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GLOBAL CITIZENSHIP EDUCATION:
SECONDARY TEACHERS' PERCEPTIONS OF GLOBAL EDUCATION

By

Shannon M. Wasilewski

BA (Marist College) 1998
MA (Emerson College) 2005

A DISSERTATION

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In Partial Fulfillment of Requirements

For the degree of Doctor of Education

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Shannon M. Wasilewski
April 1, 2019
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SECONDARY TEACHERS' PERCEPTIONS OF GLOBAL EDUCATION

ABSTRACT

As technology has improved communication and access to information around the world, it has become necessary for the purpose and goals of the American educational system to evolve. A focus on developing global citizens who can demonstrate 21st century skills will help educators who want to prepare their students to enter the world. This transcendental phenomenological study examined the lived experiences of current secondary educators who make global connections in their classrooms so that it can provide practical support to educators looking to begin making or improve existing global connections in the classroom.

This study was guided by two research questions: (1) In a public school district committed to global citizenship, how do secondary educators perceive global citizenship education? and (2) How do public secondary school educators understand how their perception of global citizenship influences the way they include global education in their classrooms? Data were collected through one-on-one interviews with nine self-identified globally aware secondary educators, which were transcribed and analyzed. Four themes emerged from the data: (1) recognition of self as global citizen, (2) global citizenship in the classroom, (3) the participants' vision for students as global citizens, and (4) the challenges and opportunities of GCE pedagogy. The researcher's interpretation of the themes resulted in a collective description of the experiences of globally aware secondary educators. The study provides recommendations for practitioners, including developing a clear definition and implementation plan for global

citizenship education. Additional recommendations are made for those who prepare educators for the classroom, including expanding teacher certification requirements and preparation programs to include global citizenship education. The researcher also makes suggestions for further study of global citizenship education in practice, including studies that examine the experiences of students exposed to a global curriculum.

Keywords: global citizenship, PBL, 21st century skills, Massachusetts, student-centered

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This dissertation was presented
by

Shannon M. Wasilewski

It was presented on
April 1, 2019
and approved by:

Dr. Brianna Parsons, Lead Advisor
University of New England

Dr. Mary Colleen Patterson, Secondary Advisor
University of New England

Dr. Alison Mello, Affiliated Committee Member

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DEDICATION

To the memory of Joe Heinricher, whom we lost too soon, but whose passion for life inspired me to follow my dream.

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CHAPTER ONE

INTRODUCTION

Although more than a hundred years removed, little of the structure and organization in modern primary and secondary schools has changed since the inception of American universal schooling (Collins & Halverson, 2009). Students are still grouped by age, study the same subjects, rotate classes, and are assessed in much the same way as students in the early 20th century, when the current American system of education was standardized in response to the shift from an agricultural society to one based in industry (Collins & Halverson, 2009; McLeod & Shareski, 2018). Yet, despite the seismic societal shift that came with the turn of the century (from the industrial model to a more globalized informational and innovative one), schools have not kept up, continuing instead to prepare students for life in the 20th century (McLeod & Shareski, 2018; Zhao, 2009).

Instead, the changes that primary and secondary education in the United States have seen over the past two decades were primarily in the areas of policy and governance (Brown, Boser, Sargrad, & Marchitello, 2016). Since 2002, school administrators, teachers, and students have experienced President Bush's No Child Left Behind Act (NCLB), President Obama's Every Student Succeeds Act (ESSA), the adoption of Common Core State Standards (CCSS), and the Race to the Top initiative (RTTT). To better appreciate the argument for global education, it is first necessary to examine these laws and initiatives, the problems they were enacted to solve, their unintended consequences, and their lasting impact on the American education system.

The Impact of Education Laws and Initiatives

To fully comprehend the emergence of NCLB and its impact on the American education system, it is necessary to look briefly at the landmark education law it reauthorized. In 1965,

President Johnson signed the Elementary and Secondary Education Act (ESEA), which “provided federal funds to state and local education officials to improve educational opportunities for children from low-income families” (Egalite, Fusarelli, & Fusarelli, 2017, p. 758). This federal effort to decrease educational inequality, “Driven by the belief that equal educational opportunity was a national priority” (Darling-Hammond, 2010, p. 18), directed federal funding and resources to low-income communities to ensure that all students received the same educational opportunities regardless of location and need. Through these federal funds and grants, states were able to create and fund education departments, build town and school libraries, serve disadvantaged students, and create programs for disabled students (Reed, 2016). This historic education law, which “helped to place equity at the forefront of education policy” (Reed, 2016, p. 359), continued to be reauthorized over the course of the next few decades.

