will Kymlicka (2003) focuses intercultural education which is a field defined similarly to global education. In his research, Kymlicka (2003) brings up an issue that is critical to the future of global education and those who employ its methods. Kymlicka identifies a rift that may be troublesome to those teachers emphasizing the social justice, specifically regarding the equality dimension of the theory. He states that intercultural education has turned a corner, in an effort of self-preservation, and may move toward improving the dominant individual's international capabilities and opportunities rather than improving domestic minority relations and assisting the disenfranchised with access to power. He finds this trend to be the prevailing practice in such countries as Germany and Russia. Both of these nations encourage multiculturalism, but only in an effort to gain dominance in the European Union on the part of the Germans, or access to the European Union on the part of the Russians. Neither, according to Kymlicka, is interested in improving relations or better understanding their own domestic minority groups. Kymlicka's analysis seems fair after reviewing recent statements made by German Chancellor Merkel who stated on October 17, 2011 that those not embracing German culture and religious values have no place in Germany. In the end, Kymlicka states intercultural education should have as its goal not an appreciation of the *content* of other

people's deeply held beliefs, but merely to understand and appreciate that people *have* different values and beliefs.

There is a growing trend which portrays global education as a movement to improve access to an international or global market and augment wealth and power. This version of cosmopolitan multiculturalism is a much easier sell to dominant groups within a nation working to build a capable and competent international labor force, and create wealth and power for themselves.

Kymlicka's concern, of course, is that this version abandons the original principles of multiculturalism, which were to improve social justice and equity at home. Kymlicka warns of an apparent hijacking of the paradigm and the ultimate demise of working to improve domestic relations, creating an international version of the current domestic power imbalance.

Richard Faulk (2004), like many other writers, adds to the confusion surrounding global education and globalization. Faulk, in his article, "Globalization, Democracy and Human Relations" addresses the many problems and challenges facing the world as it becomes more and more interdependent. The problem is that Faulk and many others are speaking to the reality of existing international conditions and how the United States is failing to meet its responsibilities. Faulk refers to the demise of the nation-state and the "myth" of national sovereignty. He is critical of former President George W. Bush and his statements that "there exists only one system of political beliefs and practices good for the whole world" (p. 2). Faulk fears that the rhetoric of the Bush administration is one that rejects diversity and is unilateral in its formulation and execution.

Most persons committed to tolerance and diversity will find fault with the Bush administrations press releases, but Faulk's writing raises an additional issue for those committed to global education. Is global education a method for improving test scores and interest levels of students by increasing relevancy or is it a strategy to affect real life politics and the underpinnings of American society? Is the goal of global education that of improving how we relate to each other and our neighbors next door both literally and figuratively or is it designed to change the power structure of the United States abroad, relinquishing national sovereignty and abandoning the nation-state?

We might assume that most Americans favor improving domestic relations, reducing poverty and crime rates, and making our streets a safer place for everyone; these are things that few can argue against. However, when Faulk makes the issue into one that challenges the American way of life and demands an abdication of authority or a responsible sharing of that authority so openly, many will question his loyalty. Accomplishing both requires walking a fine line; it requires a certain degree of gatekeeping.

This type of politically charged writing seems to serve little purpose. It, realistically, will not alter United States international policy, but it does create hostility toward those in education utilizing the academic version of the theory for increasing understanding and tolerance. Those who desire to use global education in schools to improve academics or improve retention rates must be careful not to brashly mix the two concepts. It does seem reasonable, however, that should global education methods succeed in the classroom and improved domestic relations result, improved international

relations would be the natural next step. Faulk, for the purposes of education, is putting the cart before the horse.

As academics we have to be clear when borrowing each other's terms and concepts, recognizing the duplicitous nature of words employed by both educators and those shaping international politics. It is this confusion that permits critics of global education to raise undeserved concerns over the theory's reputation as political, unpatriotic, and anti-American.

Lee Anderson's (1982) question, why education should be globalized is, in his opinion, moot. The question suggests there is a choice to either globalize education or not. The choice, he suggests, is eroding and is now an issue of necessity. Anderson states that education mirrors society, and social change generates educational change. Global events, however, shape educational methods and curricula, not just national policy. The social structure of the world began changing in the 1970's, and this has shaped global education. Anderson identifies three changes that have taken place over the past 50 years that require an increased dependence on global education theory. The first of the three global changes is the globalization of the world social structure through Western expansion: the emergence and expansion of capitalism and the rise and diffusion of modern science and technology. The second issue is the decline of Western civilization's dominance or the world's social structure. The third is the decline in the United State's hegemonic position in the world social structure. Into this, Anderson considers the amount of homogeneity present in humankind's collective culture, which will be reduced, and the degree of geographical interrelatedness, which is increasing. Anderson predicts that due to these events, society will reshape education. The question as he sees it is not if

we should globalize American education, but instead “how, with what degree of quality, and how rapidly will American education become more globalized” (p. 161).

Barbara Garii (2000) in her article “U.S. Social Studies in the 21st Century: Internationalizing the Curriculum for Global Citizens,” states that the divide in the international community is shrinking, and the time has come for the United States to adopt a global perspective. Garii feels the U.S. social studies curriculum should change to include the viewpoints of other cultures. She claims that the U.S. curriculum is shortsighted, and that there is a need to understand how others perceive the U.S. The United States actions affect others across the planet, and our population needs to be made aware that their actions have implications.

Garii is concerned that social studies curricula is dominated by Western or Eurocentric views, which limit American students in an increasingly global environment and economy. Garii suggests that the current education received by American citizens is stunting their intellectual growth, resulting in a narrow minded population. Unless the United States adopts a global perspective, the population will be unable to relate to other not sharing their common culture, weakening the position and influence of the United States worldwide.

Andrew Smith (2002) looks at the reasons for a globally illiterate population and finds several causes including physical isolation, a self-sufficient economy, and little political will to intervene in others’ affairs. He finds that all of the reasons aforementioned cease to be realities after World War II, yet the education system today continues to provide a pre-war learning environment and curricula. Smith identified

social studies and foreign language as the only courses to include a global perspective as he examined trends in the 1970's, despite the need across all studies. Smith considered the accomplishments and shortcomings in several courses hoping to develop a more global curriculum and found that foreign language made great strides yet lagged considerably behind the requirements of other industrialized nations; despite increased attention to geography, students still receive unchanged or low scores; there appeared to be a considerable interest and involvement by students in World History as opposed to the previous Western Civilization focus; there was the creation and promotion of internationally focused high schools that required greater international knowledge; and finally Smith identified a greater level of participation in internationally focused extracurricular activities such as exchange programs. Despite the many advances, Smith states that global perspectives are not being encouraged in a much needed "comprehensive manner." Some of the obstacles Smith identifies are inadequate teacher knowledge, a lack of research on global education, inadequate funding for global education, and an inadequate emphasis by state and local education boards on the of inclusion global education for all students. Smith feels it is a responsibility of educators to "prepare students to meet the challenges of our increasingly, sometimes dangerously, interconnected world" (p. 41).

Ross Dunn (2002) finds that many high school and college students are unable to understand events in a broad geographic, historic, or political context. His recommendation is that teachers provide not only the facts and names throughout history, but "give students the crucial skills and knowledge they need to make sense of international developments" (p. 10). Such information is necessary for students to

appreciate democratic institutions, to participate actively in civil society, and to challenge their political leaders when policies seem misguided. Dunn states that global citizenship is “perfectly compatible with patriotic national citizenship” (p. 10). He argues that we need to educate citizens who will value democratic rights, freedoms, and obligations. Dunn identifies and rejects the arguments of those critical of multicultural education, stating that there is a tendency on their part to “associate the movement indiscriminately with Marxism, pacifism, radical feminism, greenism, extreme cultural relativism, postmodernism, ‘blame the Westism’, and just about every other ideological position that might be labeled liberal-left” (p. 11). His concern is that an international curriculum has been carelessly defined as the study of cultures, rather than the study of social processes and historical changes in the world. Multiculturalism, according to Dunn, should be about framing good analytical questions that help students understand how the world came to be the way it is.

Barbara Cruz (2002) considers how the textbook industry depicts several ethnic minorities. Specifically she looks at the frequency in which Latin Americans, Native Americans, Asian Americans, and African Americans are referenced in school textbooks. Cruz not only considers the frequency in which these ethnic groups are identified, but perhaps more importantly she looks at how these groups are portrayed when they are included in the materials. Cruz examines several grades and several textbooks in her research, each time describing the conditions in which these groups are defined.

Cruz identifies text books as a “major conveyor” of the curriculum for students and teachers alike. Because students and teachers rely so heavily on textbooks, review and examination of these books is necessary. She describes the textbook industry as being

hugely influenced by three states--Florida, Texas, and California--and the business that results is incredibly lucrative and dominated by five companies. Cruz explains that every state has textbook mandates, and each child typically receives one textbook per subject.

Cruz, in her quantitative study, finds considerable under-representation of the aforementioned minority groups. She examines American history textbooks in the grades 5, 8 and 11, and in the books reviewed, she considers a group to be included if they were mentioned by name, or depicted in a photograph. All of the ethnic minorities are found to be seriously under-represented throughout, regardless of the grade level and regardless of the textbook.

In addition to the frequency count, Cruz pays special interest to the manner in which minorities are depicted or represented. Cruz suggests that false and misleading stereotypical inclusion of these groups is more damaging than simple exclusion. Latin Americans, for instance, are often described as violent, lustful, and lazy. Puerto Ricans are described as helpless and passive. Japanese are described as aggressive and militaristic. Such generalizations are damaging and do not serve the needs of education.

These stereotypical perspectives are promoted by American historians and textbook authors so much so that they even disregard minority perspectives within their own histories. Offenses of this type can result have negative implications for the students who are exposed to such content. She states that students can develop low self-esteem and alienation in schools due to the way they see themselves portrayed in the curriculum.

Finally Cruz puts forth a possible solution: employ an ethnically- and gender-balanced panel when writing text books. She further suggests revisiting the textbook

selection process, and using sensitive and accurate portrayals of all groups for the benefit of all students.

Noddings (2005) summarizes a range of obstacles to global citizenship along with several recommended solutions, bringing together the research and observations of eight leaders in the field of global teaching. They warn against teaching from a moral relativist position in order to promote open and critical thinking, a teaching philosophy that is debated repeatedly within global education theory. Equally controversial, Noddings encourages the critical examination of religion in order to increase understanding of the unknown and known tenets, dogma, and histories. She encourages teachers to make war and violence relevant to young students by addressing aspects of patriotism and propaganda. Finally, Noddings recommends global literature is included in the curriculum in order to examine moral and existential matters.

Kenneth Tye in his 2003 article “Global Education as a Worldwide Movement” examines the worldwide usage of global education strategies. Tye reviews seven nations including Australia, Canada, South Korea, Russia, the United Kingdom, Japan and China. Tye identifies schools as the primary driving force behind building national loyalties, regardless of the nation.

When considering whether a nation’s schools utilize global education methods, Tye seeks some basic elements such as learning about problems and issues which cut across national boundaries and the interconnectedness of systems. He further considers the understanding and appreciation of other cultures, seeing the world through the minds

and eyes of others, and the realization that those in the world desire much of the same things.

Tye's research finds that all of the nations examined are utilizing global education methods, although some more so than others. Canada, for instance, struggles to support global education financially due to budget concerns, but is not opposed to the concept ideologically. The nations with the least interest in global education are Japan and the United Kingdom. Opposition to global education in these two nations is similar to opposition to global education in the United States. Tye finds that conservative elements have seized control of the government and the education system is increasingly centralized and traditionalist.

Beyond his nation-specific, detailed research, Tye considers how global education is utilized through non-governmental organizations and the frequency with which it is used. The United Nations Educational, Scientific and Cultural Organization (UNESCO) identifies 168 nations and 6600 schools worldwide utilizing their global education curricula. COMENIUS, the European-based organization focused on better understanding European cultures, languages and values, claims that over 30 European nations are utilizing their global education materials. The International Education and Resource Network (iEARN) claims to reach 400,000 students through 90 countries. All of the aforementioned programs emphasize topics including human interdependence, environmental issues, developmental education, sustainability issues, the prevention of regional conflicts and ethnic confinement, language and overall change in consciousness.

Tye finds the United States to be resistant to global education, rarely participating in any of the programs. However, the US actively funds other nations' global education programs. Ultimately, the US government funds programs encouraging others to learn about American culture while resisting programs domestically which would encourage US students from understanding foreign cultures.

More than 30 years after Hanvey (1976) published his groundbreaking work, one of the most concise and thorough publications on global education found its way into print. Edited by Toni Fuss-Kirkwood (2009), *Visions in Global Education: the globalization of curriculum and pedagogy in teacher education and schools; perspectives from Canada, Russia, and the United States* brings together under one roof all of the old guard while providing a sharp eye on the future of the movement.

Kenneth Tye (2009) was invited to provide a history of the movement in Kirkwood's first chapter discussing the conditions that brought about the concept and the sizeable impact it exudes given its relatively short life span. Tye proceeds to identify the critics of global education along with their rationale, both within academia and in the public forum. As a result, for twenty years global education and many of its proponents disappeared from the scene, lying low in the tall grass, probing the waters and awaiting a more accepting environment. By the year 2000, that moment had apparently come; however, the time away had resulted in massive setbacks and a closing of many of the global education programs.

As Tye looks to the future, he attempts to breathe life and direction back into a movement often criticized for its amorphous shape and purpose. It is here that Tye

provides the specific characteristics of global education. Below are his seven recommended global education tasks:

1. Use “normative teaching.” Teach student how to analyze problems that involve value positions, so that they can plan appropriate courses of action.
2. Include topics such as the environment, sustainable development, intercultural relations, peace and conflict resolutions, the role of technology, human rights, and social justice.
3. Include controversial issues
4. Teach how the system works, not just about the system
5. Recruit critical thinkers into the global education movement
6. Improve teacher education efforts surrounding global education
7. Review and analyze materials used in instruction, and teach others to do the same.

This relatively short list provided a backdrop as I considered curriculum materials and listened to teacher explanations regarding their teaching.

Heilman (2009) speaks to the distinctive traits of global education and the related field of multicultural education, drawing parallels where possible and identifying critical differences that separate the two. Heilman provides an easy-to-read chart that flushes out these differences by justification and proponents. In summary, Heilman states that while global education issues are “increasingly important in the economy, healthcare, and education, the debate is not about justice for global people but typically about *protecting* us from global problems” (p. 28-29). Heilman then reflects on the particular purposes within global education rooted in five philosophical leanings:

1. Monoculturalism: global education should be used to promote national unity
2. Particularism: global education serves specific minority groups
3. Pluralism: global education helps everyone enhance power and capital
4. Liberalism: global education encourages critical thinking on all levels
5. Criticality: global education serves to reduce oppression and level power

It is at this point that Heilman encourages global educators to embrace either the liberal or pluralistic approach, and reject the other three along the lines often debated and yet unresolved: should global education promote reproductive or transformative knowledge? Authors such as Kymlicka (2003), Faulk (2004) and Case (1993) make the argument that global education should be transformative, and the purpose should be to improve people's lives and the conditions in which they live. As a critical theorist, I find myself in agreement with the three transformative-oriented theorists. Global education without change could be called Socratic teaching or critical thinking, which I also endorse, but feel falls short of follow through. By speaking out against critical theory and particularism, Heilman minimizes the potential for conservative criticism, a strategy central to my research: identify what actions global educators take as to minimize criticism and teach content rife with controversy. By dismissing critical theory and particularism, Heilman is able to keep the wolf at bay, but at a cost. If, however, Heilman truly believes that global education should remain yet another model of critical thinking with only intellectual growth at its core, the movement will sacrifice an eloquent discourse capable of speaking to wealth and power in a time of increasing disparity.

Landorf (2009) seems an odd contrast to Heilman as she defends human rights philosophy as the core to global education, tracing the development from natural rights

(Locke, Kant) to universal rights (the French Rights of Man and the Citizen), and ultimately evolving into human rights (the Universal Declaration of Human Rights). Looking back at the definitions and rationale repeatedly put forth, Landorf states that “global educators need to embrace human rights as a philosophy” (p. 66). She identifies three “keys” (p. 61-63) to teaching global education including:

1. Promoting cosmopolitanism where students would develop an allegiance to the worldwide community.
2. Encouraging global responsibility where students would help to create a more just and peaceful world.
3. Building on global citizenship education, encouraging students learn about their rights and responsibilities from local to global.

Landorf is nicely positioned to rebuff critics who would challenge global education on the basis of “moral relativism” as a legal international consensus supporting human rights exists. Instead she states cultural difference should not obscure the universality of human rights, and therefore human rights supersede those behaviors that would masquerade behind a cultural mask. Global education can and should take a stand.

Zong (2009) conducts an extensive literature review of teacher preparation programs involving global education over the past twenty years. Her search included three electronic databases as well as a hand-search of six peer reviewed journals central to teaching. Upon concluding her search, Zong identifies three areas of concern regarding the work surrounding global education. First, she states that most studies completed in global education tend to be self reported accounts of a global education program by the professors who lead these programs themselves. Secondly, Zong worries about an

apparent lack of longitudinal research in the field which might examine how much of the theory is retained by teachers after completing a global education course or program. Finally, Zong states that “much less is known, however, about whether—and if so, how—these expressed attitudes of prospective teachers translate into practice to influence candidates’ actions and effectiveness in the K-12 classroom” (p. 87). Zong closes her report with a plea for new research to be completed which examines the long-term impact of global education on teachers and their teaching methods. This research will attempt to do just that.

Cruz and Bermúdez (2009a) provide a thorough retrospective on efforts made at Florida International University to infuse global education into local and state curriculum. While the descriptors are detailed and provide an excellent framework for others seeking to build or grow a global education program, this dissertation can benefit from their reflections in several key ways. First, Cruz and Bermudez report that Hanvey’s five dimensions to global education established the pedagogical framework for much of the model; likewise, this dissertation will routinely finds basis in Hanvey’s dimensions. While discussing lessons learned in hindsight, the two find that the “infusion curriculum approach works best” (p. 109). This was also critical for this dissertation as I set out to identify how and in what forms global education makes it into teacher lesson preparation and instruction. Teachers described as “change agents” or “tempered radicals” (p. 109) proved helpful in creating long-term success for global education theory. By identifying characteristics of global educators, it allowed this research to be more purposeful in the selection process. Finally, Cruz and Bermudez found that there was a must for what Merryfield calls “contrapuntal voices” (p. 109) in the curriculum in that multiple

perspectives must be presented from a wide variety of curricular resources. This was also central to my research as I searched lesson materials for just this type of perspective learning.

Kirkwood (2009) seems to speak directly to the thesis of my research when she states “administrators cannot command change in schools unless interested teachers are committed to the change; otherwise the results are dubious” (p. 134). What Kirkwood is saying, without using the term gatekeeping, is that teachers make efforts to include what they feel is central to the content *despite potential obstacles or omissions*. She goes on to state “globally trained teachers recognize the value and importance of teaching and learning about the larger world that leads to the discussion of multiple perspectives and the cultural, geographic, economic, and political intersections of the world’s people to identifying commonalities of the human family and were willing to give it their time and energy” (p. 134). Kirkwood also attributes teacher gatekeeping efforts to be the single most important factor for the Miami global education initiative. The idea that teachers are so committed to the paradigm so to spend their own time and energy on building global perspectives speaks to both global education and gatekeeping. Interestingly, one of the factors identified by Kirkwood that helped global education succeed in Miami was community support whereas this dissertation sought to discover how global educators infuse global themes into a curriculum in spite of community or school opposition.

Kolker, Sheina, and Ustinova (2009), all professors employed by Ryazan State University, Russia, write extensively on the efforts made to infuse global education themes into curriculum in post-Gorbachev Russia. Having visited with western global theorists both in Russia and abroad, they tend to define global education similarly to

Tucker, Case, and Kirkwood. Together, these three Russian colleagues state that learning occurs “as a by-product of searching for a solution” (p. 170), rather than as a result of increased motivation forged by interest, stated earlier by Dewey. My research will identify global lessons that would require students to seek a solution and therefore increase potential learning.

Kolker and his peers identify what they call the “essence” of global education, including teaching from a holistic view so that the curriculum is interrelated and fosters critical thinking. They find critical thinking central to a “flexible mind”, something “important in our rapidly changing world” (p.171). Also, they find that global education encourages skills for lifelong learning, instills immunity to chauvinism, and encourages responsible citizenship to the self, family, community, nation, and Earth. These findings run contrary to those who would hold global education as unpatriotic. The numerous anecdotes provided within this relatively short chapter remind me of a simple slogan I discovered while living in Lusaka, Zambia: “Same, same...but different.” The phrase apparently originated in Southeast Asia as visitors would ask for something familiar to their home nation only to be met by this reply. In the end, the “same same but different” slogan reminds us that no matter who you are or where you live, we are all inherently the same with superficial differences. Our Russian educators find that global education instills this thinking in the minds of its recipients.

Lena Lenskaya (2009), also from Russia, recalls the role Gorbachev’s *Glasnost* and *Perestroika* played in restructuring the schools and minds of Russians, and how both led to the Russian revolution and failed coup in 1989. Prior to the revolution, Lenskaya states that global education theory became the adopted model for many regional schools

across the nation and helped a people free the shackles from their mind and body and move them into action when the time was right. This story lays bare the real power behind global education theory in that it helped move an entire nation during a revolution to stand up against oppression and indoctrination. After the revolution, when Lenskaya had the opportunity to work at Northeastern University, Chicago, she found little global education methods in place in American teaching. She laments the lack of global education materials and direction in the United States after seeing the theory succeed in bringing together diverse and often antagonistic forces in both Russia and Northern Ireland.

Merry Merryfield (2009) who has written extensively on global education adds what might be considered another three dimensions to the existing five recommended by Hanvey. While Merryfield's additions are appropriate, blending nicely with the existing framework, it seeks to grow the theory in such a way to make it both unwieldy and unmanageable for K-12 classroom teachers. The rationale for altering the existing theory and including the new elements is to "globalize global education" (p. 217) and bring global education up to speed. Her three added dimensions are:

1. Analyze the colonial legacy on knowledge, encouraging over five centuries of revisionist work on language and understanding so to include non-Western perspectives.
2. Develop a deeper practice for examining the perspectives of the "Other," including analyzing coping mechanisms employed by minorities and the study of "contrapuntal literature" (p. 226) which describes events as a hybrid synthesis bringing together two or more experiences.

3. Improve on the existing dimension of cross-cultural learning by making it experiential and a post-structuralist teaching strategy, suggesting all knowledge is constructed through experience.

Merryfield deftly provides thorough definitions and appropriate methods, a seemingly infinite list of resources and examples, and a rationale for additional training on the various stages. However, given the existing concerns over the manageability of global education (Case 1993, LeRoux 2001), the resistance based on its revisionist and anti-Western dimensions (Burack 2001) and the inadequate existing teacher knowledge base (Smith 2002), Merryfield creates what might be considered the perfect storm for critics. Furthermore, Merryfield seems to overlook the practicality, or impracticality, of it all. As I sit listening to National Public Radio reporting on the newest edition of the *Dictionary of American Regional English*, a project housed within the University of Wisconsin-Madison's Digital Collection Center, I consider the massive size of culture and language within the United States alone. Merryfield's recommendation to include the "Other", to the extent to which she describes, seems almost cruel to teachers who would inevitably fail as they would leave out many of the thousands of perspectives. Merryfield herself falls into this very trap as she seeks to list the populations best served including "race, gender, class, culture, national origin, (and) religious or political beliefs" (p. 224 and 232) yet seemingly omits sexual orientation on both occasions, one of the most oppressed and often omitted populations. By seeking to do too much, Merryfield may invite an undesired result; someone or something will inevitably be left out due to time or accident.

Cogan and Grossman (2009) provide ample evidence to the Merryfield dilemma when they report that repeated studies have found teachers severely lacking in general international knowledge. Therefore, they declare that “preparing teachers who have the knowledge, skills, and attitudes to be effective purveyors of global education is a major challenge” (p. 241). Merryfield’s recommendations seem appropriate for seasoned global educators already with a base understanding of the theory, but considerable work is needed to prepare teachers for her challenge. The teacher preparation needed is described as both a *substantive* and a *perceptual* in nature. Troublingly, the two authors find that while the substantive, or content related elements can be trained, the perceptual, or attitudinal disposition toward acceptance and open-mindedness, requires more of a pre-disposition on the part of the teacher. While Cogan and Grossman do not provide suggestions for overcoming this attitudinal barrier, they are replete with substantive recommendations. In fact their thorough study involving 182 policy-shapers and 285 teachers from nine nations provided considerable guidance for this dissertation while I sought to identify curriculum that is globally-minded and address the barriers teachers often face. A global curriculum should include: 1. universal and cultural values and practices, 2. global interconnectedness, 3. present worldwide trends and conditions, 4. origins and past patterns of world affairs, and 5. alternative worldwide futures (p. 245). Global citizenship, according to the Cogan and Grossman survey, should require seven characteristics including (p. 251-252):

1. The ability to work with others in a cooperative way and take responsibility for his or her own roles and duties within society.
2. The ability to understand, accept, and tolerate cultural differences.

3. The willingness to resolve conflict in a nonviolent manner.
4. The capacity to think in critical and systematic ways.
5. Command of problem-solving knowledge that can be implemented in everyday life.
6. A willingness to change his or her lifestyle and consumption habits to protect the environment.
7. The ability to look and approach problems and issues as a member of the global society.

The barriers to effective global teaching include poor or lacking preservice training on the part of university programs, legislative efforts to eliminate global education from the landscape, the inherent controversial nature of global education, a struggle over curriculum control, a failure to provide balance within the curriculum, oppositional school or community regarding global education, an inherent conservative nature within teachers themselves, and a lack of experiential knowledge of diversity and equity on the part of teachers.

Cruz and Bermudez (2009b) provide considerable insight into the nature of mentorship in teaching, specifically within the field of global education, and how that mentorship helps to overcome some potential barriers. Possible problems include the very nature of global education itself as “controversial” (p.265), the theory’s unique and contested place in the curriculum, and an insular or isolated feeling on the part of all teachers particularly those committed to global education. Cruz and Bermudez identify the mentor as a practical tool when attempting to overcome such obstacles. However, the authors seem mixed regarding the debate over the nature of global education and it’s

transformative versus reproductive role options. Cruz and Bermudez appear to walk a fine line stating at one point there is a need for a “balanced, multiple perspective” (p. 266) while later countering that with “one had a responsibility to be the change you want to see in the world” (p. 267). This vague position seems all too common within the global education debate leaving one with several questions. Is the delicate wording deliberately chosen so as to provide a level of plausible deniability, quietly encouraging transformative teaching under the guise of critical thinking, the very thesis of this dissertation? Or do theorists encourage transformative teaching for some issues, while remaining reproductive for others? Furthermore, how and why is the choice made when choosing either the transformative mantle or the reproductive stance? As I have stated before, as a critical theorist, I believe it is the proper role of global educators to be champions of transformative teaching so to build a better world; better for all, not just U.S. citizens; and better for all Americans, not just a few. How that is accomplished will be examined further.

Bickmore (2009) in her chapter “Global Education to Build Peace” clearly encourages transformative and progressive teaching as she describes the classroom as a “lab” (p. 275) for promoting responsible decision-making. Bickmore states that caring is not enough by itself, and that teachers must help students “predict and *shape* the consequences of those choices” and that “the teachers role is crucial in facilitating students’ awareness of and open-mindedness to alternative global and local contexts and perspectives” (p. 284). Bickmore provides a wealth of strategies that rely mostly on experiential learning methods including role playing, reflective listening, open-ended questions, evaluations, mediations, resolutions, analysis, and consensus building. She

identifies a number of potential barriers to global educators including teaching to standardized tests, limitations for personal learning opportunities, lacking a mentor, lacking general support, lacking confidence with the content, lacking academic freedom to engage controversial issues, and a general avoidance of morality based topics.

Bickmore clearly has changing the world for the betterment of all humankind through education as a primary purpose, something central to critical theory and transformative teaching.

Resistance to Global Education

It can be assumed that global education, like every theory on education, has its opponents. Traditional educators, favoring a return to a “get the information to the student and increase knowledge” approach, oppose the idea of working for social justice. Many have found fault with the falsely labeled “anti-American” materials, debunked earlier. There are several problems with treating schools as dispensaries of fact, namely, whose facts? Which facts are excluded? Does rote memorization of fact versus the critical thinking encouraged by global education serve to better engage student interest, and thereby improve attendance and academic scores?

Phyllis Schlafly (1986) in her article “What is wrong with global education?” makes an attempt to not only discredit the movement with false allegations, but uses the mass media (the article was published in the St. Louis Globe) to mobilize the public and alert the general population as to the insidious nature of global education. In fairness to Schlafly, several of her accusations are accurate. Global education does discourage the use of traditional textbooks and has made an effort to re-educate teachers so to bring

them on board; no one denies this. However the movement does so for good reason: textbooks have been repeatedly shown to be biased (Cruz 2002) and most teachers lack global education training altogether (Cogan & Grossman 2009). The remaining accusations seem couched in chauvinism and ethnocentrism as she depicts global educators as anti-American and finds offense with themes of acceptance and respect for others. Schlafly accuses global educators of “indoctrinating the error of equivalence, that is, the falsehood that other nations, governments, legal systems, cultures and political and economic systems are essentially equivalent to ours and entitled to equal respect. This hypothesis is false, both historically and morally” (p. 23). To see such comments made public by a leading educator is evidence enough that serious work is needed so to make our nation more accepting and tolerant. Yes, other nations and cultures are equivalent to ours; cultures are neither superior nor inferior, they simply are. Some things done by individuals within this culture or that government can be offensive and counter to human rights, but to paint an entire population as inferior or superior serves no one. The process of building global relationships and friendships is made increasingly difficult when editorials like Schlafly’s go unchecked. Furthermore, in an effort to make global education sound particularly heinous, she uses faulty logic by describing global education as “indoctrinating” and “imposing” when in fact all teaching indoctrinates, including the state-mandated curriculum Schlafly apparently endorses. In fact the words she selects for this short op-ed article seeks to indoctrinate as to the superiority of the West and inferiority of everyone else. Thinking people everywhere should easily recognize Schlafly as an intellectual bully and stand up for what is morally right, not politically popular. Not surprisingly, that seems to be one of the purposes of global education.

One of the most cited critics of the paradigm does so from an obtuse angle, mixing his clear distaste for global education with student dislike for the social studies in general. Chester Finn (1988), then Assistant Secretary for Research and Improvement in the Department of Education, complains about a citizenry in the U.S. that is less literate in social studies coursework, identifying poor geography and civics skills among middle and high school age children. Finn then pointedly attacks global education advocates such as Jan Tucker (then president of the National Council of the Social Studies), James Baker and John Dewey, accusing them of promoting a change within the field of social studies that encourages “problem solving” over fact (p. 4). Finn’s argument is couched in the century old debate involving the split that took place between social *science* which emphasizes core courses and fact versus social *studies* which emphasizes problem solving and critical thinking. Interpreting Finn’s article is a bit challenging, as he contradicts himself repeatedly, at first pining over a student inability to name facts central to history only to close his argument by endorsing a “focus on higher levels of knowledge rather than on facts” (p. 4). Regardless of his apparent uncertainty concerning the promotion of facts versus critical thought, the central thrust of Finn’s argument against global education is clear when he states “teaching this view of world affairs means recognizing the interests of other nations and people as authentic” (p. 4). Finn so much favors the reproductive style teaching method housed within Western civilization to the extent that his wording offends non-Europeans. In the end, Finn complains that “the social studies establishment is enamored of process, problem solving, and globalism” (p. 6). With hindsight and the advantages of over twenty years behind us, such rhetoric from

a leading public official appears more than out of step with American educational needs, but to use one of Finn's own phrases, it sounds brazenly chauvinistic.

Another theorist critical of global education is Jonathan Burack. Burack (2001) begins by stating that one of the goals of global education is to redefine sovereignty and diminish national authority, that education has embraced global education themes without question, and that within global education there exists a pattern of being critical of Western Civilization while accepting wholeheartedly other cultures and beliefs without question.

The issue pertaining to national sovereignty is a byproduct of practicing politics in the name of global education instead of employing it as a teaching strategy. This belief that global educators work to end the nation-state is a common critique, and one that will be difficult to end. Global education has to be viewed as an international version of multicultural education, based on understanding and respect toward others, not as a method for dismantling the sovereignty of the state.

That educators and schools have embraced the themes and dimensions of global education is to a degree true. Yes, schools encourage understanding and non-violent resolution of conflict. Yes, schools encourage responsible behavior toward our planet and environment. To the extent that this has been formalized and promoted by teachers and administrators as global education is questionable. Global education brings together many beliefs already in place in schools, many of which have been around for years.

Finally, and probably most importantly, Burack is critical of those supporting global education as being "un-critical" of other non-Western cultures and beliefs to the

extent that there begins to develop an erosion of analytical skills necessary to determine what is acceptable versus what is unacceptable. Global education, according to many critics including Burack, questions and criticizes Western civilization while accepting without question all others. If this is true, those of us supporting global education must draw this practice to a close. One of the primary purposes of education, particularly in global education, is to develop critical thinking skills in students so that they can make the right choices and work for a better, fairer system. If existing methods promoted by global educators are stifling that critical thought process, they must be rejected out of hand. Furthermore, one of the guiding principles of global education is fairness, and to hold Western Civilization to a different or higher standard than others would fly in the face of the paradigm.

One of the leading educators opposed to global education has been Diane Ravitch, although in recent years she seems to have adjusted her stance. Ravitch, a well respected writer and educator, is critical of the theory for many good reasons that deserve the attention of those working for improving the theory. Ravitch (2002), in her article “Diversity, Tragedy, and the Schools,” describes the school system’s purpose as a unifying institution, building a common culture and bringing together people to build a unique American nation. She fears schools have lost a sense of a distinctive American culture. She feels that teaching racial and ethnic pride is itself problematic and one of the worst aspects of American society.

Ravitch, a long supporter of civil rights and equality, should not be misconstrued as xenophobic or apathetic to the plight of the disenfranchised. She works to build a common culture, uniting persons from different backgrounds rather than dividing.

Ravitch sees the school system as the mechanism to bring these diverse groups together. She simply encourages certain strategies over others. Global education has apparently been misinterpreted as a dividing mechanism, rather than a uniting one. It is the responsibility of global educators to work to correct this belief.

Gatekeeping and Global Education

It seems clear that teachers who wish to teach from a global perspective must make a conscious decision to do so. What is less clear is how they go about serving as a curricular-instructional gatekeeper. How is gatekeeping manifested in global classrooms? Is it different than in regular social studies classrooms? Or other content areas?

McNeil (1983) discusses gatekeeping in *Defensive Teaching and Classroom Control*. An ethnographic study conducted with social studies teachers in Wisconsin schools reveals questionable methods and motives as gatekeepers modify curriculum. The study reports that the participants use a number of instructional methods so to augment their classroom control, not for the purpose of increasing understanding. The teachers studied were employed for at least ten years with the schools and had advanced degrees. Although they have varying political values and beliefs, they all were middle class, white, and male (with one gender exception) teaching in suburban middle class school. All of McNeil's interviews result in similar revelations finding that teachers deliberately sacrifice good practice in exchange for reduced student behavior problems.

McNeil roots through several issues that may motivate teachers to behave contrary to expectation including teacher fatigue coupled with meager pay and additional

workload; unwilling students with part-time employment and outside interests willing to sacrifice efforts in school; and a lack of a supportive administration that has shifted its focus from teaching to behavior control. While McNeil finds the administrative shift in priorities to have a notable impact, she still finds teachers *with* supportive administrators willing to sacrificing content for control.

The methods employed by the Wisconsin teachers in an effort to exert control include:

1. Fragmentation: content is reduced to terminology and consumed out of context so to simplify the curriculum and gain student cooperation.
2. Mystification: teachers describe challenging materials as unknowable and encourage blind obedience to American ideals without debate.
3. Omission: teachers omit specific content they find personally objectionable or controversial so to discourage debate and maintain their desired course direction.
4. Defensive Simplification: content that requires additional time and explanation are simplified so to gain student willingness or compliance.

McNeil's conclusions find that the teachers who engaged in such practices did so for one of two reasons. First, teachers report they have simplified the curriculum in response to their schools de-tracking students and placing different ability students in one classroom, therefore asking teachers to cover the material for a multitude of learner abilities. She states "rather than teacher to the brightest students, they simplify the content and assignments for everyone" (p. 132). The second reason identified by the participating teachers is a perception that there is no reward for holding discussions, but

there are sanctions for “not covering the material,” so they minimize discussion in the interest of speeding up the lecture pace (p. 139). This practice is something I can personally relate to as I was asked by my administration to lead a school-wide learning activity, and then criticized because my classroom pace had fallen behind. The implications for such practices, observes McNeil, are students who become alienated from the institutional goal of learning, and new classroom control issues (pp. 138-139).

Gitlin (1983) explains that teachers can influence student values and attitudes by either reinforcing society as it presently exists or by helping them question and transform society. These two teaching strategies are respectively called reproductive and transformative teaching, concepts I used throughout this dissertation. Gitlin’s research seeks to expose how school systems either encourage or discourage such teaching practices. His findings have implications for both the teacher leading the class and for the student in the classroom.

School systems, through testing, prepackaged curriculum, pace, and team building encourage teachers to become adept in several areas including efficiency, bureaucratic and behavior management, consensus reaching, and record keeping. Accompanying this “reskilling”, teachers are also “deskilled,” and the two areas most frequently deskilled due to school structure and changes include a teacher’s critical thinking and creativity.

Gitlin identifies five methods that teachers might employ so to reduce the deskilling effect, including: 1. abandoning school mandates altogether, 2. reducing the time on mandated curriculum so as to create gaps for alternate lessons, 3. coordinating with team members so as to change pre-packaged curriculum, 4. empowering teachers so

they can make necessary changes themselves, and 5. granting teachers additional autonomy (p. 201-202). Unfortunately, there is no recommendation for simply employing critical thought throughout the curriculum so to provide the class with multiple perspectives.

Gitlin seems to gloss over what appears to be the true nature of the problem when he speaks to a teacher's lack of desire or inability to address transformative curriculum matters. Repeatedly, Gitlin weakly submits limited time and accelerated pace as excuses for failing to reflect on content, as if teachers cease to think at the end of a school day when they return home. When one is affronted with poor, weak, false, or stereotypical content, thinking teachers should not be excused from challenging the materials due to time constraints, and they certainly do not stop thinking about their daily lessons once the bell rings. Sadly, Gitlin dedicates one paragraph, tucked away in the middle of the chapter, to this issue when he states "One possible explanation is that the teacher was unaware of these implications or did not want to include them" (p. 200). Upon questioning one teacher, Gitlin found the participant was aware of alternative potential implications for the lesson, but explained that her "primary job in teaching social studies was to give students the information they would need to do well on the post-test (p. 200). Teachers need to be better versed in content so as to feel comfortable heading off inaccurate or biased curriculum, immaterial of time constraints and other possible obstacles.

Thornton's (1991) review of teachers as gatekeepers in social studies reveals a number of important findings, particularly when considering the results against the backdrop of global education. He reminds us that classroom teachers control both the

subject matter and the daily classroom experiences of the students. This role of gatekeeper is based on a teacher's belief about schooling, their knowledge of the content/subject, and a personal inclination or reflection. This leaves classroom teachers in a position of considerable authority when designing lessons and leading instruction. As decision-makers, it is important to understand what teachers think about the social studies and their role as social studies instructors so as to best predict their curricular choices. Here the literature reveals a disappointing conclusion which contradicts almost every global education recommended practice. In defining the purpose of social studies, the research reports that lessons portray the United States as independent (as opposed to interdependent) and the materials tend to conform to the norm. Facts are encouraged via rote memorization from textbooks and student activities are relegated to reading, writing, and listening. Such practices and beliefs about social studies education are diametrically opposite to global education theory, leaving global education theory as an apparent unattractive option for most social studies educators. And while training and exposure to global education theory might be a suggested antidote for the situation, the research suggests that teacher beliefs are largely unaffected by university teaching, but rather molded by personal experiences and life. In fact, Thornton suggests, while teachers have considerable discretion and can act as curriculum gatekeeper, most do not even realize their authority, ultimately deferring curriculum choices to outside powers. After establishing how teachers define social studies education, Thornton goes on outline how teachers plan lessons, revealing further red flags for global education theory. He concludes that oftentimes planning seems to be dictated by the practicality of the lesson, time, classroom behavior, management, and socialization issues. When preparing lessons,

teachers rely heavily on the textbook due to a lack personal knowledge. This portrayal of the social studies teacher is far from exemplary. All teachers are purveyors of knowledge, and have a responsibility to understand deeply the content they profess. Lessons should be prepared with the greatest growth impact in mind rather than ease or control. One teacher in the research was reported as interested in challenging the norm but was met with ostracism until that teacher complied with peers' demands, sacrificing best practices for rote memorization, greater textbook reliance, and drill and kill. This finding is of particular interest, as global education asks teachers to challenge the existing social studies paradigm and design and include content regularly omitted from mandated curriculum. Teachers who embrace global education must find ways to adjust the student's classroom experiences so to accommodate new perspectives, while maintaining a degree of respect and acceptance within their institution for themselves. Just how teachers manage this act was a primary focus of this research. Thornton's recommendations for future qualitative research on gatekeeping utilizing case study methods guided my dissertation. He states that through such research, further examples of successful gatekeeping and smart lesson designs meant to improve the existing curriculum can be identified so as to provide guidance for others. It is the express intent of this research to identify such gatekeeping strategies.

Cornbleth's (2001) article "Climates of Constraint/Restraint of Teachers and Teaching" provides a firm foundation from which gatekeeping theory can operate. She states that teachers will censor themselves either because of internal (personal) restraints or due to external constraints, and if done properly, the later can reinforce the former, making external constraints seemingly unnecessary. Cornbleth identifies five "social and

structural obstacles to progressive curriculum and instructional reform, at least some of which presumably could be undermined” (p. 73). Cornbleth speaks about school “climate” as a school’s “prevailing conditions” (p. 75) that either inhibit or encourage critical thinking and diverse perspectives in curriculum. The five climates include 1. a climate of law and order in which rules and procedures are valued more than learning; 2. a conservative climate that encourages teachers to fit in and go along with existing methods; 3. a climate of censorship which can come from the administration, the textbook, the teachers’ colleagues, and from the community at large; 4. a climate of pessimism where a teacher does not employ progressive teaching methods because teachers doubt student abilities; and 5. a climate of competitiveness focused on standardized tests and state scores rather than authentic learning. Each of these climates can be overcome provided teachers have both the knowledge and courage to take a stand. Unfortunately, given a teacher’s tenuous employment, Cornbleth finds that few teachers are willing to challenge a system and risk professional discipline or termination.

Vinson and Ross (2001) examine diversity in the social studies curriculum, from conception to application. What they find is considerable acceptance and appearance for diverse thinking and teaching, while at the same time an unusually high level of homogeneity. In other words, the field allows for a wide range of approaches, but for the most part, teachers and curriculum provide instruction from the same traditional perspective. The potential diversity stems from a number of places including gatekeeping shaped by “teachers’ backgrounds, knowledge, beliefs, and perspectives on teaching” (Vinson & Ross, p. 52).

While social studies professionals seem to be in agreement regarding the general purpose of social studies, that is to “prepare youth so that they possess the knowledge, values, and skills needed for active participation in society” (Vinson & Ross, p. 41), just how that is accomplished relies heavily on the teacher and the teacher’s personal views. Vinson and Ross identify five common teaching frameworks that are useful when classifying educators and predicting instructional methods including:

1. Citizenship Transmission: the purpose of social studies education is to transmit the dominant thoughts and beliefs of Western culture (reproductive knowledge).
2. Social Science: the purpose of social studies education is to develop an empirical method for learning and thinking.
3. Reflective Inquiry: the purpose of social studies education is to develop a pragmatic and flexible way of thinking so to address relevant problems in a democratic society.
4. Informed Social Criticism: the purpose of social studies education is to challenge injustice in the status quo and encourage critical thinking (transformative knowledge).
5. Personal Development: the purpose of social studies education is to promote a positive self-concept and encourage personal responsibility.

By identifying these dominant teaching paradigms the authors identify a multitude of instructional methods which allows for considerable diversity within the field. However, social studies teachers tend to overwhelmingly coagulate within the first teaching framework of citizenship transmission. This pattern may prove troubling for global educators who may find themselves on their own within a school district, school, or

department. Such teachers who elect transformative knowledge over reproductive may face obstacles that require adjustment and accommodation. One such accommodation that Vinson and Ross speak to is the development of a centrist curriculum, which appears to be the path of both the textbook industry and the accountability/standardization process. The result is a curriculum that fails to excite, resulting in student apathy toward citizenship education (Vinson & Ross, p. 53).

Thornton (2005), in *Teaching Social Studies that Matters*, completes a detailed outline of the competing forces within social studies over the past century, revealing two dominant themes: the social *science* and the social *education* traditions. Social science recommends content within social studies be parceled out into separate entities, and each taught factually, thus increasing a general knowledge base. Social education suggests all curriculums should be intertwined, drawing off of each other, and making content relevant to student life. The social science paradigm has held sway in the field for the past twenty or so years, with the advent of the accountability movement and emphasis on school, teacher, and student assessment.

While both admittedly seek to improve student abilities and knowledge, Thornton considers the seemingly timeless observations made by Dewey (1916) regarding comprehension and growth. Dewey finds that success is tied to interest, and here he is clear: the interest must be intrinsic. Dewey ultimately lays bare somewhat of an equation regarding student learning; if students enjoy the lesson it will improve attention which in turn will result in mental development. How then, Thornton ponders, can a pre-packaged, top-down curriculum be tailored to a student's individual interest? And if the answer is it cannot, then what options remain? Planning and lesson construction, deciding what is in

and what is out, and how the content should be presented, seems to be the foci of teacher work. Just how global educators choose to either include or exclude information was central to this research.

Global education theory, which emphasizes an interconnectedness of systems, stands firmly within social *education*. Global educators should be hesitant when asked to teach about facts, asking instead “whose facts are we using?” Global education is diametrically opposed to social science, and therefore has experienced, not surprisingly, opposition from leaders within the social science movement.

What we may be seeing today as accountability and assessment reign supreme, is the resurgence of the social education movement, championed by a few surprising names. Working in Hillsborough County, Florida, our school district is ground zero for a new assessment model designed by Charlotte Danielson (1996) and touted by the Bill and Melinda Gates Foundation. Million dollar grants have been infused into the school district to see if teachers are meeting new standards which are not based solely on student performance, but also including teacher engagement and critical thinking. Having met with Bill and Melinda Gates at my school, I know the two seek to make learning relevant and their hope is that the assessment tool will encourage critical thinking. The Gates Foundation is attempting to strong-arm the social science paradigm out of the classroom, while bringing back the social education perspective along with a new assessment tool designed to determine if teachers are in fact doing what is recommended: engaging the curriculum thoughtfully and critically.

While the change from social science to social education is still underway it may be difficult for teachers to observe or sense. Because the Gates Foundation has managed to design a social education assessment, an element typically associated with the social science movement, teachers may not even be aware of the shift.

This new direction could be good news for global educators and their teaching methods as the assessment and the theory both encourage critical thinking rather than rote memorization. What Thornton questions, in the end, is “does it matter?” Based on existing research concerning gatekeeping we may continue to see teachers operate as they see fit, regardless of assessment (Thornton 2005).

Gatekeeping, or the control and direction maintained by the classroom teachers over curriculum, is “more crucial to curriculum and instruction than the form the curriculum takes” (Thornton, 2005, p. 10). In other words, curriculum change (from the top down) fails to occur if it is contrary to gatekeeping, which tends to be shaped by teacher’s beliefs and the beliefs of the teacher’s community (Thornton 2005). Therefore, it would appear that those engaging in global education teaching methods would be free to proceed if they recognize the de facto authority they wield and develop strategies for circumventing the obstacles that would impede their efforts.

Jennifer James’ (2010) article “Democracy is the Devil’s Snare” identifies potential obstacles to critical thinking as well as potential solutions as she considers varied levels of resistance experienced while training future teachers at the collegiate level. Her qualms reside in what she describes as “less mature” (p. 631) religious students and their struggle to “critically reflect on the relationship between who they are privately

and who they are becoming as teachers in the public sphere” (p. 623). As these future educators reject “deliberative democracy” in favor of “theological certainty” (p. 630), the potential implications for open-mindedness and compromise become hazardous. James makes two suggestions for overcoming such passive and active acts of resistance: (1) to encourage success in other academic arenas so that these students can overcome feelings of insecurity, and (2) to encourage students to retain their deeply held religious beliefs for the sake of participation in public debate, potentially improving open-mindedness. In the end, James states that “a democratic society must reject militant fanaticism” (p. 636) and that “education can only sustain democracy...if it is consistent with core values and commitments of democracy” (p. 637). Encouraging such open-mindedness is both central to global education and an effective method of gatekeeping.

Some of the most recent research on global education and gatekeeping comes in the form of two dissertations out of the University of South Florida. In one of the few studies done on instructional decision-making in global education, Miliziano (2009) found that teachers who participate in the UNA-USA Global Classrooms program increase pedagogical content expertise related to global issues. She also found that her participants, due to their involvement with the United Nations materials, became more adept at reinventing curriculum in general.

Carano (2010) used a mixed-methods design to examine the factors to which self-identifying global educators attribute their global-mindedness. Participants identified eight themes that are central to the development of a global perspective: 1. family, 2. exposure to diversity, 3. minority status, 4. curious disposition, 5. global education courses, 6. international travel, 7. having a mentor, and 8. professional service. It is

crucial to note that the themes were perceived to influence curricular decision-making and provide strategies, resources, and empathy towards students.

Gatekeeping recognizes that teachers find ways to cover relevant content in a relevant way, as defined by each individual teacher. In this study, I examined how teachers who identify themselves as global educators “find a way” to integrate the dimensions of global education into their lessons and teaching.

CHAPTER 3: METHODS AND PROCEDURES

Purpose

The purpose of this study is to determine the extent to which self-proclaimed global educators acting as gatekeepers include thematic elements of global education theory into their lessons and the strategies that they employ in the face of multiple elements potentially discouraging such behaviors.

Currently the research is non-existent regarding how self-identified global educators integrate themes into their curriculum after leaving the encouraging confines of the university setting and taking up shop in a K-12 environment. Just how these teachers maintain best global education practices learned at university is not known. Perhaps teachers have developed strategies and have made accommodations to both meet the mandates while promoting the five dimensions promoted by Hanvey (1976). If such practices are in place, this research seeks to make them public so that other teachers struggling to adjust can find assistance and advice.

Research Questions

This study addresses the following research questions:

1. What obstacles do self-identified global educators face when infusing global perspectives into their curriculum?

2. Which global perspectives are infused on a regular basis?
3. How do self-identified global educators mediate the mandated curriculum in order to infuse global perspectives?
4. What methods do self-identified global educators employ in teaching global perspectives?
5. To what extent do self-identified global educators infuse global perspectives into their teaching?

Introduction

The method employed to attain this information follow Thornton's (1991) suggestion that "it may be useful to identify outstanding cases of gatekeeping that could serve as images of the possible, and that "there exists few well-crafted case studies of exemplary practices" (p. 247). Thornton further states that "the operational detail of case studies can be more helpful than the more confidently generalizable virtue of quantitative analysis" (p. 247). With this in mind, this study will comply with established case study methods regarding sampling, data collection, and analysis.

Qualitative & Case Study Methodology

According to Merriam (1998) qualitative research--often synonymous with naturalistic inquiry, field study, participant observation, inductive research, case study, and ethnography,--is "an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomenon with as little disruption of the natural setting as possible" (p. 5). In addition to naturalistic case study, there is also interpretive case study, which seeks to understand the way people interpret and make sense of their experiences and the world in which they live. This research followed the

interpretive case study model. According to Stake (1994) the case study further breaks down into three types including intrinsic, instrumental and collective. Because this research sought to provide insight into a problem (how global educators deal with obstacles) this was an instrumental case study.

Most qualitative research tends to exhibit five characteristics including: 1. it provides an insider's perspective on a phenomenon, or emic; 2. the researcher tends to be the primary instrument for data collection and analysis; 3. it typically involves fieldwork; 4. it primarily employs an inductive research strategy; and 5. the study is richly descriptive. In this research study, participants will have the opportunity to describe in detail how they infuse global perspectives in their teaching in a series of interviews and a brief survey.

Likewise, this research endeavor fit with the case study method in that it focused on the understanding of a situation and the meaning for those involved (what do these obstacles to teaching mean for the participants?), it was a process rather than an outcome, and it sought to discover rather than confirm. Furthermore, the study was intrinsically bound, in that it was finite and limited to the participants' experiences with gatekeeping. In the end, this study was particularistic, descriptive, and heuristic; each of which are central elements in the qualitative case study.

A commonly used instrument in case studies is the semi-structured interview (Merriam, 1998), combining elements of both highly structured interviews and unstructured/informal interviews. The semi-structured interview is guided by a list of questions, but the largest part of the interview is open-ended and flexible. This type of

interview “allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (Merriam, 1998 p. 74), and was employed for this study.

According to Kvale & Brinkmann (2009), there are seven stages to effective interviewing. This research seeks to followed their recommendations and guidance. The seven stages of effective interviewing are: 1. thematizing, or outlining why the interview is to be done and what is to be accomplished; 2. designing, or planning the procedures and techniques will be utilized; 3. the interview itself; 4. transcribing and converting the interview data into a written form; 5. analysis where the data will be mined and reviewed seeking patterns; 6. verification through validity and reliability stressors; and 7. reporting and summarizing the findings in an ethical and responsible manner. The details of these stages follow.

In order to thematize an interview, three major tasks were accomplished. First, the purpose of the study was identified and explained. In this case, the purpose of the study revealed both the potential obstacles to global educators’ lessons and the educators’ methods for circumventing such barriers. Second, the researcher needs to familiarize himself with the subject matter that was the center of the study. Here, I conducted a thorough literature review of both global education and gatekeeping (see Chapter 2). When I conducted this study I was employed for five years at the university level as an instructor of global education and I had presented numerous papers and workshops on global education over the preceding decade as a PhD student and social studies educator. Third, the researcher became fluent with the various types of interview techniques. Here I will employed a conceptual interview in which I asked the participants to identify their

perception of the research study. I also conducted a narrative interview during which I focused on the plots and stories told by each participant. 3. Finally I conducted a discursive interview in which I sought to unearth power relations in conversation as well as knowledge construction, something central to global education itself (Merryfield, 2009).

When designing an interview I made many decisions. First, I decided to involve the participants throughout the process, from the selection of meeting location and times, to adjustments throughout the questioning, to member checks, and including interpretation and analysis of findings. As to interview meeting locations, dates and times, I accommodated the participants' schedules and needs as best possible, incurring the majority of the costs and inconveniences of travel myself. As I planned two separate interviews, planning included the second follow up event as well as the first, along with the time allotted between. Here I allotted one month between the two interviews for the purposes of transcription of the first audio recording, for the identification of themes, for time to develop new follow-up questions, to allow for triangulation with colleagues as data was examined, and to allow time for member checking with the participants themselves so to maintain accuracy.

Once the design was established, I prepared for the actual discourse of the interview itself. Again I relied on recommendations from Kvale & Brinkmann (2009) who encourage the use of scripts so to provide structure and focus during the process. The primary content that made up the script came from global education themes, gatekeeping research, and participant feedback from the initial survey. Part of the script involved putting together a list of flexible questions which converted my research

objectives into a measurable language and encouraged the participants to share what they have experienced as gatekeepers of global education. Patton's (1980) recommendations for writing effective research questions come highly recommended and informed the process. While six types of questions are identified, not all six were necessary; in fact, depending on the type of study, the majority of questions may favor one or two of the categories. The six types of questions along with a possible example question are outlined below.

Table 1: Types of Research Questions

Patton's Six Types of Questions (1980)		
1	Experience/Behavior Questions	Experiences with gatekeeping
2	Opinion/Value Questions	The value of global education
3	Feeling Questions	How they feel about circumventing obstacles
4	Knowledge Questions	What global education entails
5	Sensory Questions	Perceptions about what is said versus what is meant
6	Background/Demographic	The climate of the school sites

Part of planning for the interview process involved selecting meeting places and times, which will accommodate participants' needs as best possible. To compensate my participants I gave them each a twenty dollar gift card to a local coffee shop after the completion of the first interview. Any necessary information was provided to each of the participants prior to the interview by mail and electronically, including the initial survey. Consent forms were provided at the onset of the interview and collected and maintained as required by IRB.

Participants are often found to answer direct questions so to present themselves in the best possible light, unwilling to report accurately on sensitive topics and therefore distorting or inflating the data collected and increasing measurement error. This phenomenon is called social desirability, and according to research done by Robert Fisher (1993) can be adjusted for by using indirect questions. Indirect questioning simply asks respondents to answer questions from another's perspective. The process works because "it is expected that respondents project their unconscious biases into ambiguous response situations and reveal their own attitudes" (Fisher, 1993, p. 304). The method does have two weaknesses including a lack of empirical verification for the strategy and that the respondent might actually answer by predicting what the "other" would do or say and fail to project their own experience.

Fisher ran three separate studies seeking to determine the effect of indirect questioning on data collection and found that in each, real, personal data resulted as participants projected their own beliefs. The studies examined attitudes toward functional innovation, approval and recognition, and a consumption motive. The parallels that exist for my research are strongest with the first two studies as my research included teachers willing to use new methods (functional innovation) and teachers seeking to portray themselves as effective global educators (approval/recognition). Therefore, the wording of the survey utilized indirect questions wherever the possibility existed for participants seeking greater approval or avoiding possible embarrassment.

The error that resulted from direct questioning was mitigated both by age and with anonymity, two factors that presumably improved my study, as my participants were all experienced teachers (suggesting a more mature age) and were guaranteed anonymity.

This was important as both direct and indirect questioning occurred during my face-to-face interviews.

Research Study

One survey and one interview provided the data for this research; The survey, administered prior to the interview, established a baseline from which to operate, highlighting areas of interest that deserved additional attention. The survey served as a diagnostic tool which informed the interview questions. The interview drew upon the survey results and existing global education and gatekeeping literature. The initial research proposal prepared for two interviews, however, the participants asked to be exempt from the follow up interview due to a variety of reasons including the considerable time spent during the initial interview which they believed to be exhaustive along with participants moving out of state and declaring themselves unavailable.

Cornbleth's (2001) descriptions of school climate was useful in meting out what kind of environment each of the teachers experienced, so to better understand the varied personal and institutional obstacles and give insight into the first research question 1: *What obstacles do self- identified global educators face when infusing global perspectives into their curriculum?* The five pre-identified climates were 1. a law and order climate; 2. a conservative climate; 3. a climate of censorship; 4. a climate of pathology and pessimism; and 5. a competitive climate.

Following along the same lines and seeking to expose additional personal obstacles to global education teaching, Gitlin's (1983) two general themes proved useful in defining the personal teaching paradigms held by each of the participants as each

considered whether they viewed the purpose of education as either reproductive or transformative in nature. More specifically, the five purposes of social studies identified by Vinson and Ross (2001) were discussed including: 1. citizenship transmission, 2. social science, 3. reflective inquiry, 4. informed social criticism, and 5. personal development. By identifying teachers' personally held perspectives regarding the purposes of education, additional obstacles and patterns were identified.

One last tool that was used to establish personal perspectives for the participants was to consider Heilman's (2009) five purposes of global education, and determine which, if any, best define our population. Heilman identifies five purposes to global education including 1. monoculturalism, 2. particularism, 3. pluralism, 4. liberalism, and 5. critical.

Together, Cornbleth, Gitlin, Vinson, Ross and Heilman give a detailed understanding of both the environment in which the teacher works as well as the personal constructs self-erected that emboldened or challenged global education teaching and provided a foundation for answering the first research question.. Specific obstacles/aides to teaching global education included the teacher themselves, colleagues, department chair, school administration, district administration, community, students, students' parents, government, academia, and curriculum.

Hanvey (1976), Merryfield (2006) and Tye (2009) were key in answering the second research question: *Which global perspectives are infused on a regular basis?* Hanvey's five dimensions are standard defining elements of global education, including 1. perspective consciousness, 2. state of the planet awareness, 3. cross-cultural awareness,

4. knowledge of global dynamics and 5. awareness of human choices. Supplementing Hanvey, Merryfield includes the concepts of double consciousness, contrapuntal knowledge, and changing knowledge construction through experiential learning. Hanvey is clear, and is generally embraced, when he finds that not all of the dimensions are necessary in lesson construction/instruction in order to promote a global perspective. Tye assisted in this endeavor by identifying specific topics and methods central to global education including analyzing problems involving value positions, general critical thinking, analyzing how systems work, topics involving the environment, sustainability, intercultural relations, peace and conflict resolutions, technology, human rights, social justice, and controversial topics. A short list of potential controversial topics might include religion, war, evolution, health care, sex, sexual orientation, drugs, population control, race, culture, ethnicity, environmentalism, energy, economics, language, multinational corporations, child labor, and human trafficking. This list is potentially infinite.

In order to answer the third research question--*How do self-identified global educators mediate the mandated curriculum in order to infuse global perspectives?*--considerable thought was given to the work of several theorists. McNeil (1983) offers options including fragmentation, mystification, omission, and simplification. Vinson and Ross consider centrist teaching as a potential tool for mediating the two competing forces. Gitlin (1983) identifies four manners in which teachers might navigate troubled waters including abandoning the mandated curriculum because of personal conviction, reducing the mandated curriculum because of personal conviction, coercing peers to change the curriculum, and abandoning concepts and materials due to lack of personal

fluency with a topic. Thornton (2005) identifies two potential reasons teachers might identify for gatekeeping. They are: 1. embracing or rejecting content due to a feeling of autonomy and empowerment over the curriculum, and 2. practicality. Finally, James (2010) identifies two additional reasons for teacher gatekeeping which are student passive resistance to content and student active resistance to content.

To answer the fourth research question--*By what methods do self identified global educators employ in teaching global perspectives?*--I relied mostly on my own personal experience as a gatekeeping global educator. I organized the strategies into three general groups, outlined below:

Table 2: Global Teaching Methods

Toe the Line: Content is taught with outside support	
a. Expressed Permission	Administration approval is sought and gained
b. Rally Support	Sizable popular support is organized
c. Academic Theory	Methods are supported in academia
d. Curriculum	Methods are supported in official curriculum
e. Student Choice	Methods are elected by the student population
f. Safety	Methods support school safety
Mix it Up: centrist teaching	
a. Wide Net	Several topics selected so to avoid perceived favoritism
b. Opposing Views	Dual topics are debated so to avoid perceived favoritism

Table 2 (Continued)

Beacon of Righteousness: positions taken regardless of support	
a. Civil Rights	Support tied to American founding principles/documents
b. Human Rights	Support tied to UN Declaration of Human Rights
c. Natural Rights	Support tied to Natural Rights philosophy
d. Devil's Advocate	Teacher embraced topic, students challenged to debunk
e. Martyrdom	Topic is put forth to reject any criticism

Furthermore, Landorf (2009) provides three additional manners in which global education themes might be integrated into curricula. They are promoting cosmopolitanism with an allegiance to a world-wide community, encouraging global responsibility so to create a more just and peaceful world, and building global citizens with an understanding of global rights and responsibilities. Finally, the Cogan-Grossman survey (2009) provides seven specific areas recommended by world leaders needed for developing a global perspective that might be integrated into a classroom setting including: 1. working with others and accepting responsibility for oneself; 2. understanding, tolerating, and accepting cultural difference; 3. willingly resolving conflict in a non-violent manner; 4. critically and systematically thinking; 5. a command of problem solving knowledge for everyday life; 6. changing lifestyle and consumption habits so to protect the environment; and 7. approaching problems as a member of a global society. Together, these strategies should provide a basic foundation for addressing the fourth research question.

Finally, the fifth research question--*To what extent do self-identified global educators infuse global perspectives into teaching?*--was answered through a number of

open-ended questions encouraging teachers to provide specific lessons and practices that illuminate their global teaching methods.

Participants

Purposeful sampling is useful when seeking to gain insight from a specific group (Merriam, 1998). In this study, the specific group that was investigated was self-identified global educators. I sought to expose how these teachers mediate the curriculum and act as instructional gatekeepers. Seven full-time secondary social studies teachers residing and working in west central Florida were identified for this research. The participants were affiliated with the Global Schools Project (see Chapter 1) and self-identified as global educators. The USF Global Schools Project was a collaborative, educative endeavor begun in 2004 which brought together secondary social studies teachers for the purpose of writing curriculum, receiving instruction, and presenting best teaching practices at local, state, national and international conferences --- all related to global education. The purpose was to advance global education for both the participating teachers as well as other educators who benefitted from the participants' presentations and who accessed the materials in the program. The GSP closely resembled the *teacher as active participant* model recommended by Connelly & Ben-Peretz (1997) in that the participants were responsible for "the planning and construction of a curriculum package, from its initial stage up to the final stage of a commercial product" (p. 184). The participants of this study were selected by the public schools' social studies curriculum supervisor and the director of the GSP, who was a social studies education professor. The Global Schools Project met for six years, between the years 2004-2010. A complete

listing of the GSP mission, services, and participant-constructed lesson plans can be found on the University of South Florida's College of Education website.

Participant Inclusion Criteria

The following were the criteria I used to determine whether a participant was eligible to take part in this study:

1. The participant was a member of the University of South Florida's Global Schools Project
2. The participant was a self-proclaimed global educator
3. The participant resided in either Hillsborough or Pasco County, Florida
4. The participant volunteered to be interviewed (see Appendix C) for this research
5. The participant agreed to respond to the survey (see Appendix B), and the two follow up interviews
6. The participant provided written consent (see Appendix H and I)

Data Collection

One written survey (see Appendix B) and two semi-structured interviews (see Appendix C) were conducted with each of the seven participants. The survey provided a foundation to inform the initial interview, alerting to areas that deserved additional inquiry. The interview questions follow a pattern of general to specific. Initially questions were aimed at seeking to identify how teachers defined themselves and the global education paradigm. Questions then turned to how teachers developed unique mechanisms for the purpose of circumventing obstacles that exist either deliberately or accidentally and may or may not impact teaching with a global perspective. After the

open-ended, semi-structured interviews were complete, I will probe the participants for additional knowledge related to global education and gatekeeping by presenting Appendices E and F. The probing was intended to help participants recall content and strategies that they have employed, but fail to remember during the interview.

Analysis

According to Merriam (1998) data analysis is an ongoing process that takes place while the data is being collected and intensifies after all of the data has been gathered. Creswell (2007) identifies six stages, or steps, an investigator should move through during data analysis. First there is data management, where the researcher creates and organizes data files. Afterward, the researcher reads and writes memoranda and marginalia, forming initial notes. Once the data is read, the researcher describes the case in hand and the context. The researcher classifies the data into found themes and patterns, hoping an issue-relevant meaning will occur, in what is called categorical aggregation. The case study researcher looks at single instances and draws meaning from them without looking into multiple instances in what is called direct implementation. This is a process of pulling data apart and putting them back together in more meaningful ways. The data is interpreted according to naturalistic generalizations so that people can learn from the case either for themselves or to apply to a population of cases. Finally, the researcher represents and visualizes the case, presenting an in-depth picture using narrative, tables and figures.

Hsieh and Shannon (2005), in their article “Three Approaches to Qualitative Content Analysis,” discuss the methods behind conventional, directed, and summative

analysis. Of the three, my research was guided by directed analysis. Directed analysis employs existing research and theory to construct the coding necessary for analyzing the collected data. Given the wealth of theory behind global education and gatekeeping (see Chapter 2 and the research study section of Chapter 3), it made sense to construct the survey and interview questions along with the coding themes accordingly. As recommended, transcripts were read and highlighted as the coded categories emerged in participant statements. Data that defied the pre-determined codes were examined afterward and analyzed for new or emerging themes that added to existing theory.

Reliability

Reliability is also discussed by Creswell (2007) who encourages the employment of five strategies: 1. maintaining detailed researcher notes; 2. utilizing a quality recording device; 3. transcribing the audio recordings; 4. continually reflect on the data collected so to ensure accuracy and maintain the essence of the participants statements and avoid injecting the researchers leanings; and 5. identify possible alternative meaning to the initial conclusion. Reliability can be further enhanced by ensuring quality research/interview questions and that the design of the study matches with those questions (Miles & Huberman, 1994). Peer reviews or the review of collected data by other professional researchers for the purpose of checking and cross-checking results so to prevent false findings further increases reliability. All of these aforementioned strategies were utilized to enhance the reliability of my study.

According to Borman and LeCompte (1986), qualitative research has received “scathing critique by detractors” and is “treated with contempt” (p. 42) by researchers of

the positivistic tradition. Together, the authors provide eight common charges against qualitative research, along with eight solutions answering each charge. I was mindful of each of these issues as I enter into this qualitative case study.

The first charge against qualitative research is that it is too subjective as the researcher is both the filter and the interpreter of the data (Borman and LeCompte, 1986). Several recommended solutions exist for this problem including 1. identify and maintain transparency of biases by keeping a journal, which is helpful in strengthening personal resolve against bias; 2. walk away from the work and return later, providing a break that distances the researcher from the data; 3. seek commentary from other researchers; and 4. employ triangulation methods with both the data collection as well as the source of the data. I employed all four of the recommended strategies to improve objectivity.

The second charge against qualitative research is that the researcher brings too much personal baggage into the research which affects the researcher's worldview and finally has an impact on question selection and interpretation of data (Borman and LeCompte, 1986). Here the authors recommend steadfast honesty and introspection on the part of the researcher, coupled with bringing in outside referees. I employed the methods I used in my prior career as a child abuse investigator to distance myself from the personal effects and reactions an interview may elicit. Furthermore, I subjected my research to a peer review.

The third charge leveled against qualitative research is that it is unworthy because it is not replicable. Borman and LeCompte (1986) state in order to counter this argument, a researcher must provide a detailed account of every step so that future research can be

as true as possible to the original study. To address this charge, I have outlined my procedures both within this dissertation as well as in my field notes and journal. Even given this effort, the authors state that qualitative research cannot manipulate or control the phenomenon and therefore maintains a dissimilarity of intent, relieving qualitative research of some of the expectations for replicability.

The fourth charge against qualitative research is that the results are not generalizable and therefore not of scientific merit (Borman and LeCompte, 1986). Here the authors recommend the adherence to two principles: translatability and comparability. Translatability requires that “methods, categories and characteristics of phenomena and groups be identified so explicitly that comparisons can be made” (p. 42) with confidence. Comparability requires that “standard and nonidiosyncratic terminology be used wherever possible” (p. 42). If this is practiced, the authors contend that generalizations can be made. While I followed their guidance on this issue, I will avoid suggesting the results are generalizable.

The fifth problem qualitative research is claimed to experience is that it tends to produce trivial conclusions that fail to explain why something is as it is. This can be remedied by creating linkages between the phenomena observed and the literature, therefore allowing for explanations to be constructed for what was found (Borman and LeCompte, 1986). I was guided by both global education and gatekeeping theory, seeking linkages when they presented themselves.

A sixth charge against qualitative research is that it lacks validity as it is subjective and may merely be the researchers “imposition of thoughts and beliefs of the

people under the study” ((Borman and LeCompte, 1986, p. 42). Here the solution is to involve a cross-check of the researcher’s findings against those of the participants themselves. In this study, I involved my participants in the interpretation and clarification of the data mined.

A seventh weakness of qualitative research is that it does not prove anything and cannot verify theory. Here the authors recommend sequential sampling, or sampling that stops when enough data have been collected (Borman and LeCompte, 1986). As my semi-structured interviews were open-ended in design, I extracted as much information as the participants were willing to divulge.

The final charge against qualitative research is that it is not empirical and lacks precision because it cannot be analyzed mathematically. Here Borman and LeCompte (1986) do less to explain how the qualitative methods can become more empirical, because they state that qualitative research already is more empirical than quantitative research. Empirical research requires the use of senses and observations which are at the heart of qualitative research.

Ethical Considerations

In order to minimize risk to participants, five strategies recommended by Kvale & Brinkmann (2009) were enlisted. Participant confidentiality was secured by providing participants with an alternate identity and by limiting access to the original data. Efforts were made to minimize and eliminate potential consequences for the participants, and they were reminded that the study is for educational uses only. By reminding participants that they have the option of withdrawing from the study at any time, I hoped to reduce the

potential stress. Transcripts were transcribed faithfully and in an accurate manner utilizing transcript technologies in an effort to be true to the participants' intents. Finally, participants were encouraged to review the data through member checks, in an effort to improve on reliability.

Institutional Review Board

This study was submitted for review by the University of South Florida's Institutional Review Board (IRB). All federal guidelines regarding ethics and care for the participants were followed. See Appendix A and Appendix I for copies of the IRB approval and participant letter .

Credibility

Creswell (2007) recommends the use of multiple verification procedures to strengthen reliability and validity. One such strategy is triangulation, accomplished by comparing data across multiple participants and finding similar results. When research exposes similarities among the participants, the result increases validity. Field notes taken during the interviews along with the initial survey instrument are additional steps that improve validity. Finally, member checks, or including participants in the analysis and accuracy of their own declarations, further improve validity. The member check was accomplished by providing each of the participants with a copy of the transcript so they were able to make adjustments to their statements and explain or clarify intent or meaning. In order to improve the validity of my research, all of these methods were employed.

In order to ensure the credibility of this study, the Credibility Measures for Qualitative Research developed by Bratlinger, Jimenez, Klingner, Pugach, and Richardson (2005) were used as a guide and checklist (Table 3).

Table 3: Credibility Measures for Qualitative Research

Credibility Measures	Conducted in Survey
Triangulation (examination from multiple perspectives)	Yes
Disconfirming evidence (after establishing themes, seek evidence inconsistent with those themes)	Yes
Researcher reflexivity (awareness of researcher/research relationship)	Yes
Member checks (participant review of data)	Yes
Collaborative work (multiple researchers)	No
External auditors (researchers uninvolved examine the process and product)	Yes
Peer debriefing (exposure to a disinterested peer)	Yes
Audit trail (methods and rationale clearly described)	Yes
Prolonged field engagement (observations over time)	No
Thick, detailed description (improves ability to draw conclusions)	Yes
Particularizability (rich descriptions to increase transferability)	No

Researcher Field Notes

A detailed reflective journal was kept to track my own personal decision-making and thoughts about the research. Field notes throughout the face-to-face interviews were

kept so as to record participant responses, facial expressions, or gestures that could not be documented by audio-recording.

Role of the Researcher

At the time of this study, I had taught an undergraduate course on global education for five years at the University of South Florida where I heard concerns from my students regarding the progressive nature of the paradigm. Most of my students seemed to accept the need to increased critical and progressive teaching so as to increase knowledge and improve conditions for everyone. Some, however, rejected the idea as un-American and too liberal. As these later students became teachers, I wondered if they became the obstacles I have worked to circumvent.

As to the participants in this study, I have a prior relationship with all of them due to our work with the Global Schools Project; some beyond that. Together, we have written curriculum and presented at conferences for the purpose of promoting global education methods and theory. Because of the relationship with my colleagues I have witnessed their efforts to push the global paradigm, in spite of resistance from a wide variety of places. The lengthy relationship I had with the participants in this study over the years has provided a unique opportunity for data collection, establishing both a boon and bane. On a positive note, the interviews were casual and the participants felt comfortable trusting me with their opinions and experiences. Had I not participated in the GSP with them, many of their stories and examples would have required considerable explanation on their part in order to establish a basic understanding of the process. Instead, they were often able to provide examples that I immediately could relate to and

understand. However, I often found myself reading into the participants' anecdotes, superimposing my own understanding rather than listening to their voices. Recognizing this, I read and re-read the transcripts repeatedly in order to make certain the voice depicted was that of the participant and not my own. Furthermore, the participants themselves were asked to clarify any of the transcriptions in order to minimize misunderstandings.

As a secondary school teacher I regularly encountered potential obstacles to my global teaching, and each time I found ways to circumvent the obstacle. As my school's Gay, Lesbian, Straight and Bisexual Network (GLSBN) sponsor, I deliberately renamed our organization the "Human Rights Club" to avoid possible resistance, which eventually came in the form of government and Parent Teacher Association complaints. Other schools in the area had their GLSBN closed down, while we remained operational. To minimize resistance in-house, I sought out progressively-minded students, teachers and administrators (including our principal) and had them participate in our NO.H8 campaign photo shoot, which were then displayed prominently in a central location so as to show that our school stood for acceptance.

These efforts by myself and others have made me keenly aware of how global education practices can be received and resisted. Chapter Four will provide a case study narrative from each participant along with an examination of the participant lessons they feel serve as examples for effective gatekeeping.

CHAPTER 4: RESULTS

Introduction

The purpose of this study was to determine how self-described global educators employ global education principles as they teach despite facing potential curricular and instructional obstacles. In this chapter, the research findings of this case study are examined by analyzing the qualitative data in order to answer the five research questions guiding the study:

1. What obstacles do self-identified global educators face when infusing global perspectives into their curriculum?
2. What global perspectives are infused on a regular basis?
3. How do self-identified global educators mediate the mandated curriculum in order to infuse global perspectives?
4. What methods do self-identified global educators employ in teaching global perspectives?
5. To what extent do self-identified global educators infuse global perspectives into their teaching?

The qualitative analysis consisted of interviews from seven self-identified global educators using questions designed to expose how teachers define global education and how teachers employ global education principles as they teach despite facing potential

obstacles. To support the emerging themes that developed from the research questions, the findings are presented in narrative form.

Data Collection

As reported in Chapter 3, the participants were emailed a survey (see Appendix B) to complete prior to being interviewed which was used to establish a baseline; this baseline was then used to tailor the interview questions. The survey asked participants to reflect on their experiences when teaching global education themes and to comment on personal and societal attitudes toward social studies education. The survey asked about each of the five research questions in multiple ways. Participants then returned the survey and a face-to-face meeting was coordinated.

The interview locations were selected by the participants and the conversations were digitally recorded. At the convenience of the participants, four of the interviews took place in the participants' homes while the remaining three took place at public locations. The interviews ranged in length from fifty-five minutes to one hour forty-two minutes. Upon concluding each interview, each of the participants received a gift card of \$20 to thank them for their time and they were informed that a follow-up interview could be scheduled later as indicated in the initial contact letter. One of the participants immediately demurred, indicating that she was moving out of state. The remaining six indicated that they would submit to another interview, but four of them asked that the interview only take place if the participant recalled something relevant to the research that would require another face-to-face meeting. These four stated that after

approximately one and a half hours of discussion, they doubted they would have anything further to contribute.

The audio recordings were emailed to a professional transcription service which provided a written record of the interviews. After the audio recordings were transcribed, I emailed the written copy to each of the participants asking them to review the transcript for errors or needed corrections for the purpose of increasing accuracy and validity. They were also asked to suggest a date and location for a follow-up, face-to-face interview. Of the seven, the participant who had moved out of state did not reply at all while the remaining participants confirmed that the transcript was an accurate and fair representation of their thoughts. Four of the six excused themselves from a follow-up interview stating they had provided as much detail as they believed they could. The remaining participants confirmed that the transcripts were accurate and acceptable, but did not address the need for a follow-up interview. In the end, I believe enough data had already been collected from the participants to satisfactorily answer the five research questions.

Participants

The participants in this study were all secondary school teachers who participated in the Global Schools Project (GSP), a professional development program on global education for teachers that was active from 2004 to 2010. At the time of this study (2012), twelve were locatable, but five could not participate; one was in the process of moving, another was away on vacation, and the other three failed to reply to requests to participate. The remaining seven participants were between the ages of thirty and fifty.

Three of the participants were white, one was a black Caribbean islander, one was African American, and two were Hispanic. Six were female and one was male. Individual participants had between nine and 31 years teaching experience. While all of the participants had completed the training made available over a six-year period, not all of them had the same amount of training because they either entered the program after it had begun or exited it prematurely. In all, three of the participants participated in the full six years of training with the GSP, while two experienced five years, one estimated between three or four years, and the final participant attended for two years. Three of the participants stated that their first exposure to global education came through the GSP while three others stated that they had learned of the approach through university courses taken prior to entering the program. One described her initial exposure to global education as “self-taught.” All seven participants entered the GSP as practicing teachers. At the time of the data collection, one of the participants was leaving the profession by choice, not retirement, and planning to move out of state. The courses taught by these teachers included electives, honors, advanced placement, and core social studies. While a large number of courses were taught, each of the teachers identified courses that they taught on an annual basis which they considered “their” courses including Advanced Placement (AP) Human Geography, AP U.S. History, World History, and Economics. Each of the participants declared that they teach at least two of the four student grades at the high school level, from freshmen to senior. The schools were categorized according to the information provided by the school district, with three of the participants at magnet schools (two of which have a large minority student population) and the remaining four at traditional high schools. While all seven of the schools could be characterized as urban

due to their proximity to the city of Tampa, the county has areas which remain somewhat rural allowing three of these schools to better be considered suburban.

A brief description of each of the participants is provided below and further summarized in the chart shown in Table 4.