No Child Left Behind

As part of a reauthorization of ESEA, President George W. Bush signed NCLB into law in January of 2002. This law was “aimed at increasing the K–12 academic standards and raising school accountability through measurable goals” (Bogin & Nguyen-Hoang, 2014, p. 788). To ensure that all students received the same educational opportunities, NCLB required that schools that receive federal funding achieve Adequate Yearly Progress (AYP), indicating that students in the schools had met specific academic performance targets. To achieve AYP, a school was required to prove that a high percentage of its student population met proficiency levels on state assessments of math and English Language Arts (Egalite et al., 2017). These proficiency levels were determined by scores on state assessments given to students in grades 3–8 annually and to high school students at least once. Also, NCLB ensured that schools were held accountable for their progress through a public rating system, with schools receiving a rating based on a

combination of the overall number of proficient students and the proficiency levels of students in certain subgroups (Egalite et al., 2017). Schools that did not meet AYP were labeled in need of improvement and were “subject to a series of cascading sanctions, including offering and paying for supplemental educational services, school takeover, and public school choice” in an effort to ensure that schools across the country provided all students with comprehensive and rigorous educational opportunities (Egalite et al., 2017).

NCLB had its share of critics. While it was initially designed to promote equity in education by ensuring that all students had equal opportunity and access to quality education, it did not always live up to that promise (Darling-Hammond, 2010; Wagner & Dintersmith, 2015; Zhao, 2009). School districts that failed to make AYP and lost federal and state funding were subject to a number of negative consequences, including paying for students to attend schools in other districts and the loss of qualified teachers. These losses made improvement difficult, often resulting in continued failure. Additionally, as Darrow (2016) noted, the required adherence to standardized tests scores was costly, not only in money but also in time. The emphasis on high-stakes assessments resulted in schools narrowing their curricula to include “only subjects being tested” (p. 41). Further, there were complaints that standardized assessments were a flawed method of determining student achievement. Moreover, many critics objected to what they claimed was federal intrusion into education, an area that had been traditionally overseen by states (Darrow, 2016; Egalite et al., 2017). These criticisms from parents, school administrators, teachers, taxpayers, and state officials were eventually heard by lawmakers in Congress, who worked to create a solution.

Every Student Succeeds Act

On December 10, 2015, ESSA was signed into law by President Barack Obama. This law, which again reauthorized ESEA and replaced NCLB, was developed as a reaction to many of the criticisms of NCLB. Passed with strong bipartisan support, the law was intended to mitigate some of the perceived damage done to education by limiting the scope of federal power over education and returning accountability control to the state and local levels (Darrow, 2016; Egalite et al., 2017). While it kept the NCLB requirements of assessment (requiring annual tests in grades 3–8 and one test in high school) and performance reporting, it changed how the assessments were used to support students and schools. ESSA empowered states and local districts to make determinations about when and how to support low-performing schools and districts (Darrow, 2016). As well as its accountability mandates, the law also required that schools provide all students with access to advanced courses and college and career counseling (Darrow, 2016).

Common Core State Standards and Race to the Top

In addition to changes in education laws, two major federal education initiatives have impacted schools nationwide: the CCSS and RTTT. The CCSS was the result of efforts by political and educational leaders in several states working together to create national education standards (Bidwell, 2014). Through these standards, the leaders attempted to improve the American education system by ensuring that public schools in all states followed a carefully crafted and rigorous curriculum that aligned with the knowledge and skills that educators, administrators, and content experts deemed essential for students to learn (LaVenía, Cohen-Vogel, & Lang, 2015). The knowledge and skills believed to be important included those that would help “prepare students for future success in college and careers by developing subject area

literacy along with critical thinking skills” (Beriswill, Bracey, Sherman-Morris, Huang, & Lee, 2016, p. 77). By incorporating interdisciplinary skills such as critical thinking and collaboration into the content area expectations, the CCSS writers endeavored to embrace the societal changes brought about by recent technological advances.

By 2011, these standards were adopted by all but four states, though several states have since dropped them. Although the CCSS was touted as a voluntary program for states, the federal government did provide an incentive in the form of RTTT, an education initiative that created a federal grant program “designed to encourage and reward states that were creating the conditions for innovation and reform” (LaVenía et al., 2015, p. 149); these conditions included adopting and implementing CCSS. This incentive program, however, was widely criticized for increased federal involvement in education, which is reflected in the greatly reduced “federal footprint in education” (Egalite et al., 2017, p. 763) brought about by ESSA.

Statement of the Problem

These laws and initiatives, each intended to reform and modernize the American education system, often produced only superficial changes (Darling-Hammond, 2010; McLeod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009, 2011). As a result, the purpose, content, and goals of the American education system have shifted only slightly since the post-Industrial Revolution inception of universal schooling (Collins & Halverson, 2009; Wagner & Dintersmith, 2015). The majority of American students, still grouped by age, attend comprehensive high schools and are uniformly educated through required coursework which has been separated into Carnegie units (Collins & Halverson, 2009). Public schools are still predominantly focused on delivering content that students need to “function as intelligent citizens and workers” in the last century (Collins & Halverson, 2009, p. 95). However,

technological advances in the past few decades have profoundly changed how many humans live, work, and interact. As technology has improved access to information across the world, it has become increasingly necessary to transition the purpose and goals of the American education system to better meet the needs of its students who will be entering this globalized society (Collins & Halverson, 2009; Darling-Hammond, 2010; Friedman, 2007; McLeod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009, 2011).

Rather than restructuring the education system to better reflect societal changes and meet the needs of students (McLeod & Shareski, 2018), policymakers, administrators, and educators have instead added new knowledge to content-based curricula, which resulted in the broadening of content standards. This increased breadth of material forces teachers to sacrifice depth of coverage to fit it all in (Collins & Halverson, 2009). As a consequence of these new and complex standards, districts have been forced to rearrange content so that younger students could learn, remember, and apply knowledge previously taught to older students. Resultant to these changes, students, educators, and administrators all report feeling pressured by these increased expectations (McCleod & Shareski, 2018; Wagner & Dintersmith, 2015). This problem of overburdened students, teachers, and administrators is partially a result of policymakers, administrators, and educators who continue to see the role of public schools as teaching students to memorize facts, dates, and formulas (McLeod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009). While the “sage on the stage” mentality, in which the teacher is largely in control of what and how students learn (King, 1993; McCleod & Shareski, 2018), was appropriate to prepare students to live and succeed in the past century, it is not adequate for the current “age of information” (Collins & Halverson, 2009). Indeed, Wagner and Dintersmith (2015) argued that “Since information is readily available to everyone, content knowledge is no

longer valued in the workplace” (p. 27). A focus on developing global citizens, who can demonstrate multifaceted competencies, can alleviate some of the pressure on the public school system to sufficiently prepare their students to enter the world. By centering a district curriculum around global citizenship, schools can begin to transition away from teacher-centered (i.e., content-based) pedagogies and toward more student-centered (e.g., project-based, authentic, and service based) learning strategies (Augustine, Harshman, & Merryfield, 2015; Gardner-McTaggart & Palmer, 2018).

This is not to say that American schools have entirely ignored the changing landscape caused by technology and globalization. Since the advent of the CCSS and the Partnership for Assessment of the Readiness for College and Careers (PARCC), primary and secondary education in the United States has seen an increased focus on embedding 21st-century learning skills into the curriculum (Lapek, 2017; Rycik, 2015). At the same time that the CCSS initiative was being introduced, with its increased focus on college and career readiness, the Partnership for 21st Century Learning (P21) presented its Framework for 21st Century Learning. This framework identified five interdisciplinary themes that would help students to build the competencies and skills that would help them become college and career ready (Lapek, 2017; Rycik, 2015). While there is no single definition for what 21st-century learning skills constitute, they are generally understood to refer to the skills, traits, and knowledge that are necessary to succeed in the globalized world (Hidden Curriculum, 2014; Lapek, 2017; McCleod & Shareski, 2018; Rycik, 2015; Schoen & Fusarelli, 2008). To prepare their students to enter this increasingly complex and changing world, educators see the importance of equipping them with the skills they will need to solve problems that have yet to be imagined. However, these 21st-century skills are not enough. These students must also leave high school with an increased

awareness of the world and their place in it (Zhao, 2009). An educational experience focused on developing global citizenship (GC), commonly known as global citizenship education (GCE), can combine these 21st-century skills with a broader perspective of global issues, thereby preparing students to enter and successfully navigate the real world.