Table 4: Demographic Data of Seven Participants

	Shirley	Jean	Lorraine	Marilyn	Priscilla	Charles	Sheila
Gender	Female	Female	Female	Female	Female	Male	Female
Ethnicity	Hispanic	Hispanic	Black Islander	White	African American	White	White
Type of School	Urban, minority, magnet	Urban, suburban	Urban, minority, magnet	Urban, magnet	Urban, suburban	Urban, minority	Urban, minority
Years with GSP	3-4	6	2	6	5	5	6
Years Teaching	9	20	12	16	19	31	26
Primary Teaching Assignment	AP Human Geog	None identified	US History	AP US History	World History	Economics	World History
Primary Grades	9	9-12	9 & 11	11 & 12	9 & 10	9 & 12	10

Shirley. Shirley is a Hispanic female with 9 years teaching experience in an urban magnet school with a largely minority student population. Shirley is an immigrant to the United States, coming from South America as a young child. She teaches three classes including World Cultural Geography, AP Psychology, and AP Human Geography, but identifies the AP Human Geography class as her regular class and dedicated the most amount of time working with its curriculum over the years. While she teaches a number

of grade levels, most of her students are in 9th grade. Shirley states she was involved with the USF GSP for three to four years of its existence.

Jean. Jean is a Hispanic female with 20 years teaching experience. She has taught in several schools, including schools in New York. At the time of the interview, Jean was teaching in a suburban school. She teaches four courses including Economics, Sociology, Psychology and Peer Leadership. Jean did not identify any of the classes as what she would consider her primary focus and spoke about each class with an equal amount of interest and time commitment. As a result of Jean failing to identify a primary course in which to focus, she was also unable to identify a student grade level with which she spends most of her time, instead stating she teaches students from 9th through 12th grades. Jean was with the GSP for all six years, and was the only participant to state that she became versed in global education theory outside of either university courses or the GSP, stating instead that her initial exposure was self-taught.

Lorraine. Lorraine is black female with 12 years' experience teaching in an urban magnet school with a large minority population. Lorraine is an immigrant from the Caribbean, coming to the United States as a young child. Lorraine is the social studies department chair at her school, which may or may not play a role in her experiences circumventing potential obstacles and global education. Lorraine teaches U.S. History, American Government, and World Cultural Geography and identifies U.S. History as her primary focus in which she spends most of her time over the years. Most of Lorraine's students are mostly from the 9th and 11th grade levels. Lorraine was with the GSP for only two years of its six years in operation.

Marilyn. Marilyn is a white female with 16 years teaching experience in an urban magnet school. Marilyn teaches AP U.S. History, AP Macro-Economics, American History, American Government, and Sociology. Marilyn stated that over the years she has spent most of her time committed to AP U.S. History. Her students are mostly in the 11th and 12th grade. Marilyn was with the GSP for all six years of its existence.

Priscilla. Priscilla is an African American woman with 19 years teaching experience in an urban magnet school. Priscilla teaches World History, AP Human Geography, American History, and Sociology. She states that she spends most of her time between her World History and AP Human Geography classes which are made up by mostly 9th and 10th grade students. Priscilla was with the GSP for 5 years.

Charles. Charles is a white male with 31 years teaching experience in a largely minority urban school. Charles is the only male perspective in this study. Charles teaches Economics, Sociology, U.S. History, and Global Studies. Charles states he spends most of his time with his economics courses. He declared that he has constructed his global studies course after being exposed to global education theory and believes he is the only teacher in his district covering economics from a global perspective. Charles' students are mostly in the 9th and 12th grade. Charles was with the GSP for five years.

Sheila. Sheila is a white female with 26 years teaching experience in a suburban school. Sheila teaches World History, Economics, American Government, Psychology, and AP World History. Of her classes, Sheila states she has spent most of her time with her World History class teaching primarily 10th grade students. Sheila, like Lorraine, is

the school social studies department chair which may or may not affect her ability to cope with global education obstacles. Sheila was with the GSP for all six years of its operation.

As outlined in Chapter 3, I have selected a number of leading global educators from which to establish a basic global education framework for the study. Although the participants were provided with this framework, they were encouraged to apply their own personal global education definition.

Participants were asked to consider the broad purposes of social studies education as defined by Gitlin (1983), defend what they believed to be the specific purpose of social studies education according to Vinson and Ross (2001), and finally examine what they believed to be the overall purpose of global education, guided by Heilman (2009). Together, it was hoped that themes would emerge and illuminate a philosophical home from which global educators operate. The participants also provided what they believed to be society's perspectives for each of the aforementioned issues. By juxtaposing the participant responses against what they felt were the attitudes of society, it was hoped that potential conflict or obstacles would be revealed. Because society is not trained in global education, participants were not asked to predict how society would define global education.

A summation for each of the author's theories along with the participants' responses are outlined below in Tables 5, 6, and 7. In areas where the total number in each column culminated to less than seven, or the number of participants, it was either because the participant chose to answer the question outside of the parameters provided by the literature guiding the study, or they chose to pass over that area entirely as

expressly outlined by IRB. In cases where the number exceeds the number of participants, or is greater than seven, the participants selected multiple answers.

Table 5: General Purpose of Social Studies Education

Gitlin (1983) the general purpose of social studies education		Participant's belief about the general purpose of social studies education	Participant's prediction of society's belief about the general purpose of social studies education
Reproductive	maintain society	0	4
Transformative	transform society	7	1

Uniformly, the seven participants felt that the overall purpose of social studies education was transformative and should provide students with the means to change society. Conversely, a majority of the participants felt society would expect social studies teachers to encourage a reproductive paradigm.

Table 6: Specific Purpose of Social Studies Education

Vinson and Ross (2001) the specific purpose of social studies education		Participant's belief about the specific purpose of social studies education	Participant's prediction of society's belief about the specific purpose of social studies education
Citizenship transmission	Emphasize Western civilization and facts	1	3

Table 6 (Continued)

Social science	Emphasize empirical inquiry	2	0
Reflective inquiry	Emphasize problem-solving skills	1	0
Informed social criticism	Emphasize counter-socialization skills	0	0
Personal development	Emphasize personal responsibility	2	0

Although the participants were not in agreement over the purpose of social studies education, for the most part they refrained from selecting the single purpose believed to be embraced by society: citizenship transmission.

Table 7: Purpose of Global Education

Heilman (2009) the purpose of global education		Participant's belief about the purpose of global education
Monoculturalism	Promote national unity	2
Particularism	Serve specific minority groups	2
Pluralism	Help everyone enhance power and capital	3
Liberalism	Develop critical thinking skills	5
Critical	Reduce oppression and level power difference	4

The participants each maintained their own individual purpose for global education. The two areas that produced the greatest consensus were the liberalism and critical themes. However, considerable dissent existed when defining the theory.

Findings

Below is an examination of the research questions from each of the seven participants' perspectives; exposing the differences, identifying the similarities, and analyzing the emerging themes.

Research Question 1: What obstacles do self-identified global educators face when infusing global perspectives into their curriculum?

Why anyone would ever want to go into learning global education, now that I think about it? It's probably crazy in and of itself because there are a lot of obstacles ahead.

(Charles, participant)

In response to this question, participants identified seven obstacles to infusing global perspectives: a teacher's preference, the official curriculum, a weak global education training coupled with hard to find resources, a competitive school climate, time constraints, liability concerns, and trouble making connections across content and time.

Initially, a few of the educators spoke in metaphors or analogies, seeking to mask any issue that might put them at odds with their own employer. However, once the participants warmed up they became open and honest, speaking in detail about their concerns. After listening to each of their stories and hearing how each participant fought for the inclusion of global perspectives in their classrooms, I believed it could only have been their exposure and training in global education itself that kept the participants committed to the paradigm; after all, global education theory alerts adherents to just what each of the participants experienced and asks that we commit ourselves to overcoming such barriers.

Most participants spoke about the obstacles not as separate entities, but instead referenced them in generalities. For instance, one might say there was a problem with time because there was too much content to cover in the official curriculum. Is this a time issue or a curriculum issue? Using the voice inflections of the participants along with their wording I isolated their concerns into separate categories. Table 8, below, provides a summary of the obstacles the participants commonly identified.

Table 8: Reported Obstacles to Global Education

Reported Obstacles to Global Education	
Number of Participants	Obstacle to Global Education
7 of 7	A teacher's preference
7 of 7	The official curriculum/testing
5 of 7	Weak teacher global education training/resources
5 of 7	Competitive school climate
4 of 7	Time constraints
4 of 7	Liability concerns on the part of the teacher
3 of 7	Trouble making connections across content and time

Teacher preference

Teacher preference is the chief predicted obstacle to not only global education, but to any curriculum, according to research on gatekeeping (Thornton, 1991). It should be of no surprise that six of the seven participants supported existing research findings, admitting that they would not include global education in the form of content or methodology if they had personal objections to the theory, regardless of training or state

requirement. The participants easily identified fellow educators who taught among them who they believed would never teach from a global perspective due to personal or political leanings.

While Shirley stated that she might shy away from certain contents or materials, her decision to do so would not necessarily be based on a like or dislike of the subject matter, but rather on her own lack of familiarity with the content, and thus caution. It is important to be able to differentiate, or draw a distinction, between preference and ability. What some might perceive to be a teacher's conscientious choice to exclude content simply due to personal feelings on the matter might more accurately be portrayed as a teacher who excludes content because they are unfamiliar with the materials and struggle to master the curriculum. Shirley believed this to be a common occurrence for new teachers who are becoming familiar with a curriculum for the first time, much as she did as a new teacher.

Jean stated that what initially got her into teaching was her preference for global education. Jean had a desire to broaden and improve students' understandings of world events and was concerned as she found that paradigm missing from the state-mandated curriculum. Jean declared:

I do it (teach from a global perspective) mostly because it's the reason why I got into teaching; is to introduce students to the similarities that exist around the world, the commonality and so it's really something that I believe even before I got into teaching. Once I saw that the men and women that I work with were so just focused on American view and everybody had to think American and not the

other way around, so I think I just got from then on, you know, been that way.

(Jean, personal communication, June 26, 2012)

Lorraine often hinted at her own personal issues surrounding global education, often declaring that parts of the theory were left out because she did not agree with the logic or material herself. When asked about Merryfield's (2006) dimension of double consciousness, many of the participants failed to include it because they forgot the principle, were unclear, didn't have time to add another, or provided a number of other explanations. Lorraine stated she also did not use Merryfield's Double Consciousness but chose not to because "It's a gray area for me because I don't think that you should have multiple identities. I don't know. I'm not sure about that one" (Lorraine, personal communication, June 29, 2012).

Lorraine detailed her own personal concerns and choices regarding teaching from a global perspective when she sought to justify her actions as compared to other global educators saying:

It's something I feel personally. So I think with the environment, I don't know. It's like if you have the interest in whatever the topic may be then yes. Like I do have an interest in global education. But my interest may not necessarily be – I may not necessarily be as passionate about it as someone else, as another teacher. So I think it's a personal choice. (Lorraine, personal communication, June 29, 2012)

This explanation, while guarded and carefully phrased, is precisely what Thornton predicted: a teacher's personal inclination will directly affect their willingness to teach the subject.

Lorraine coupled several obstacles together when she explained why environmental issues were often not included in her teaching. The reasons are the curriculum weakly covers the material, her own personal knowledge of environmental issues was weak, and not having enough time to locate new resources. However, after she was asked to identify one of her many explanations as her primary obstacle for excluding environmental content in her curriculum, Lorraine's personal disinterest in matters related to sustainability revealed itself as she declared, "No. I don't (believe I exclude the environment because of curricular issues). I'm sorry to say that, but I don't. I think it's more personal. It's more personal choices" (Lorraine, personal communication, June 29, 2012). When asked about encouraging students to make lifestyle changes such as recycling, Lorraine stated, "I would hate to say it, but it's like leave it to someone else. I know that's not what you want the kids to see. I'm not willing to lead it yet" (Lorraine, personal communication, June 29, 2012).

Marilyn would often confound time, student ability, and curriculum into one issue. However, as the words were parceled out, it became evident that she was making choices based on how much she could squeeze into the allotted period given the rigorous nature of global education, the varied abilities of her students, and the relevance of the global education concept at hand. When asked why certain lessons had global themes while others did not she replied, "I don't know. I think maybe I struggle to cover the content. Maybe – Because I don't know that I would take the time to do, say, 'The Albatross' in my American history class. I definitely would in psychology" (Marilyn, personal communication, July 2, 2012). And again later she stated, "Because if I'm gonna go home to work on something, it's gonna be U.S. History. You work on what you love

as opposed to what you (are assigned)” (Marilyn, personal communication, July 2, 2012). By answering this way, Marilyn suggested that content would be modified and time would be found if the teacher felt the activity was worthwhile. This was clearly an example of teacher preference.

Marilyn’s comments surrounding sustainability reinforced preference as an influence when she stated:

I think about it. And I can only do so much in a day. And the environment, though I think it’s important, will probably be left out. But honestly, in my personal life I’m not as good as I need to be. I’m not there. (Marilyn, personal communication, July 2, 2012)

Clearly, Marilyn recognized the environment as a global theme and identified it as important, but justified its exclusion from her curriculum because she was not personally vested in it.

The most concrete example Marilyn gave supporting teacher preference as an influence over curricular decision-making was when she decided to attend training sessions to improve her students’ AP scores but one of her colleagues refused stating, “I won’t work as hard as you” (Marilyn, personal communication, July 2, 2012). Marilyn described a personal preference based on environmental expectations. Delicately dancing around the issue, she described a creative, intellectually engaging IB teacher versus a defeated and tired non-IB teacher. The learning environment self-perpetuates through contagion and peer pressure, encouraging one teacher and discouraging the other; shaping

their preferences despite themselves. Attempting to describe the two environments she stated:

My department, peers, instructors – My department, the traditional teachers are – They subscribe – I’d say we, I try not to be part of it. Because my traditional colleagues and I, who I see the most – Because I don’t always – When I talk to my IB people, I get excited about education and learning. Like they’re, that’s what they do. It’s (the traditional classroom) very football-coach oriented. So I think the peer pressure, sometimes when you see everybody else not really doing a whole lot, you fall into that. You know? Like that’s a big fear for me. (Marilyn, personal communication, July 2, 2012)

While this example was not specific to global education alone, it provides a clear example of how a teacher’s desire to do or not do something makes a profound difference.

The environmental and sustainability aspect of global education seemed to take a back seat for Sheila as well, who stated, “And sustainability, how are people using resources during that particular time? It’s embedded in every unit but I don’t think that I personally spend – I spend time – as much as some of these other issues in that” (Sheila, personal communication, July 25, 2012). Why the issue of sustainability regularly raised personal concerns for many of the participants may be a topic requiring future research.

When Sheila spoke more in generalities about why teachers would or would not include global perspectives in their lessons, she declared:

A lot of times the global ed topics are outside of our mandated curriculum, so if you don't have an inclination or even an interest, whatever, you're less likely to go out of your way to include something in your curriculum that's not there.

Whereas if you're more inclined, you're going to say 'oh this is a perfect place to;' you're going to be open to infusing and using the topic or strategies. (Sheila, personal communication, July 25, 2012)

Sheila felt that preference is key as to whether global perspectives were adopted.

While Priscilla identified a number of obstacles to teaching globally, teacher preference seemed to be her chief concern, describing the significance as:

Global teaching, I think, is always going to go back to your teacher and your teacher's perspective on the importance of bringing these things in. In reality, though some subjects lend itself more to teaching global topics and globalization, some don't. And the teacher has to make that extra effort to incorporate it into those curriculums. Otherwise you get caught just teaching content and you don't bring in all the other strategies and things that actually challenge the students to begin to problem solve, be analytical, and all of this. (Priscilla, personal communication, July 6, 2012)

Later in the interview, Priscilla pointedly stated "Teachers are in control in their classrooms. They pretty much can do what they want to do" (Priscilla, personal communication, July 6, 2012). Influencing this preference, Priscilla addressed the same concern Lorraine raised--namely the commitment a teacher has to their job and to the

profession compounded by a teacher pessimism regarding world events. Sounding distressed, she describes the teacher likely to fall into this trap:

We have some who have been riding this horse or doing this job for 20-30 years and the PowerPoints are that old. They're not introducing any new ideas. And that's the inclination piece. Those people aren't inclined to bring in these new perspectives or introduce global issues. It would mean tweaking my PowerPoints too much and changing things. Social studies teachers tend to be aware of what's going on in the world and sensitive to it. I don't know if they feel that they can make a difference – if what they do on a daily basis really matters. They don't feel that it's going to pay off and it's not going to make a difference anyway. (Lorraine, personal communication, June 29, 2012)

Charles also identified teacher preference as a potential obstacle to teaching with a global perspective, declaring that most teachers would control or eliminate subject matter they found objectionable. Charles described the resistance by saying, “Well, that’s 99 percent of the teachers, the gatekeeper, and if the teacher happens to be one of the hard right personalities in the classroom that’s teaching, you know, I wouldn’t expect much of global training for the students” (Charles, personal communication, July 25, 2012).

The Official Curriculum

Textbook selection in the district that I performed my research is greatly influenced at the state level, which provides a short list of options for school districts to select from. School districts then select and issue the textbooks and resources from the

finite state list, resulting in every teacher in the district using the same materials. There appears to be some difference within the district from school to school regarding the use of the district selected course materials, as some teachers are required to use the textbook and other teachers are free to teach without the text but must endure any teacher-selected resource or curricular cost themselves. In the end, all teachers in this school district are required to prepare their students for a district -issued final exam which is based on the officially recognized and state purchased materials. How teachers prepare students for that exam is often up to the individual teacher and school.

The Advanced Placement (AP) curriculum, however, is a nationally-constructed curriculum accompanied with a nationally-constructed final exam. Because the school district has little influence over the AP curriculum, it requires AP teachers to use the AP textbook so as to best prepare students for the end of year exam.

Six of the seven participants described the official district-issued curriculum to be problematic when trying to integrate global themes into their daily lessons. While some spoke about their concerns relating to the textbook industry, some added additional specific details and concerns for the AP curriculum in particular.

Each participant identified the state-selected resources as an obstacle when they taught from a global perspective, particularly the textbook. For instance, when Shirley was asked about obstacles to global teaching she immediately pointed to the textbook industry stating, “Because textbooks are written by people who want to make money and textbooks are written by a group of people who have an agenda and want to push their ideologies and marginalize and ostracize certain groups of people” (Shirley, personal

communication, July 11, 2012). Examining Shirley's wording choice and tone, it was clear that she believed this obstacle to be deliberately set in place.

Jean echoed Shirley's concerns regarding new teachers and their reliance on the pre-packaged materials and connected that reliance to an inability of new teachers to effectively manage their time and find room to add global content saying:

There are teachers that don't understand the themes. They have to learn, they have to teach by chapter and those are the younger teachers. They don't know to take one chapter and then ten chapters ahead and combine them from two different locations and teach them all at once. (Jean, personal communication, June 26, 2012)

Jean succinctly defined both the problem and the solution when she pointed to inexperienced teachers trying to make sense of a dense and lengthy curriculum. Experience or effective teacher training is needed so teachers might feel more comfortable reorganizing the curriculum thematically and make the most of the time.

Lorraine's perspective on the official curriculum and global education and the obstacle was unique from the others as she was less willing to alter her official curriculum. Lorraine often tried to include global issues, but did so more as content than as method. Further, when she included global perspectives into her curriculum, she often included it separate and unique from the official county issued curriculum rather than integrating the two. This created a unique problem for Lorraine because her students recognized the schism, knew that the material would not be on the county exam and potentially not on Lorraine's tests and either resisted the additional content or failed to

participate altogether. While, on its face, this may seem like a student obstacle, ultimately I believe she felt this was a curriculum issue: global perspectives are not in the curriculum and not on the official exam therefore the students opted to resist. Lorraine described the problem saying:

It could be because, after all, they're in the class to get a grade. And...but everything shouldn't be about what am I going to get out of it. And in my opinion, that's the message. When I do things, that's what I want to get across. Yeah. You're going to get a grade, but there are other ways to get a grade. This one is not a grade. This one is simply because it's a good thing to do for someone, for the community, for whatever. But the kids who want to do it let them. Let them take it and run with it. (Lorraine, personal communication, June 29, 2012)

Lorraine stated she would like to include more global themes saying, "they're (global perspectives) not necessarily ignored, but they're not concentrated on as much as I would like to" (Lorraine, personal communication, June 29, 2012). Later in the interview, Lorraine reinforced her curriculum concerns stating, "Again, if the curriculum made the room for it, then it is included, then I have to cover it. But again, for the most part, it's fine. It's fine for me" (Lorraine, personal communication, June 29, 2012). Lorraine's dedication to the official curriculum and her apparent self-imposed restraints against modifying it clearly limited her ability to infuse global perspectives.

Charles stated that he tried to integrate global themes regularly into his lessons daily, and found he was unable to do so when the curriculum subject matter did not lend itself to the modifications. Charles stated, "Some of that has to do with the topics in

economics that have to be very local and narrow in nature and scope” (Charles, personal communication, July 25, 2012). Echoing Shirley’s concerns as to the political nature of social science and the desire by decision-makers to tailor the materials so to encourage a certain type of thinking, Charles found that much of the curriculum was deliberately shaped. He claimed:

It’s very local. So you’re gonna have problems associating with these entities because it’s very controversial. Even in economics you’re not a good American if you’re sending jobs overseas or if you’re trading with the wrong country that might be called a communist country and making them wealthy, where you’re a capitalist country and you’re becoming poor. So yeah, it’s government. (Charles, personal communication, July 25, 2012)

Interestingly, Charles was the only participant who identified the global education curriculum itself, rather than the school-issued curriculum, as a potential obstacle due to the intense nature of the work stating “to go to that level, that’s one of the highest levels of thinking, you can’t do that on a daily basis” (Charles, personal communication, July 25, 2012).

The presence of teachers who flatly refuse to alter or modify the official curriculum seems troubling, as reported by Sheila who stated, “I have taught with teachers, yes, who absolutely thought it’s ridiculous. That we have no business, we need to teach what we are prescribed to teach. And they had a very rigid view on that” (Sheila, personal communication, July 25, 2012). Just why some teachers felt it acceptable to modify the state-issued curriculum while others reject the practice outright is interesting

and deserves future consideration. And, although Sheila modified her lessons to include global perspectives, her focus seemed to remain on the official curriculum and getting her students to pass the district exam saying:

A lot of it has to do with the curriculum; the percentage of questions. I mean for me it's strictly in preparing students to pass an exam, I'm going to buy right into the percentage of questions on a particular topic or region. (Sheila, personal communication, July 25, 2012)

Based on Sheila's response, in order to integrate the principles of global education into a curriculum, it will require more than simply adding more material; the exams must be altered to include global themes as well.

The additional problems that AP courses present are threefold: first, the curriculum is dense and lengthy, resulting in little available time for additional content; second, the pressure from administrators to have students score well on the AP exam is considerable, resulting in a level of anxiety not reported in other non-AP curricula; finally, the participants described the AP curriculum to be often at odds with good global education teaching because of the perceived purposes and leanings within the content.

Shirley, who had already spoken critically about her perceived purpose of the textbook industry in regular courses added:

Now, I do teach with college textbooks, but there are still mistakes, they're still pushing agendas, and I have an issue with that. And I make it very clear to my students that I am forced to use these textbooks because this is an AP course, but I

point out when the book is wrong so they realize that textbooks can be wrong as well. (Shirley, personal communication, July 11, 2012)

The AP curriculum is not only an obstacle in itself, but as a result of the curriculum an obstacle develops within Shirley's administration in the shape of pressure. Shirley described this pressure when she stated:

I definitely get it from the administration. And it hinders my ability as a teacher. Because I walk out of certain meetings and feel that I'm not doing all that I can, and all they care about is whether my student pass the AP exam or not; not whether they come out of my class a more open minded person, a more accepting person, a better citizen. To them it's better knowing regurgitating information than creating a better human being. (Shirley, personal communication, July 11, 2012)

The AP curriculum, to Shirley, appeared to have manifested itself as a one-two punch; once from the curriculum itself which was not global education-friendly, and then again from her administration which demanded success according to the AP standards.

While Shirley found the AP curriculum too constrictive, Priscilla found just the opposite stating:

If you give me a broad content like AP Human, you have all of these different topics you have to hit on. I can bring in all of these at one point or the other. We can touch on it. We may just do one or two lessons or I might throw in one or two questions when we're talking about something that's related to it. American Government, which is restrictive – you have this set curriculum and this exam at

the end that your kids have to be prepared for – it's difficult to bring in those things (Priscilla, personal communication, July 6, 2012).

Her experience was a stark rejection of Shirley's experience. Shirley found the curriculum too dense to add to and her administrators too demanding regarding AP expectations while Priscilla, for the most part, found the content of AP very global-friendly and therefore required little alteration. It was the subject matter, not whether the material was advanced or traditional, that concerned Priscilla. The one global issue that Priscilla did describe as troubling, as it related to global perspectives within the AP curriculum, was that of sustainability and the environment stating:

One of the reasons is, again, back to our curriculum. It's not necessarily something that is a part of it. But then even the AP Human, the unit or chapter that is on the environment isn't even in college boards' goals. It's not within it. (Priscilla, personal communication, July 6, 2012)

Given the subject matter contained within AP Human Geography this was surprising, and hints at Shirley's assertion that curriculum is political and must be approved by a committee before it is accepted for print. Is the environment and sustainability an issue that has been identified as controversial, as believed by Lorraine, and therefore excluded from the curriculum? Priscilla stated that the environment was also not part of the official World History curriculum, and stated that was her rationale for not emphasizing it as much as she would prefer.

Weak global education training/resources

Many courses are required in teacher education preparation programs across the United States. If even offered, global education is often identified as an elective. This has been a serious concern issued by many global educators over the years. There have been some success stories, including a state-wide effort to promote global education in Florida in the 1980's, but that push was tempered and reversed, as described in Chapter 3. Today there are a number of universities with a global education option, but again, all too often that focus remains voluntary when offered. The participants in this study were fortunate to be exposed to global education not only in their university classes, but also through the GSP. The training and resources each participant was exposed to was considerable. Below, some of the participants described their ongoing struggle to maintain relevant global resources and declared their general lack of resources to be an obstacle to good global education teaching.

Jean described her efforts to bring in global materials as a success, but expressed concern over how challenging the search for resources could be stating:

Well, the challenge is being able for a teacher to afford to go to conferences. I hope that conferences – to me, professional development has always been the key to a good teacher, to keep me on top of things. I go to NCSS (National Council for the Social Studies) all the time. I've gone out and seek them and there are a lot of free institutes that you can, that you can just go to. It's hard to get in but once you get in and you know the terminology to get in...I think I've traveled free

for a good portion of my teaching career around the world. (Jean, personal communication, June 26, 2012)

Lorraine noted concern over the voluntary nature of global education training not at the university level, but at her high school itself. On a positive note, Lorraine praised her school for allowing teachers to participate in the GSP, but then had serious concern over how her school handled the theory upon the Project's completion stating:

I still don't think that it's something the faculty as a whole, or even administration, is really wanting done. Do you see what I mean? It's like the opportunities have been made available by administration for you to do those trainings. But it's not necessarily something hey, you guys go out and implement this. It's a choice. It's left up to the individual teacher to decide how they're going to infuse it. (Lorraine, personal communication, June 29, 2012)

Lorraine touched on at least two issues when she spoke about the training for global education. First, she stated the training is not making it to the teachers. Second, she stated that teachers deserve the academic freedom to teach the way they feel is best; to be able to exercise their personal preference. This begs the question: if teachers were provided with considerable global education training on the magnitude of what provided by the GSP, would teachers desire to teach globally, or must the desire come from somewhere else--somewhere other than training? Or is Lorraine's unwillingness to alter the state issued curriculum similarly shared by so many others that this is not a matter of academic freedom or training at all, but rather a pervasive attitude among Lorraine's fellow educators to "just follow orders"?

Marilyn also struggled with the lack of easily available resources accessible to global educators and the necessary time required in order to build effective lessons stating, “I need than just a few minutes a day” (Marilyn, personal communication, July 2, 2012). While her statement about resources points to time and planning, it is ultimately a criticism of the readily available resources. I need more time to plan.

Priscilla sought out the unique strategy of bringing in global teaching through a Model United Nations Club when she found she could not get as much into her curriculum as she would like, but met resistance building the club. She described her effort to bring in the club upon entering her current teaching assignment and having used the club in her previous school stating:

I had always done Model UN. Within the framework of clubs and all of that, there wasn't room for another club. There are so many other clubs that take priority, and they have so many – again, I think back to the Western idea of being faithful to patriotism and shying away from global issues. That's not a priority for them. So the students aren't chiming, ‘We want this club. We want this club.’
(Priscilla, personal communication, July 6, 2012)

She continued by describing the real costs to teachers in seeking out resources stating:

You gave me this textbook and these resources. And if I'm going to bring in anything else, it's going to take time. And teachers already give a whole lot of free time to what we do. They pay us for an eight-hour day for a 12-hour job. And people are not going to want to go much beyond that. (Priscilla, personal communication, July 6, 2012)

When Charles spoke about the training needed to become an effective global educator, most of his credit and blame was laid at the feet of universities and their decisions to include or exclude global education in their teacher education programs stating:

I don't believe most teachers in secondary education have had enough training or experience to change their local way of thinking to start with. So I can't blame teachers who don't use a global way or logic in the classroom. (Charles, personal communication, July 25, 2012)

Charles continued to reflect on the importance of university training saying, "I think it's a thing of the future, but I think it's gonna take some time, especially until we get the colleges in line with the content associated with global education in education. It's gonna take a long time" (Charles, personal communication, July 25, 2012) Clearly Charles believed the role of the university in getting global education into the schools is critical, and until the universities are on board, there should be little surprise that K-12 education lacks a global perspective. Charles had serious concerns regarding university training; having been a part of the GSP he understood the costs. Ultimately he stated, "The problem is that I don't know if there's a way in education to allow people to do that, in terms of the funding and the components, necessarily" (Charles, personal communication, July 25, 2012).

Competitive School Climate

Cornbleth's (2001) work regarding school climate and its potential role as a barrier was examined resulting in one of the only areas in which all seven of the

participants unanimously agreed. However, the perceptions of the climate that the participants experienced were contrary to what Cornbleth predicted.

Each participant identified their school as one that maintained a law and order climate, or had an environment that was willing to sacrifice learning in favor of control and regulations. Cornbleth (2001) identified this atmosphere as “an obstacle to progressive curriculum and instructional reform” (p. 73). In stark contrast, each of the participants felt the law and order climate was a boon to their teaching efforts, providing them with a degree of certainty over their instructional time, establishing a needed structure, and reducing behavior issues. Sheila found this environment to be “predictable and consistent” (Sheila, personal communication, July 25, 2012) while Charles felt it was both “fair and accommodating” (Charles, personal communication, July 25, 2012). All seven felt this type of climate was advantageous.

The only area identified as an obstruction to global teaching came from five of the participants who stated that their school emphasized a climate of competitiveness, or what Cornbleth described as favoring standardized testing over authentic learning. None of the participants felt they had found a gatekeeping strategy to circumvent for this barrier.

One school climate issue put forward by Cornbleth spoke to the amount of pessimism teachers had for their students’ academic abilities. As the participants defined the amount of pessimism each experienced, a lack of consensus revealed itself. For instance, Shirley found teachers at her school to be split along magnet lines, with magnet teachers maintaining a degree of optimism and traditional teachers expressing more

pessimistic expectations. However, Lorraine did not believe the teachers at her school were truly pessimistic about their students' capabilities, which was echoed by both Charles and Sheila.

Time constraints

Teachers were regularly overwhelmed with the amount of work they are required to perform each day, including mastering their curriculum, creating lesson plans, grading, disciplining behavior, attending administrative meetings, conferencing with parents, performing daily assigned duties, monitoring and preparing for standardized testing, adapting to new teacher evaluation methods, not to mention teaching. The day never seemed long enough and occasionally choices were made, when possible, to lighten one load in order to augment or make room for another. As global education was not part of the existing curriculum and would need additional time to be both researched and integrated where appropriate, time may be perceived as a serious obstacle.

The issues related to time were a major concern for Jean who, ultimately, left the teaching profession because of the impossible number of tasks set before her coupled with her administrations micro-management of her time. In the interview she provided some detail as to how her class time is spent stating, "Now again, I have to file, so I have to stop, and basically my class is broken up into three sections and the last 15 minutes is for me. That's not enough time to do what the kids love" (Jean, personal communication, June 26, 2012). In the end, Jean simply excludes certain lessons in favor of others due to her issues with time saying, "I don't have time during the year to do it. I really don't. It's just like there's so much" (Jean, personal communication, June 26, 2012).

Jean stated that the main reason for her time trouble was the required focus on preparing for standardized testing rather than teaching for understanding, and pointedly declared, “The reason why I left is the mandates” (Jean, personal communication, June 26, 2012). Repeatedly Jean found fault with the demands on testing stating, “I think society’s view of education, in my society here in this state, it is focused on data driven standardized tests and I don’t think that they see the big picture. I think that’s a huge obstacle for teachers” (Jean, personal communication, June 26, 2012). Jean sought to exonerate her own administration when she spoke about testing, however, declaring that her administrators are opposed to the testing phenomenon but are powerless to do anything. When Jean described how testing affected her regular day-to-day affairs she stated, “There’s no time to get into this discussion, giving the kids enough time to understand, question” (Jean, personal communication, June 26, 2012).

Lorraine spoke highly of global education and expressed interest in including the theory but failed to include the global dimensions into much of her teaching stating:

And the reason for that is, again, I guess earlier, we talked about possible obstacles is time. There’s a curriculum, there are assessments, a state assessment, district assessment that we have to prepare for. And again, they’re not necessarily ignored, but they’re not concentrated on as much as I would like to. Again, if there is an obstacle, the obstacle for me is time. (Lorraine, personal communication, June 29, 2012)

Lorraine, like Jean, expressed concern over the amount of time spent preparing students for standardized testing declaring:

We lose two or three days of instruction simply because this is a course exam going on. This is standard – there’s just an assessment going on that the school has to make the room for because the state and district tells them to. And then in part, they tell us we need to make room for it. So we lose a lot of instructional time. (Lorraine, personal communication, June 29, 2012)

When asked to provide some detail as to how much instructional time is lost on testing Lorraine gets lost in her own explanation as she tried to recall the frequency of interruptions stating:

I don’t know. I feel like they’re, especially this last school year, there’s just one test after another. And for like EOC and, of course, exams and FCAT, we take those in the spring. We know that. But in the fall, there are still many other tasks going on. There’s PSAT that the kids – they’re not even pulled out of class, but everyone is taking this test. All the juniors and sophomores, all underclassmen really are taking this test where they have to do FCAT make ups. There’s just – I think there are more than five of them. We lose much more than five instructional days. It seems like it was, at least this last year, one thing after another. Pep rallies, assemblies. We have five different bell schedules for that. A lot of instructional time is lost. (Lorraine, personal communication, June 29, 2012)

Marilyn’s concern regarding time was different from both Jean and Lorraine in that she was not looking for more time during the class period, but outside of the class period so she could plan and prepare. In regard to her planning, Marilyn stated, “I need more time to plan. I need than just a few minutes a day” (Marilyn, personal

communication, July 2, 2012). While I have identified this as a time issue, it could just as easily have been a curriculum or resource issue. Because global themes are not part of the official curriculum and not readily available, teachers like Marilyn need a greater amount of time identifying appropriate materials and preparing lessons.

Charles connected time concerns to the official curriculum. He spoke about the amount of material that resisted modification, and because that amount was sizable and the amount that was malleable is small, he felt time to be an obstacle. He stated:

You have a certain amount of time in the curriculum to cover the curriculum, and the curriculum is very straight and narrow. And so a lot of that straight and narrow type of information doesn't lend itself to global economic content.

(Charles, personal communication, July 25, 2012)

While this might be seen as a curriculum concern, here he attempted to address the curriculum that could be altered so as to provide a global perspective, but felt that time spent covering all of the details required in the official curriculum left little time in the end, even the content was potentially globally-friendly.

Liability concerns

Teaching, particularly in social studies, can be a risky venture. Unlike math and English, there are no absolutes in the social studies. Everything is up to interpretation as understandings and interpretations evolve, more similar to science. Social science textbooks often gloss over controversial issues in order to appease everyone and gain favor with textbook committees who must answer to a diverse population. Global education, by its very nature, is steeped in controversy, demanding critical thought and

investigative prowess regarding even the most basic of concepts. This aspect of global education is what often lands advocates in hot water with critics who see it as anti-American rather than critical. Teachers who integrate global perspectives into their lessons can face a wide array of opposition ranging from parents to students, administrators to public officials. The participants in this study expressed several concerns over liability issues and job security by simply presenting information from multiple perspectives that are unpopular with the mainstream population.

Jean expressed her concerns when she pointed out how complex global education is, for teachers and student alike, and warned that due to the level of complexity students often leave the classroom with the wrong message or explain the lesson inaccurately to their parents. Jean stated that this compounds an already challenging situation saying:

Yeah, it's frustrating because it's very hard for the kids to get it. You have some that get it and if they get it, then the parents don't get it and so what I do when I try to teach cross cultural awareness, I've invited speakers. That always got me into trouble in a way because the parents – the kids will go and they would only grasp one bit of the lecture, of the interaction and so I've been accused of preaching Islam. I've been – it's not me, it's the people I invite. I know who they are but it's what the kid's grasp, what they can grasp at their age. If they've been a hardcore Christian, conservative Christian, and something, you know, an Imam is saying there's a lot of similarities, and they go home and say that and the parents say what is she teaching you? (Jean, personal communication, June 26, 2012)

Jean went on to describe an incident a fellow educator in English experienced when he provided a new perspective stating:

The English lit AP teacher, he picked out some books and they were more of an anti-war, peaceful perspective. Then you had a father who complained that he served so long and he'd done so much and how dare they not give a balanced deal. So he wanted to scrap all the books and just put in pro-war. (Jean, personal communication, June 26, 2012)

Jean went on to describe the problem this created for not only the teacher and the principal, but the children in the class when she said:

The principal said that you know, in fairness, the teachers may introduce the other side. But to satisfy, he (the principal) added another book that balanced it—but it wasn't enough for the parent. It's never enough for the parent. Once they have it in their mind that the teachers are wrong, they're trying to socialize their kids into something that they don't believe, then the best thing that could happen is get the kid out of that teacher's class because it's gonna be hell for the rest of the year. (Jean, personal communication, June 26, 2012)

Jean went on to state that the agreed upon change meant the students were required to read an additional book, rather than adjust or alter the mandated reading list.

Marilyn adds a caveat when speaking about liability, noting that complaints and potential challenges to curricular choices increase based on two factors: whether the class is accelerated (IB versus non-IB) and whether a grade may be called into question.

Marilyn suggested that this can often leave advanced teachers with less freedom to

modify their curriculum, while teachers with less gifted children had greater choices as to how or what they teach.

But the emphasis Marilyn made is based not on the intellectual ability of the child alone, but rather on the grade received. Marilyn sited one such conversation with a parent when she paraphrased. “Oh, how come my daughter has a C?” “Because she didn’t do her work.” “Oh, what can she do?”” But I don’t – They’re not questioning my curriculum or my teaching” (Marilyn, personal communication, July 2, 2012).

In summary, Marilyn found three levels of involvement from parents: parents of IB students were concerned about the curricular choices, parents of advanced students were concerned about the grade, and parents of students in regular classes were rarely involved, thus creating a sliding Likert scale for liability concern on the part of the teacher.

Priscilla, having taught at several schools, answered the interview questions with the location from which she could best draw an example, though most of the time she concentrated on her current assignment. She reiterated a bit of Marilyn’s experiences regarding the caliber of student as it related to the amount of potential parent resistance stating:

Even when I was in magnet you have parents who are American centered. And when you start talking about other cultures, they don't see the relevance of it; especially when you start talking about globalism and globalization and they don't want to hear it. (Priscilla, personal communication, July 6, 2012)

Priscilla's tone was one of surprise, almost as if she would expect less resistance at a magnet school. She differed from Marilyn, however, in that the resistance was not necessarily based entirely on the academic ability of the student or parent, but instead more along the lines of a pro-American attitude.

For Priscilla, the resistance to global education, and viewing issues from multiple perspectives, originated from two additional areas as well, pointing to both class and conservatism. Describing class, Priscilla stated:

And I've taught at different places. Where I remember getting the most conflict on those topics and issues have been within communities where you have working class or poor. That's where you get the most people who are clinging to – because they have more to lose. (Priscilla, personal communication, July 6, 2012)

The issue of conservative thinking as an obstacle seemed central when she spoke about gender issues declaring, “The place where they're very conservative right wing would probably be more of the gender sexual issues” (Priscilla, personal communication, July 6, 2012) Priscilla went on to add:

Sexual orientation...or we had a writing on the gender neutral pronoun – should we? It was like absolutely not. It's unnecessary. You're born a male. You're born a female. They just couldn't get away from the idea that gender neutral pronoun is something totally different. So those ideas – I think because of the conservative right – tended to meet with more resistance than even classism and racism. (Priscilla, personal communication, July 6, 2012)

Priscilla seemed to have experienced a level of resistance from both student and parent when teaching the environment and sustainability and described a brief teacher-student exchange with the student declaring:

“My dad said that's a lie,” or whatever. And I said, “Lie or not, statistics and facts don't lie.” And they'll go back to the theory, “Well, there's been many periods of global warming.” I say, “Well, we can go back and look at his statistics.