Additionally, as recognition of globalization and its significance has increased, state and federal policymakers have started to pay attention (Gaudelli, 2016; Peck & Pashby, 2018; Reade, Reckmeyer, Cabot, Jaehne, Novak, & Cabot, 2013). Schattle (2008) noted an increase in American schools with mission statements, vision statements, and strategic plans “that invoke the specific term: global citizenship” (p. 73). Indeed, a visit to the home page of the Massachusetts Department of Elementary and Secondary Education’s (DESE) website reveals a mission statement that includes the phrase “compete in a global economy” (para. 1), prompting school districts across Massachusetts to include similar phrasing in their mission, vision, and/or strategic statements.

Although many schools in Massachusetts have responded to DESE’s prompting by adding global citizenship–inspired phrases to their mission and vision statements, the reality of GCE implementation in classrooms remains sparsely realized across the state (Shea, 2013). As Tichnor-Wagner, Parkhouse, Glazier, and Cain (2016) noted, “for these [phrases] to translate into teaching practices, educators at all levels need to understand what teaching for global citizenship looks like in practice” (p. 4). For schools in Massachusetts, turning these phrases into practices is a challenge because, although the state has aligned its educational frameworks with the CCSS, it has left it to individual district administrators to decide how GCE is defined, what it looks like in practice, and how teachers in the classroom implement it (Shea, 2013).

The problems of definition and implementation do not solely exist in Massachusetts. Several national and world organizations have attempted to solve these problems to assist in implementation. The United Nations Educational, Scientific, and Cultural Organization (UNESCO), which has worked for several years to promote GCE around the world, defines GCE as “a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social, and cultural interdependency and interconnectedness between the local, the national, and the global,” (UNESCO, 2015). Oxfam International, which has assisted England, Wales, and Scotland with the integration of global citizenship education within each country’s national curricula (Oxfam, 2017), describes a global citizen as someone who

is aware of the wider world and has a sense of their role as a world citizen; respects and values diversity; has an understanding of how the world works; is outraged by social injustice; participates in the community at a range of levels, from the local to the global; is willing to act to make the world a more equitable and sustainable place; and takes responsibility for their actions. (IDEAS, 2017, para. 1)

Further, Reade et al. (2013) contended that “globally competent citizens possess the essential knowledge, skills, tools, attitudes, and values that enable them to be informed about critical global factors and engaged in building a better world” (pp. 102–103). Considering these varied definitions, it is clear that schools must decide for themselves what they mean when they set out to develop global citizens.

In deciding on a definition for global citizenship, it is imperative that schools solicit input from all stakeholders, including teachers. Edwards (2011) contended that education policies and reforms are often dictated to teachers by non-educators. This approach to reform is rarely successful, because “teachers can close the door and are largely in control of what happens in the

classroom, and they are the ones who will choose to implement educational reforms or not” (Edwards, 2011, p. 11). To be successful with reforms, Edwards (2011) suggested that policymakers solicit and listen to the experiences and voices of educators. To that end, this study is intended to document the voices and experiences of teachers who are in the classroom to add them to the existing literature about the importance of GCE.

Purpose of the Study

Global citizenship is not the purview of any one classroom or discipline (Peck & Pashby, 2018). It is essential for schools and districts to develop “more integrative and interdisciplinary approaches to teaching and learning that can lead to the development of the multidimensional global competencies required in the 21st century” (Reade et al., 2013, p. 103). It is crucial to frame global citizenship, then, not as just another subject to cover, thereby adding to the educator’s burden, but as an all-encompassing goal of the K–12 educational process (Augustine et al., 2015; Gaudelli, 2016; Peck & Pashby, 2018). It is imperative to begin to view global citizenship as a way of being; a perception of one’s self as a citizen of the world (Gaudelli, 2016; Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013). Global citizens must be empowered to effect change on many levels, from local to global (Gaudelli, 2016; Ibrahim, 2005). To be successful, global citizenship strategies must be embedded within the culture of the district (Cruz & Bermudez, 2009; Jin, 2017; Reimers, 2017; Volz, 2017). To do so involves an overarching vision created by stakeholders at all levels, a robust communication and implementation plan, and an administration dedicated to supporting the idea (Cruz & Bermudez, 2009; Jin, 2017). In this vein, this study proposed to examine and share the experiences of secondary educators who are currently making global connections in the classroom with the aim of making implementation recommendations. The research site was a high school in a public

school district located in southern Massachusetts whose district's vision statement includes the development of global citizens; a recent review of the strategic plan revealed that the district has not yet implemented it in a meaningful or widespread way.

Ultimately, the purpose of this study was to fill an existing gap in the research around a clear understanding of GCE in practice. This required the researcher to examine the current understanding, perceptions, and application of GCE by secondary educators in a public high school. Although the research site's district has identified developing global citizens as an objective of its current strategic plan, it is still in its infancy regarding implementation. Thus, neither the district nor the research site has yet implemented GCE in a comprehensive way. The intent of the researcher was for this study to not only add these educators' voices to the existing GCE literature, but to improve support for globally-minded educators and to increase the numbers of educators and school districts who implement GCE.

Research Questions

In an effort to think comprehensively about the challenge of successful global citizenship education implementation in a public high school setting, the researcher attempted to answer the following questions:

RQ1: In a public school district committed to global citizenship, how do secondary educators perceive global citizenship education?

RQ2: How do public secondary school educators understand how their perceptions of global citizenship influence the way they include global education in their classrooms?

Conceptual Framework

Despite the changes that modern technology has brought to the world, public schools still mainly see their role as providing information to students and testing them on how well they have retained this information (McCleod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009). However, the information age has made this type of learning outdated (Darling-Hammond, 2010; McCleod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009, 2011). It is no longer enough to teach merely facts and figures—educators must teach students how to apply that information (McCleod & Shareski, 2018; Wagner & Dintersmith, 2015). Additionally, students must develop a sense of understanding about who else occupies the globe and how they live and function in the world (Zhao, 2009). Administrators and educators must begin to recognize the importance of developing global citizens who can critically think, problem-solve, and appreciate our increasingly flattened world (Friedman, 2007). As Zhao (2009) argued, “American education is at a crossroads” (p. 198). It is imperative that we diverge from the current path of “drill and kill” and assessment overload and toward a curriculum that better prepares students to think, live, work, and survive in a global world.

With that in mind, the researcher situated this study in two distinct theoretical frameworks. The first is constructivism, which holds that students learn by doing (Kosnik, Menna, Dharamshi, & Beck, 2018). Because GCE often manifests as an inquiry-based approach to learning, a constructivist theory provides an appropriate lens through which to view this study. The second theory is social interactionism. This theory holds that “humans construct or make meaning and then act on the basis of those meanings” (Mangram & Watson, 2011, p. 98). As this study examined how teachers understand, perceive, and implement GCE, it made sense to view their perceptions through a symbolic interactionist lens.

Assumptions, Limitations, and Scope

As this study utilized a phenomenological methodology, there are several assumptions and limitations to discuss. The researcher collected data in the form of interviews with individuals who self-identified as educators who make global connections in their classrooms. The assumption here was that the individuals had an understanding of global education and global citizenship pedagogies. However, because the study intended to look at participants' perception of the terms, it was not vital that their understandings exactly matched the researcher's understanding of the terms.

Limitations existed in this study through the researcher's familiarity with the site and the research participants. Creswell and Poth (2018) warned that research conducted within one's workplace "raises questions about whether good data can be collected when the act of data collection may introduce a power imbalance between the researcher and the individuals being studied" (pp. 153–154). Furthermore, conducting a study in one's workplace may have adverse effects on researcher objectivity (Hanson, 1994). However, Hanson (1994) argued that having a familiarity with the research site may help the researcher to better understand the values, philosophies, and experiences of the participants, thereby increasing the validity of the study.

An additional limitation includes the possibility that the findings may not be generalizable due to the limited nature of this study. The plan for the study consisted of interviewing a small sample of secondary educators who teach in the same high school. Creswell (2013) suggested that a sample size of 5–25 individuals is ideal for a phenomenological study. While this small sample size is intended to give the researcher an in-depth look at how those individuals experience the phenomenon, it may be difficult to generalize the findings. Furthermore, because their environment may partially form the experiences of each participant, it

may not be possible to extend their experiences outside of the research site. However, as readers of this study may make connections between their own experiences and those of the study's participants, the findings may be transferable (Korstjens & Moser, 2018).