(Priscilla, personal communication, July 6, 2012)

The participant who raised the most serious concerns over liability issues and teaching globally was Sheila. Repeatedly she found parents or individuals outside of the teaching profession willing and interested in challenging global thinking declaring:

It doesn't even have to be a controversial topic. It could be any topic that there might be a different perspective; vary from extreme on one side to extreme on the other. There are parents who'll openly say you're just supposed to be teaching my kids. Why are you giving them this perspective? We don't believe in that. You shouldn't be teaching them that. Sometime they come on really strong in the beginning because they listen to their child. And they become really defensive of the child. (Sheila, personal communication, July 25, 2012)

Sheila found the greatest amount of resistance when teaching about Islam, and felt the opposition to the materials resulted from the post 9/11 environment in the United States stating:

It's not the first time that I've taught about religion and the lessons I present are have been pretty much standard over the years, but I've gotten a great deal of

conflict over the last few years particularly about religion. And it may be in the post 9/11 Islamophobic... It's mainly about Islam, but I have...it's really about non-Christian religions, with the exception of Judaism. (Sheila, personal communication, July 25, 2012)

Sheila found that one parent or one complaint could be enough to challenge the legitimacy of a lesson, creating serious barriers to teaching globally. Sheila reflected back upon a guest speaker she had invited in recalling:

I had one parent – I should qualify that. I did have one. I had one parent out of 480 students that heard about that presentation, one parent was absolutely incensed about the guest speaker, what he said and his organization that he works for. (Sheila, personal communication, July 25, 2012)

This one individual became so involved in Sheila's decision to include global perspectives in her lessons it created a liability firestorm for both Sheila and her school district. She recalled:

The parent went to all kinds of media outlets and it exploded into a very public campaign to ban the speaker and organization from any school anywhere, also churned up all kinds of other questions about the value of guest speakers in social studies classrooms. And it did – it was a monthly school board debate. (Sheila, personal communication, July 25, 2012)

Sheila's experience was extreme compared to any of the other participants' liability concerns, but it lays bare just how dangerous teaching from multiple perspectives can be.

Trouble making connections

Teachers are provided a variety of strategies and methods for teaching as they move through university teacher education programs. The content may come from a variety of sources. Some establish their content knowledge during university training at either the bachelor or masters level by taking content driven courses in various departments like history or international relations; some develop a content mastery early on in life due to a personal interest or because they had great teachers themselves; others develop a well-rounded understanding of world events and history through life, travel, and casual reading. Because the social studies asks instructors to be capable of teaching such a wide range of content, it is not surprising that many teachers struggle to teach every possible subject at a moment's notice and work fervently to improve content knowledge as new courses are placed before them, reading slightly ahead of the class and preparing day by day. Coupled with the massive size of the curriculum that makes up social studies is the complicated nature of global education. Global education demands knowledge not only in one area, but uniquely asks teachers to be able to weave together material from multiple areas and throughout time, presenting the curriculum as an intricate tapestry of world events. Due to the challenging nature of global education, many a teacher may find the theory daunting and abandon the challenge.

Four participants in this study spoke about the challenge global education teaching presented. Shirley, when asked to explain why she might chose to exclude global perspectives in her teaching stated:

That can be a hindrance only because of a lack of knowledge. Example for me personally which and you're talking about global perspective is just knowing the content. Again, that comes with experience and that comes with years. And I can tell you honestly my first year teaching AP human geography I definitely said I covered everything but I definitely skimmed over a few topics just because I did not have the knowledge or the content just to back up what I was talking about. And I think before, it's almost your duty as an educator if you're going to give this information you'd better know it backwards and forwards and both sides of it. (Shirley, personal communication, July 11, 2012)

Shirley's trouble with the amount of content required and the expectation of drawing content connections resulted in an additional obstacle in the form of student resistance to her teaching. Shirley describes this compounded effect stating:

I would say my first year teaching AP human geography, I would say, again because of my simple lack of knowledge of the content. It made me feel insecure as an educator, and students can read and smell fear on teachers. Now, not so much. (Shirley, personal communication, July 11, 2012)

Many of Lorraine's objections to certain global issues came from misinformation originating with the media and potentially other sources. Lorraine described her problems with promoting sustainability related issues in what appeared to be a deliberate effort, in this case successfully implemented, to cloud her understanding. She described her concern and confusion relating to sustainability when she stated:

There's this notion or this movement, I don't even know exactly what it's called that this group is literally trying to get a global community to pass a law saying that trees have the same rights as a human being. I can't remember exactly what the ruling is. And I don't know. So anyway, so there are just some things there in my mind that are kind of murky about the whole – do you see what I'm saying? If those things are good, then yeah, we should definitely do them. But there are certain things that if someone cuts down a tree, then this person is going to be prosecuted because this person violated the right of this tree, I have a problem with that. I heard it over the radio just recently. But obviously, if it was just recently, which means that my thing on this whole environment thing is personal. It's been there. It's not something I necessarily gravitate towards. (Lorraine, personal communication, June 29, 2012)

Because Lorraine was unsure about the facts and how those facts interacted with one another, she developed personal concerns, and as a result excluded global themes.

When Sheila spoke about why teachers sometimes avoid teaching globally she pointed squarely at teacher knowledge saying, "I think its lack of knowledge; and their own personal inclination. And I think those two go together. I think when you just don't know, how can you possibly be inclined to use something" (Sheila, personal communication, July 25, 2012)? While she does identify both knowledge and inclination, she does identify knowledge to be a pre-requisite that guides preference. For Sheila, preference can be molded to accept global education by introducing the necessary knowledge base.

Research Question 2: Which global perspectives are infused on a regular basis?

Once a base understanding of social studies and global education was established, each of the participants was asked to identify which global education dimensions they infused into their curriculum on a regular basis according to the theory provided by Hanvey (1976) and Merryfield (2006). The dimensions and the selections for each of the participants are outlined below in Table 9.

Table 9: Participant-Favored Global Dimensions

Dimension	Explanation	Favored
Perspective consciousness	Seeing from multiple perspectives	5
State of the planet awareness	Understanding conditions and the media	5
Cross-cultural awareness	Viewing own culture from other vantages	2
Knowledge of global dynamics	Understanding everything is interconnected	3
Awareness of human choice	Understanding choices exist and how they affect others	1
Double consciousness	Developing multiple identities so to adapt	3
Experiential knowledge	Learning from experience and literature	2
Knowledge construction	Understanding from non-Western paradigms	1

While the seven participants were able to generate some degree of commonality, as five of them taught using perspective consciousness and state of the planet awareness on a regular basis, a few found themselves experimenting with the more complex dimensions on their own. Sheila found herself teaching from all eight of the dimensions on a regular basis, which depicts a somewhat misleading result; had she not identified all

of the dimensions categorically, two of the choices would have gone unsupported altogether: awareness of human choice and knowledge construction.

It was encouraging to discover that each of the dimensions was found useful and had been adopted into curricula, even if only once. This reinforces Hanvey's (1976) explanation of the theory in that every global educator need not master all of the dimensions, but become comfortable and implement as many as possible. Furthermore, it is possible that the participants were employing more than the dimensions named, but only identified those they felt they could adequately define or explain.

I was disappointed to find that none of the participants were willing to speak about three of the dimensions, despite declaring their use in classes: cross-cultural awareness, awareness of human choice, and knowledge construction. It may be as a result of an inability to recall how the dimensions were used, or that the few who claimed they had used those themes, Sheila and Charles, spent their time describing other, more discernible dimensions.

Perspective Consciousness

Perspective consciousness is typically promoted by encouraging students to see issues from multiple perspectives. The five participants who claimed to regularly teach perspective consciousness in their classrooms were Jean, Marilyn, Priscilla, Charles, and Sheila.

Jean stated this was often accomplished in her classroom by teaching through simulations and role-playing, many of which she acquired through Brown University's Choices Program. She explained:

The Choices Program is from Brown University and they also have a lot of simulations...and they build up on that using the historical, building up to things that are happening now. And there are different sections where the kids can actually get into the role of the other side. (Jean, personal communication, June 26, 2012)

Priscilla provided an economic example detailing how she attempted to encourage her students to see things from multiple perspectives, asking her students to consider sustainability issues against competing interests such as profit and population growth. She asked her students to consider:

What's the impact on world sustainability? What's the impact on the resources that are being produced there and taken from those places to other populations? And I have them assess and analyze what impact is that having on the people in those areas. (Priscilla, personal communication, July 6, 2012)

Charles, who regularly pulled examples from his economics classes, provided a thorough explanation detailing how multinational corporations are portrayed given the work that they do and the impact they create when outsourcing jobs. He encouraged his students to consider “how is this helping people in America, how is this helping in other countries, how is this hurting Americans, how is this perhaps hurting people in other countries” (Charles, personal communication, July 25, 2012). The challenge of entertaining another’s perspective was particularly difficult when people had a vested interest in the outcome, but developing the ability may have allowed Charles’ students to at least make sense of conditions as they experience them later in life.

State of the Planet Awareness

While this dimension requires teachers to encourage an increased understanding of the world and world conditions for their students, developing a critical eye for consuming the news is equally important. The participants who emphasized this dimension understood both aspects, but emphasized either the global knowledge or the critical eye. Below it is evident, based on the participant statements, that Shirley and Lorraine emphasized developing a critical lens for consuming the news, while Jean's focus lay more with understanding world conditions.

While Shirley stated she was comfortable with several of the dimensions, it was Hanvey's state of the planet awareness that found its way into her curriculum most often. Just as she had earlier expressed grave concern over the motives and agenda of textbook publishers, she continued to encourage acute skepticism when consuming news. She stated:

I think that, especially the youth of today, that they don't understand that television or media, that they have an agenda. They believe what they hear is real and fact and they take it with a grain of salt. So for me, I feel for my duty, that when I do talk about the news or clips, I always tell them, well look at where this news was taken place and look at the story line behind it. Everything has an underlying agenda and so does the media. (Shirley, personal communication, July 11, 2012)

Lorraine, like Shirley, emphasized serious concern regarding her students understanding of and ability to interpret the media agenda. When asked to expand on her concerns she declared:

Yes, there is media bias big time. And I want them to be able to, I don't know, decipher through all of that and make an informed opinion. I don't want my students to simply read an article or watch news or see what's on the front page of Google or whatever and take it at face value. The goal, my goal, is that they would want to dig deeper into whatever the issue is. (Lorraine, personal communication, June 29, 2012)

Jean encouraged increased global understanding through the use of current events, a fairly common teaching practice in social studies. Jean moved through her curriculum in a thematic manner, region by region, and stated that her students are required to investigate relevant news reports in advance of class and be ready to provide details at a moment's notice, without prior warning as to which student will be responsible on any given day. She felt this strategy forced her students to constantly read the news and be current with world conditions.

Knowledge of Global Dynamics

Knowledge of global dynamics requires teachers to help students see the world as interconnected and to recognize that unintended and often unpredictable consequences may result from seemingly unrelated actions. The participants who claimed to regularly teach perspective consciousness in their classrooms included Jean, Priscilla, and Sheila.

When Jean encouraged her students to see the world as interconnected she relied on her thematic teaching once again. By teaching subjects such as war or poverty across time and boundaries, she helped her students understand the similarities and develop an ability to predict a likely outcome given their prior understandings.

Priscilla often portrayed the world as interconnected, particularly when teaching economics, wanting her students to consider the far reaching effects if:

Taking work from America and putting it in those countries – and taking and not paying them as much...and also getting the breaks and then not having the same regulatory systems and what it does to those environments. What's the impact of that on that population? (Priscilla, personal communication, July 6, 2012)

In her example, she reminded her students of a wide range of events that could potentially spiral off of one decision.

Double Consciousness

Every teacher expects teenagers to develop at least one double consciousness as they are expected to leave abandon their sophomoric attitudes and immature nature while concentrating on the lesson at hand. While this is a simple example of double consciousness, it helps convey that the idea is frequently employed, even when it is not understood. Only three participants found that they were actively encouraging their students to recognize the importance of developing a double consciousness: Marilyn, Priscilla, and Sheila.

Marilyn found herself encouraging her students to develop Merryfield's double consciousness, explaining that by doing so it will allow for seamless transitions between the environments and make their lives easier. She asserted:

I think that you need to be able to function in different worlds. A friend of mine was a speech pathology. She used to call it, the way you speak, code switching. If you can like talk perfect grammar and then go into slang or whatever, go back and forth, almost the same kind of thing for different worlds. (Marilyn, personal communication, July 2, 2012)

Priscilla support for double consciousness was clear: develop the ability in order to be able to become comfortable and capable in a multitude of surroundings, but remain true to your values and ideals. Priscilla feared many of her students would panic decrying, "I'm in this new situation so I'm totally stymied. I can't move forward. I can't do anything." She encourages her students saying "No, you can. You have to stay flexible. You have to learn that community, learn the people, and learn what the expectations are so you can deal there. You have to make adjustments." In the end Priscilla finds significant utility in double consciousness encouraging students to ask themselves "if I want to be accepted in that peer group, I've got to act this way, be this way, and do these things" (Priscilla, personal communication, July 6, 2012).

Contrapuntal Experiential Knowledge

Merryfield's contrapuntal experiential knowledge requires teachers to learn by doing. By getting out and helping in a soup kitchen or by participating in a police ride-along, only then would students truly understand the situation. Lorraine and Sheila

provided examples of how they include contrapuntal experiential knowledge in their curriculum.

Aside from Sheila who found room for all of the dimensions, Lorraine was the only participant who claimed to make use of contrapuntal experiential knowledge, and even then she stated that the concept was only touched upon lightly when the class would run food drives or take up collections for US soldiers abroad. She found the efforts:

gave the students an opportunity to think beyond themselves. If a student in the class goes through whatever, an issue, a collection is picked up. Some items are collected to help that student get through whatever it is that they're going through. A card is written and sent and given. So things like that. (Lorraine, personal communication, June 29, 2012)

Sheila provided an excellent example of contrapuntal experiential knowledge when she described taking her students to a local Buddhist temple where the students were greeted by a monk and taken on a tour of the grounds. She recalled:

Even the smell of the food, to the look of the place, to how the temple was organized, to how you point your feet and they were just – had that experience. Even though it was in our textbook, that experience was, I think, transformative. (Sheila, personal communication, July 25, 2012)

As reported in Chapter 3, research question 2 would be further informed by Tye (2009). While the participants were willing to identify and provide detail in those areas listed, it should by no means suggest that the other areas were abandoned by the participants unless specifically indicated. Given the wide range of courses taught along

with the required depth and breadth in each, it is understandably possible that areas were simply overlooked.

A second possibility revolves around Tye's decision to include both content and methodology together when he listed the goals for global education. This is evident as all of the participants refrained from speaking about the methods and instead focused on Tye's content examples. Rather than view this as non-use on the part of the participant, it might better be understood as discomfort on the part of classroom teachers for discussing methodology or that, because methods are pervasive, methodology examples are difficult to isolate. It is less probable that the participants simply did not employ any of the methods listed.

Content Areas for Teaching Global Themes

The content participants both favored and disfavored are listed below in Table 10. Issues raised by Tye but not addressed by the participants are not included.

Table 10: Participant Favored Global Content

Content or Method employed	Favored	Disfavored
The environment and sustainability	4	2
Intercultural relations	4	
Peace and conflict resolutions	2	
Technology	1	
Human rights and social justice	2	1
Controversial topics	6	

The Environment and Sustainability

Although Tye (2009) refers to sustainability and the environment as separate, the participants repeatedly used the terms synonymously. In fact the only participant who differentiated between the two terms was Charles who saw sustainability as an economics issue rather than an environmental one. Because of the confounding issues, the data for both topics are reported as one.

Given the urgency that world leaders have clamored to the issue of global warming and rising sea levels, I expected the participants to speak about the topic in their lessons at some length. Four of the participants made an effort to include the theme, but one of the four did so from a purely economic sense. One of the participants did not reference environment issues during the interview and two stated it was either excluded deliberately or carelessly disregarded.

Priscilla appeared to make a serious effort to get environmental issues into her teaching, but as she reported environmental issues are excluded almost entirely from the mandated curriculum. As she reflected on her efforts, she stated:

One of the reasons is, again, back to our curriculum. It's not necessarily something that is a part of it. We have it as clubs and other things...take on environmental recycling and all of that. But then even the AP Human, the unit or chapter that is on the environment isn't even in college boards' goals. It's not within it. So we touch on it. I always do Al Gore's piece with them on it, to start looking at the environment and what we can do. (Priscilla, personal communication, July 6, 2012)

When asked if environmental issues were part of her other courses, world history and American government, she replied, “It’s not,” explaining that its exclusion might be the reason behind why she did not dedicate as much time with it as she should. In addition to the Al Gore film, Priscilla asked her students to read from *Silent Spring*, a book detailing the impact of fertilizers. Regardless of her initial guarded evaluation of herself in relation to environmental teaching, the interview revealed she was conducting the gatekeeping strategies needed to get the material to her students despite obstacles.

Sheila echoed Priscilla’s effort to include environmental content notwithstanding its general exclusion from her mandated world history curriculum, but was not happy with how much she managed stating:

I’m thinking the reason why I rated it lower was just my...the curricular obstacles...time spent on that topic. That’s simply because in the course I teach, it’s not a topic that I’m, I guess, supposed to teach even though I teach it. (Sheila, personal communication, July 25, 2012)

Jean ran aground with the environmental and sustainability issue as well, turning to outside resources for guidance. Despite her efforts, she still described her curriculum as so dense that it resisted her integration efforts. She did have hope that things would change, explaining:

I run out of time. That’s something that the college for World Ministry College has been focusing more on the environment and sustainability. So in the last year, I’ve worked more on demography and the whole world population and the effect it. Last year, I’ve been more conscious of it but while I’m more conscious and

focusing on that, the big picture, the big universe type in the beginning is now less so I have to give something up in order to meet the other. This year, I did it more because the College Board, they're gonna be focusing on that, in that area. I think it's a good thing. (Jean, personal communication, June 26, 2012)

In the end, Priscilla, Jean and Sheila were making efforts to include the environment as a global theme even though it was reported to exist weakly or entirely absent from the curriculum.

Charles reported teaching for sustainability often, but did so from an economics, rather than an environmental, perspective. He declared:

I think that when you look at my area of economics, sustainability to me is an economic term. It goes extremely well with the content. Well, in an economics class I'd say that sustainability has to do with futuristic thinking. And I think when you study this area that word comes to the top of the list, you know, in terms of is it going to be here for a long time. (Charles, personal communication, July 25, 2012)

When Marilyn was asked about how much time she spent covering environmental issues she flatly declared, "Yeah, I don't do a lot with it." When encouraged to explain her thinking she fumbled for words reporting "I don't know that I could get...I mean, we do some environment stuff. I could definitely focus on it more. I don't. I just...I don't know. I guess it's kind of a weird" (Marilyn, personal communication, July 2, 2012). Unable to provide a conscientious explanation, we moved on.

Lorraine provided the most revealing explanation, initially pointing to the curriculum as the reason to exclude, only to ultimately admit that she felt the fault lay more with her own personal inclinations. Describing the amount of mandated curriculum on the environment she said “It’s not excluded. It’s in the curriculum, but it’s weak. It is, but it’s kind of weak” (Lorraine, personal communication, June 29, 2012). However when asked if she felt the environment’s weak presence in the curriculum was the reason for its exclusion in her classroom lessons she replied “No, no. I think it’s more personal. It’s more personal choices” (Lorraine, personal communication, June 29, 2012). Digging deeper, Lorraine confessed:

I’m not too clear on exactly where this thought is globally. And there’s this notion or this movement, I don’t even know exactly what it’s called that this group is literally trying to get a global community to pass a law saying that trees have the same rights as a human being.

I can’t remember exactly what the ruling is. And I don’t know. So anyway, so there are just some things there in my mind that are kind of murky about the whole – do you see what I’m saying? I mean, the things I think that are good in terms of the whole environment, I don’t even know if you’re going to use any of this. If those things are good, then yeah, we should definitely do them. But there are certain things that if someone cuts down a tree, then this person is going to be prosecuted because this person violated the right of this tree, I have a problem with that.

I heard it over the radio just recently. But obviously, if it was just recently, which means that my thing on this whole environment thing is personal. It’s been there.

It's not something I necessarily gravitate towards. (Lorraine, personal communication, June 29, 2012)

This interview revealed a powerful campaign of misinformation that has affected an individual who has undergone extensive global education training that, for years, took the opposite position. If educated and experienced global educators can be swayed by such an effort, what kind of impact is it having on the general population?

Intercultural Relations

Not all participants who claimed to include intercultural relations into their teaching gave examples or reasons, including both Shirley and Sheila. The other two participants, Jean and Marilyn, portrayed intercultural relations more as a methodology to establish comparative thinking rather than a content to be taught. Jean declared:

I'm passionate about but the curriculum itself, if it follows a textbook, everybody's separate. You won't even know we were on the same earth, same planet the way it's laid out. Chapter one, chapter two, chapter three, so I've been consciously taking that book and redesigning to fit my needs, striving for that connection is what I do so I take time out to look at the textbook, plan out the lessons, look at the theme I want to focus on and then build on it. (Jean, personal communication, June 26, 2012)

Marilyn's concern over how issues are artificially segregated into categories in the mandated curriculum reinforced Jean's concern. Marilyn reported:

Like I go back to the whole, like, focus how much how black and white is in American history. Like the voice of the black culture, where it was and how they're viewed. Also women. And really, and I'd say this not just for the AP exam, but the IB exam is heading hard that way to be...I mean, it cracks me up in the textbook, the way it's written. The black movement, the red movement, the brown movement...it's pretty funny. (Marilyn, personal communication, July 2, 2012)

Peace and Conflict Resolutions

Sheila and Jean both included peace issues into the curriculum; however only Jean provided details as to how or why she included the theme declaring:

Three years ago, the last three years, I started using for 'summer assignment' the Peace Institute...they have an essay contest. One time, one of my kids won. So the pieces we do talk about the curriculum, and it talks about peace. I don't have time during the year to do it. I really don't. It's just like there's so much. World history is one of information for the kids. So, I decided to do this essay contest to talk about peace and change. (Jean, personal communication, June 26, 2012)

Jean's example is illustrative of gatekeeping theory in two important ways: she chose to include the theme of peace during the summer in order to circumvent the time issue as well as the dense curriculum that did not make enough space during the school year. Both of these issues speak to Thornton's (2005) discussion over practicality and teacher inclination.

Technology

While most of the participants employed technology in order to identify resources, construct lessons and establish projects that required their students to use technology, only Charles declared that he was teaching about technology and how it was impacting lives. In one of his examples he pointed to food production stating:

That's something that the kids need to understand, in that world population and food when we look at the facts, they have to be concerned about. But at the same time, they have to be skeptical in understanding that things have changed scientifically, and with technology the production of food has changed and the number of people in our society, perhaps, are not growing at the same rate as they did in the past. (Charles, personal communication, July 25, 2012)

His decision to include technology may be a result of his subject area along with his own personal predisposition toward the concept. This was a recurring theme repeatedly reported by the participants; when the mandated curriculum encourages a global theme, the instructor tends to include it and when a theme potentially fits within a curriculum, it tends to be emphasized or de-emphasized because of the instructor's interests. This is supported by Charles' thoughts on global education as he reflects on his curriculum:

And so what economics does is it allows them to think at higher levels about concerns that are extremely important on the earth, like food and water, and it's their job as young people to come up with ways to solve future problems. So I believe that global studies encourages students to develop a mindset of futuristic

type thinkers, you know, not thinkers, once again, of the past or even the present, but rather modern day world thinkers that understand future problems that they have to consider. (Charles, personal communication, July 25, 2012)

The theme of technology is an important topic within global education theory that should be emphasized regardless of the course. However, it should not be surprising to find that teachers of one subject might gravitate naturally toward one area while teachers covering other subjects would promote other global themes. As Charles sought to rationalize his actions, the personal inclination factor revealed itself: “I believe that economics and sustainability go well or better together in an everyday basis than, perhaps, the other topics whether it has to do with intercultural relations or human rights” (Charles, personal communication, July 25, 2012). This does not mean there is no room to discuss human rights within an economics course; in fact some may see this topic as central to the subject area. Charles situation clearly illustrated that teacher decision making is based on curricular leanings and personal inclination.

Human Rights and Social Justice

Although Charles reported that he was not focusing on human rights or social justice issues, which was discussed earlier, both Shirley and Sheila include the themes. Like the environment/sustainability theme that was merged into one, again the participants presented the themes as one, and therefore their responses are detailed as such.

Sheila explained that, while it may be unconscious, much of what teachers include in their daily lessons include human rights and social justice content:

It should value the local values of fairness and justice and respect for laws and respect for a fairness and treating people the same and equality and all those things. But those, I think there are rights that transcend the local and that global educators believe in: human rights and values and fairness and all of those things that transcend national governments. And I think the same thing. I think global education promotes those unique values, as well. So I think it does both. But I don't see it as maybe just a – no I think it does both. (Sheila, personal communication, July 25, 2012)

Sheila portrayed human rights and social justice not as an international doctrine or treaty arrangement, but as a pervasive force that exists without regard to nation or culture. Social studies teachers who aligned themselves with a more “America first” paradigm still teach global human rights as the philosophy exists within US culture and culture. Taken this way, virtually every educator includes human rights issues in their teaching.

Shirley taught human rights and social justice in a more traditional manner by introducing the terminology and then following through with examples. Furthermore she juxtaposed global themes that presented themselves as possible paradoxes, such as the human right of having children against the global theme of sustainability, asking students to consider the implications and fostering critical thinking. Pointing to India's sterilization program in the 1970's and China's one-child policy, she explained:

I think it was in the 70s or 80s they tried to sterilize thousands of women you

know without their knowledge or knowing. And I ask them and again this is a debate we have in (my/that) class so I'm like and I tell them what if that was us what if it was you know if you had more than one kid then no one's gonna eat tonight. So I bring up those topics I show them a video about lost girls in China. About how you know wealthy people in the west will go to China and adopt children and the process that it goes through. So I make them aware, that way. (Shirley, personal communication, July 11, 2012)

While both Shirley and Sheila included human rights and social justice in their teaching, Sheila's methods seemed to exist as an ever-present concept and not as a standalone lesson while Shirley provided specific vocabulary and examples to insure student comprehension and promote critical thinking.

Controversial Topics

Only one participant failed to address how controversial themes were covered, if at all, in her class: Marilyn. Charles on the other hand, provided broad statements about teaching controversy observing that virtually anything covered from a global perspective could be viewed as controversial. The remaining five participants, Shirley, Jean, Lorraine, Priscilla, Sheila, each provided descriptions. The controversial themes each of the participants identified are listed below in Table 11.

Table 11: Participant Favored Controversial Topics

Participant	Controversies Covered
Shirley	AIDS, immigration, global warming, race, religion, sexuality, drugs, one child policy, nature vs. nurture,

Table 11 (Continued)

Jean	Genocide, disease, demography, market economies, human trafficking, genetically modified foods, obesity, women, poverty, war, water, religion, war
Lorraine	Immigration, civil rights, race, hunger, poverty, freedom, democracy
Marilyn	None reported
Priscilla	Class, disparity, race, inequality, gender, world economics, culture
Charles	Global education in general can be controversial
Sheila	Gender, religion

The participants who spoke about teaching controversial topics in their classroom identified a sizable list, but provided details for only one or two of the topics in order to illustrate the gatekeeping strategies relied upon to manage potential objections or barriers.

Shirley described how she managed the topics of religion and sexuality, relying on her effort to build respect, maintaining a neutral stance, and spending additional time on areas that students lack understanding. As to the topic of sexuality, she refrained from instruction until later grades relying on increased maturity levels.

When teaching religion she explained:

I don't know if it's just my teaching style that when I talk about religion I'll... I just speak about each one with such high respect and the fact that I...they don't know my personal religion or my beliefs. I try to teach them everybody's right or wrong religion, it's always going to be a hot topic. It's not tangible; it's not something that you can see or touch. Its faith based. It's like love. And when I bring it to

them in that aspect, and I don't demonize or disrespect a religion, I'm actually very personally fascinated by religion, so I think that personal love and passion for each one, whether I believe it or not, they have a sense of respect for. And that at the end of the day they realize that more blood has been shed in the name of God or God than for any other reason. And I'll have very, very devout Christian students with pastors and deacons as fathers and they'll go home and they'll get in a fight or in a debate and I've never had I've never had a student a parent a pastor ever call.

And I don't think I honestly give equal time because I know that most of my students are Christian and they need to learn about the ones that aren't spoken of, or the ones that are misrepresented in the news. For example, like Islam. So I feel that I focus more on those so they have a better awareness of "I am this and that is them but really at the core that we're all the same, we're all human, we're all, we all believe. (Shirley, personal communication, July 11, 2012)

The maturity issue was evident as she explained how she covered sexuality matters:

Because, especially for me, as far as sexuality is concerned, I really focus on my juniors and seniors. Now they're a little bit older and I had the pleasure of teaching seniors this year in AP psychology. So I'm not naïve. I understand that most of them are already experimenting sexually. They're trying to find who they are. They're trying to figure out their own identity or their gender. And again, I've had the fortune of the way I develop my class that we can talk about this. I've had students come out in my class more than once because they felt that

comfortable. And again, did every student in my class agree? No, did I see somebody roll their eyes? Yes, but was anybody verbally abused? No, they weren't. And again it's the whole respect. If I feel that a question or somebody is getting out of line I nip it in the bud immediately. Out of respect. I just demand respect. (Shirley, personal communication, July 11, 2012)

Jean emphasized balance when teaching controversy while at the same time making efforts to expose her students to new perspectives. Jean was not always successful the first time at accomplishing this stated mission as she described an incident which raised objection. However, committed to getting the perspective across, she redoubled her efforts, modified her gatekeeping strategy, and ultimately accomplished her goal. The content Jean wrestled with related to the Nazi genocide of the Jewish people during World War 2 and an interest in connecting that crime to the injustice experienced by the Palestinian people year's later in Israel. Here, Jean's expertise in the area, she has a graduate degree in Judeo-Christian studies and was in direct contact with teachers in Israel, made her aware of the conditions and should have provided additional insulation. This is an example of how increased knowledge and training might not serve as an effective gatekeeping mechanism which makes clear the need to develop both content and method. She explained:

The students are talking about the effects of having to go through these checkpoints, barb wires, and I had one student compare it to the Holocaust, pictures of the Holocaust with things that were happening in Palestine and he was talking about human rights and these pictures were very similar to pictures from their point and what they're going through and he's just questioning why are they

doing something that has been done to them? (Jean, personal communication, June 26, 2012)

After covering the lesson through a number of images and debate, a problem arose resulting in Jean's administration intervening and asking her to not cover selected topic in the future, believing it was too harsh for the students to endure. Jean recalled:

One of the students complained. One of them is Jewish and he said he was very sensitive to the Holocaust. I did my masters in Judeo-Christian studies so it's not like I'm promoting or but it's just like you have to look at the actions of people. It's like these are humans and what they're going through is inhumane. What I want them to see is the politics that are involved and how that affects people. The administration took a look at the slides. They thought it was too harsh in reality. (Jean, personal communication, June 26, 2012)

Jean was not deterred however and felt rather than reject the lesson entirely she could instead alter her approach, in effect implement gatekeeping methods, to make the content acceptable.

I was like well, I don't see the problem to this. This time around, I did, that's where I limited the pictures and I had – rather than me say what was happening, I had them what do you find similar? What do you think of this? So I changed it so they wouldn't say much of it that way. I'm not telling them anything. They just see the similarities.

It worked. The principal smiled because he thought that was pretty brilliant. The thing is that the kids were so – they really like the lesson and they just, they pick

up on themselves what was going on because I do a lot of comparative in my classroom so they knew that I was picking two, you know, events and they identify them. (Jean, personal communication, June 26, 2012)

In the end, she believed her content knowledge and methods combined with her experience and personal convictions were able to convince stakeholders that the lesson could be done well and effectively introduced the global perspective that was missing from the mandated curriculum.

Despite efforts to be true to the mandated materials, Lorraine spoke about her efforts to improve student understanding of immigration issues, something she felt was attainable through little deviation if any, as her curriculum required teaching about immigration. Immigration in today's environment can be a divisive and controversial topic, as it has been throughout much of the nation's history. Lorraine sought to identify issues required by the district or state and then slightly build on or broaden those perspectives. As an immigrant to the United States herself, Lorraine was also motivated by a personal inclination to improve student understanding of the topic. She opined:

In the state of Florida, my goodness, people risk their lives from the Caribbean to get into the US. Why? So that's a question I try to get my students to understand. Yes, that's a controversial one because being an immigrant is not necessarily a popular thing right now. And by that I mean being an immigrant, coming here, let's say that you're not college educated. It's not something that most people embrace because you're here to get...you're going to take someone's job away

from them, a job that they might not have wanted to begin with. Are you going to pick tomatoes? No. (Lorraine, personal communication, June 29, 2012)

But yet there's a problem with it simply because these are people who are immigrants. So with that, I try to get my students to look at both sides of it. It's like people are coming. What is their experience coming into the US being an immigrant? You can't speak the language. You're doing your very best to adapt to this world. And then at the same time, look at the point of view of the Americans who feel that they're being invaded by people.

Lorraine's personal inclination and familiarity with the subject coupled with the ease at which the perspective could be introduced encourage her to make an effort to increase understanding.

Priscilla sought to improve her students understanding of race, tolerance and class in America, an issue she was acutely aware of as an African American woman. Motivated by her own personal inclination, she tried to help her largely white, upper middle class students develop a healthy perspective through embracing the challenge of leading by example. In effect Priscilla represented an entire people to her students so to improve understanding, tolerance and acceptance. Detailing her efforts, she declared:

I probably come from more of a neutral place. For example, the one that would be most controversial...I'm the only black person standing in the classroom teaching about racial inequality. So I tell my story and my experience, being a child and growing up in the south in the 1960s. And one of the things...probably my disposition. My kids know I love them, that I care about them. And the group

that I'm working with...I think class makes a difference when you're talking about these issues. The school I work in, the population is upper middle to upper class families. So the perspective is a little bit different. (Priscilla, personal communication, July 6, 2012)

Priscilla's position as a minority allowed her to introduce her students to perspectives they may not have experienced otherwise, simply through experiencing Priscilla. She recognized that she represented an entire population for her students and worked to make certain they would leave with a positive image.

Sheila understood that resistance from administrators or parents on the curriculum required in the social studies may result in complaints before a teacher made any adjustments. She declared:

It doesn't even have to be a controversial topic. It could be any topic that there might be a different perspective; vary from extreme on one side to extreme on the other, there are parent's who'll openly say you're just supposed to be teaching my kids. Why are you giving them this perspective? We don't believe in that, you shouldn't be teaching them that. (Sheila, personal communication, July 25, 2012)

This observation on the part of Sheila underscores the importance of developing sound gatekeeping methods, as teachers who seek to simply cover the required material can potential find themselves at odds with a variety of obstacles. Relying on the National Council for the Social Studies for guidance, she provided some detail as to how she circumvented perceived problems with her lessons:

Change over time is a theme that you're supposed to embed over the whole year: how things in particular areas have changed over time. And one of the areas is how women and their roles in society have changed over time. And a lot of times when you teach about women in history – first of all, they aren't present for a really long period of time; you don't even know they're there. That brings up issues of customs versus laws versus their economic role. (Sheila, personal communication, July 25, 2012)

Sheila was disturbed by some of the values held by young people in today's society and provided examples of student comments:

Students have the potential to say some really, I want to say stupid and obnoxious things, when you bring about topics on gender and women. I mean I still to this day, 2012, I will get somebody who says “yeah, that's where they belong!” Some...even in an AP course, you'll get that type of elbow bumping type “yeah, well that's where they....” Football types “yeah, they couldn't walk anywhere.” And how do you transform that into learning about that cultural practice and how it went on for so many years? (Sheila, personal communication, July 25, 2012)

Sheila believed that such comments tended to come from students who have either surprisingly intolerant perspectives or expressed such intolerant perspectives for the sake of attention. Rather than mire herself in the purpose behind a student's statement, she responded accordingly suggesting:

If you can temper those initial outbursts...which you do...you have to. You have to be able to not allow them to joke about a serious topic. Acknowledge their immature behavior and okay. Let's really pick apart what you're saying now.

When you stop and you say okay, do you think your mom would appreciate you saying that? When you bring it home to 2012, can you think of ways in which women today might be oppressed or held back or restricted in any way? And then you can start picking apart that stereotype or the feeling that some people have, say about women in the military. Let's look at how the courts have ruled in terms of women and title 9 and all of it relevant topics. (Sheila, personal communication, July 25, 2012)

In the end Sheila made the conversation relevant and not merely an academic exercise. She challenged the thinking in light of the law and modern progressive thinking. She found that by challenging values that were contrary to those held by society, she could challenge provincial thinking with few problems.

Each of the participants described gatekeeping strategies that they found appropriate and effective for their own individual teaching circumstances. Being able to adapt to environmental conditions and develop a repertoire of useful gatekeeping methods will require additional training or experience.

Research Question 3: How do self-identified global educators mediate the mandated curriculum in order to infuse global perspectives?

If research question 1, which asked participants to identify barriers that stood in the way of their teaching global education was the most controversial research question,

then research question 3 placed a close second. In fact, existing literature that this study relied upon for research question 3 predicted that the participants might become evasive and confound the findings. This dilemma was overcome by modifying the survey questions, asking the participants to predict how other teachers employed gatekeeping strategies rather than asking how the participants themselves circumvented problem areas. The literature predicted that the participants would be more willing to project their own circumvention strategies onto someone else, yet still answer the question honestly as if they were answering for themselves. Once participants had returned the survey and their true behaviors were revealed, the interview could be conducted more openly with the participants. The data collected confirmed the expectations established in the literature as participants accepted ownership of the projected gatekeeping methods reported in the survey in all but two occasions and addressed them as their own during the face to face interviews.

While discussing some of the gatekeeping methods employed, participants often found themselves debating what they felt to be the reasons for the obstacles in the first place. The obstacles were therefore grouped into these reasoned categories, or themes, in order to best pair them with accommodating gatekeeping strategies where they exist. One of the gatekeeping recommendations identified by the participants, however, was not addressed in the literature reviewed in this study, and so a gatekeeping method was constructed from the participants own thoughts.

The six barriers identified in research question 1 were grouped into five themes including teacher inexperience, barriers are established intentionally, barriers can result from circumstantial events, barriers which are self-erected due to teacher preference, and

finally the barrier of time. Each of these barriers can be circumvented by a variety of gatekeeping methods, some of which seem appropriate for a specific barrier alone while others seem relevant to many. The reported obstacles and the corresponding themes are detailed below in Table 12. The recommended gatekeeping strategies for each of the themes are listed in Table 13.

Table 12: Thematic Obstacles to Global Education

Reported Obstacles to Global Education	Thematic Classification	
A teachers preference	Personal Inclination	
The official curriculum/testing	Deliberate	Circumstantial
Weak teacher global education training/resources	Inexperience	
Time constraints	Time	
Liability concerns on the part of the teacher	Inexperience	
Trouble making connections across content and time	Inexperience	

Table 13: Gatekeeping Strategies to Counter Thematic Obstacles to Global Education

Thematic Classification	Gatekeeping Strategy
Personal Inclination	James (2010) <ul style="list-style-type: none"> • Institutional discouragement
Deliberate	Gitlin (1983) <ul style="list-style-type: none"> • coercing peers to change the curriculum Thornton (2005) <ul style="list-style-type: none"> • embracing or rejecting content due to a feeling of autonomy and empowerment over the curriculum

Table 13 (Continued)

Circumstantial	Gitlin (1983) <ul style="list-style-type: none"> • coercing peers to change the curriculum
Inexperience	Vinson and Ross (2001) <ul style="list-style-type: none"> • teach from a centrist position • Institutional support, funding and training
Time	McNeil (1983) <ul style="list-style-type: none"> • fragmentation Thornton (2005) <ul style="list-style-type: none"> • practicality

Institutional Discouragement

The participants were in complete agreement on only two occasions when they spoke of barriers to global teaching. One of the reported barriers unanimously agreed upon involved a teacher's personal preference for or against including global perspectives, or their inclination. Some teachers seem more prone to provide for global perspectives in their lessons (Carano, 2010). While teacher opposition to global education is a real obstacle, it is a barrier motivated by personal choice and therefore self-erected. Persuading teachers who have personal objections to global education may prove challenging. Research identifying methods for increasing global education in persons hostile to the idea has yet to be conducted, however one might assume that educators who are required to include global perspectives against their will might employ the same gatekeeping methods to exclude the material that the participants in this study employed so they could include global perspectives. The few options available for mandating a

global curriculum, such as building a teacher-proof curriculum, are as unsavory as the problem itself as it would reduce teacher academic freedom and potentially inhibit free thought. Given Carano's research findings, a school committed to global education might be better off seeking a pro-global perspective upon hiring new faculty rather than making efforts to reorient existing teachers who would be prone to resist. There are plenty of schools dedicated to other aims or theories willing to employ such a candidate.