Significance

Although the idea of global citizenship is not a new one, its popularity has increased as public school administrators and educators understand its importance and seek to include the language in their mission statements and strategic plans (Schattle, 2008). However, successful implementation of GCE has been slow. The goal of educators today should be to prepare students to enter the world with a broad understanding of what it means to live in the 21st century (Zahabioun et al., 2013). Understanding the value of teaching students the higher order skills needed to succeed in the world should be the goal of the nation's educators (Ibrahim, 2005). By investigating the perceptions, challenges, and impact of a focus on global citizenship by classroom educators, this researcher sought to provide recommendations for both the district under study and other public school districts considering implementing global citizenship education. Further, this study sought to better understand educator perceptions of the overall impact of the global citizenship curriculum on student engagement and student assessments. Situating learning around real-world problems lends itself to an increase in project-based/problem-based and service learning opportunities, which may require broad restructuring of grading systems, assessment types, and instructional spaces.

Ultimately, the purpose of this study was to increase the number of educators and administrators who understand and implement global citizenship educational pedagogies. By committing to the development of global citizens, educators will be preparing students to enter the world with the necessary skills, knowledge, and motivation to solve "problems of equity and

justice not only locally but also worldwide” (Tichnor-Wagner et al., 2016, p. 3). Developing global citizens helps to create citizens who are thoughtful and empathetic, who understand the roles of their community and their nation, as well as their place in the world (Zahabioun et al., 2013). A global citizenship education will also ensure that students know their “rights and responsibilities, and duties and entitlement” (Lim, 2008, p. 1074). By understanding what skills students need to develop to become agents of change within the world, educators in public schools have an opportunity to become transformative.

Definition of Terms

Adequate Yearly Progress (AYP): A measurement put in place by NCLB that is designed to monitor student achievement in schools. To achieve AYP, schools must prove that a percentage of its students met proficiency levels on state assessments of math and English Language Arts (Egalite et al., 2017).

Common Core State Standards (CCSS): This educational initiative, sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), endeavored to create national education standards (Bidwell, 2014).

Elementary and Secondary Education Act (ESEA): A law signed by President Lyndon Johnson in 1965 sought to break the cycle of poverty by providing educational equity to students across the country. The law directed federal funds to state and local education agencies to create and strengthen programs designed to help students from low-income communities (Egalite et al., 2017).

Every Student Succeeds Act (ESSA): A law signed by President Barack Obama that replaced NCLB. The new law retained the requirement that all students be tested in reading and math each

year in grades 3 through 8, and once in high school, but made significant changes to how states use those tests (Brown et al., 2016).

Globalization: The concept of the compression of the world and the intensification of consciousness of the world as a whole (Robertson, 1992). It is primarily considered to be an economic force, but also has important political implications as well (Gaudelli, 2016).

No Child Left Behind (NCLB): A law signed by President George W. Bush in 2002 that mandated testing of students in reading and math each year in grades 3 through 8, and once in high school. The law also required schools to meet adequate yearly progress (AYP) by ensuring that all students earned proficient scores (Klein, 2015).

Organisation for Economic Development (OECD): An international government organization that works to promote social and economic well-being for people around the world (Organisation for Economic Development, 2018a).

Partnership for Assessment of the Readiness for College and Careers (PARCC): A collaboration of states that share a commitment to developing assessments that measure students' readiness for college and career (Partnership for Assessment, 2017).

Programme for International Student Achievement (PISA): An international survey given every three years with the purpose of evaluating education systems around the world by testing the skills and knowledge of 15-year-old students (Organisation for Economic Development, 2018b).

Project-based learning/Problem-based learning (PBL): A pedagogy that situates students at the center of their education and allows them to gain knowledge and skills by working for an extended period to investigate and respond to authentic, engaging, and complex questions, problems, or challenges (What Is Project Based Learning, 2017).

Race to the Top (RTTT): A grant program created by the Obama administration that was designed to encourage and reward states for education reform and innovation (U.S. Department of Education, 2009).

Service Learning: Community engagement pedagogies that combine learning goals and community service in ways that can enhance both student growth and the common good (Bandy, 2017).