Teacher education programs that maintain global education as a core element in their programs might require that their student-teachers meet certain criteria in order to enter or graduate. Student-teachers opposed to global theory, ultimately opposed to promoting human rights, should be discouraged from entering the profession. This may seem counter-productive given the responsibility laid at the feet of institutions of higher learning to improve understanding and encourage free thought. However, if we accept the general tenet that global education is philosophically based in human rights, rights recognized by the United States government and the world community, would expectations from such institutions not be justified? If we recognize that global education theory itself demands critical thinking and responsible consideration, is it therefore not central to their mission to require future educators to align with similar principles? By allowing persons opposed to global education into classrooms will stunt understanding and investigative thinking (James, 2010). In the final analysis, school hiring practices and university admission and graduation requirements represent the ultimate gatekeeping mechanisms.

Amend the curriculum through official channels

The other area in which participants agreed unanimously over perceived barriers to global education was within the official curriculum. However, in considering the curriculum it is important to differentiate that which may or may not be deliberately set before global education for political purposes as opposed to that which obstructs in a more innocuous manner. While some of the participants, such as Shirley, were clear that they believed a political purpose was at play, most referred to the curricular barrier as if it were a single issue. In order to address potential gatekeeping strategies, however, the intent must be known. Therefore I have provided gatekeeping strategies for both deliberate efforts as well as for circumstantial.

For the purposes of this research, deliberate obstacles to global education were identified as having been both designed and enshrined by decision-makers in order to accomplish a political aim that would be counter to global theory. This is not unusual, particularly in social studies, even in recent years as textbooks and curricular guidelines required teachers to promote capitalistic economic ideas over socialist practices. This type of barrier might require curriculum change at the school, district or state level, a strategy recommended by Gitlin (1983). Sheila was involved in efforts to change her district curriculum by involving herself in the decision-making process. Furthermore, in the district where this study was conducted, every teacher is asked to participate in the textbook selection process. This can be a daunting task in either case as teachers would be expected to utilize their own time to research the best curricular options and, in the case of committee involvement, seek audience with decision-makers. Often participation at this level is left to more seasoned educators, however, as Charles pointed out, in the

case of global education tenure matters less than exposure and training. New teachers interested in promoting global themes should make themselves known and request access to governing bodies.

Many participants spoke about the barriers to teaching globally in almost a coincidental or circumstantial way. Examples include the typical interruptions experienced throughout a school, regardless of the philosophical or theoretical focus, such as intercom announcements, club meetings, pep rallies and preparing for standardized tests. These obstacles, while not part of an official curriculum, are part of the official day to day operation of a school. They have been included as part of the curriculum because the participants often spoke about them in the same breath. It is possible that because both the curriculum and the interruptions were perceived to be controlled by administrators, the participants grouped them together. However, the gatekeeping strategies for circumstantial school related activities were different from the gatekeeping strategies needed to counter troublesome curriculum, and therefore deserved its own discussion.

In order to consider the day to day operations of a school as an obstacle, gatekeeping efforts would require change on a massive scale as the perceived obstacles are imbedded in the organization itself. This type of systemic barrier is most challenging to address, as gatekeeping solutions tend to demand a variety of collaborative efforts along with a possible shift in community priorities, again relying on Gitlin (1983). The disruptions caused by club meetings and pep rallies cannot be seen as intentional, but instead part of the general functionality of a school. Modifying daily routines such as how the announcements are made might be attainable, but would still require consent

from many at the site, not only administrators. Student organizations, athletics, and transportation issues all rely on announcements that disrupt class time. Field trips when they occur too often can be problematic, but they should be for an academic purpose and controlled by the school decision-makers.

This is not to say that efforts to reduce disruptions could not be implemented. One strategy to circumvent issues such as these might include changing or limiting the frequency, time, or method employed. Each student might be limited to two field trips a term so to not miss too much class time; pep rallies might be scheduled on the same day as testing, sacrificing one day instead of disrupting two; clubs might be required to meet after school instead of during the school day. Overcoming barriers such as these may require some creative thinking, as well as school-wide support, however it can be done.

In order to address administrative concerns over high stakes testing and accountability, however, would require change on a grand scale, and would better be classified as politics. Teachers seeking to circumvent high stakes testing would need to mobilize a nation-wide campaign and seize control over education, perhaps through professional organizations and lobbying efforts. Teachers who elect to ignore the mandate and establish their own priorities without changing the system do so at their own peril, not to mention the negative effect for their students. Such efforts would create new, less desirable barriers, including district, school, and teacher liability. In the end, this type of obstacle might best be seen as an unfortunate, but acceptable nuisance that is part of doing business in a school house.

Amend the Curriculum through Autonomous Decision-Making

Many errors or biases, it must be assumed, are identified not during deliberate review, but discovered during the school year as the class is being conducted. In cases such as these, teachers have enough academic freedom to permit limited deviation from and revision of the established curricula so to include additional perspectives or to correct inaccuracies. This gatekeeping strategy that permits teachers to act autonomously when facing inaccuracies or bias within the curriculum was identified by Thornton (2005). In fact in many states a teacher might feel obligated to do so in order to meet district, state or national guidelines requiring multiple perspectives. Being able to identify edicts from governing bodies can prove an effective gatekeeping tool; one that can countermand existing bias and empower individual change agents. One curricular resource cited by the participants as particularly pervasive pointed to the textbook and the research that has uncovered content bias (Cruz, 2002). An acutely aware and well trained educator could easily identify and circumvent such an obstacle if they feel empowered to do so. Curricular obstacles and textbook bias are much like inexperience in that they can be circumvented by additional global education training and by developing an improved teacher knowledge base.

Identify and Participate in Global Training

Several of the participants felt that one of the primary obstacles to teaching globally rested with the teacher education institutions that were charged with the responsibility of building effective educators, or universities. All of the participants believe they were part of an incredible program, but felt what they experienced to be an

anomaly and lament over the GSP ultimate demise as funding expired. Training on the scale of the Global School Project is rare and often intermittent (Kirkwood, 2009) creating a sustainability problem and potentially hampering those interested in mastering the concept. However, as global education is embraced by a wider audience with deeper pockets, including corporations and the military, funding for research facilities emphasizing global education should become more practical.

Five of the participants (Jean, Lorraine, Marilyn, Priscilla, and Charles) were critical of the lack of training nationwide and the scarcity of global resources; three of the participants (Shirley, Lorraine and Sheila) struggled to make the connections across a wide array of content and time; and four of the participants (Jean, Marilyn, Priscilla and Sheila) felt that regardless of the amount of training, liability issues may result. Together, these barriers to global teaching have been categorized as inexperience, as each relies on additional training or experience in order to overcome the perceived barrier.

In these cases, the perceived barriers would reveal themselves to some, but not all teachers. Teachers who do not currently employ global education theory either made a deliberate choice or lack exposure altogether, resulting in a population which is highly unlikely to pursue future training. Teachers who have had some exposure to global education theory but lack significant instruction time so to ponder its usefulness may also lack the drive to pursue future training. Given the existing conditions in which many employed teachers currently find themselves, efforts to increase global learning might best be directed toward those already committed to the concept and future educators who have yet to complete university course work.

The participants in this study who were initially exposed to global theory in university and then further supplemented through the GSP felt that, as a minimum, a one semester course dedicated to global education should be required. Anything like the GSP would further enhance capabilities and deepen understanding of the materials and should be both funded and encouraged.

As one becomes versed in global education, teaching methodologies change and the need for different content knowledge will be realized. No longer will teachers find themselves prepared to carry out their mandate upon taking a few courses in American history or government. Efforts must be made at the university level to have student-teachers enroll in comparative and global themed courses that provide more than content, available in regional and international studies departments. In addition to taking global themed courses at university, teachers should expect to conduct a sizable amount of investigative research on their own. Intellectual curiosity should be a mainstay amongst global educators, driving many of the connections they find lacking, particularly as such connections often go unstated in the traditional media sources such as textbooks.

Unfortunately, training is dependent on funding and motivation by either local school districts or university teacher education programs. In the absence of such training, a teacher would need to develop the necessary skill set over time by trial and error. Teachers facing such barriers may abandon global education altogether if the process becomes too great a struggle or creates liability issues.

Teach from a centrist position

Three of the participants in this study, Jean, Lorraine, and Sheila, recommended teaching from a centrist position, a gatekeeping strategy recommended by Vinson and Ross (2001). However, none of the three identified centrist teaching as a gatekeeping tool in order to circumvent potential obstacles to global teaching. Instead all three saw centrist teaching as the preferred perspective of global education theory, regardless of existing barriers. Their thoughts are further detailed in research question 4.

Fragmentation and Practicality

The final barrier that six of the participants (Shirley, Jean, Lorraine, Marilyn, Charles and Sheila) pointed to was a concern many good teachers struggle with regardless of philosophical orientation: inadequate time. While the participants in this study primarily relied upon two of the gatekeeping strategies to overcome this barrier, none recommended a solution which has gained traction in recent years and was recommended by US Secretary of Education Arne Duncan in the Associated Press on January 13, 2013, and then reiterated by President Obama during his 2013 State of the Union address: extend the school day, school year, or both. While this would provide relief for teachers struggling with time, it is controversial, costly, and a gatekeeping strategy that cannot be enacted by individual teachers, much like the concerns over testing mentioned earlier and therefore not a practical consideration for the participants in this study. Such strategies are better depicted as political efforts requiring national debate and the establishment of consensus amongst a variety of stakeholders.

The issue of time produced the greatest number of responses that were in agreement with the existing literature, specifically those identified by McNeil (1983) and Thornton (2005). Three of the participants employed McNeil's fragmentation strategy while four of the participants found themselves in line with Thornton who spoke of the issue of practicality.

This was the only area of the research where some of the participants were guarded in their responses. Two participants volunteered insight into gatekeeping strategies they felt other teachers relied upon, but refrained from admitting their own personal usage. The remaining four participants, however, did admit to employing a variety of gatekeeping strategies, justifying their use in a multitude of ways.

The gatekeeping strategy of fragmentation, or the practice of teaching basic vocabulary terms rather than teaching the complex system, was discussed by Shirley, Jean and Lorraine, each providing a slightly different perspective on why teachers rely upon the strategy.

Shirley felt the practice is often employed as a scaffolding strategy, allowing teachers to build a basic foundation via fragmentation only to build upon the terminologies later. However, Shirley also felt teachers rely heavily on fragmentation when they are first asked to teach a subject and scaffold for the purpose of increasing their own understanding of the curriculum. Jean stated she felt teachers fragment their content because they rely on the official curriculum, which is laid out in a fragmented manner. Jean expressed concern over the inability of new teachers to merge similar

fragments into one lesson and save on time. She referred to this practice as thematic teaching.

Lorraine combined fragmentation with the gatekeeping strategy of practicality, declaring that most feel it is better to include something, even if fragmented, rather than nothing at all.

Practicality, as mentioned earlier, is making accommodations due to time or complexity issues. Four of the teachers specifically named practicality when they addressed gatekeeping including Lorraine (who was included in the discussion earlier under fragmentation), Priscilla, Charles and Sheila.

Priscilla found that if lessons were not practical and could be managed efficiently in the short amount of time she was allotted, the lessons were unapologetically dropped.

Charles also recognized the need for practical lesson that would take into consideration both time and complexity, but in a seemingly refreshing manner he found most of his economics curriculum to require little adjustment or adaptation despite the time limitations. In fact several of the participants often declared they found the curriculum to be either more or less accommodating when it came to infusing global themes; perhaps certain curriculum could also be more or less accommodating when it comes to time matters as well.

Sheila found content squeezed for time most often at the end of a grading term when time runs short. She felt some teachers may leave content behind simply due to time, not because of personal objections.

It appears that the barriers to global education are diverse, and the respective gatekeeping strategies teachers employed were equally varied. Indeed some of the obstacles to global education appeared to require efforts well beyond the gatekeeping strategies realistically available to the individual teacher, such as mitigating school-wide disruptions and altering teacher personal inclinations toward global education. In order to thoroughly integrate global teaching into our schools, a wide range of barriers need to be addressed, preferably on a grand scale involving many voices, thus reducing much of the effort exerted by the individual teacher, allowing them greater time to do what they love: teach.

Research Question 4: By what methods do self-identified global educators employ in teaching global perspectives?

In order to be an effective global educator, a teacher must be aware of both the obstacles and the effective gatekeeping strategies. Once a path is clear, however, a teacher must develop methods for infusing global themes into their lessons. Teachers were provided a short list of options that have been found useful when integrating global education into an existing curriculum; however they were encouraged to add any additional strategies left off the list that they employed.

Three themes emerged: integrate global education 1. by connecting it to decision-making elements, or deflecting responsibility for implementation onto others, 2. by presenting global education amongst or within a wide range of other issues, or camouflaging global education, or 3. by presenting global themes as the right and proper thing to do, or accepting full responsibility for teaching from a global perspective. In

addition to the three broad methods for including global education into lessons, the participants also considered the three manners identified by Landorf (2009) and the seven areas recommended by the Cogan-Grossman (2009) survey. The participant responses relied almost exclusively on the three themes to the virtual exclusion of those recommended in the literature (with the sole exception of Landorf's recommendation to infuse global themes through human rights).

The seven participants were quick to identify a number of infusion methods that they felt were effective; in all, forty suggestions were made. However, only fourteen of the forty were put forth by more than one of the participants. This is not to suggest that the remaining twenty six suggestions were without merit. If each of the participants was made aware of the other's thoughts or experiences, and the research was designed to allow for discussion between participants, additional consensus over the value of the strategies recommended might reveal itself. However, this was not the design of this study. Future research examining the participant's feelings toward each other's infusion methods may be needed in the future.

All forty of the recommended teaching methods are listed in Appendix J. The fourteen recommendations that were made by at least two of the participants are discussed below. The fourteen are also listed in Table 14.

Table 14: Participant-Favored Method to Infuse Global Education

Recommended Infusion Method	# of Participants
Match global education to the official curriculum	7
Teach using a "Devil's Advocate" method	4

Table 14 (Continued)

Teach content from all perspectives, balancing and remaining neutral	3
Build an environment of respect and tolerance in the classroom	3
Permit the students to direct their own learning, sharing responsibility	3
Obtain permission from administrators when you have concern	3
Defend decisions to teach globally by citing academic research supporting it	2
Rely on your experience; teaching globally is easier with experience	2
Alter the mandated curriculum to fit global education	2
Seek funding for training in order to obtain additional resources	2
When short of time, add the global element as outside work	2
Do what's "right" / take a stand	2
Ensure the global education teaching is relevant to student life	2
Connect the global education teaching to human rights and equality	2

Match Global Education to the Curriculum

Only one of the forty infusion methods identified was named by all seven participants: to match the global education content to the mandated curriculum. This recommendation makes great sense for both teaching global content and teaching from a global methodology. For instance, the mandated curriculum in the county from which the participants were drawn does not ask teachers to promote one idea over another, but merely to cover specific concepts and events. It follows suit that if the mandates were written with such broad strokes, a teacher would still be in compliance if they covered the

required curriculum from multiple perspectives or from a critical stance, thus meeting both the district expectations and promoting a global environment.

Shirley found that global education theory complimented her AP Human Geography curriculum with little additional effort necessary on her part; a fortunate marriage as one of Shirley's chief concerns was that AP courses are resistant to modification. She declares herself fortunate for the existing commonalities that exist, declaring:

I think that with the courses that I teach, my classes lends itself to teach these kinds of topics and to teach using, you know, state of the planet awareness, or different perspectives, or the awareness of human choice. So I think that I'm lucky in the fact the classes, especially AP Human Geography, the topics that I teach cover these topics. It's almost, you can't get around them. And I feel lucky for that. (Shirley, personal communication, July 11, 2012)

Jean was interested in having her students consider the current state of affairs in Israel and found little trouble integrating the situation into existing state mandated curriculum, pointing out that:

It's within the curriculum to teach the Holocaust, the genocide. So, it just led me to comparative teaching which is thematic. So, the kids really liked it. They walked out of there...they're like wow you know, this could happen anywhere. I bring up many things connected World War II, how the Japanese were lower class. It's not like I picked one area. I was able to pick other areas. Kids walk

out of there like they got something. They talk about it. (Jean, personal communication, June 26, 2012)

By connecting the multiple perspectives to the World War II curriculum, Jean felt she was in sync with the state mandate and easily merged global education into the district framework.

Particularly concerned about following the curriculum and repeatedly rejecting the proposition of altering the state mandates, Lorraine often would sound distressed. If she felt pressured to choose a path, the path always seemed to lead in the direction of the official curriculum. However, if she felt that she could link global education to the mandate, she was quick to make the connection explaining:

Again, if the curriculum made the room for it, then it is included, then I have to cover it. But again, for the most part, it's fine. It's fine for me. But some of them (global dimensions) are covered but, again, I don't spend as much as I would want to. I'm not leaving anything out of the curriculum, but I definitely try to bring anything that I think is necessary into the curriculum. That's the approach I take. (Lorraine, personal communication, June 29, 2012)

For Lorraine, it appeared that the official curriculum served as both an obstacle and an opportunity. When asked if teachers would refrain from teaching from a global perspective if global themes were part of the official curriculum but the teacher had personal objections, it became evident that Lorraine's adherence to the mandate was unshakable as she replied, "No, for two reasons. One is you can't avoid it because it's

going to be tested. And two, it's your job" (Lorraine, personal communication, June 29, 2012).

Marilyn declared that the AP classes she taught were global education friendly, but she found her traditional courses more problematic. She described how her AP classes had become more accommodating over time:

That's why AP...that's why I love it. They're...they want you to teach critical thinking. They want you...like part of the AP curriculum, and they're really transitioning towards this for the next couple of years, is this idea of teaching scholarship. You know, what is this historian saying about this at this time? Like I'm not doing my job if I don't tell you that this is out there. (Marilyn, personal communication, July 2, 2012)

Marilyn felt that teaching from a global perspective was "part of the job" for AP teachers.

Priscilla's explanation appeared to merge the infusion strategy of connecting to the official curriculum to making the teaching relevant; however after close inspection it becomes evident that she sought to make the global education content relevant to the curriculum, not necessarily relevant to the students. She explained, "Yeah, you're exposing them to the different ideas and cultures and helping them to see that, but then also within the concepts and within our curriculum. It's relevant. You can almost take and make anything relevant" (Priscilla, personal communication, July 6, 2012). With such broad guidelines set for her curriculum by the school, Priscilla found it easy to make her global themes "relevant" to the standards, and thus infuse global themes into her lessons.

Charles, like Priscilla, found that the curriculum in which he dedicates most of his time, economics, to be naturally symbiotic with global education making the integration relatively easy. Making sense of the relationship he explained, “It’s a very exciting topic, you know. Economics, trade and the way it ties into global education is incredible, it really helps the kids think at a higher level, especially in a global” (Charles, personal communication, July 25, 2012).

Curriculum mandates come from a number of governing entities. Most of the participants spoke to the mandates issued by either their school district or the state. However, academic themes and curriculum guidelines are also provided by the National Council for the Social Studies (2010). Specifically dedicated to the social studies, NCSS regularly provides research based resources and guidance for teachers across America. Sheila was acutely aware of the NCSS themes, and often allowed her teaching to be guided at the national level rather than by the state or local recommendation. In doing so, she was able to connect her teaching to curriculum guidelines that are both more supportive of global education and less restrictive in how to accomplish student learning. Her teaching was connected to the curriculum mandates; she simply relied on the national curriculum mandates. Sheila explained how she tied her lesson on women in society to the NCSS theme of time, continuity, and change recalling:

Sometimes on both accounts, maybe in the curriculum I teach, change over time is a theme that you’re supposed to embed over the whole year: how things in particular areas have changed over time. And one of the areas is how women and their roles in society have changed over time. (Sheila, personal communication, July 25, 2012)

Knowing the curriculum standards at each of the governing strata's allows a teacher to stay within the mandated curriculum and know that their lesson objectives are acceptable.

Unfortunately, even when teachers are able to connect their global themes to the mandated curriculum and connect their lessons to each of the district, state, and national guide entries. Sheila detailed an incident with a parent who complained about one of her lessons despite her adherence to the state requirement recalling:

I spoke with him on the phone. I called him to what we were studying and the 35 minute presentation really included this. Please ask your daughter of the content. She took a quiz. Students took notes about the presentation. It in no way was anything but what our state standards prescribe, what our curriculum prescribes. It never went out. He just did not believe me and he believed there was another undertone. (Sheila, personal communication, July 25, 2012)

Sheila felt that this complaint could have resulted in disciplinary action had she been unable to tie her lesson to the official curriculum. However, because she was able to make a connection, the school supported her decision. With hindsight, even knowing she was in compliance and was supported by her district, the incident left her more wary of the dangers of public opinion.

The participants seemed to describe a restrictive nature that limited their academic freedom in their AP courses while experiencing considerable latitude in their traditional courses which allowed them to modify the curriculum. At the same time the participants believed there was greater potential for global themes in their AP courses while traditional courses seemed to omit global perspectives. In both situations there are

positives and negatives; however the possibility of including global themes seems to be attainable within either curriculum.

Teach Using Devil's Advocate

Four participants taught their class utilizing a “Devil’s Advocate” stance, or arguing a point just to get the students to examine it critically, whether the teacher believed it or not. By arguing all of the issues, the instruction was not perceived to be an extension of the teacher’s values and thus drew fewer objections. This strategy was popular with Shirley who explained:

I play devil's advocate in my class and I don't share my personal ideologies with my students. So I always speak very passionately about each side. And I say at the end of the day, what do you think? Because it doesn't matter what I think, it matters what you think. And I will give you the information and it's your job as a productive citizen to make whatever choice you think is right for you. (Shirley, personal communication, July 11, 2012)

When Shirley continued, she confessed:

I think that very, very bright students in my class definitely can see the hidden agenda. Because even though I'm very passionate about both sides, I talk about these issues (global perspectives). I go out of my way. So the really bright kids know that I'm obviously pushing a perspective or perspectives. (Shirley, personal communication, July 11, 2012)

In the end, the strategy appeared to provide her with a level of plausible deniability, allowing her a defense if she were questioned, albeit a defense some of her students would see as transparent.

Lorraine, in an effort to present a balanced perspective to the curriculum, also found this infusion method useful, particularly when teaching controversial issues. She explained:

My students have got to choose sides. And again, sometimes I play devil's advocate. Sometimes I just let them decide for themselves. I've done that several times. But the last one we did was the abortion issue, which is controversial as well here in the US. And my kids can read through me. But I chose a side and argued the points, the pros and con. (Lorraine, personal communication, June 29, 2012)

Lorraine's concern over playing Devil's Advocate convincingly is worth noting. If, as Lorraine had experienced, students were able to see through the masquerade due to a number of possible reasons including their own keen senses, a teacher's lackluster effort, or the students prior understanding of the teachers position, the impact may seem diluted and ineffective.

When faced with a class that seemed to all favor one perspective, Marilyn resorted to playing Devil's Advocate. She provided her students with a tragic example from American history when slaves had decided to kill their own children rather than allow them to be forced into slavery. Almost universally Marilyn found her students opposed to the idea of killing their own child, and Marilyn found herself arguing the

other side. Marilyn explained, “My purpose is to get them to think about their assertion. If this is what you think, give me your evidence to support it” (Marilyn, personal communication, July 2, 2012). By playing Devil’s Advocate Marilyn promoted critical thinking, a central tenet of both global education and the district expectation of making curriculum rigorous.

While Charles admitted to playing Devil’s Advocate with his students he warned that he felt it necessary to make the students know that he was only arguing to encourage thinking so to prevent any misunderstandings. When teachers fail to clarify their purpose:

They really believe that you are an advocate and that could be a problem. So it’s very important for a teacher to clarify their role when you use a strategy like this. I found it easier for me to deal with any type of problems by clarifying it. Even after you clarify it, though, some of the kids may have not listened very well of the clarification and they still go out and say, he said this or something like that. So you’re gonna be called on it and it could create a problem. I don’t think most teachers wanna play a devil’s advocate any more, you know, because the way society is today and the way things are today. It doesn’t pay for you to add personality into the classroom through playing this type of role. But I think that some teachers are able to and they have to keep reminding the kids, though, that they are playing a role and that’s all they’re doing. (Charles, personal communication, July 25, 2012)

Challenging thinking in such a manner had been typical for the participants in this study, many of which felt the method created some necessary distance, protecting them from potential consequences that might result if they expressed their own personal opinions.

Charles was on board with the idea, but only barely, as he explained that just as many complaints may result as may be circumvented.

Teach from a Balanced Approach

There is no ‘one size fits all’ approach when it comes to teaching. Whether a teacher should deliberately promote one perspective over another or keep their personal feelings to themselves is as much an issue of preference as it is a matter of right and wrong. Some of the authors, such as Bickmore (2009), identified in this study encouraged advocacy teaching, perhaps feeling justified in doing so since global education promotes ideals that bear close resemblance to the principles found in the United States’ founding documents such as equality, fairness, and tolerance. Others (Lamy, 1990) argue against advocacy teaching, recognizing that if it can be done for good, it can just as easily be done for evil. Four of the participants in this study found that by refraining from advocacy teaching, a good many of the potential obstacles that a global educator might face can be avoided.

Jean was clear in her opposition to advocacy teaching saying, “My administrators always defend me. They know how balanced it is in my classroom. I don’t just stick with one. They know it’s pretty balanced” (Jean, personal communication, June 26, 2012). She went on to give a detailed example of just how advocacy teaching had backfired on a fellow teacher when he had “picked out some books which had more of an anti-war, peaceful perspective” (Jean, personal communication, June 26, 2012). She explained that a parent who was in the military took offense and complained “that he served so long and he’d done so much and how dare they not give a balanced deal. So he

wanted to scrap all the books and just put in pro-war” (Jean, personal communication, June 26, 2012). Jean described efforts on the part of her administration to balance the choices in order to placate the parent, but it was to no avail. She explained:

It wasn't enough for the parent. It's never enough for the parent. Once they have it in their mind that the teachers are wrong, they're trying to socialize their kids into something that they don't believe, then that kid...the best thing that could happen is get the kid out of that teacher's class because it's gonna be hell for the rest of the year. (Jean, personal communication, June 26, 2012)

Lorraine was the participant who seemed to encounter the fewest obstacles. Lorraine fell in line with the other participants who felt a balanced curriculum was the right thing to do; that it also served to virtually eliminate potential problems was merely added reason to endorse such an infusion method. Speaking frankly, Lorraine said:

My goal is to avoid those objections because I don't want to come out as I'm favoring one group over another, or I'm coming in and attacking any one group because, again, my classroom is – the entire school really, it's a small, little portion of what the reality of society is. It's not just one dominant group or one dominant part. We have it all. (Lorraine, personal communication, June 29, 2012)

Sheila agreed with Jean and Lorraine in the need to include many perspectives in her lessons, and present multiple perspectives. Specifically addressing parental concerns over the content in her lessons, Sheila found that:

The easiest way for me (to deal with curricular concerns) is to fall back on (the idea that) students are learning multiple perspectives so they can construct an

argument or understand the issue and its complex terms. Most parents just absolutely agree with that, that our job is to present, to be able to discern different perspectives on an issue so that they could build an argument or take a position or write critically about an issue. And most of the time, that's just enough to understand okay, well you're not just pushing this one idea, they're gonna see many ideas. And that, I think that's not such a challenge any more. (Sheila, personal communication, July 25, 2012)

While teaching from multiple perspectives is part of global education and clearly endorsed by the three named participants as effective for minimizing problems, it is also one of the chief criticisms facing the theory. Can global educators teach from all perspectives and at the same time promote responsible cosmopolitan thinking? This issue may deserve additional research in order to discover how and if it truly occurs. For the purposes of this research, however, teaching from multiple perspectives has been identified as an effective tool for infusing global themes.

An Environment of Respect

Shirley credited her success with global education theory almost entirely to her efforts building an environment of respect, to which she dedicated a significant amount of time at the onset of each semester. Shirley described how and why she spent such an amount of time up front when time was always a premium:

As far as the environment that I create in my classroom, I spent quite a bit of time the first week in school creating this whole idea that everybody has a right to opinion in their class and regardless if you agree with your fellow classmate or

not we can all agree to disagree. And my students have told me in the past that they feel very comfortable giving their opinion. So I'm not sure if that helps them feel comfortable saying, well I'm from this particular religion or this particular ethnicity, and I'm ok with it. And that's what makes the world go 'round. And I told my students if we were all the same, it would be boring. So I think creating that kind of environment and them feeling comfortable about themselves...they don't feel so...afraid to be who they are. And so they go home and they don't feel like, oh well the teacher said I was right, and then you know, I'm right or they're wrong, vice versa. I always say there's never right or wrong, there's always different. So I think that's why I don't really have issues. (Shirley, personal communication, July 11, 2012)

Marilyn remembered advice once given to her from a university professor who encouraged her efforts to build a respectful environment, but still found herself slipping up periodically. She recalled:

You know I go back to one my professors on this. When somebody asked one day, 'Well, how do you know if you're offending someone?' She (my professor) goes, "If you create an open and warm classroom environment, they'll let you know. They won't feel bad about saying 'Oh, you shouldn't have said this.' Like, I got called out. I had a Muslim kid in my class, and I forget what I said. And I really – I mean, I completely forgot what it was. And it wasn't even like I was making a joke. I just made a statement, you know, like kind of matter of fact. And this other kid in the class was like, 'You know, you shouldn't have said that because it might've been offensive to him.' And it was like, 'Oh, I'm sorry. I

didn't think about it like that. But thanks for bringing it up.' (Marilyn, personal communication, July 2, 2012)

When asked how the Muslim student responded to the comment, Marilyn replied:

He didn't (reply). But when that kid said – And I don't know that he (the Muslim student) was offended by it. I really don't. But the other kid I think felt obligated, you know, to say 'Hey, maybe that wasn't the correct way to say that.' (Marilyn, personal communication, July 2, 2012)

Marilyn's incident was emblematic of teachers who occasionally fell into conversations with their students that might have been described as too casual, potentially resulting in someone taking offense. Marilyn's efforts to encourage confidence in her students and a willingness to stand up to intolerance encouraged her student to feel comfortable challenging his teacher and correct a potential problem.

Priscilla spent a lot of time speaking about respect and getting her students to understand each other. Taking the strategy one step further, Priscilla infused respect into her curriculum. Describing the manner in which she designed her lesson, she explained:

One of the things I did last year was this whole idea of civil conversation, where the first couple of weeks I went into a lot of, 'We don't have to agree. We're going to be different. But we will respect each other. We will respect the differences that are there.' But we have to talk about these things. (Priscilla, personal communication, July 6, 2012)

She spent considerable time detailing the assignment and the points students earned, in effect building a Socratic seminar meant to develop civil discourse skills for the purpose of understanding world conditions.

Dedicating time to building a classroom versed in respect which is willing to examine and set aside its own biases seems not only a good teaching strategy for the infusion of global education theory, it also reduces potential trouble or conflict. In effect, by promoting respect a teacher promotes global education and reduces potential conflict; the idea can be self-sustaining.

Student's Lead the Direction

Three participants suggested allowing the students to lead after being provided with guided choices, although the amount of guidance recommended varied somewhat. By encouraging the class to participate in the direction of the course, several desirable tasks were met: the process helped to develop democratic thinking, it encouraged student "buy in" as they were the ones who helped choose the path, and it helped to divert attention away from the teacher when objections to the content are made as decisions were driven by student interest, within reason. Shirley allowed much of her class time to be directed by her students declaring:

So 60 percent my classroom is teacher centered and about 40 percent student centered. Because I do have a lot of group work, especially in my AP psychology class work together. They create skits so they can remember the material. So I do allow for that in my classroom. (Shirley, personal communication, July 11, 2012)

Jean had a slightly different method for allowing the students the ability to wrest control of the curriculum in that she directed the curriculum, but by asking open-ended questions, forced the students to come to a conclusion. Jean provided an example in which one of her lessons drew a complaint from a parent because it asked students to consider perspectives often obscured in the literature and the media, namely the Israeli treatment of their Arab countrymen. Once complaints were raised and the administration demanded the issue be removed to which Jean responded by reintroducing the banned content but asked the students to come to their own conclusions rather than point out the similarities herself. Concerned that her administrators would find such an act insubordinate, I asked her to elaborate on the reaction, to which she replied:

It worked. The principal smiled because he thought that it was pretty brilliant.

They (the administration) liked the way I was able to change it where it wasn't me giving information and telling them what was happening. It's them (the students) doing the comparative, them identifying the regions, them identifying. (Jean, personal communication, June 26, 2012)

Charles was probably the most committed to the idea of allowing the students to take control of their own learning . In an effort to understand just how much control he was willing to surrender, he was asked if he would intervene if students were making inappropriate, hurtful comments to which he explained:

Well, that's a good question. You want things to take place that go as far right or left as extreme as they can get without blowing up. And a lot of that's dictated by

the students themselves and who's in the classroom and so on. But students know how to patrol themselves and how to regulate themselves as well as each other.

So the beautiful thing is that it allows kids to be able to have experiences in which they themselves can play a part in controlling the behaviors of other kids. So teachers who do allow kids to go to the outer boundaries are teachers who have a lot of belief in the students themselves, that they will eventually take the role that they need to play in the conversation in order to bring it back to where it belongs. And if that doesn't happen then, of course, I may have to step in.

But once again, when the teacher has to step in its taking power and authority away from the students, and you wanna try to keep the power and the authority in the student hands. (Charles, personal communication, July 25, 2012)

Charles provided an extreme example of this infusion method as he allowed both the curricular and the behavioral direction to be set by his classes, intervening only as a last option. In order for educators to determine if this instructional method is an option, teachers must consider both the courage to surrender control as well as the wherewithal to know when to intervene. Furthermore, although none of the participants spoke to the amount of training and preparatory work necessary to ensure that learning takes place, it must be assumed that some degree of training would be encouraged. How much training is needed may depend on how much control is surrendered.

Seek Permission from Administration

Obtaining permission from an administrator is almost a failsafe method for infusing any content, virtually eliminating potential hazards. When the participants were

asked to identify methods for infusing global themes into their classrooms, two spoke about getting permission. Lorraine stated she would be quick to employ this strategy if she ever deviated from the official curriculum, something for Lorraine that does not happen. As she responded aloud and listened to herself speak, Lorraine attempted to right her contradiction mid-sentence, admitting:

I would seek permission. I've never sought permission because I don't think permission is needed because I don't – I guess the topics aren't – I don't even want to say controversial. I would seek permission if I needed to, yeah. But up to now, I haven't had to. (Lorraine, personal communication, June 29, 2012)

Although Marilyn was unable to describe a topic where she sought permission, she said that doing so should be a standard behavior, explaining:

I just know that's my...my personality is to get permission first. I feel very guilty if I think someone's gonna get in trouble. I blame my mom and dad and Catholicism on that. You know, like, 'Just to let you (the administrator) know, we're (my classes) doing this.' (Marilyn, personal communication, July 2, 2012)

Although she was unable to describe when she sought permission, she was quick to identify an example from another teacher whom Marilyn felt represented her own inclination saying:

Like if I was watching...like I don't show it, but that other teacher always shows the movie *A Time to Kill*. I would have to let my principal...even if was just in passing. 'We're gonna watch that movie.' If he says anything, you know, because of the themes in it. (Marilyn, personal communication, July 2, 2012)

Priscilla concurred with Lorraine and Marilyn, stating she also sought permission when she wanted to bring in outside content that increased global understanding, naming *Kite Runner* and a short list of films as part of her curriculum. She described the steps she took explaining:

I made this list of films that I was going to send out to parents. I always get permission for film. I put it on the list of things I'm going to do, and then parents sign off on it and check off the ones within the course of the year that they don't want their kids to see. I told them (administrators) how I was going to use them (the film) and sent them (the list) to my administrator and so on. They generally approve them. I'm pretty sane and sound and there's a method to the madness.

(Priscilla, personal communication, July 6, 2012)

Locating outside resources not officially connected to the curriculum can be time consuming as a teacher must identify something worthwhile, review it, and then seek permission from administration, running the risk of doing a great deal of research only to be denied. Priscilla found that her school district kept a central file of pre-approved literature, presumably for the English classes, which lent itself nicely to the social studies curriculum. Reviewing that list can potentially shorten a teacher's search.

Academic Research

Educators, who spend their entire career encouraging their students to cite their sources and develop not just opinions, but informed opinions, can be influenced by research. Defending one's lessons by tying it to existing research that confirms its value may or may not prove to be an effective infusion method, however, depending on a

multitude of factors. Regardless of the potential problems, two of the participants found the method effective. Marilyn's reliance on research was evident as she explained:

Now I would have to fall back after I went home and got all my research together, but I would eventually fall back. Like I could give – I save all of my articles that we're reading or lesson plans or whatever. I would be very impassioned at first, and then I would go get it. Like whereas I should really just wait. You know, I'm like, 'This is why, this is why, this is why, this is why.' (Marilyn, personal communication, July 2, 2012)

While Sheila declared that she relied on academic research to support her decision-making, she did not offer examples or further explanation.

While academic research can provide support for a teacher seeking to justify their global focus, it may still run aground given a school environment or administrator's personality. Some may dismiss research as purposefully biased, dismissing its findings. Others might declare that research is often countermanded by other, equally valuable research that recommends a different path. Ultimately a school might concede that while research is important, both the institution and the teacher are bound to comply with district or state mandates, regardless of the findings. In the end, academic research does not appear to be a tool that global educators can rely on regularly on when challenging government mandated curriculum unless the decision-makers at their site are driven by research themselves and emphasize learning over compliance. Knowing what academic studies find, however, is important and any teacher interested in making curriculum changes should be well versed in the existing literature.

Develop Experience

Shirley experienced considerable anxiety her first year teaching, and the process of becoming familiar with the profession and mastering content had left an indelible mark on her memory. With hindsight she felt that inexperience paid off over time; the struggle was getting through it up front. She tied her two infusion methods together: be respectful and dedicate time getting to know your students because the bond will prove invaluable as a teacher struggles to gain experience. Shirley explained:

I think, while teaching any subject at first, it's is always getting the time down and I can honestly say my first couple years teaching AP, it was a little bit tough. But again, it's almost like you have to live and go through those obstacles and I think it's worth it to me to lay down that foundation because without that, then I think that I would have parental calls or calls from the administration. (Shirley, personal communication, July 11, 2012)

Later in the interview as the topic of teaching strategies re-emerged, she restated:

Teach it every year. Learn more. Research more. I mean it's almost like a bell curve year to year. You just keep teaching and keep teaching and eventually you learn most of it. And to this day I've been teaching nine years and there are still topics in the book that I have to go back and re-read. It's never ending. It's always changing." (Shirley, personal communication, July 11, 2012)

Shirley's understanding of experience seemed to be guided by both time and responsibility as she suggested that simple repetition of the lesson a teacher would

improve the situation, but not without taking personal responsibility for reading and researching the curriculum as well.

The only other participant who spoke about the importance of teacher experience when trying to infuse global themes was Sheila. Out of the seven participants, Sheila was the only one to truly face serious adversity to her teaching, and she believed her many years of experience as a teacher were central to the final resolution. Sheila stated:

I guess over the years I've been good at deflecting or diffusing parents' hostilities. I'm not always successful. Sometimes I'm not successful at all and make them angry, but most of the time I try really to keep the students interest. (Sheila, personal communication, July 25, 2012)

While Sheila was able to draw on 26 years of teaching experience, she still could find some of the curriculum problematic.

Experience is certainly a boon for any teacher trying to accomplish a task. However, experience cannot be taught, it must occur over time. Reliance on experience would suggest that only after a teacher had been exposed to the profession over a period of time should they be willing to take chances with their lessons. This errs too heavily on the side of caution. I do not believe either Shirley or Sheila would recommend against taking chances; their suggestion might better be understood as recommending careful, calculated chances until the experience develops and can be relied upon.

Change the Curriculum

In an effort to improve global understanding, two of the teachers found it effective to simply alter the existing curriculum. In doing so, the content itself was not changed, but the manner in which the content was presented was modified. For instance, Jean found the textbook to be an obstacle as it failed to provide more than one perspective, so she modified the lesson, making it comparative. She explained how she fulfilled both the state mandate along with her own expectations by:

taking the textbook apart and taking the bits that I wanted, and I check off the curriculum that I have to hit and then add it on with some of my primary source. So that would be the comparative instead of...whatever's not in textbook or the curriculum; well then I'm gonna find something else I can compare it to and then hit that, so that's how I work it. (Jean, personal communication, June 26, 2012)

Rather than teach the lesson as it was laid out in the textbook, Jean brought in additional pieces to make the curriculum comparative and include multiple perspectives.

While Jean modified the curriculum and managed to remain within the curriculum mandate, Sheila encouraged teachers to change the mandate itself by getting involved with the political machinery that made the decisions. She explained, "One thing I participated a few years ago in the government curriculum, I fought long and hard to have the global comparative component in that curriculum and it lost" (Sheila, personal communication, July 25, 2012). She described the committee on which she served, recalling it was at the district level and comprised of both administration and faculty from across the county. She felt she lost the fight because she had encouraged a global

perspective to be included in US government class and “no one bought into that” (Sheila, personal communication, July 25, 2012). They accommodated her request by including one question of the district exam that asked about the United Nations.

That only two of the participants spoke about altering the curriculum, and one, Lorraine, staunchly refused the idea, should be an indicator as to how powerful the mandated guidelines are viewed and how powerless classroom teachers often feel. Making teachers aware of their authority over the curriculum as well as their responsibility to challenge and change inaccuracies or biases should be a priority for teacher education programs. In the end, this may be one of the most fruitful methods for permanently infusing global education into curricula.

Funding for Training

The cost of attending conferences can be prohibitive, yet it is at the industry conferences where the best practices and strategies are shared. Locating funding to make such conferences possible was one of the key strategies identified by two of the participants. Jean, who regularly attended and presented at conferences across the United States focused her attention here, stating:

The challenge is being able for a teacher to afford to go to conferences. I hope that conferences...to me, professional development has always been key to a good teacher; to keep me on top of things. I go to NCSS all the time. I think throwing myself outside more at the national level has introduced me to educators and different colleagues at NEH, studies and institutes. I've gone out and seek them and there's a lot of free institutes that you can, that you can just go to. It's hard to

get in, but once you get in and you know the terminology to get in...I think I've traveled free for a good portion of my teaching career; around the world. (Jean, personal communication, June 26, 2012)

Whereas Jean concerned herself with funding for conferences in order to make her better versed in global education and more adept at infusing global themes, Charles' concern was over his experience with the GSP. While it was not the stated purpose of this research to expose the value of trainings such as the GSP, it has revealed itself as an unexpected finding and will be reported later in the chapter. It deserves mention here, however, because of Charles' concern for future and ongoing funding for global education training in the form of long-term intensive programming. When Charles reflected on his experience with the GSP he decried, "The problem is that I don't know if there's a way in education to allow people to do that in terms of the funding and the components necessarily" (Charles, personal communication, July 25, 2012).

The two participants had similar but different concerns regarding funding: Jean concerned herself with funding needed by a classroom teacher to improve individual teaching methods whereas Charles concerned himself with funding that must be secured by university faculty interested in providing long-term programming. Both are serious obstacles for global education and deserve serious attention. Without financial support global education will remain an obscure teaching method for many in the profession.

Global Education as Outside Assignments

Time is often an issue for teachers looking to squeeze in one more item, or cover one more perspective. Two of the participants, unable to find additional time during the

school calendar, had begun to rely on out of school assignments to meet their needs. While Jean made the summer assignment available, she did not require it, hoping her students would be motivated by the potential financial award provided by the Peace Institute. She explained:

Three years ago, I started using a summer assignment from the Peace Institute, they have an essay contest. One time, one of my kids won. I don't have time during the year to do it. I really don't. It's just like there's so much. (Jean, personal communication, June 26, 2012)

When Marilyn assigned major outside projects, she toyed with the idea of requiring multiple perspectives in order to save time by combining tasks and ensure global themes were covered. She explained:

Maybe I could do something more project-based to make them infuse certain things like that. Like okay, you're doing this, but I also need you to get a couple different perspectives or just inquire, you know, how can you relate it. Like throw it almost kind of back on them. (Marilyn, personal communication, July 2, 2012)

To be clear, neither participant required additional work in the form of global education, but instead integrated global education themes into major projects that were either already required or optional. By integrating the themes or by making the projects optional, the participants avoided the potential negative attitude students may have developed as they connected global education to homework; a disastrous outcome for both the infusion method as well as for global theory.

Do What's Right

Although many in global education have recommended remaining neutral and presenting a balanced view, there are those who believe that global education is about taking a stand for what is just, including two participants in this study. They believe that both the teacher and the student should embrace the theory in order to make a positive change in real lives.

Lorraine would, at times, contradict herself and seemed occasionally at odds over teaching a balanced view versus encouraging doing good. She suggested adopting the latter in order to encourage student buy-in only when she faced resistance, but her tone suggested that she resorted to teaching ethical behavior more often than she professed. Lorraine explained why she embraced such an infusion method, declaring:

After all, they're in the class to get a grade. And but everything shouldn't be about 'what am I going to get out of it.' And in my opinion, that's the message. When I do things, that's what I want to get across. (Lorraine, personal communication, June 29, 2012)

As the gatekeeper, Lorraine would tell her students:

Yeah. You're going to get a grade, but there are other ways to get a grade. This one is not a grade. This one is simply because it's a good thing to do for someone, for the community, for whatever. (Lorraine, personal communication, June 29, 2012)

Although Priscilla made an effort to remain neutral, she shared her personal life stories in an effort to encourage her students to take a stand for what was right, both morally and legally. By connecting personal stories to what she knew to be right, she felt potential objections would be silenced, explaining:

I probably come from more of a neutral place. For example, the one that would be most controversial – I'm the only black person standing in the classroom teaching about racial inequality. So I tell my story and my experience, being a child and growing up in the south in the 1960s. And one of the things – probably my disposition. My kids know I love them, that I care about them. (Priscilla, personal communication, July 6, 2012)

She went on to explain how she tries to make such connections elsewhere in her curriculum and in society, drawing student attention to issues of respect. She explained:

I get them to see the oneness of humanity and the rights of individuals to be accepted, to be loved within your society. And what does it do to an individual to experience the type of hate and rejection that we're emphasizing that we come this way? I just have them think about it. 'Put yourself in those shoes. Where would you be?' On the one hand they'll say, 'I wouldn't be that way.' But I'll say, 'Still, is that individual entitled to respect?' (Priscilla, personal communication, July 6, 2012)

If a teacher can connect global themes to what is right and proper, themes that are supported by the US Constitution and the Declaration of Independence, they appear to have identified a sound infusion strategy resistant to most classroom objections.

Global Education must be Relevant

Building a relevant curriculum has been recommended since the time of John Dewey (1916). Making curriculum relevant, however, can be a challenge in some subject areas more so than others. Rigor and relevance are regularly repeated and expected by administrators in the school district where this study was conducted. Making connections to real life can make students see the practicality of a lesson, as Marilyn tried to connect violence in the American South toward African-Americans with the issue of bullying and violence in their own school and community. Tragically, Marilyn was able to draw on actual criminal events she knew of that were perpetuated by students from her school. In an effort to make students see a connection she explained:

Every time you bully somebody, is that okay? This is what happens when it becomes many people, or like many people fear. You're creating an environment where people are more aware, and maybe they won't – I don't know. We had a couple of our kids go to a nearby neighborhood and beat some guy up so badly he's never gonna have kids. (Marilyn, personal communication, July 2, 2012)

By portraying violence in this manner she felt that she made the past relevant, and potentially helped her students refrain from making similar choices today.

Priscilla also believed that connecting global education to real world, relevant issues it would reduce real problems. Given the administrative emphasis that is placed on relevance, she would certainly be able to justify some of her actions. However, her statement regarding relevance seemed more focused on the students in her classroom and

the hope for improving lives rather than as a tool for teaching global themes. Priscilla declared:

I have to make it relevant to them. Before I can ask the question, 'Why should you care?' it has to be relevant, dealing with the (student) population we do. Americans are very self-centered, self-absorbed. 'If it doesn't impact me,' especially when you get to the senior year, 'if it has nothing to do with me, do I really have to know this? Why is this important to know?' That's a question they ask, and it's like, yeah, it impacts you. You're going to be exposed to these things and working with these things. They want to know if this is on the exam. I say 'everything that we learn is not necessarily going to show up on an exam, or on my quizzes or tests. You don't need to know it for me. I want you to move beyond this. I'm not just teaching you for a test. I don't believe in that. I'm teaching you for life.' It works. They do it. So I'll put in a critical thinking question where they'll have to answer it – I'll make it relevant. (Priscilla, personal communication, July 6, 2012)

Many teachers understand the importance of relevancy, particularly in social studies education which often covers content centuries old. Both Marilyn and Priscilla realized that there may be an added benefit to effectively connecting the past to the present: it may reduce complaints or objections when dealing with controversial topics.

Connect Global Education to Human Rights and Equality

Connecting global education to human rights helps establish a philosophical base for the theory (Landorf, 2009). Two of the participants in this research study were not

only in agreement with Landorf, but also felt that by connecting global education to human rights an effective infusion strategy could be established. By associating with principles central to the founding documents of the US, this method may establish a 'safe' advocacy position from which to argue. Jean subscribed to this arrangement and went so far as to say it was her motive for entering the teaching profession from the beginning. Jean connected human rights to her curriculum by asking her students to embrace other perspectives other than that of their nation and consider the injustice and unfair conditions experienced by many, saying:

I do it (promote human rights) mostly because it's the reason why I got into teaching...to introduce students to the similarities that exist around the world, the commonality and so it's really something that I believe even before I got into teaching. Once I saw that the men and women that I work with were so focused on the American view and everybody had to think American and not the other way around, so I think I just got from then on, you know, been that way. (Jean, personal communication, June 26, 2012)

Although Jean struggled to explain her reasoning behind promoting human rights, it was evident that she was moved to include multiple voices in order to make her students understand the disparity and the conditions in which many endure today.

Sheila was more specific in her explanation as to why connecting her curricular decisions to human rights helped diffuse possible objections declaring:

It (global education) should value the local values of fairness and justice and respect for laws and respect for a fairness and treating people the same and

equality and all those things. But those, I think there are rights that transcend the local and that global educators believe in: human rights and values and fairness and all of those things that transcend national governments. (Sheila, personal communication, July 25, 2012)

Sheila, like Landorf (2009) did not see much difference between the ideals outlined in the US founding documents and those written into the Declaration of Human Rights. Tolerance, liberty, fairness and equality are universal ideas and should not be considered uniquely American. When Sheila promoted human rights, she was promoting themes that were in sync with United States values.

Research Question 5: To what extent do self-identified global educators infuse global perspectives into teaching?

The participants were asked to list the strategies they found most useful and to provide details of each when they could. Given that each had experienced the same training in front of the same instructors, it might be assumed that the participants would rely on similar methods and content upon entering their classrooms. Instead the findings revealed that each participant had taken their training and tailored it to fit their own unique teaching style and subject area.

The list of assignments the participants favored for infusing global perspectives into their lessons are listed below in Table 15.

Table 15: Participant-Favored Assignments for Infusing Global Education

Participant	Teaching methods identified	Content
Shirley	Journal entries News from multiple sources Debate End of term reflection papers Student centered teaching Role playing	US culture Lifestyle change Sustainability Environmentalism Fair labor issues
Jean	Role playing Comparative and thematic teaching Current events Global classrooms Graphic organizers and Venn diagrams	Genocide
Lorraine	Current events Debate Pro/Con arguments	Personal choice Personal risk Immigration
Marilyn	Historic interpretation	US internment camps
Priscilla	Civil dialogue Outside film and readings Comparative teaching	Sustainability Environmentalism Outsourcing Immigration Independence

Table 15 (Continued)

Charles	Statistical analysis Comparative teaching	Multinational corporations Wealth Hunger Water
Sheila	Experiential learning Historic interpretation	Gender Religion Civil and human rights Equity

While some of the methods identified were collected from a list compiled by each participant, they were asked to expand on as many as they could throughout the interview, as it made sense as we moved through the other research questions. Participants tended to rely on their memories of specific events as our conversations revolved around global themes and gatekeeping strategies rather constructing a history that lacked context. This technique sought to draw out more honest answers that relied upon recall rather than a preconceived list.

Most of the vignettes did provide an enriched contextual setting, but resulted in brief descriptions as the response was provided for the purpose of addressing another, seemingly unrelated question and not the focus of the conversation.

Journal Entries

Shirley found journaling useful as she taught about sustainability issues, asking her students to record their daily behaviors. She recalled:

A good example that I do or quick lesson that I do about sustainability is that I'll ask my students to do a journal entry and just tell me from the time they get up from the time they fall asleep every act they do. And you know I brush my teeth I take a shower how long was the shower you know how do you get to school do you walk do you you know drive a car are you on the bus? And we kinda go through every time of electricity everything that they use and how everything that they use is somehow connected to oil. And then I explain to them that if one day we all woke up and we didn't have oil that the world would be in total chaos and it would stop. So I told them as a society as the you know future of America what can we to kind of like break away from that oil addiction. And as we have that discourse of those discussions they realize that there are things to do to be more sustainable with the environment that they live in. So like to buy local vegetables for example. Or to not take you know hour showers, things like that. (Shirley, personal communication, July 11, 2012)

Multiple News Sources and Current Events/Debate

In order to encourage Hanvey's state of the planet awareness dimension and develop an understanding of the role the media plays in our daily lives, both Shirley and Lorraine had students consume their news from a variety of outlets and then discuss the subtleties in class. Shirley reported:

I do it very unstructured. I'll say it this way. I watch the BBC. I tell my students to watch different media news sources to see how different they will actually portray or tell a specific current event. And I will just come in on a Monday or Tuesday

and I'll say...I saw this on the news. And I'll say I saw it on the BBC and then I saw it on Fox, or I saw whatever. And then we'll just talk about it. And it's just very, not structured. But I feel like the kids get very excited. Because it's not like, ok get out a pencil...its quiz time or, no, it's just hey, I saw this and you know their eyes get big and they get excited. Like wow, I had no idea that that happened. We have a discussion. So I think that it's one of those 'with-it' moments, or whatever...one of those trends in education that, it's one of those moments that...it's not planned, it's not in the curriculum, but the students are engaged in their learning. (Shirley, personal communication, July 11, 2012)

Lorraine's response was similar, focusing on both the media bias and the ensuing discussions:

A good debate every now and then is definitely important. And sometimes what I do is I'll have them...whatever the topic may be...current events, we do that. But two or three people bring in a couple of news reports or it could be a newspaper article from like two or three different sources, and then see what they say about it. Again, yes, there is media bias big time. And I want them to be able to...I don't know, decipher through all of that and make an informed opinion. (Lorraine, personal communication, June 29, 2012)

Jean required her classes to stay current with world conditions as well, but did not address the importance of the media lens, which was Shirley's focus. Jean had to make choices when it came to her current events teaching, and ended up terminating another project in favor of tracking daily news. She reported:

And then I had to choose what was more important to me, current events or the peace essay, and at that time I thought the current events because they need to know what's going around now and why it's got that way so that year-long project was more important to me than the peace essay that I tried for two years.

(Jean, personal communication, June 26, 2012)

Later in the interview she described how she made the peace essay part of a summer assignment so not to lose it entirely.

End of Term Reflection Papers

In order to confirm that her students were developing an open mind and absorbing the global themes, Shirley required each to write an end of term reflection paper that asked them to consider the impact of her course on their lives.

At the end of the class I have my students write a paper and a lot of them will tell me "I came into this class not knowing what to expect, having definitely one way to think, and now I'm walking out thinking 'Before I judge that person, or before I say something, let me step back and think about what's really going on. When I watch the news or when I see a TV report, or something on the news, instead of just jumping on that fact or that opinion, saying let me think about it for a second and understand that there's an agenda there.'" (Shirley, personal communication, July 11, 2012)

Student Centered Teaching and Role Playing

The expectation promoted in Shirley's school district encouraged greater evidence of student's taking responsibility for their own learning. This method of teaching is supported by research conducted by Bloom (1956). The theory suggests that students retain information more effectively when they are responsible for teaching the content themselves, rather than have it taught to them. Shirley stated that her classes were driven by student teaching at least half of the time.

Both Shirley and Jean employed the research on multiple intelligences recommended by Gardner (1983) as they required students to perform skits, emphasizing body-kinesthetic learning. Though these practices were unrelated to global education, they were indicative of sound teaching which may result in increased student understanding of global themes.

Comparative and Thematic Teaching

Jean's lessons relied almost entirely on comparative or thematic teaching. By juxtaposing a variety of issues, she stated her students were better able to identify similarities and differences and develop perspectives that could often be overlooked. She stated:

Yeah and so when I go and we do a lot of comparatives, it's you know, two different cultures, two different histories, two different kings, or kingdoms, then the kids can see how one is looking one way and the other is looking in a different perspective. (Jean, personal communication, June 26, 2012)

It encouraged Jean to maintain a balanced, neutral approach avoiding many of the criticisms global educators' face regarding indoctrination, recalling:

And then as far as to what to do in the classroom is always do comparative.

That'll save you. And if you're gonna get a controversial topic, make sure you have different sources with – to have a balanced view. It's really what kept me going for a while. (Jean, personal communication, June 26, 2012)

She also found this type of teaching efficient as it allowed her to merge several issues into one creating additional time for her other, non-mandated global projects. Jean complained about new teachers declaring:

So they do not, they don't know to take one chapter and then ten chapters ahead and combine them from two different locations and teach them all at once so that you're saving time. They have to follow the curriculum. (Jean, personal communication, June 26, 2012)

Priscilla taught from a comparative vantage not only to provide a global perspective, but also to prepare them for future courses they will enroll in at her school, such as comparative world government. She explained that this allowed her an opportunity, even if brief, to include non-Western themes and perspectives and then justify her actions because it is in sync with the mandated curriculum.

Charles also found himself teaching comparatively, examining economic systems and business practices in the United States and then asking his students to consider conditions elsewhere. By doing this, Charles taught from two of Hanvey's (1976) global dimensions: knowledge of global dynamics, which asks students to understand how

seemingly unrelated events are intertwined, and awareness of human choice, which asks students to recognize things often occur because a choice was made, not because of conditions beyond our control. He explained:

Well, for instance, in economics, as I stated earlier, all the kids have a different perspective depending upon their parents and their economic backgrounds, and that plays in with the other types of cross cultural awareness and things like that. So when we look at lessons in economics, and we look at multinational corporations and America's view on outsourcing or something to that, students who live in a particular area are able to look at the idea from a multiple perspective, in that how is this helping people in America, how is this helping in other countries, how is this hurting Americans, how is this perhaps hurting people in other countries.

So they get a lot of different dimensions of the problem having to do with trade and economics and how this all ties in to, well, who are we trading with, what part of the world, and what is their background in this part of the world, and how does this tie into America's way of life and so on. Is it with South America, is it with China, is it with countries in the Middle East, and what they come to find is America trades with all countries throughout the world but they have to recognize certain problems exist in trade that cross culture, too.

So it's a very exciting topic, you know. Economics trade and the way it ties into global education is incredible, it really helps the kids think at a higher level, especially in a global. (Charles, personal communication, July 25, 2012)

Global Classrooms

In an effort to connect her students to events around the world, Jean did not rely entirely on news reports and the media. Instead, through a variety of internet options, she developed open conversations with people from around the world. Earlier Jean recalled how her coverage of the Palestinian question resulted in objections which she aptly adjusted to, exemplifying strong gatekeeping skills.

Graphic Organizers and Venn Diagrams

Although the use of graphic organizers and Venn diagrams were not unique to global education, Jean found them well suited for teaching from multiple perspectives. Jean recalled how the GSP was central in connecting her to the strategy, and reportedly struggled with a variety of other instructional tools prior saying:

I was able to, you know, I look for a special graphic organizers that'll help me teach sort of cause and effect, you know, incorporating Venn diagrams whereas before it was more of you know, it's just a T-chart so I was able to introduce more graphics to the students. (Jean, personal communication, June 26, 2012)

Pro-Con Arguments

In an effort to encourage critical thinking, Lorraine promoted pro-con debates, particularly if she felt students were either unable to explain fully their position, were unaware of the opposing perspective, or were all in agreement and therefore inhibiting discussion. At times Lorraine would take up the mantle of an issue, other times she would allow her students to challenge each other. She recalled:

The last one we did was the abortion issue, which is controversial as well here in the US. And my kids can read through me. But I chose a side and argued the points, the pros and cons, and then let them. The goal, again, is to help them to really think through what they're saying. Are you sure you're really in opposition? Are you sure you're really for or against? And then at the end of the day, what it came down to it, are there...I guess you could say, exceptions? It's okay only if, and it's not okay only if. (Lorraine, personal communication, June 29, 2012)

Historic Interpretation

Advanced placement and IB courses rely heavily upon document based questions, or DBQ's. Developing the ability to understand perspectives at the time they were issued is another teaching method that has gained traction in recent years, particularly within the common core standards movement. Teachers are expected to help their students develop an understanding of time and meaning as they examine a range of perspectives. Marilyn, who credited her interest in historic interpretation to her graduate work in history at university, had her students spend considerable time dissecting and interpreting the meaning of events and records from a variety of perspectives. She also spent time examining the writing and re-writing of history and the motives involved.

As discussed earlier, Sheila tried to encourage her students to understand time and change, pointing to how the role of women and how it had changed and was still changing every day. While not all time related topics should be viewed as problematic for

global teaching, Sheila explained how teenage chauvinistic and immature comments can result.

Civil Dialogue

In January 1919, the sociologist Max Weber (2004) declared that politics is the art of compromise. However, as reported by Gutman and Thompson (2012), compromise has always been a problem in American democracy and becomes harder still with the advent of the permanent campaign. Priscilla recognized the importance of compromise, particularly in a nation such as the United States which is comprised of a wealth of beliefs and perspectives. In an effort to both have her students take responsibility for their own learning (Bloom, 1956) and promote healthy dialogue, she either assigned or had her students select a topic, research it as a group, and then attempt to construct a workable compromise. As a gatekeeping method, this practice also provides a level of protection for the instructor as the topics and the discussion is all lead by her classes. In the end she hoped that such efforts could help create a community that would better understand each other and live together.

Priscilla briefly explained her method saying:

One of things I do...especially civil dialogue...they want the kids leading the discussion. They develop their own questions based on some ideas that I've given them. How might this relate back to our topic? That's the big question at the end. How does this relate to American government? How does this relate to sociology? And then they make the connection back. (Priscilla, personal communication, July 6, 2012)

Outside Film and Reading

Champoux (1999) reports that teaching with film can enhance the learning process, and although he employs the teaching method for themes taught in business, his conclusion should be relevant to teaching in general. However, if we accept the advantages that film provides, teachers must also be wary of the perspective that is being promoted, particularly in the social studies and even more so as a global educator. Understanding the potential problems that film presents, Priscilla had identified a number of pieces she sought to use and then obtained the necessary approval from both her site administrator and the district. To be clear, Priscilla employed parts of film not for the content, but for the imagery. Relying on small clips from *The God's Must be Crazy* (1980) and *Crocodile Dundee* (1986), she exposed her students to the brilliant vistas of Africa and Australia.

Likewise, Priscilla brought in outside literature, as recommended by Lo (2001) in order to improve both cultural difference and commonality amongst her students. She spoke about using *The Kite Runner* (2003) as a resource:

I develop questions to encourage thinking...even when using the film. The students were saying that within the Islamic culture it was deviant for that family to leave Afghanistan and move to the United States. It was abandonment of their own culture. So when this guy goes back, he has to face the music that he's abandoned (his culture) and gone to the "whore America"...among Muslims, that's how it's held. So they (students) began to understand some of the animosities that some of the Islamic cultures feel against America and how certain

actions and behaviors we look at as being acceptable and norm – it's like you get out of there. You don't want to endanger your child and family and lose everything you have, so you leave. Whereas, those who remain behind might think differently. So they begin to rationalize those things. And it's higher level thinking and it causes them to look beyond our culture as being right on this issue.

(Priscilla, personal communication, July 6, 2012)

Statistical Analysis

Explaining how he continued to update and improve upon his global lessons, Charles reflected on the amount of work required in global education both in locating resources and in ensuring accuracies over time. As he considered his lesson, he considered aloud whether teaching globally was inherently more work than teaching according to the mandated curriculum. Charles reflected:

The lessons are still used to this day. Of course, they have to be revised and changed because the economics have changed the times have changed, so you have to revise them. But many of the ideas I learned in the GSP, especially developing lessons, are presently used and they'll be used in the future.

For instance, one lesson had to do with cars, and hybrids, and solar power, and solar energy in cars or in home sites because people buy homes and cars in economics. So we look at the economics. It's really a big global idea, you know, solar energy and power. But the statistics and the prices of gas have changed or energy has changed, and policies have changed. So if I had an article of four or five years ago when I wrote the lesson the article's four or five years old, and you

can't use that article today. You have to use a new article and you have to get all the new numbers.

One thing about global education is it doesn't stand still, and it's not like U.S. history that, you know, the war of 1812 happened and not 1812. Global education is ever changing and you really can't put your hand on it in the certain time and places. (Charles, personal communication, July 25, 2012)

Although the purpose of including his comment at this point was to portray how Charles used statistics to teach globally, it raises the issue, or potential obstacle, global educators continue to struggle with: a lack of reputable resources requiring a greater amount of labor and knowledge on the part of the teacher.

Experiential Learning

Sheila recognized the importance of learning by doing, as recommended by Dewey (1916), and therefore had her students participate with a variety of perspectives, rather than simply discuss or write on a subject. She accomplished this task by one of two methods: taking field trips and bringing in guest speakers. She reflected on one of the field trips and her speakers:

We visited a Buddhist Temple, spending a Sunday afternoon there. It was different, and most of them acknowledged that. Or going to the Buddhist temple and having the monk take them around on a tour of their market on Sunday afternoon, the students reflected very powerfully on the experience. Even the smell of the food to the look of the place to how the temple was organized to how you point your feet and they were just...had that experience. Even though it was

in our textbook that experience was, I think, transformative. And the other thing is the literature (provided at the Temple), which is...can be very powerful too.

I bring in guest speakers who represent cultures or perspectives that are different from our own, that we're studying about. I've had a rabbi come into my class.

I've had numerous guest speakers that give the students that connection. I've had Muslims come in, and for many of my students, before my guest speaker came in, they had never met somebody who was Muslim. So just meeting somebody in front of them was different. (Sheila, personal communication, July 25, 2012)

Sheila's recognized that field trips and guest speakers could be costly, time consuming, and potentially troublesome, but in the end declared them well worth the effort.

Despite the descriptions provided within this study, it is recommended that future research consider observing global educators in their classrooms. Not only would this allow the anecdotes to be confirmed, it could also provide a necessary timeframe for each lesson. Future research should also identify which lessons best compliment the mandated curriculum and how much research is needed on the part of the classroom teacher to make the lesson work.

Unanticipated Findings

The interviews revealed several issues that were not initially intended to be examined. These findings revealed how the GSP affected the participant's lives and made available a wealth of advice to future global educators.

GSP Impact on Participant Lives

The participant's statements about the GSP were both plentiful and detailed. 16 themes resulted after a close analysis of the transcripts was completed. Of the 16, ten of the statements were made by at least two participants. All 16 of the statements are listed in Table 16 and the ten that garnered some degree of consensus are detailed further below.

Table 16: GSP Impact on Participants' Lives

Participants' Statement about the GSP	Consensus
The lessons built while associated with the GSP are still employed	6
GSP provided a wealth of experiences relevant to global education	4
GSP encouraged networking	4
GSP empowered participants	4
GSP improved participant general teaching abilities	3
GSP motivated participant to use global themes	3
Lost the support and congeniality upon ending	3
GSP assisted with a variety of resources	2
If global lessons are not used currently, it is because they lost relevance	2
GSP helped participants overcome negativity at K-12 school	2
GSP encouraged life-long learning	1
GSP provided an academic label to existing teaching techniques	1
GSP provided the time needed to build good global lessons	1
GSP made participant a better person	1
GSP provided an intellectual center in post-9/11 environment	1
GSP is needed for both new and old teachers alike	1

The Lessons Built While Associated with the GSP are still Employed

Six participants stated they continued to use some, or parts, of the global lessons they had constructed while affiliated with the GSP with one caveat: all of the lessons retained had been updated and made current. Shirley's account was an accurate representation for all of the participants as she reported:

I do use them (the lessons constructed while associated with the GSP). I don't use all of them, and I tweak them. Like anything else, just like teaching, you try a lesson plan. After you use a lesson plan you realize this worked, this didn't work, so it's always tweaking and refining, and that's what I do with those lessons. (Shirley, personal communication, July 11, 2012)

Lorraine sought to recall which of her many lessons were created while with the GSP and declared:

I used...definitely I still use the lesson on the Spanish Civil War. I can't remember all of them. But that one, I definitely still use. I'm not teaching the course right now. But yeah. But I do use them. I don't create them and not use them. (Lorraine, personal communication, June 29, 2012)

After the significant amount of time dedicated to building the lessons for the GSP, it is not surprising to detect the sarcasm in Lorraine's answer as she rhetorically asked who would spend all of that time and then not use the lessons. Like Lorraine, Marilyn refrained from using her GSP lessons when she was required to teach unrelated courses. Speaking about one of her lessons she stated:

I still use some of them. Like when I teach government, I use the...like I did energy and who was a better candidate, Obama... You know, like their energy plans and what it was that changed. If I don't use the entire lesson, I definitely use pieces of it. I might not actually sit down and do this lesson as it's written in two or three days, but I do, I do use it. (Marilyn, personal communication, July 2, 2012)

Marilyn tried to incorporate parts of her GSP lessons even when time becomes an obstacle, including its most significant parts.

Priscilla's response was the most thorough of the participants, describing how she still relied upon GSP lessons either in whole or in part. She found one of her lessons malleable enough to find use across several subject areas. She recollected

I definitely use them. The subjects that I teach go around and around, back and forth. Sometimes I don't go back to them. I think one that I'll probably always use is the one I did on – it was basically the corporation one. The subjects that I teach now, that's one I go back to all the time. I'm teaching the AP Human and a big part of it is economic development and so on. So I can always go back there. There are some like that, that I can. One I taught when I was doing World Geography – I think it was on nations, nationalism. I didn't use it when I taught American Government. There were pieces of it that I pulled. (Priscilla, personal communication, July 6, 2012)

When I do World History, I do this whole idea of revolutions and I go back and I pull those things. When we're looking within AP Human and I go through political government and systems, I'll pull pieces of them. I've altered them. You have to be reflective of change and make it fit there. But the ideas are still good. They basically get the students to own and be responsible and make it relevant to them. And I think that's what the lessons that we did for global classrooms – they made lessons relevant for students to spark their interest so that they are engaged in them.

Charles, like his colleagues, found that he still relied upon the lessons he assembled for the GSP but continually updated and improved upon them. As he considered the lesson construction aspect of working with the GSP, Charles observed the critical nature of actively building and not simply passively listening to instructors and guest speakers. Charles felt that by doing, the instinct for global themes and the ability to create sound lessons were honed. Charles declared:

You know, that's the greatest part of the GSP, is that you were the student and not the teacher, and you were challenged, and the biggest challenge was creating the lessons. And the lessons is how we learned to become global educators, unless you actually create lessons and go through all the processes of developing the curriculum and the content because there's not a lot out there.

The lessons are still used to this day. Of course, they have to be revised and changed because the economics have changed the times have changed, so you

have to revise them. But many of the ideas I learned in the GSP, especially developing lessons, are presently used and they'll be used in the future.

For instance, one lesson had to do with cars, and hybrids, and solar power, and solar energy in cars or in home sites because people buy homes and cars in economics. So we look at the economics. It's really a big global idea, you know, solar energy and power. But the statistics and the prices of gas have changed or energy has changed, and policies have changed. So if I had an article of four or five years ago when I wrote the lesson the article's four or five years old, and you can't use that article today. You have to use a new article and you have to get all the new numbers.

One thing about global education is it doesn't stand still. (Charles, personal communication, July 25, 2012)

Charles potentially identified one of the key concerns teachers who struggle with time so often find in global teaching: the curriculum is not static and part of an unchanging history textbook, but instead it breathes and changes as time moves requiring constant updates on the part of the teacher. Teachers who prefer to master their content in an historical sense will have trouble adapting and may find the process too labor intensive given the array of other demands vying for attention.

Sheila reiterated much of what her colleagues had declared: her GSP lessons were still in use when the courses she taught fit. Reflecting on some of her lessons, she reported on her current usage stating:

The ones that I have abandoned I kind of keep in my cache, but they just aren't relevant to what I'm teaching. Like the economics ones...I would use in an economics class and definitely use them again. Some of them I co-wrote with colleagues or my husband and we used them. But they just aren't relevant right this minute. (Sheila, personal communication, July 25, 2012)

The participants declared that they were relying on the lessons built while associated with the GSP, but only when the curriculum permitted. The comments on lesson plan usage draws the attention of just how many lessons are required which in turn require massive amount of time.

GSP Provided a Wealth of Experiences Relevant to Global Education

The GSP provided the participants with an enormous range of professional opportunities to improve their ability to grow as a global educator. The GSP funded the cost of national and international conferences, sponsored lengthy collaborative visits with teachers from Haiti, Dominican Republic, and dozens of other nationalities, brought in guest speakers who were experts on global issues, and arranged field trips to increase local awareness, the GSP was an enriching experience for those fortunate to participate. Acutely aware that exposing teachers to the global themes accomplished only half of the battle, its faculty also secured substitute days for the participants to work on building the corresponding global lessons and then published the lessons, free of charge on the Internet for other teachers to use.

Shirley regreted no longer having those opportunities, declaring:

I had so many amazing opportunities and experiences. I don't have those any more. So I feel that I'm missing out on those connections, on those field trips to different cultural events around the Tampa Bay area. So that because I bring...I try to bring every experience I have into my classroom, those are experiences that I no longer have to bring in. (Shirley, personal communication, July 11, 2012)

Priscilla seemed to get lost in her own thoughts as she tried to recollect the experiences the GSP made available, stating:

And all of the different opportunities...the different speakers that we saw, the different people from different parts of the world, and different experiences...you see how important those are. The professor out of north Florida; she came through and shared the whole German experience. And I still use the story she told about her experience when the Nazis came into her Christian school and took the cross down and put up the picture of Hitler.

The people we met from Haiti and their experiences, the teachers who were there – it just brings those places and gives me an experience with people who have been places and experience some of the things I'm teaching about in the classroom. Again, back to that passion. When you hear someone else's passion, it becomes your own and then you can relate that to your students. So many – oh, gosh. The author who wrote the story about the child soldiers...so many things...that was an experience. (Priscilla, personal communication, July 6, 2012)

Charles recognized the value of his experiences with the GSP and worried that such opportunities would not be available to future teachers primarily due to the costs involved. As he considered the project he reflected:

I think it made me a better person overall, you know, more wise. And it had nothing to do with aging or being older, it has to do with understanding the concepts associated with global education. And unless you go through it...and a large part of it had to do with the people who taught it, too. They brought the resources in to make it work. Not only were they terrific educators themselves, they went out into the field and got the different people out there to help us learn. In doing that they made the experience more authentic and because of that, believe or not, now I'm more willing and able to take chances by asking speakers who are in fields that I'm not an expert in to come into the classroom. (Charles, personal communication, July 25, 2012)

The GSP experiences not only informed Charles, in the end they helped establish a teaching model.

The most important experience identified by Sheila appeared to be her involvement with the visiting teachers from Haiti, the Dominican Republic and an assortment of other nations. Being able to participate in the visitor's lives and working to better understand each other was, for Sheila, a classic example of contrapuntal experiential knowledge. She recalled:

That speaks to our connection, the GSP with those visiting educators. And I think...besides reading about a lot of the things that they represent, meeting them

in person is very powerful. And learning together and collaborating and just connecting as fellow teachers was very powerful and an experience that left a profound...much more than reading about Haiti or the Ukraine or someplace that I...but meeting those teachers was really valuable. (Sheila, personal communication, July 25, 2012)

Although only four of the participants actively reflected on the experiences that the GSP offered, all seven referenced the benefits of the instruction in many other ways. Because this revealed itself as an unanticipated finding, I did not pursue the subject. Had questions been posed, further information would have been likely.

GSP Encouraged Networking

Four participants spoke about the importance of networking and how the GSP accommodated that need. Shirley declared:

I had the opportunity to do some networking with other teachers, and it's always nice to be in a like minded set where you get to communicate and discuss and share different viewpoints and strategies, and I definitely learned a lot from that. (Shirley, personal communication, July 11, 2012)

When considering whether the GSP itself improved her global teaching, Jean attempted to walk a fine line declaring, "No, actually it was the support that I got and the network of like-minded people that helped me" (Jean, personal communication, June 26, 2012). Jean tried to differentiate between the academic support offered through the GSP and the emotional support offered by the global educators. In the end, it was the GSP that provided the forum for both. Priscilla tried to list as many of the connections as she could

that established a network built on excellent teaching including the speakers, the faculty and her peers, offering praise to the latter stating, “And then the cohort members – each one of them driven to excellence, the standards that were there for the individuals, and the passions that were there. It sparked in me my own passions. So it was a good experience” (Priscilla, personal communication, July 6, 2012). Sheila concurred with her peers declaring:

It was a wonderful growth period that for me intellectually and I found in it comfort in numbers, other people that I got to work with globally minded. This was a post 9/11 type of social studies. A lot of change in terms of content in our own local area; so I thought gosh, it’s comforting to get together intellectually with a group of people. And I think the connection to a university and research and professional presentations added to my repertoire and my confidence and knowledge and I think that just expanded my...it was positive in every way that it could be positive. (Sheila, personal communication, July 25, 2012)

The networking opportunities that resulted due to the GSP were wide. The participants found support in their peers, their faculty, the speakers, the guest visitors, the university, and the assortment of contacts accumulated during conferences and field trips.

GSP Empowered Participants

Developing both the courage and interest to alter the curriculum is apparently not natural to every teacher. Many feel obliged to teach the content as it is prescribed in the materials supplied by the state or district. Several of the participants declared the GSP aided them in developing that ability. The one participant who struggled the most with

altering the curriculum so it accommodates global themes was Lorraine, but even here she suggested had it not been for the GSP she would not alter or be interested in altering the curriculum at all. She stated:

I think the GSP has given the teachers that participated in it at least a basic awareness, a basic understanding of what global education really is. And I even think that it's given them the drive to actually want to incorporate that into the lesson, at least for me personally. I wouldn't necessarily – I don't know. Just hey, I'm going to look at this issue from global lenses. I probably would not have done that had I not participated in the project. I think the project at least has given people the notion that hey, it can be done. It's empowered us, I think. (Lorraine, personal communication, June 29, 2012)

Priscilla also found the GSP empowering, but for her the empowerment increased her ability to trust and openly discuss curriculum without fear of ridicule or misunderstanding. She developed a congenial relationship with her peers that freed her inhibitions. She recalled:

You're not afraid to address those issues that might be controversial among colleagues. With some you have to be careful what you say. You might be thought of or perceived as being a troublemaker; 'That's unnecessary. It's not necessarily a part of our curriculum. Why are you even discussing this?' But with our group we could talk about those things. And it was light. It wasn't heavy. We are all pretty much on the same page. (Priscilla, personal communication, July 6, 2012)

Having someone to collaborate with during the creative process of lesson writing allowed Priscilla to examine issues she might have shied away from prior to her involvement in the GSP.

As Charles discussed efforts to globalize his curriculum, he came to the stark realization midsentence that the GSP had enabled him to make the necessary changes. He recalled:

So that lesson actually was an idea brought to me through the economic counsel, but the lesson was local in nature, and had to do with basically American economics system. And what I did is I used my experiences from the GSP to make the changes in the lesson to make it into a universal, global type of lesson. You're right, the training allowed me to do things that I wasn't able to do in the past, which would be develop lessons which touch the whole world instead of just a small part of it. And it allowed kids to develop the consciousness of the whole world instead of just a small part of it, too. (Charles, personal communication, July 25, 2012)

This response is one of many examples in which the participants of this study had a cathartic experience as they thought back on their work with the GSP.

When defining the tools for teacher empowerment, Sheila relied heavily on increasing teacher content and pedagogy knowledge, a recurring theme throughout this study. Sheila hypothesized that teacher inclination was the primary stumbling block for many would-be global educators, but they fail to make the leap either because they lack one or both of the forms of knowledge needed. Sheila declared, "I think its lack of

knowledge...and their own personal inclination. And I think those two go together. I think when you just don't know, how can you possibly be inclined to use something" (Sheila, personal communication, July 25, 2012)? In drawing this conclusion, Sheila pointed to one of the central findings in this study: in order to improve global thinking, efforts must be made to increase teacher knowledge which in turn falls to the teacher education programs in universities.

GSP Improved Participant General Teaching Abilities

Often, as a closing remark after providing an explanation as to why something was done or not done, participants would simply declare that the GSP training made that growth possible and as a result they felt their teaching in general improved. Jean's comment came after reflecting on the importance of the resources and training that were made available by the GSP stating, "That training was...helped me build into and become a very good teacher" (Jean, personal communication, June 26, 2012). Jean went on to provide specific detail as it relates to fragmented curriculum, and how the GSP was effective at curbing that practice declaring, "If there's no training or exposure to a global view, you're always going to fragment and that's what new teachers do. They fragment everything because that's all they know" (Jean, personal communication, June 26, 2012). Recognizing that teachers should refrain from fragmenting content, but aware that the curriculum provides it in a fragmented state, Jean pointed to institutions such as the GSP as a possible remedy. Marilyn's thoughts on becoming a better teacher echoed Jean's, but Marilyn found this single issue to be so critical, it also ended up as her advice to new global teachers. Here she stated, "The biggest thing it (the GSP) taught me is I can't be stagnant. I always have to be a learner, and I always have to be willing to do new things

because it'll make me a better educator" (Marilyn, personal communication, July 2, 2012). Charles saw a connection between his global schools training and his everyday non-global teaching abilities as well stating:

Well, it (the GSP) played a tremendous role in my life. What it really gave me were the tools to become a better teacher. Even if I didn't include a global component in an economic activity (Charles' content area), it still made me a better local teacher because in the GSP it was so all-consuming that it consumed every aspect of your life. (Charles, personal communication, July 25, 2012)

Each of the participants identified ways in which the methods and content learned while working with the GSP increased their general teaching abilities as a whole. I believe all seven of the participants would be in agreement had they been encouraged to consider the thought.

GSP Motivated Participant to use global Themes

Motivating teachers to use global themes and empowering them to make changes are different ideas as one might feel empowered to make changes, just not globally themed changes. With Lorraine, however, the two issues were intertwined. She entered the GSP unwilling or unknowing that she had the authority to make changes to the curriculum, but also lacked the motivation to include global themes. Her statement earlier discussing the empowered perspective gained by participating in the GSP provided an equal amount of insight for how it also motivated her global teaching efforts.

The GSP and the emphasis on excellent teaching motivated Marilyn to overcome much of the negativity that she encountered at her school. Although the GSP was

encouraging teaching from a global perspective, Marilyn needed to be encouraged to simply teach for excellence, and by connecting the two she accomplished both. She reflects on the negative effects of peer pressure that were countered by the positive effect of the GSP stating:

So I think the peer pressure, sometimes when you see everybody else not really doing a whole lot, you fall into that. You know? Like that's a big fear for me. Like I say this...getting into all of the global school project, the biggest thing it taught me...like forget the dimensions of global education. The biggest thing it taught me is I can't be stagnant. I always have to be a learner, and I always have to be willing to do new things because it'll make me a better educator. (Marilyn, personal communication, July 2, 2012)

Prior to her experience with the GSP Marilyn would not have included global themes, and although she included the themes for another purpose (of becoming a better teacher) the end result remained the same: the GSP motivated her to modify her teaching.

Priscilla spoke about a number of issues that motivated her teaching and encouraged her to continue as a global educator, however her words regarding the GSP lead instructor deserve mention Priscilla, however, proudly reported:

Dr. Anonymous was awesome. She's the one who encouraged me to go for the higher level degree. And probably, if I was in her presence today, I would be working on the doctorate or whatever. She's a lady of excellence. (Priscilla, personal communication, July 6, 2012)

Priscilla's comment underscore the importance of caring and professional mentors when motivating teachers to be their best, both professionally and personally.

Lost the Support and Congeniality upon GSP Ending

For Jean, the loss of the GSP meant an end to the much needed support and for her, the end of teaching. Jean declared frankly, "No wonder, them (my colleagues) no longer being a part of my life has...I don't have that backbone anymore and I just decided to leave the classroom" (Jean, personal communication, June 26, 2012). After working in education for 20 years, Jean found that the barriers ultimately overwhelmed her after she lost the last bit of support offered through the GSP, although she did state that after some time off she might return to teaching.

Priscilla also missed the human connection and the support that Jean lamented, stating that the abilities and skills that developed still exist, but the people that made the GSP special could not be replaced. She concluded:

I think the things I learned in the class (GSP) are helpful when I'm out searching for the resources , but nothing replaces just being in her presence and having her there with the expectation for you to do something and having to come through for her. (Priscilla, personal communication, July 6, 2012)

The friendships that fell away upon the close of the GSP also saddened Sheila who stated:

I miss the collegiality, even though sometimes lesson writing and deadlines were – like any course you would take, it was growth. I miss it. I miss getting together

and hearing what everybody is doing and again finding that confidence in numbers and colleagues; sharing of ideas and all of those things that we don't have time to do in our normal teaching day. (Sheila, personal communication, July 25, 2012)

GSP Assisted with a Variety of Resources

One of the chief obstacles to effective global teaching identified by the participants was the scarcity of reliable and trustworthy resources, and Jean was the participant who raised the biggest alarm. When offering advice Jean stated:

I was able to, you know, I look for a special graphic organizers that'll help me teach sort of cause and effect, you know, incorporating Venn diagrams whereas before it was more of you know, it's just a T- chart, so I was able to introduce more graphics to the students, more literature to the students. I had a whole lot more of resources that I can go to where before I would just use the little that I was, you know, aware of. (Jean, personal communication, June 26, 2012)

Jean fondly recalled one of the activities that the GSP made available to her called Bafa Bafa which she continued to use regularly. Although the focus of the GSP was to enhance global teaching, the methods and strategies received by the participants appear equally useful regardless of the applied theoretical principle. Priscilla's comment on the support was wedged within a litany of praise for the GSP and the faculty that instructed the cohort, simply recalling there were "resources galore" (Priscilla, personal communication, July 6, 2012).

If GSP Lessons are not used currently, it is because they lost Relevance

Two of the participants declared that some of the lessons they had designed while affiliated with the GSP fell out of use entirely. Shirley reflected:

Some of them are...they're just not relevant. Some of them were current events at the time, so they're dated now. So if I were to use that lesson I would want to find a recent event on that particular topic. (Shirley, personal communication, July 11, 2012)

Lorraine stopped teaching certain lessons as her subject matter changed: "Some of them that I created like I created some on culture, but I'm not using them right now because I created them to go along with the cultural geography course" (Lorraine, personal communication, June 29, 2012). Obstacles to teaching globally have included an inability to fit global themes into content, however here Lorraine's issue revolved around an inability to fit the content of her lesson plan with the content of her course; something entirely separate and reasonable.

GSP helped Participants overcome Negativity at K-12 School

Jean found her global teaching frequently challenged in the K-12 environment, and came to rely upon the connections built with the GSP to help her overcome those obstacles stating, "Teaching in the classroom, yeah...I think I needed that like-minded support group where there's so much negativity. You just get...it's overwhelming" (Jean, personal communication, June 26, 2012).

The negativity Marilyn experienced at her school mostly revolved around her peers who failed to challenge themselves and often gave up on pushing their students. She felt the GSP helped her avoid the trap of pessimism that can fester, creating an ever worsening learning environment. She stated:

I think teachers who claim, 'It's the kid, it's the kid, it's the kid,' they're unwilling to be reflective and say, 'What can I do better?' Like I had the teacher next door to me, teaches AP World, and I like, I had for my school...I had a great pass rate last year for the AP exam. When I say "great" results: 20 percent. But it was up 12 percent from the year before because I did stuff, like I went to eight-step grading, I worked. You know, she's like, 'I won't work as hard as you.'

(Marilyn, personal communication, July 2, 2012)

For Marilyn, the GSP and teaching globally helped her overcome a pessimist learning environment.

Advice offered to New Global Educators

Unlike any of the previously examined statements there appeared to be little consensus if any on the advice each of the participants would offer to new global educators. However, the suggestions put forth are perhaps indicative of each participant's true strengths and weaknesses. In total, 17 issues were recommended by the seven participants.

Shirley

Shirley struggled with the massive amount of content that was expected to be covered in her courses and the time it took to become fluent and meet the expectations of the teacher assessments. Not surprisingly, her recommendations mirror her struggle as she warns:

I've had many people observe my classroom so I would say do whatever you feel comfortable doing; whatever you feel the way you want to teach, but just be...make sure you have something to back up in case anybody ever questions your work. (Shirley, personal communication, July 11, 2012)

Excellent advice for any new teacher, regardless of guiding paradigm: be comfortable and be covered.

Jean

Jean's advice came from her own struggle with teaching without external support. Jean's advice would be to:

attend conferences where they energize you, give you new ideas and you build up a strong network, get into summer institutes where they could be outside of the district coz the district they sort of socialize you in what they want you to teach whereas if you go nationally or internationally, you can meet up with people that and share new ideas. And you'd be very surprised that people that are in these institutes are like-minded and very global. So that would be my first recommendation is branch out. (Jean, personal communication, June 26, 2012)

Jean also spent considerable time discussing the importance of teaching thematically or comparatively. Finally, she recommended taking on global content from a balanced, neutral position in order to avoid liability issues and increase critical thinking. Jean offered:

As far as to what to do in the classroom is always do comparative. That'll save you. And if you're going to get a controversial topic, make sure you have different sources with... to have a balanced view. It's really what kept me going for a while. (Jean, personal communication, June 26, 2012)

As Jean decided to leave teaching, she offered a final bit of advice to hopefully prevent future teachers from falling into the same situation focusing on finding balance between personal and professional life. Jean regretfully stated:

I just didn't find balance, it overwhelmed, it took over my life so now I'm stepping back and I'm like, Jesus, I was fricking crazy...for the low pay you know. But, you know, there has to be another place for me. (Jean, personal communication, June 26, 2012)

Lorraine

Lorraine's advice boiled down to five simple suggestions: start small, include global lessons when you can, accept that not every lesson taught will be guided by the global dimensions, do not skip the mandated content, and try to build at least one really good global lesson plan per year. She offered:

I would say include it wherever you can. And start small because every lesson is not going to be a global lesson. There's a potential, but just because every lesson is not, if you have one good lesson this year, you create one good lesson a year where you can add it into the curriculum without feeling that you're taking away from your curriculum, do it. And whenever you can build on it, build on it. So if you can do one a year, that's good. I would say include it as much as you can rather than say I don't have the time. I'm not going to do it at all. (Lorraine, personal communication, June 29, 2012)

Marilyn

Marilyn offered the fewest words of advice of the seven participants, but her thoughts spoke to two themes that resurface throughout the research: constantly work to improve content and pedagogical knowledge and as a result you will become a better teacher, regardless of your preferred teaching paradigm. Basing her teaching practices on advice provided within global education, her advice was to use different teaching methods so to develop new perspectives. Using global education to encourage multiple methodologies she recommended:

Like you can't get locked into one thing, the idea of global education. You know, different perspectives, you know, getting kids used to operating in a global society. You've gotta...the more educated you are, the better off you'll be. And not just perspectives on global education. Just the more that you learn. Don't become so married to one idea that you're not exposed to others." (Marilyn, personal communication, July 2, 2012)

Sage advice for anyone interested in encouraging paradigm shifts and in step with Thomas Kuhn's *The Structure of Scientific Revolutions* (1996).

Priscilla

Priscilla's advice to new global educators spoke directly to one of the chief findings revealed in this study: a teacher's inclination is central to effective global teaching. In her advice, her passion and empathy for others becomes evident, and her plea to fellow global educators is genuine. She demanded:

You have to be in touch with your own perspective. What do you feel about others in the world? Is it important to know what's going on in the Middle East or in Asia – the people, the culture that are there, that may be experiencing peace and prosperity or some type of suffering. Does that matter to you? If it does, then you bring that with you when you teach your students. And basically, you're teaching them your subject and your content, but there's a level of passion that comes along with it. And I think in order to be effective you almost have to have that connection. You have to feel that connection with the rest of the world. You have to have a concern. You have to have a care about humanity in general and want to see that fairness, that equality. Equality is a stretch. Even if we can get better conditions in some places and less exploitative behaviors, it's an improvement. And when you have that sense of connection between humans all over the place, you are more apt, I think, to be passionate in teaching and bring that to your students. You want them to know that. You want them to feel the positivity about other parts of the world and people in other parts who are

different from themselves. And you can see their humanity. (Priscilla, personal communication, July 6, 2012)

Whether global educators embrace a neutral path for global education that emphasizes critical thinking or take on the mantle of advocacy, few would argue that the goal is to empower students to become responsible and thoughtful citizens. Priscilla warned that some teachers lost their drive to teach because they often sensed they were not making a difference and the extra effort would not pay off. However, she understood the role she and other caring teachers served, and encouraged new teachers to continue the mission of improving the lives; something she became versed in while with the GSP. She compared the global educator against the non-global educator, declaring:

They don't feel that it's going to pay off and it's not going to make a difference anyway. They're not necessarily world changers. They're teachers. 'I teach this subject and I teach it this way.' And they get stuck there, I think. Whereas, what I got from going through global classrooms (GSP) is that we make a difference. We move our children toward wanting to be active citizens in a world society, not depending on anyone else. As teachers...especially in the social studies classroom...we can do that. (Priscilla, personal communication, July 6, 2012)

Priscilla challenged new teachers to resist complacency and help their students change the world for the better.

Charles

Charles recognized the effect the GSP had on his life and his teaching and compared it to physical exercise in that once you stop training you're never in as good as

shape as when you were with a trainer at the gym regularly. Although he knew he was better equipped having participated with the GSP, his concern for future globally oriented teachers was realistic given the funding that would be needed to persist. Understanding that training on the scale offered by the GSP may not present itself in the near future, Charles recommended a two-pronged attack. First he stated student-teachers pay close attention in their teacher education courses and try to include the strategies recommended. Second, he suggested that teachers interested in global education involve themselves in internationally oriented student clubs once hired into K-12. While there was no true substitute for training such as the GSP, he hoped these efforts might relieve some of the loss.

Sheila

Sheila reminded new teachers that the global themes were not mandated and not tested, and therefore easily left out. She reminds encouraged them to teach for excellence and include materials and methods typically left out. She observed:

So the challenge again is going to be to infuse these theories and intellectual ideas and new knowledge that you have into an existing framework. You sometimes you're going to have to pick and get accustomed to do that; it's easier not to do it. If you're really passionate, though, and have that global inclination, it could mean a much more exciting and relevant course for your students. You want to do what you think is best for your students' knowledge. So I don't know...that's a big challenge. (Sheila, personal communication, July 25, 2012)

CHAPTER 5: DISCUSSION

Do not indoctrinate your children. Teach them to think for themselves, how to evaluate evidence, and how to disagree with you. (R. Dawkins, 2006, p. 263f)

Introduction

The purpose of this study was to determine the extent to which self-proclaimed global educators include thematic elements of global education into their lessons and the strategies that they employ in the face of multiple elements potentially discouraging such behaviors. There has been a lack of research on the obstacles global educators encounter in the K-12 system when attempting to teach from a global perspective and the gatekeeping strategies that global educators employ in order to circumventing such obstacles. This research adds to the existing research on both global education and curricular and instructional gatekeeping by addressing issues that have not been previously investigated.

This chapter includes a summary of the study, a discussion of the findings, and a discussion connecting the findings from this study to the literature reviewed in Chapter 2. Explanations and implications for the findings are included, as well as recommendations for future research.

Summary of the Study

This study was a qualitative interpretative case study which relied upon the semi-structured interview. Purposeful sampling was employed because self-identified global educators who participated in a specific program, the Global Schools Project, were the participants. The data analysis was guided by five research questions:

1. What obstacles do self-identified global educators face when infusing global perspectives into their curriculum?
2. Which global perspectives are infused on a regular basis?
3. How do self-identified global educators mediate the mandated curriculum in order to infuse global perspectives?
4. What methods do self-identified global educators employ in teaching global perspectives?
5. To what extent do self-identified global educators infuse global perspectives into their teaching?

Although this research intentionally set out to reveal which obstacles global educators face, two unanticipated findings became evident as the participants' statements were analyzed: 1. How the GSP affected participants' global teaching and understanding, and, 2. What advice these veteran global educators would offer to new teachers seeking to promote global themes.

Thirteen teachers who had participated in the Global Schools Project, a partnership between the University of South Florida and several school districts for the purpose of promoting global education, were contacted and asked to be part of this

research study (Appendix G). Of the thirteen, seven responded positively indicating they were available and willing. The seven teachers signed the IRB informed consent form (Appendix H) and were provided the teacher survey (Appendix B) and the global education handout (Appendix E).

The teacher survey served a dual purpose: to provide the participants a preview of the research study concerns and to provide me with a basic outline of participant attitudes and interests from which to build the semi-structured interview questions. The survey was divided into eleven subsections, each informing one of the five research questions. Several survey questions were modified and written as indirect questions in order to adjust for social desirability effects (Fisher, 1993). The goal was to collect baseline data through the survey instrument, then question the participants twice each by semi-structured interview, and finally to examine any artifacts the participants might produce.

A qualitative case study was used to investigate which gatekeeping strategies self-identified global educators employed when faced with barriers obstructing their ability to teach from a global perspective. The initial face-to-face interviews with the participants lasted between one to one and a half hours in length, upon which four of the participants asked to be excused from the follow-up interview as they felt they had nothing more to add. One of the participants stated that she was moving to the other side of the country and would be unable to follow up. The remaining two participants did not respond to requests for a follow-up interview. However, all seven participants did review the written transcription, made the necessary changes where needed, and agreed that the final version accurately reflected their experiences and thoughts.

This study relied upon two theories: gatekeeping and global education. Gatekeeping examines the reasons why teachers include or exclude certain methods and/or content in their classrooms (Thornton, 2001). Possible explanations include a teacher's personal inclination, the restraints imposed by the mandated curriculum, and practicality issues such as available instructional time. Global education theory instructs teachers to encourage their students to develop into cosmopolitan citizens of the world, capable of critical examination and understanding of world conditions (Hanvey, 1976; Merryfield, 2006; Tye, 2009).

The remainder of this chapter provides an analysis of the five research questions, the two unanticipated results, participants' advice to new global educators, and recommendations for future research.

Discussion of Results

The major findings of this study were primarily informed by Research Question 1, which identified seven participant-declared obstacles to teaching with a global perspective along with three inferred obstacles to teaching globally. Research Question 3, which detailed seven gatekeeping strategies that should be considered in order to circumvent the perceived obstacles further addressed the central research purpose.

Research Question 4 identified a wide range of infusion techniques thus allowing global educators to get global education theory into their curriculum. Research Question 5 provided a variety of established teaching methods and mandated topics that naturally compliment global education.

Research Question 2 aids the research by identifying which of the eight global dimensions most often find its way into lesson plans, establishing a degree of practicality for each.

The two unanticipated findings provide insight into institutions seeking to promote global education. The role of such programs and the potential impact are discussed.

Analysis of Research Question 1: What obstacles do self-identified global educators face when infusing global perspectives into their curriculum?

In order to identify barriers to global teaching, the participants were provided a list of the existing obstacles from the literature and asked to modify it as they felt necessary. The list was provided to the participants as part of the survey, which provided some understanding from which to write the semi-structured open-ended questions. The participants often moved between what they personally *knew* to be an obstacle for themselves as global educators and what they believed *could* be an obstacle for other global educators. In all, seven issues were identified as barriers to teaching globally including a teacher's disposition toward global education, the mandated curriculum, weak global education training and lack of resources, a competitive school climate, inadequate time, liability concerns, and weak teacher content-knowledge.

Teacher disposition or inclination is regularly an issue for gatekeeping (Thornton, 2001), and all of the participants in this study support the existing literature. Gatekeeping is a method by which teachers either include or exclude materials due to personal preference. In this case, all seven of the participants were utilizing gatekeeping strategies

in order to include global themes in their daily lessons. Conversely, all of the participants also stated that they knew of teachers who rejected global education openly so to suggest that if it were recommended or encouraged they would employ gatekeeping strategies to exclude.

The teacher as the barrier to a desired teaching method or content creates a unique obstacle. Most of the barriers discussed were able to be redressed in a manner that is relatively indiscrete, permitting minor adjustments or integrating complimentary themes. Frequently the gatekeeping strategies go unnoticed. The problem that teachers present requires a new level of creative thinking in order to refrain from otherwise undesirable draconian gatekeeping methods; methods that global education theory itself would oppose. These options are discussed later in this chapter under research question 3.

All seven of the participants declared the mandated curriculum to be troublesome at best. Repeatedly, the integrity of textbooks, textbook publishers, and the state and district decision-makers was called into question as multi-billion dollar industries perceived to either exclude or mishandle voices throughout history. Two themes were identified as potentially guiding and shaping the decision-making process: either gross negligence or politically motivated choice. And although great strides have been made as more voices are included and new perspectives are considered, the participants still felt the curriculum needed considerably more change.

The interviews suggested that the mandated curriculum is particularly resistant to change at the advanced placement (AP) and the international baccalaureate (IB) levels as the exams are constructed on a national or international level, relatively insulated from

local interests, and these exams dictate the content. The participants found the amount of content to be dense and therefore resistant to modification. On a positive note, these classes were found to be more accurate and more inclusive of multiple perspectives than traditional curriculum, so required less gatekeeping. Conversely, traditional curricula was found to be in greater need of change but also more malleable. In the end, both AP/IB and traditional curriculum have both advantages and disadvantages when it comes to global educator's expectations. Effective gatekeeping methods for this barrier are discussed later in this chapter under research question 3.

While none of the participants expressed concern with their own training, they did feel that their university experience was atypical and a rarity across the United States. Citing funding problems and a diverse interest among the faculty detracting from the global mission, often they wondered aloud if such programs were sustainable over time. This concern is the most damning of all of the findings as virtually every barrier identified could be rectified through university commitment to global education, in effect making university training both an obstacle and a solution.

Training and resources were also identified as a barrier within the K-12 environment. Participants found little support from their schools when it came to funding conferences where global education training might be reinforced, little interest on the part of fellow educators for adopting the methods after the participants provided training, little emphasis on the part of their administrators for encouraging global themes, little time to search for resources and build global lessons, and administrative resistance to modifying course offerings in order to permit more globally themed courses. In effect, the participants found themselves on their own, largely without support or encouragement.

Five of the participants declared that their schools had begun to sacrifice any semblance of authentic learning in favor of standardized testing. Curriculum was controlled through nationally dictated AP exams, the consumption of acclaimed world literature was replaced by teacher-proof standardized workbooks, and classroom instruction time was regularly sacrificed in order to prepare and take the standardized examinations. Teacher planning time is often lost as teachers are required to attend trainings meant to ensure the security of national and state exams. The participants found themselves unable to circumvent such high stakes testing or the time spent preparing for the exams.

The issue of time repeatedly surfaced, although an effort was made to categorize the participants concerns according to the correlating barrier. As participants made efforts to squeeze more content into an already burgeoning mandated curriculum they would run into time issues at the end of a term, occasionally resulting in the abandonment of year end content or fragmentation of the curriculum in order to cover everything. Teachers would make calculated choices, shuffling content in an effort to expose their students to as much as possible. When time could be found, it was never a significant amount, resulting in superficial discussions that barely scratched the surface of issues. Participants regularly complained about the time lost to the standardized testing phenomenon and a wide range of school related interruptions. As mentioned earlier, teachers lamented over the amount of time personally sacrificed in order to research and plan. While many of the identified obstacles to teaching globally were identified as issues for “other” teachers, the issue of time was an ongoing struggle for each of the participants.

Given the current litigious nature of American society and culture and the tenuous job security provided teachers in Florida, more than a few of the participants felt they were risking a great deal while at the same time receiving little encouragement or incentive to do so. The majority of the participants were able to identify incidents that either they personally endured or witnessed that could have resulted in disciplinary action or even termination. The participants felt they were being challenged by students, parents, administrators, the media, and the public in general on an ongoing basis encouraging a mindset of “lay low in the tall grass” so not to be noticed or draw attention. Just why global educators, these seven in particular, are so committed to the theory as to risk their very careers is a testament to teacher’s passions and to the theory’s message.

Global education asks that teachers help students see connections that often go unseen in traditional curriculum, thus requiring global educators to command a wider breadth of knowledge. The participants felt that new teachers and old alike enter the teaching profession with relatively little guidance in drawing connections between seemingly unrelated fields forcing them to rely on materials and textbooks that typically present one watered-down perspective. Perhaps even more troubling, it appears that teachers themselves can be seduced by the misinformation that surrounds them if they lack the necessary intellectual foundation. Given the amount of diverse opinions surrounding any single issue, the participants felt that teachers would be best prepared by either quality global education courses provided in university or by experience accrued over time. The inability to making sound, reasoned connections further hinders a teacher’s personal inclination, for how can a teacher be inclined to defend issues and perspectives with which they have no understanding?

Analysis of Research Question 2: Which global perspectives are infused on a regular basis?

While research question 2 was not critical or central to this study, it was included in order to reveal which, if any of the global dimensions identified in the literature found favor in light of the obstacles exposed and the gatekeeping strategies employed. However, the participants did not declare any one dimension to be superior to others when seeking to circumvent perceived problems. Instead, what appeared to be a trend was that global dimensions were favored based on practicality, teacher preference for one dimension over another, familiarity with the content being examined, and teacher beliefs about the purpose of schooling, all of which are supported by the conclusions established by Thornton (1991).

While Hanvey's perspective consciousness and state of the planet awareness were employed by the participants more than any other dimension, all eight dimensions (the five from Hanvey and the three from Merryfield) found favor by at least once. This might be a signal to teacher educators that additional time needs to be spent examining the less popular selections by making the ideas more clear or finding ways to be made more practical. On a positive note, regardless of the challenge, all eight were at some point employed, suggesting value for each.

As Tye's (2009) list of content and methods were examined, additional issues were revealed. Similar to the findings revolving around the employed dimensions, the chosen content and methods mirror Thornton's research as participants more or less favored one over another because of personal preference and practicality leaning more toward environmental issues, the subject of sustainability, and a wide range of

controversial topics. Here, however, the participants rely not only on the predicted gatekeeping methods identified by Thornton, but also make decisions based on the mandated curriculum set by the state, district and national testing centers. In fact, preference and practicality may play a lesser role when considering the curriculum attached to the advanced placement and IB courses as participants repeatedly complained of their inability to add material they believed to be beneficial due to the dense nature of such courses. The teachers believed the AP/IB courses were not only less flexible, but more closely reviewed by administration which maintained greater expectations of success.

However, when preference could play a role, it again re-established control over curricular choices. This was revealed in a somewhat disturbing light, as two participants chose to refrain from environmental and sustainability content suggesting they felt the debate over global warming had been falsely represented as factual. A concerted effort on a national scale that has reported the environmental movement and global warming as unscientific and inaccurate at best has proven divisive even amongst educators who have been exposed to the importance of each extensively. Whether global warming is or is not worsened by the actions of mankind is less important here than the role of propaganda on even the most educated population. It is because of this campaign of disinformation that at least one participant chose to reject, based on personal inclination, environmental lessons where possible.

When controversial topics were included the participants again their choices seemed shaped first by the mandated curriculum which either included or excluded such content depending on the subject taught. However, once the curriculum made room for a

topic, it fell again to the teacher's personal preference as to whether topics were emphasized or deemphasized, whether topics became central to entire lessons or whether they were included at all.

Analysis of Research Question 3: How do self-identified global educators mediate the mandated curriculum in order to infuse global perspectives?

In order to examine which gatekeeping strategies participants employed when facing obstacles to teaching globally, each of the barriers were classified into themes. Once the themes were established, corresponding gatekeeping strategies could be identified for each. In the end, six thematic barriers were identified and each of the gatekeeping strategies identified in the literature found practical application. The barriers were classified as personal inclination, deliberate obstruction, circumstantial obstruction, inexperience, and time. The six gatekeeping strategies identified include institutional discouragement (James, 2010), amend the curriculum through official means (Gitlin, 1983), empower teacher (Thornton, 2005), enhance global education training (Vinson & Ross, 2001), teach from a centrist position (Vinson and Ross, 2001), fragmentation (McNeil, 1983) and practicality (Thornton, 2005).

All seven of the participants felt a teacher's personal preference to either include or exclude global teaching into their lessons played a role as a potential barrier. Those teachers opposed to global education, the participants felt, would resist the theory and present themselves as an obstacle. Given the research established by Carano (2010) which examined how and why teachers come to embrace global education, few attractive gatekeeping options are available for circumventing the teacher. Considering the options,

only two options address this barrier well: change the curriculum (Gitlin, 1983) to mandate a global perspective on a scale similar to what participants described in AP/IB classes or discourage persons lacking a global perspective from entering the profession in the first place (James, 2010) which could take place at either the university level where a teaching degree is conferred or at the K-12 school site where a global perspective might be expected and could be required for employment. Both of these options, while effective for accomplishing the task at hand, come with serious repercussions; some worse than others but all purporting the same deleterious effect: reduced diversity in thinking and inhibited academic freedom on the part of educators.

The most damaging of the options would be to mandate the curriculum through state legislation or by proxy through examination requirements. Efforts on this scale are reminiscent of periods of fascism in Nazi Germany or McCarthyism in the United States. Policing thoughts should be viewed as counter to the foundations of democratic societies and rejected outright, although some might argue that this is inherent in any curriculum. Efforts must be made to limit restricting free thought.

A more attractive option is to encourage the establishment of institutions that specialize in global education at either the university or K-12 level, thus allowing such facilities to provide intense training and support, ensuring global themes would be a critical element in teachers both trained and employed. Students could select a university based on their personal philosophical preference, and K-12 schools interested in providing a global perspective could seek graduates from universities with a core global focus.

As discussed earlier, mandating political beliefs and thought through the curriculum is tantamount to academic sabotage. Furthermore, despite the obstacles identified by the participants in this research, teachers do not neutrally apply curriculum; they adapt, modify, and develop their own curriculum from the materials and guidelines (Connelly & Ben-Peretz, 1997). Regardless, efforts must be made to encourage diversity of thought, promoting new paradigms and fostering intellectual growth. While official curriculum are often riddled with inaccuracies and prejudiced perspectives (Cruz, 2002), teachers can work to circumvent such issues by changing the curriculum to provide a less restrictive perspective (Gitlin, 1983), thus permitting for greater academic variance based on the teacher's specialization or student's interests.

Gitlin's (1983) recommendation to alter an existing curriculum could be attained by either broadening the focus of a course. Curriculum could be altered through legislation to broaden, or generalize, the content requiring teachers to cover big ideas while empowering them to make nuanced interpretations. Such models already exist on a national scale and supported by the National Council of the Social Studies (NCSS, 2010) and would need little if any modification. Teaching standards such as the ones recommended by NCSS should be adopted and replace more restrictive and politically focused standards found at the state or district levels.

Research suggests many teachers do not feel empowered to alter mandated curriculum and instead rely on whatever curriculum resources and perspectives that are provided (Thornton, 2005). This creates a problem for students who are exposed to inaccuracies due to poor textbook editing and propaganda enshrined in language and pictorial representation (Cruz, 2002). Teachers must be trained to feel greater authority

over their curriculum and educated in a way that allows them to identify such problems when they reveal themselves. This change must occur at the university level where global content knowledge can be required and gatekeeping methods shared.

Recognizing which obstacles truly stand in the way of teaching from a global perspective and which are a part of the teaching environment without calculated purpose is important for a teacher's longevity in the career. Teachers should be made aware of the daily routine challenges of teaching at university through instruction, literature and observation. Teachers need to recognize which obstacles are beyond their control and which are navigable, although all are ultimately malleable given enough pressure. If enough political pressure can be brought to bear and cultural values altered, the accountability movement could be reduced or ended. While such efforts may or may not be necessary, the current testing environment should not be seen as a barrier to teaching globally. Other school related issues can be accommodated and require significantly less effort, as only the immediate faculty would need to make the necessary changes instead of the nation. Attendance could be tracked by having students scan their student ID card upon entering a classroom, clubs could occur after school instead of during, pep rallies could be scheduled on national testing days so to only lose one day of focus instead of multiple. Each of these issues are easily righted if they are perceived to be truly problematic, but would still require consensus and (occasionally) funding at the school site.

Teachers need to be practical when seeking change. Often, the participants involved in this study grieved over the amount of instructional time lost due to daily housekeeping practices employed in a schoolhouse and the emphasis on standardized

testing. Pointing to pep rallies, club meetings, announcements, and national assessment examinations, participants sought effective gatekeeping tools to maximize their teaching time. While strategies do exist, for the most part such issues are part of the profession and a teacher might be better off adjusting rather than resisting.

Trouble making connections across content and time was one of the gravest concerns identified in this study. While universities work to prepare new teachers for the myriad of issues they will potentially face, promoting a variety of teaching methods and content courses, consideration must be fairly allotted to courses that would improve global perspectives. Global education can demand teachers develop and maintain an additional level of understanding as compared with traditional teaching as it expects connections to be made that are often obscured. In order to make the wide range of global connections expected of a global educator, additional global courses should be required at the university level.

Few could argue that continued institutional support for new global educators would not be welcomed by inexperienced teachers struggling to make their global lesson work. However, continued support requires continued funding, often on a significant scale. The training the participants of this study were part of lasted for five years, excluding the traditional coursework taken while pursuing a degree. All of the participants lamented over the end of the training and credit its support to their eventual comfort and success as a global educator. For communities seeking to establish such programs, relationships would need to be constructed between university and K-12 system establishing a collaborative effort on the part of each, accepting responsibility for training and funding in a manner that is just to both university and school district as well

as teachers interested in participating. In the end, continued training would improve teacher content and methodological knowledge and reduce liability.

Teachers who lack the experience to cope with the many issues surrounding global education might rely on teaching content from a centrist position (Vinson & Ross, 2001). Although this has the potential to result in content and lessons lacking impassioned discourse and debate so often central to the social studies, it will permit a new global educator the opportunity to include multiple voices while minimizing objection and liability. In fact, several of the participants in this study recommended centrist teaching as the preferred approach, regardless of experience. In fact, the question over purpose appears to be at the root of global education teaching as the theory has been declared to be both advocacy oriented, with teachers actively encouraging progressive change (Kymlicka, 2003) and neutral, with teachers supporting critical thinking (Lamy, 1990; Case, 1993). Regardless of a teacher's experience or purpose, teaching from a centrist position appears to be an effective gatekeeping strategy.

Similar to the other gatekeeping strategies identified, fragmentation (McNeil, 1983) is a teaching method employed for either good or bad. Not surprisingly, none of the participants declared they had fragmented their curriculum because they had not worked to build creative and engaging lessons; just the opposite. The global educators in this study found themselves short on time regularly because they had elected to include such a wealth of outside resources requiring additional time, and that when the curriculum allowed, they resorted to fragmenting the material in order to catch up, or for practical reasons (Thornton, 2005). In fact, the participants declared that the mandated curriculum comes to them in a fragmented form, and new and inexperienced teachers rely

on fragmentation because that is how it is received. Presenting the content as a comprehensive lesson requires great effort, knowledge and time on the part of a teacher not only during instruction but also during preparation and in order to assess. Careful examination should be paid to teachers who fragment their content before criticizing as the decision may well be necessary in order to cover the amount of content required in many social studies courses.

Analysis of Research Question 4: What methods do self-identified global educators employ in teaching global perspectives?

Once barriers to teaching global education were recognized and gatekeeping methods identified, it then falls to teachers to employ appropriate teaching methods so to infuse global themes into their lessons. The number of methods that teachers can draw upon are numerous and varied, and the participants were again offered a finite list from which to draw but encouraged to deviate and add to the list where possible. The methods list was constructed from Landorf (2009) and the Cogan-Grossman survey (2009). In addition, I provided a number of teaching methods that I found useful as a gatekeeping global educator which were grouped into three themes: legitimize global themes by connecting them to the mandated curriculum, integrate the global themes into a variety of topics, and champion the global themes by associating them with the existing universal moral foundations upon which much of society is built. The third theme is similar to Landorf's (2009) method of infusing global themes through human rights.

The participants identified forty teaching methods by which they infuse global themes into their lessons. Fourteen of the methods were claimed by more than one

participant while the remaining twenty-six methods were identified only once. Such a wide variety suggests a heightened level of creativity on the part of the participants as they continuously sought new ways of making global education work. Of the fourteen methods, the most popular involved connecting the global perspective to the mandated curriculum; the second most popular was to connect the global issue to human rights related issues; the least favored method was hiding the purpose of the instruction so to avoid conflict.

This finding suggests something of the seven global educators understanding of their profession and their responsibilities to their community. The seven participants ultimately declared a commitment to global education but would prefer to infuse it in a manner that compliments district and state expectations; if that option failed, they relied upon universally established fundamental beliefs and morals; only when all else fails would they consider what might be considered by some as deception, though I am certain the participants would not see it as such.

The only method which drew unanimous approval from the participants was to purposefully merge the global theme with the district or state teaching standards and directives. By connecting the theme in such a way the greatest amount of liability could be diffused as it would then be compliant with mandated curriculum, shifting responsibility away from the global educator and toward the school system in general.

Analysis of Research Question 5: To what extent do self-identified global educators infuse global perspectives into their teaching?

Once teachers had both identified and circumvented obstacles to global education and then established effective methods for marrying the global themes to their subject or content, the participants finally discussed the activities and content they cover. By providing a detailed explanation of their global lessons, it quickly becomes evident that global teaching was both present and pervasive, consuming much of the classroom experience. All of the participants save one employed a variety of lessons over the school year in an effort to convey an array of global content. Although some overlap did reveal itself, for the most part the teachers tailored their lessons to their courses, each providing a unique learning environment that complimented their students learning style and communities they served. All seven of the participants identified at least one lesson that provided a global perspective year round in an effort to increase possibilities of retention and understanding. While each of the lessons described were supported by global education theory, many of them were further supported by other unrelated academic best teaching practices including Bloom's (1956) taxonomy, Gardner's (1983) multiple intelligence theory, Champoux's (1999) understanding of teaching with film, Lo's (2001) directive on international literature, and Dewey's (1938) emphasis on experiential learning. The participants lessons are not only effective global lessons, they are good lessons overall.

Unanticipated Finding 1

While addressing the research questions of this study, the participants continually reflected on the role GSP had on their teaching and lives. The combined participant statements on the GSP were analyzed and organized into four themes: the training appeared to serve individual needs unique to the participant; the effects of the training appeared durable over time but would be enhanced through periodic GSP contact with the participants after completion; the GSP played a positive role for participants far beyond the assumed academic focus; and that the financial costs associated with operating of the GSP were significant.

All seven of the participants provided rich descriptions as to how the GSP affected their teaching and, in some cases, their life. Although there existed instances of general consensus on the major issues such as developing a clearer understanding of global education and an increased desire to teach from a global perspective, many of the GSP experiences were unique to the participant and complimented their individual need. Examples include finding support to overcome negative K-12 environments, developing a sense of empowerment over academic decision-making, instilling a desire to continue a formal education, and helping participants become better human beings. None of the participants identified a negative impact resulting from their involvement, save the sense of loss which resulted upon the programs end.

Repeatedly, participants declared that their involvement with the GSP greatly enhanced their teaching abilities but also felt that boon diminished over time; just how significant the loss is and how quickly it occurs is deserving of future consideration.

Participants pointed to the emotional support, the financial support, the exposure to exceptional global activities and events, the necessary time to plan quality lessons, the motivation to be their best, and the mentorship provided by the faculty. It is assumed that the program intended that the benefits would endure for a lengthy period and that the participants would become self-sufficient in their own future pursuits.

While the outward appearance of the Global Schools Project suggest a purely work-related and academically focused endeavor bent on increasing participant global awareness, much more resulted. Participants found the congeniality of working with like-minded people refreshing and reinforcing, general teaching skills unrelated to global education were felt to have improved, the participants developed a sense of responsibility over their curriculum and a willingness to seek change in a variety of ways, commitments to helping the individual students and their respective communities were realized, and a wide range of creative energies were unleashed. The overall impact of the GSP on participant lives appears to be significantly greater than its assumed mission. However, it is necessary to ferret out the impact alleged to have resulted from the GSP and instead consider the possibility that the participants were responding to being treated and cared for as though they were special. In other words, were the participants' enhanced teaching abilities a result of the GSP or simply due to being treated special?

The Global Schools Project budget was sizable. For five years it absorbed costs associated with meeting space on campus, paid instructors, covered the fees, travel and housing for guest speakers, compensated the local school district for the participant substitute release days, and offset significant costs for its thirteen participants in the form of tuition vouchers, meals, curricular materials, conference fees and travel expenses.

Continued funding for such an endeavor would require a financial commitment on a massive scale. Universities seeking to adopt similar programs should seek outside funding in the form of grants and gifts. Continued operations would require funding through student tuition and university financing.

Unanticipated Finding 2

The suggestions offered by the participants of this study to new teachers desiring to develop competent global teaching skills were many. Although much of the advice was tailored to each participant's individual experience, and all worthy of examination, there were several recommendations that applied broadly regardless of the individual.

Participants suggested new global educators pursue the following seven recommendations: 1. increase efforts growing their pedagogical and global/perspective knowledge base; 2. identify reliable global resources both in the form of materials and mentors; 3. start small and keep at it over time; 4. maintain and employ a variety of teaching methods; 5. be passionate about teaching and care about both the work and people; 6. keep involved in their professional growth; and 7. merge the global themes *into* the existing curriculum rather than adding *onto* it. This simple list of seven should establish a sound guide for new teachers interested in promoting global education.

Strengths of the Study

Conducting a qualitative case study according to the guidelines established over time by qualitative research field experts is the primary strength of this study. The research followed the general principles expected in qualitative research (Merriam, 1998) and the specific expectations of a case study (Stake, 1994). The interview techniques

were guided by Kvale and Brinkmann (2009) and the construction of the interview questions themselves were informed by Patton (1980). In order to minimize the social desirability effect identified by Fisher (1993) indirect questioning techniques were employed. The study was informed by a wealth of gatekeeping and global education literature and the rationale for conducting the study in this fashion was encouraged by prior research recommendations (Thornton, 1991). The purpose was to provide an emic, or insider's perspective of the gatekeeping phenomenon as it applied to global education, which was accomplished through rich descriptive accounts. Furthermore, this study built on the recommendations put forth by van Hover (2008) who suggested additional research be conducted that examined what takes place in a classroom following professional development, although this falls short of meeting her desire to see mixed methods employed.

One of the strengths of this study was my pre-existing congenial relationship with the participants resulting in enhanced trust and openness. On several occasions my participants attempted to answer questions in "code" to mask their identities, evading direct answers. It only required a gentle reminder that their identities were confidential and that any statements provided that might reveal identity would be modified to maintain confidentiality; they quickly understood and spoke freely. The trust required to mine rich data cannot develop from a few face-to-face meetings; the collegial relationship we had developed over the years allowed for this open dialogue. Because of our time together, the participants knew they could trust me and answer my questions honestly.

Limitations

Due to the nature of qualitative research, certain limitations are inherent including an inability to generalize the findings, a small sample size, and subjectivity on the part of the researcher. Although it is expressed that qualitative studies lack generalizability, there does exist a degree of verisimilitude whereby a reader might see similarities between their own experiences and the research findings which may aid in understanding a phenomenon. Generalizability does not inhere in the case; a case must be explicated, interpreted, argued, dissected, and reassembled (Shulman, 1986). A further limitation of this research, although efforts were made to limit the impact, is the potential for participants to answer questions in a way they feel are expected, or the social desirability effect (Fisher, 1993). Furthermore, the Hawthorne effect (Landsberger, 1958) suggests the participants might be motivated to reflect on their experiences in a different light, merely because they were aware of their involvement in the study. The greatest limitation of this study came as a result of the reluctance on the part of the participants to undergo a follow up interview, limiting the potential to clarify vague or confounding statements, although the end effect was mitigated by the participant's review of their transcribed interview.

My personal understanding and application of global education must be identified as a potential limitation or hindrance to the analysis of the data. Just as in all research, bias presents itself in small ways. For instance why was one question asked and not another? Why was one interpretation applied and not the opposite? In an effort to reduce the impact of potential bias and therefore understand my analysis, I self-reported my biases. For instance, I have stated that I read and re-read transcriptions in an effort to

maintain the voice of the participant; I concur with Gaudelli (2003) who feels global educators have a responsibility to both reproductive and transformative knowledge, in effect becoming community intellectuals; I have secured one degree in education and another in international studies which I strongly recommend, trusting that the global perspectives which is central to international studies served me well as a global educator. While this is listed as a limitation to the study, I have made every effort to maintain transparency so that personal inclinations play a minimal role in the data analysis.

Implications of Research

Due to the limitations of qualitative research preventing generalizations coupled with the small purposeful sample size, the conclusions drawn from this study are relevant for those global educators participating and in the Global Schools Project as well as the faculty who guided the institution for five years. It is possible through verisimilitude for teachers and faculty elsewhere to potentially identify similarities and develop greater understanding of their own situation by comparison. Finally, the findings resulting from this study serve as a basis for future recommendations in global education related instruction.

Recommendations for Institutions Preparing Global Educators

Those who can, do. Those who understand, teach. (Shulman, 1986, p. 14)

Global education aims to prepare students for global citizenship (Kirkwood, 2009) yet has been criticized by a number of acclaimed educators as unpatriotic and a waste of time (Schlafly, 1986; Finn, 1988; Burack, 2001; Ravitch, 2002). Over the years, opponents to global theory have had considerable success in driving it out of school

curriculum, despite initial acceptance and success (Kirkwood, 2009). Research has revealed that the practicality, stated purpose, or general acceptance of the theory is less relevant when determining an individual's willingness to accept global education (Carano, 2010). This is not to say that opponents cannot change position over time, which has been the case for one of the paradigm's most conservative critics, Diane Ravitch. However, given the controversy surrounding the curriculum and methodology, it was predicted that barriers to teaching globally either still remain or occur by chance, forcing teachers interested in employing the method to identify effective gatekeeping strategies in order to circumvent the intended or unintended obstacles.

This study confirmed suspicions that global educators were experiencing barriers to their teaching practices, and identified multiple gatekeeping methods for integrating the desired global theme into their curriculum (identified in Chapter 4). Ultimately, the research revealed three central findings: 1. the classroom teacher is the greatest obstacle to teaching globally; 2. institutions are the single greatest solution to overcoming the identified barriers; and 3. efforts to teach global education theory in its entirety should continue.

The participants in this study revealed six potential obstacles for teachers interested in teaching from a global perspective, each of which can be curtailed by improving or increasing institutional commitments. Each of the six barriers and recommended actions are outlined below in Table 17.

Table 17: Overcoming Barriers to Global Teaching: The Role of the University

Teacher obstacle to teaching globally	Recommended institutional solution
Trouble making connections across content and time	Teach globally at university and require more global content
Trouble matching curriculum to the school year	Require year-long lesson plan writing
Inability to locate resources and training	Provide continued and ongoing support
Inability to merge theory into the curriculum	Design and provide numerous examples
Perceived lack of authority with curriculum	Empower teachers to alter curriculum
Teacher disposition rejects global education	Admit, graduate and hire teachers based on disposition

While all six of the obstacles and recommended actions are important for improving global teaching, the first issue is perhaps the most critical. In legal circles, constitutional experts agree that the First Amendment to the Constitution guaranteeing freedom of speech is the linchpin for all of the remaining rights, for without freedom of speech citizens would be unable to properly defend the remaining protections as each was potentially assailed. Likewise, making global connections is central and critical to all of the remaining tasks set before a global teacher. Shoring up this first issue will, by default, lessen many of the remaining barriers to global teaching.

The other recommendation deserving of additional detail is the last, namely to admit, graduate, and hire teachers based on disposition. In Chapter 4 I recommended that efforts be taken to ensure academic freedom and that facilities arise and meet the challenge issued by Priscilla who stated:

And basically, you're teaching them your subject and your content, but there's a level of passion that comes along with it. And I think in order to be effective you almost have to have that connection. You have to feel that connection with the rest of the world. You have to have a concern. You have to have a care about humanity in general and want to see that fairness, that equality. (Priscilla, personal communication, July 6, 2012)

Just how that disposition can be scored will be critical when considering matters of due process and fairness. Fortunately, while employed as an adjunct at the University of South Florida, the College of Education already had established “professional disposition” as a requirement for each of our secondary education social science courses, regardless of global focus (see Cruz & Duplass, 2010). Along with the standard assessments typically found on a university syllabus, a significant percentage of a course grade was attained by maintaining a proper disposition expected in the profession. It was not unusual for up to twenty percent of a course grade to be based on disposition. Some of the areas covered under disposition included attendance, enthusiasm for ideas and intellectual curiosity, self-initiative, and civility, diplomacy, and sensitivity to others. Disposition was awarded based on the professional judgment of the instructor. While some may see this as potentially censoring academic freedom or critical thinking, there were guidelines and appeals processes in place. Other institutions, not only those promoting global perspectives, should consider adopting similar practices so to ensure only the values that are in line with our nation’s core values find their way into our schools.

In order to rightfully examine knowledge and insure the proper modifications are made, I relied upon Shulman (1986) for guidance. Shulman examined expectations for teachers over the past millennium and outlined a wide assortment of knowledge forms needed in order to teach effectively. His research suggested that teachers were expected to master both content and pedagogy in the medieval universities. That dual task was modified around 1875 when emphasis was predominantly spent on content and then altered again in the 1980's as teacher training emphasized methodology. He calls this phenomenon the "missing paradigm" (Shulman, 1986, p. 6) or "a blind spot with respect to content that now characterizes most research, teacher evaluation, and teacher certification." Shulman asks rhetorically how a teacher prepares for something they have never previously learned.

To be thorough, I examined the participant's responses against Shulman's research seeking examples and statements for each. The results of this search are outlined below in Table 18.

Table 18: Shulman's Forms of Knowledge

Knowledge form	Explanation	Evidence of Competence
1. Content Knowledge	Substantive facts; the what and the why	Strong examples
2. Pedagogical Content Knowledge	How to represent knowledge to maximize understanding	Strong examples
3. Curricular Knowledge	Knowledge of the subject material laterally as it relates to other curriculum and vertically relating to other grade levels	Declared weak

Table 18 (Continued)

Propositional Knowledge	Knowledge of teaching research	
1. Principles	Knowledge of empirical research	Strong examples
2. Maxims	Accumulated wisdom of best practice	Strong examples
3. Norms	Morals and ethics of teaching	Strong examples
Case Knowledge	Knowledge through rich description	
1. Prototype	Single interesting exemplary example	Strong examples
2. Precedent	How to communicate principles and maxims	Strong examples
3. Parable	How to communicate norms and values	Strong examples
4. Strategic Knowledge	How to mediate when propositional and case knowledge contradict themselves	Strong examples

All seven of the participants repeatedly provided detailed examples indicative of a strong understanding for each of the forms of knowledge with one exception: curricular knowledge. In the case of curricular knowledge the interviews alone would not have revealed the shortcoming as the participants have overcome their deficiencies over time as they are now seasoned teachers. The sole reason curricular knowledge became known was due to participants' declarations that they felt ill prepared as new teachers to connect content areas across time and space.

To be fair, the range of possibilities asked of a social studies teacher is vast, and mastering all of the possible combinations would take much longer than a four-year degree would allow. However, the participants concern must be considered in light of the expectations set by global education theory. If global education warns that the various forms of media are intentionally written to control understanding, then it follows that teachers who were once students, were educated (or mis-educated) by these very forces. The resources they had relied upon to construct their knowledge base is now entirely called into question. In effect, global education informs teachers to relearn all of the content they have consumed so that they could then provide a truer version to their students.

Two major problems present themselves: first, the amount of content and connections to be relearned are massive; second, because traditional resources are inherently suspect based on global education theory, finding trustworthy resources becomes troublesome. Both of these problems require intervention at the university level.

The recommended solution to the first problem is to require courses in global perspectives for teacher education programs. The possibility of new teachers entering the profession with a complete repertoire is highly unlikely, but the more connections the better chance they will have. The second issue falls to the entire university faculty, both those charged with training teachers on methods and the faculty charged with teaching content. An effort must be made by curriculum and content experts to make their students aware of misinformation campaigns early on and then to present content in a way that clearly depicts multiple perspectives. If new global educators are expected to teach from

multiple perspectives, an effort must be made at the university level, from the entire faculty, to teach from multiple perspectives as well.

The participants were each asked, as pre-service teachers, to build incredibly detailed and precise daily lesson plans mapping out an infinite number of possibilities including how they plan to introduce their lesson, what kind of technology will be required, what resources are necessary, how many groups will be formed, how many students will be in each group, how long students will spend on each task, how students will record and report on their assigned work, and so on. The participants were asked to write up lesson plans for a wide range of subject areas in an effort to expose them to the variety of topics they might be asked to teach. Entire courses were taken to help the participants be prepared once they entered the classroom.

While timing is central to lesson plan writing and the participants found that they managed to succeed on a daily basis, they struggled when it came to planning content over an entire school year. Teacher training programs should consider requiring not only daily lesson planning, but also requiring future teachers to develop the skills needed to fit an entire curriculum into the school calendar. Consideration should be given to the very issues the participants of this study so often complained about: lost instructional time due to interruptions, student absences, teacher absences, pep rallies and testing. By examining the mandated curriculum and struggling with planning, pre-teachers will be more competent in year-long time management and potentially more adept at modifying the curriculum. This practice may encourage teacher to develop what Jean called thematic teaching and empower teachers to modify their curriculum.

While the participants in this study felt they received more than adequate global training, they knew their experience was atypical and that most teachers might only be exposed to global education briefly, perhaps as a sample of teaching theories rather than a course committed to the idea and then left to their own devices. The participants felt global education, if properly marketed and understood, will naturally attract allies interested in continuing the effort to improve critical thinking skills in their students. Finding reliable and accurate resources, however, was identified on several occasions by participants who had undergone intense global training. If new teachers do not have the opportunity to involve themselves in programs such as the Global Schools Project, then veteran global educators themselves will have to make the necessary resources easy to find and readily available. Universities, institutions such as the GSP and individual teachers need to publish global resources and make them known on a national scale so that teachers everywhere can gain access and find support. There should be an effort to keep costs as low as possible as well, as the participants in this study found the costs associated with training can be daunting or prohibitive. Finally, the institutions supporting global education should seek funding in order to allow long-term training available to a wide audience.

The participants in this study often complained of time issues that deterred them from including global perspectives in their daily lessons, but made efforts to include global perspectives when time availed itself. The perception that global education is an added burden that vies for time, competing against the mandated curriculum simply does not have to seem insurmountable. Gaudelli (2003) addresses many of these time-related concerns as he recommends a need to allocate additional time and resources to global

educators due to inadequate global training throughout their own education and the constant changing nature of the material. Universities must help teachers understand that the content and methods of global education can easily be merged into existing content areas, demanding little additional time. As more and more responsibilities and content are heaped onto teachers, it is not surprising that the participants regularly pointed to time as a barrier.

Simple examples might involve including a French and British *perspective* during an American Revolutionary War lesson, examining the *choices* made during the writing of the US Constitution, reminding students of the *power of the media* to shape popular opinion as they cover Yellow Journalism and the causes of the Spanish American War, point out how decisions such as Prohibition can have *unintended consequences* such as ushering in the greatest period of lawlessness in the nation's history, and trying to help students see *America through the eyes of others* as students examine efforts made by the Vietnamese government to recruit US support for their independence only to find instead the US taking the side of the French colonial interests. History is rife with opportunities to merge global dimensions into existing themes, and in some cases, such as with Yellow Journalism, the textbook and issued curricula already accomplish this task. Insufficient class time need not be an obstacle to teaching globally. However, teachers will need to commit planning time to finding the resources and constructing such lessons. Teacher education programs need to make this more evident so teachers are not discouraged.

Only one of the participants in this study was uncomfortable with modifying the mandated curriculum so to accommodate global themes. However, several found fellow teachers with whom they worked resistant to the idea. The teacher is often the final

instrument to shape curricular interpretations before students are engaged. It is their responsibility as educators to identify and correct false information and challenge prejudicial descriptions or images. As teachers encounter more AP and IB curriculum that resists modification, teachers must be willing to let their students know what will be expected on national tests so that they can perform well, while at the same time alert the students to the perspectives that are being presented. Teachers and students will have to develop what Merryfield (2006) called double consciousness, able to present concepts in a manner desired by the review panel and developing another understanding for the purpose of critical thinking. Universities responsible for training teachers must help them develop this skill and help them understand that by taking such action they increase student understanding well beyond what fact (or myth) based regurgitation could provide.

Countering teacher disposition is perhaps the most controversial of the recommendations made in this study. As discussed earlier in Chapter 5, efforts can be made to both mandate global perspectives and encourage global perspectives. While I have been clear to denounce state and district mandates restricting academic freedom and limiting free thinking, it is possible to establish both university teacher programs and K-12 schools that specialize in global theory; in fact they already exist. Several universities have global education centers and should be mandating a global perspective of their teachers for both admittance and graduation. Teachers interested in a more generalized teaching certificate have a wealth of other universities to choose from across the nation. Furthermore, K-12 schools already exist that should be requiring teachers to construct lessons from a global perspective, particularly IB schools and internationally themed magnet schools. Giving teachers, parents and students an opportunity to develop in a

cosmopolitan setting with a global lens to the world would increase the likelihood that the behaviors dictated by global education, such as moderation, sustainability, responsibility, equity, and justice endure beyond graduation.

However, the specialized arrangement that exists does not alleviate the ethical responsibility of more traditionally structured teacher training programs to ensure the universal values enshrined in global education are upheld by their graduates. Every university should make efforts to prevent interested parties from entering the profession of teaching if they exhibit characteristics that are counter to the American values found in the nation's founding documents such as equality, tolerance, and due process. When individuals pursuing a teaching degree reveal a disposition that rejects such tenets, universities should be prepared to deny continued training and encourage the college student to pursue interests in other fields.

Recommendations for Future Research

Findings from this study appear to confirm much of the existing research conducted on gatekeeping strategies (see, for example, Gitlin, 1983; Vinson and Ross; 2001; Thornton, 2005; James, 2010). Barriers to global teaching such as teacher inclination and the mandated curriculum as well as the circumvention strategies including teaching from a centrist position and making choices based the practicality were in sync with the existing literature. With few exceptions, such as a predicted environmental concern for law and order climates, the participants of this study conformed to expectation. However, new issues were raised that were not previously identified and deserve future consideration. The results of this study will serve as my future research

agenda in order to increase clarity and understanding relative to gatekeeping, global education theory, and the role of facilitating institutions.

Because of the nature of qualitative research and the inability to generalize findings, future studies should be conducted that employ quantitative research techniques. As a result, the findings could be applied more broadly and inform a larger audience. Likewise, future research design should include classroom observations in order to minimize limitations such as social desirability and the Hawthorne effect. A further design change might allow participants the opportunity to collaborate with each other in order to establish possible consensus.

While this research considered the barriers to global education confirming much of the literature that gatekeeping research predicted, more is needed. Aside from the classroom teacher, this research found that several issues confound global teaching and academic freedom including the mandated curriculum. Textbooks and curricula are not written in a vacuum; they are deliberately designed by committees, which are comprised of persons deliberately selected to serve on those committees. If the curriculum is what obstructs global themes, then more research is needed on why the curriculum is written the way it is. Global education theory posits that the curriculum is a tool meant to cultivate a desired perspective. Revealing the motives behind existing curriculum would do much for educational research and practice.

A schism that appeared both within the literature review and amongst the participants is also deserving of future consideration, namely, whether global education should be considered neutral or advocacy oriented. While the majority of the research

recommends a neutral approach for the purpose of enhancing critical thinking, the guiding theory seems to lead elsewhere. Just how global educators can both refrain from taking a position while at the same time speak about sustainability and human rights frustrates the concept and clouds its intent. Opponents to global education have, since its beginning, criticized its motives. Such claims seem just as adherents appear to make contradicting claims and the evidence suggests the theory promotes much more than critical thinking alone. A third option to consider has been submitted by Gaudelli (2003) who states global educators need to construct a difficult middle ground that exists somewhere between the countersocialization of critical pedagogy and the socialization or reproductive expectations of education, in effect becoming community intellectuals.

Finally, programs such as the Global Schools Project deserve greater attention as to how they serve to foster increased competence in teachers. Each of the participants in this study repeatedly made claims that their five or six years working with the GSP encouraged their commitment, enhanced their understanding, and provided them with the necessary support to make them effective global teachers. Future longitudinal studies should examine the inner workings of such institutions so that efforts can be replicated for future global educators. Specifics include the costs, curriculum, instruction, participant selection criteria, and impact. Interviews should be conducted with instructors, administrators and teacher participants revealing how such programs came to be and what they profess to accomplish. Does participation with programs such as the GSP alter, mediate or enhance pre-existing teacher attitudes? Teacher disposition toward global themes should be recorded from the onset and scored in order to reveal potential changes.

Conclusions and Implications

As the global village becomes more interconnected, efforts must be made to minimize conflict and improve understanding. Global education provides an excellent blueprint for many of the worlds troubles helping people make fair and equitable choices, encouraging responsible behavior to each other and to the planet, promoting collaboration as well as competition, encouraging cosmopolitan thinking and recognizing the veil that often misleads humanity. Making poor choices in this day and age can affect huge populations. Understanding these issues is central to global education, and global educators need to be encouraged to fulfill their calling. Obstacles to global education must be revealed and circumvention strategies must be employed so that future generations are informed and aware of their obligations as citizens of the humanity.

This qualitative case study reinforces existing research that has found barriers to teaching and the gatekeeping methods employed by teachers seeking to truly educate their students. It is hoped that the participants' rich descriptions in this study will provide guidance to global education programs seeking to prepare new teachers with effective strategies that will enhance citizen participation in an ever-increasingly interconnected world.

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APPENDICES

Appendix A: IRB Letter of Approval



DIVISION OF RESEARCH INTEGRITY AND COMPLIANCE
 Institutional Review Boards, FWA No. 00001669
 11901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4799
 (813) 974-6636 • FAX (813) 974-6618

June 19, 2012

Robert Bailey, M.A.
 Secondary Education
 323 N. Westland Ave., #4
 Tampa, FL 33606

RE: **Expedited Approval for Initial Review**
 IRB#: Pro00008508
 Title: Curriculum Gatekeeping in Global Education: Global Educators' Perspectives

Dear Mr. Bailey:

On 6/18/2012 the Institutional Review Board (IRB) reviewed and **APPROVED** the above referenced protocol. Please note that your approval for this study will expire on 6/18/2013.

Approved Items:

Protocol Document:

[bailey COMPLETE proposal](#)

Consent Document:

[bailey informed consent.pdf](#)

Please use only the official, IRB- stamped consent/assent document(s) found under the "Attachment Tab" in the recruitment of participants. Please note that these documents (the consent/assent documents to be signed by participants) are only valid during the approval period indicated on the stamped document. If you have been granted a Waiver of Informed Consent Documentation you do not need your document IRB-stamped.

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review categories:

(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

A handwritten signature in cursive script that reads "John A. Schinka, Ph.D.".

John A. Schinka, Ph.D., Chairperson
USF Institutional Review Board

Appendix B: Teacher Survey

The purpose of this survey is to assist me in understanding some of your experiences relevant to my research. This survey will help me construct questions for our face-to-face discussion. Your responses are confidential and you will remain anonymous to others who later read this research.

For each of the below sections, please read the provided instructions and enter your response. If there are issues you do not feel comfortable answering, feel free to leave the question blank. If there are issues that you cannot answer because my meaning is not clear, please indicate that in writing to the side of the question and I will clarify at our face-to-face interview.

A. Purposes of Education

1. Please select the one description that best describes the overall purpose of education:

Reproductive (teaching should help students function in society as it presently exists)

Transformative (teaching should help students question and transform societal relations)

2. Please ORDER the below statements from 1 to 5 as you feel they apply to the purposes of social studies education.

1 = top priority for social studies education

5 = last priority for social studies education

- Citizenship Transmission (emphasis on western civilization and facts)
- Social Science (emphasis on scientific skills of empirical inquiry)
- Reflective Inquiry (emphasis on relevant problem-solving skills)
- Informed Social Criticism (emphasis on critical countersocialization skills)
- Personal Development (emphasis on the self and developing personal responsibility)

3. For each of the options below, indicate how similar the descriptor is to the purposes of global education:

1 = this is a primary purpose of global education

2 = this is an occasional purpose of global education

3 = this is rarely a purpose of global education

- Monoculturalism (global education should promote national unity)
- Particularism (global education serves specific minority groups)
- Pluralism (global education helps everyone enhance power and capital)
- Liberalism (global education encourages critical thinking skills on all levels)

- Critical (global education serves to reduce oppression and level power differences)

B. Global Education

4. Which of the following global education dimensions do you use in your class on a regular basis?

1 = I use this dimension often in my class

2 = I use this dimension occasionally in my class

3 = I use this dimension rarely in my class

- Perspective Consciousness (seeing things from multiple perspectives)
- State of the Planet Awareness (understanding world conditions and the media)
- Cross Cultural Awareness (able to view your own culture from other vantages)
- Knowledge of Global Dynamics (understanding that everything is interconnected)
- Awareness of Human Choice (you have choices and they affect others)
- Double Consciousness (developing multiple identities so to adapt to conditions)
- Contrapuntal Experiential Knowledge (learning from others experiences/literature)
- Knowledge Construction (developing non-Western methods of understanding)

5. Indicate how regularly you teach about the following themes:

1 = I teach about this theme in many of my lessons

2 = I teach about this theme occasionally

3 = I rarely teach about this theme

- The Environment
- Sustainability
- Intercultural Relations
- Peace and Conflict Resolution
- Technology
- Human Rights
- Social Justice
- Controversial Topics (list as many as you can recall)

Other Topics

6. Which of the below teaching strategies or content do you employ which may encourage the development of a global perspective:

1 = I use this strategy often

2 = I use this strategy occasionally

3 = I use this strategy rarely/never

Working with others and accepting responsibility for oneself

Understanding, tolerating, and accepting cultural difference

Willingness to resolve conflict in a non-violent manner

Capacity to think in critical and systematic way

A command of problem-solving knowledge for everyday life

A willingness to change lifestyle and consumption habits so to protect the environment

- An ability to approach problems as a member of a global society
- I teach my students to be skeptical of “facts”
- I teach with open-ended questions, encouraging “both-ands” instead of “either-ors”
- Learning in my class is student centered rather than teacher centered

C. School Environment

7. For each of the options below, indicate how similar the descriptor is to your own experienced school environment by indicating:

1 = most often my school environment is like the descriptor

2 = occasionally my school environment is like the descriptor

3 = rarely is my school environment like the descriptor

- A law and order climate (administration emphasis on rules, policies and procedures)
- A conservative climate (administration resists change so to play it safe)
- A climate of censorship (administration or community limit certain ideas)
- A climate of pessimism (faculty have low expectations for the student abilities)
- A competitive climate (standardized test scores are a priority over all else)

D. Obstacles & Gatekeeping

8. For each of the options below, indicate how frequently you predict the descriptor can act as an obstacle for global educators when teaching global education themes:

1 = this is frequently an obstacle to teaching global education

2 = this is occasionally an obstacle to teaching global education

3 = this is rarely an obstacle to teaching global education

- Personal inclinations
- Peer pressure
- The department chair
- School site administrators
- District administrators
- The community
- Students
- Students' parents
- Local, state or national government
- Academic and university training
- The official curriculum or textbook

E. Circumvention Strategies

9. When facing obstacles to teaching global perspectives, indicate how frequently global educators use the below coping strategies that weakens their ability to teach from a global perspective:

1 = They use this strategy often

2 = They use this strategy occasionally

3 = They use this strategy rarely/never

- Fragmentation (teaching the basic vocabulary terms rather than the complex system)
- Mystification (teach in generalities encouraging loyalty to American ideals)
- Omission (leaving out content found objectionable)
- Simplification (minimizing challenging content to gain student willingness)
- Centrist (teach content from the political center so to avoid perceived bias)
- Exclusion (exclude mandated content altogether)
- Reduction (minimize time spent on mandated content)
- Coercion (encourage decision makers to change the mandated content)
- Abandonment (abandon topics that are beyond personal understanding)
- Empowerment (fail to alter the curriculum due to a belief that they lack authority)
- Practicality (construct lessons based on time restrictions, class size, etc.)
- Passive Resistance (alter lessons due to student unwillingness)

Active Resistance (alter lessons due to active student resistance)

10. When facing obstacles to teaching global perspectives, indicate how frequently global educators utilize the coping strategies below that strengthen their ability to teach from a global perspective:

1 = They use this strategy often

2 = They use this strategy occasionally

3 = They use this strategy rarely/never

Expressed permissions (ask and receive permission from decision makers)

Rally Support (gain popular support for content)

Academic Theory (defend content with academic research)

Curriculum (defend content by tying it to official curriculum)

Student Choice (defend content by allowing students to select directions)

Safety (defend content by tying it to school safety policies)

Wide Net (by including multiple voices, they avoid perceived bias)

Opposing Views (by debating two positions, they avoid perceived bias)

Civil Rights (defend content by associating it with civil liberties)

Human Rights (defend content by associating it with UN Human Rights)

Natural Rights (defend content by associating it with Natural Rights Philosophy)

Devil's Advocate (take a position and encourage students to prove position wrong)

Martyrdom (openly and outright reject anti-intellectual or critical thinking)

- Cosmopolitanism (encourage an allegiance to a world-wide community)
- Peace and Justice (content is tied to improving justice and peace for all)
- Rights (content teaches rights and responsibilities on a global scale)

F. Below, list and briefly describe a few of your lessons you feel exemplify global education (details of these lessons will be discussed during the face-to-face interview).

G. Below, feel free to add any additional information regarding your teaching efforts as a global educator, including obstacles and strategies for circumventing those obstacles.

NOTE: If you have any lesson plans that you feel will provide evidence of either your global education teaching or your efforts to circumvent obstacles to teaching global perspectives, please bring them with you to the face-to-face interview.

Appendix C: Semi-Structured Interview Protocol

1. Remind participants of their anonymity and the purpose of the study (for academic, non-work related purposes).
2. Remind participant of voluntary nature of the process, their option to recuse themselves, the option to pass on a question and possibly return later, and their ability to review the transcripts and make corrections if needed.
3. What do you believe most Americans feel is the purpose of education?
4. What do you believe is the purpose of education?
5. If these are different, how do you justify the schism?
6. Let me identify the dimensions of global education as agreed on by several noted global educators (present Global Education Handout (Appendix F). As we move through each dimension, tell me if you conduct any lessons that meet each descriptor.
7. Some of the curriculum we just discussed may draw objection from your community or administration. How do you present that information to minimize potential problems?
8. Have there been incidents that, despite your efforts, have drawn objection or resistance?
9. Once an objection is raised, how have you responded?
10. Let me show you some strategies used by others to circumvent obstacles to teaching global perspectives (Appendix G). With this list as an aid, can you think of any other incidents that you may have overlooked the first time?
11. Is there anything you would like to add that I may have overlooked?

12. Inform participants to be on the lookout for their transcript (which will be sent electronically), to make clarifications if needed, and to return it to me.
13. Remind participants of the second interview and that I will contact them for their best dates and times. They should bring lessons that might help clarify the examples discussed today.

Appendix D: Predetermined Thematic Coding

The following codes will be used to code participant surveys and face-to-face interviews. The codes will be modified during the first and second interviews based on feedback from peer reviews.

Data will be identified as:

1. ED the participants is speaking about education in general
2. GE the participant is speaking about global education
3. OB the participant identifies an obstruction to global education
4. GK the participant identifies a gatekeeping strategy for circumventing
obstacles to global education

If the participant speaks about any of the themes in a positive way, a “+” will indicate the tone.

If the participant speaks about any of the themes in a negative way, a “-“ will indicate the tone.

If the participant does not convey a tone in favor or against, no symbol will accompany the code.

If the participant speaks about the theme from their own personal perspective, or self, a “S” will accompany the code.

If the participant speaks about the theme from anothers perspective, or other, an “O” will accompany the code.

List of Coding Options available to peer reviewers

- ED speaking about education
- GE speaking about global education
- OB speaking about an obstacle to global education
- GK speaking about a gatekeeping strategy to circumvent an obstacle

Add the following symbols to the codes if they are identified

- S speaking about a topic from their own perspective
- O speaking about a topic from another's perspective
- + has a positive tone
- has a negative tone

Appendix E: Global Education Handout

1. **Perspective Consciousness:** awareness that your worldview is unique and shaped by environments. Teachers should build lessons that provide multiple perspectives so that students realize that not everyone sees things the same way, and when they come across these varied perspectives in real life they are better prepared for coping with the situation.
2. **State of the Planet Awareness:** knowledge of the conditions facing the world and the events that shaped history. Teachers should include current events in their lessons making students aware of the world in which they are a part, along with a history of those events so that students can draw comparative analysis and meaning. One critical aspect of this dimension is the role of the media and how it shapes our perception and understanding of world events. Teachers should alert students to this condition and encourage students to research issues thoroughly before relying on any one media outlet.
3. **Cross-Cultural Awareness:** ability to see one's own culture, value, and beliefs through the eyes of the "other". Teachers should encourage opportunities to engage other cultures for extended periods of time outside of the students normal day to day life through possible exchange programs and travel. Only by spending time living in another's shoes can one truly see their own culture from other vantage points.
4. **Knowledge of Global Dynamics:** ability to see connectivity in all relationships and throughout time. Teachers should help students see how events are

interconnected and build into their lesson plans themes that weave seemingly unrelated content areas together.

5. Awareness of Human Choice: awareness of choice and a willingness to exercise that choice. Teachers should help students see the choices made in history along with those made today and emphasize that choices were made; little occurs without choice. Choice is made not only throughout time, but at varying levels ranging from international and national choices to familial and personal choices. Knowing that choice exists and that those choices affect lives other than those of obvious consequence should be illuminated.
6. Double Consciousness (developing multiple identities so to adapt to conditions)
7. Contrapuntal Experiential Knowledge (learning from others experiences/literature)
8. Knowledge Construction (developing non-Western methods of understanding)

Appendix F: Strategies to Circumvent Curricular Obstacles

Toe the Line: Content is taught with outside support

Expressed Permission	Administration approval is sought and gained
Rally Support	Sizable popular support is organized
Academic Theory	Methods are supported in academia
Curriculum	Methods are supported in official curriculum
Student Choice	Methods are elected by the student population
Safety	Methods support school safety

Mix it Up: centrist teaching

Wide Net	Several topics selected so to avoid perceived favoritism
Opposing Views	Dual topics are debated so to avoid perceived favoritism

Beacon of Righteousness: positions taken regardless of support

Civil Rights	Support tied to American founding principles/documents
Human Rights	Support tied to UN Declaration of Human Rights
Natural Rights	Support tied to Natural Rights philosophy
Devil's Advocate	Teacher embraced topic, students challenged to debunk
Martyrdom	Topic is put forth to reject any criticism

Appendix G: Email Script for Recruiting Participants

Dear _____,

I am a doctoral candidate in Social Science Education at the University of South Florida in Tampa, Florida. I am pursuing my doctorate by conducting research on social studies teachers and the strategies they use to present information central to global education to their students. Your participation is requested in this research (IRB Study # XXXX). I would like to ask you about the curricular decision-making and instructional strategies you employ to teach global perspectives. As compensation for your time and participation in the study, you will receive a \$20.00 gift certificate to Starbucks at the completing of each interview. During the interviews, all food and beverage will be paid for by me.

Participation in the study will require about two one-hour interviews and one hour of verifying transcripts and themes. With your permission, the interviews will be taped and transcribed. To maintain confidentiality, you will be given a pseudonym in all transcriptions and you will not be identified by name on the tape. Transcription software and/or a professional transcriptionist may be used to transcribe the audio files. The audio files will be locked at my house. Each participant will be offered a copy of their audio files and a copy of their transcription. The participants and I will be the only ones with access to the audio files. The master audio file will remain in my possession and will be destroyed five years after the publication of the dissertation.

The two interviews will be arranged at a location of your convenience during non-school hours and at a non-school facility. The first interview will occur early summer (June) 2012 and the second interview will take place late that summer (July/August). Transcripts for the first interview will be made available for participant review before the second interview. Transcripts from the second interview will be made available by the end of August, 2012.

I appreciate your thoughtful consideration of my request. Please contact me at the email or phone number listed below if you would like to participate in this voluntary research.

Sincerely,

Robert W. Bailey.

Doctoral Candidate

Social Science Education

University of South Florida

4202 E. Fowler Avenue

EDU 162

Tampa, FL 33620

hydeparkteacher@gmail.com

ph 813.786.7000

Appendix H: Informed Consent



Informed Consent to Participate in Research
Information to Consider Before Taking Part in this Research Study
IRB Study # XXXX

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher or study staff to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand. We encourage you to talk with your family and friends before you decide to take part in this research study. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below. Participation is voluntary and that the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

We are asking you to take part in a research study called: Curriculum Gatekeeping in Global Education: Global Educators' Perspectives

The person who is in charge of this research study is Robert W. Bailey. This person is called the Principal Investigator. He is being guided in this research by Dr. Barbara Cruz. Mr. Bailey can be contacted at (813) 786.7000 or hydeparkteacher@gmail.com.

The two research interviews will be conducted at a location of your convenience off school campus, during non-school hours.

Purpose of the study

The purpose of this study is to:

- Develop stories about social studies teachers' lived experiences in a class-based society.
- This study is being conducted by a graduate student for completion of a doctoral dissertation.

Study Procedures

If you take part in this study, you will be asked to:

- Participate in two one-hour semi-structured interviews and approximately one hour of verifying transcripts and themes.
- With your permission the interviews will be taped and transcribed. To maintain confidentiality, you will be given a pseudonym in all transcriptions and you will not be identified by name on the tape. Transcription software and/or a professional transcriptionist may be used to transcribe the audio files.
- The audio files will be locked in Mr. Bailey's apartment. Each participant will be offered a copy of their own audio files and a copy of their own transcription. The participants and principle investigator will be the only ones with access to the audio files. The master audio file will remain in Mr. Bailey's possession and will be destroyed five years after the publication of the dissertation.
- The two interviews will be arranged at a location of the participants' convenience. The first interview will occur summer 2012 (June) and the second interview will take place late summer 2012 (July/August).
- Transcripts for the first interview will be made available for participant review before the second interview. Transcripts from the second interview will be made available by the end of summer, 2012.

Total Number of Participants

About six individuals will take part in this study at USF.

Alternatives

You do not have to participate in this research study.

Benefits

We are unsure if you will receive any benefits by taking part in this research study.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will be paid \$40.00 in the form of a Starbucks gift certificate if you complete all the scheduled study visits. If you withdraw for any reason from the study before completion you will be paid \$20.00 in the form of a Starbucks gift certificate for each complete study visit. During the study visits, all food and beverage will be paid for by Robert Bailey.

Cost

There will be no additional costs to you as a result of being in this study.

Confidentiality

Certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are: The research team, including the Principal Investigator and all other research staff. Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety: This includes the Department of Health and Human Services (DHHS) and the USF Institutional Review Board (IRB) and its related staff. If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

Appendix I: Consent to take part in this research study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study and I acknowledge I may withdraw from the study at any time for any reason. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I hereby certify that when this person signs this form, to the best of my knowledge, he/ she understands:

- What the study is about;
- What procedures/interventions/investigational drugs or devices will be used;
- What the potential benefits might be; and
- What the known risks might be.

I can confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in the appropriate language. Additionally, this subject reads well enough to understand this document or, if not, this person is able to hear and understand when the form is read to him or her. This subject does not have a medical/psychological problem that would compromise comprehension and therefore makes it hard to understand what is being explained and can, therefore, give legally effective informed consent. This subject is not under any type of anesthesia or analgesic that may cloud their judgment or make it hard to understand what is being explained and, therefore, can be considered competent to give informed consent.

Signature of Person Obtaining Informed Consent / Research Authorization

Date

Printed Name of Person Obtaining Informed Consent / Research Authorization

Appendix J: Participant Recommended Infusion Methods

# of Participants	Participant	Infusion Method Recommended
7	Shirley Jean Lorraine Marilyn Priscilla Charles Sheila	Match global content to curriculum
4	Shirley Lorraine Marilyn Charles*	Use devil's advocate
3	Jean Lorraine Sheila	Balanced teaching
3	Shirley Priscilla Sheila	Build friendly respectful environment
3	Jean Lorraine Sheila	Let students control direction
3	Marilyn Priscilla Sheila	Seek permission/follow rules/guidelines
2	Marilyn Sheila	Rely on academic theory/data
2	Shirley Sheila	Develop experience
2	Shirley Jean	Challenge the curriculum
2	Jean Priscilla	Funding for conferences/training Aid for resources
2	Jean Marilyn	Insert global content as homework
2	Jean Lorraine	Stand up for what's right
2	Priscilla Sheila	Make global content relevant/real life
2	Priscilla Sheila	Connect global content to rights, humanity, equality
1	Shirley	Reach out/do not teach in isolation
1	Shirley	Don't share personal teacher info with students

1	Shirley	Be knowledgeable
1	Shirley	Travel
1	Shirley	Promote diversity
1	Jean	Teach thematically
1	Jean	Guest speakers
1	Jean	Train at university
1	Jean	Tight control over discussion
1	Jean	Dedicate your own time
1	Lorraine	Make global content optional
1	Lorraine	Use current events to infuse global content
1	Lorraine	Resist peer pressure
1	Lorraine	Be persistent
1	Marilyn	Avoid teaching AP and IB courses
1	Marilyn	Sense of humor
1	Marilyn	Tie to school safety
1	Priscilla	Tie global methods to teacher evaluation system
1	Priscilla	Remind that global themes are patriotic
1	Charles	Insert global themes to break up monotony
1	Sheila	Educate parents
1	Sheila	Be considerate of holidays (no Islam at Christmas)
1	Sheila	Be honest about intentions
1	Sheila	Make global teaching about critical thinking/higher order
1	Sheila	Isolate problems quickly/ in house
1	Sheila	Get involved with officials to change the curriculum
Unable to identify an effective infusion method		
1	Shirley	Can't circumvent AP/IB (teacher proof)
1	Jean	Can't circumvent standardized testing (teacher proof)