Conclusion

Over the past two decades, many American public school educators and administrators have come to recognize the importance of preparing students for a changing world (Darling-Hammond, 2010; McLeod & Shareski, 2018; Zhao, 2009). This understanding has resulted in the incorporation of 21st-century learning skills, including critical thinking and problem solving, communication, collaboration, and creativity, into curricula at all levels and disciplines. The assumption was that these 21st-century skills would prepare students to work in any job, even those jobs not yet in existence. However, these skills are just the beginning. A curriculum focused on developing global citizens arms our students with the awareness and skills needed to enter today's global economy, assess situations, make decisions, and be agents of change. In this time of increased global uncertainty, and hyper-focus on high stakes testing and assessment (Kronfli, 2011), it may seem daunting to widen the curricula and open public schools to global influences. However, developing global citizens who have the necessary skills, knowledge, and motivation to enter the world and solve its increasingly complex problems confidently is the responsibility of educators everywhere.

Chapter Two will explore the current GC and GCE literature. It will begin with how the literature currently defines the terms and the different GCE agendas. The review will then look at

the differing goals and objectives of GCE, including how the different agendas affect the various purposes of GCE. Another focus of the review is on the current climate of accountability in American education and its effect on GCE. Finally, the literature review will examine any existing barriers to GC and GCE and how to address those barriers. Chapter Three will discuss the methodology selected for this study, including the research setting, the study participants, the data collection, and the data analysis. Chapter Four will present the research findings, and Chapter Five will summarize the findings and make recommendations for educators, administrators, and district officials interested in pursuing global citizenship education.

CHAPTER TWO

LITERATURE REVIEW

As recent advances in technology have enabled countries to globalize their economies, the knowledge and skills needed to compete and succeed in the world have shifted (Friedman, 2007). This change has prompted educators to realize that they need to prepare their students better to enter an ever-changing world (Darling-Hammond, 2010; Davies, 2006; Gardner-McTaggart & Palmer, 2018; Reimers, Chopra, Chung, Higdon, & O'Donnell, 2016; Wang & Hoffman, 2016), which has resulted in a pedagogical movement that has come to be known as global citizenship education (GCE). While nations across the world have updated their national educational curricula to integrate this movement over the past two decades (Davies, 2006; Tye, 2014), it is still slowly gaining widespread acceptance and implementation in the United States (Augustine et al., 2015; Schattle, 2008; Zhao, 2009).

This literature review is designed to support a study of how researchers and practitioners understand the concept of GCE and how that understanding has impacted implementation efforts. Consequently, it will discuss what the current research suggests about the following questions: 1) How is GCE defined? 2) What are the goals and objectives of GCE? 3) Can GCE flourish in a time of accountability in American education? and 4) What are the barriers preventing widespread adoption of GCE in American education and how might those barriers be addressed?

To complete this review of the literature, the researcher used a literature search strategy that included the following search terms: *global citizenship*, *global citizenship education*, *global education*, *global perspective*, *global competence*, *global awareness*, *globalization*, and *21st-century learning*. These terms were used to search the following databases for related literature:

Academic Search Complete (EbscoHost), ERIC (ProQuest), Dissertations and Theses Global (ProQuest). Additionally, the researcher used the references and bibliographies from identified literature to gather more sources (Merriam, 2009).

Review of the Literature

Definition of Global Citizenship

Global citizenship education has become an increasingly common focus in schools around the world (Gardner-McTaggart & Palmer, 2018; Gaudelli, 2016; Hanvey, 1982; Marshall, 2009; Sant, Davies, Pashby, & Shultz, 2018; Shultz, 2007; Tye & Kniep, 1991; Wang & Hoffman, 2016; Zhao, 2009). While not a new trend in countries around the globe (Davies, 2006; Tye, 2014), its acceptance and integration into American schools has seen a dramatic rise over the past two decades (Goren & Yemini, 2017; Schattle, 2008). Before discussing its place in the classroom, it is essential to define global citizenship. Yet, defining the term can be challenging because it has different meanings for different people (An, 2014; Augustine et al., 2015; Rapoport, 2010). For some, global citizenship means awareness of one's place in the world (Gaudelli, 2013; Hartung, 2017; Parmenter, 2011). For others, global citizenship denotes active participation in identifying and solving global issues and injustices (Davies, 2006; DiCicco Cozzolino, 2016; Hartung, 2017; Rapoport, 2010; Reimers et al., 2016; Sant et al., 2018; Tye, 2014). Still others consider the term to be a description for those who have knowledge of and appreciation for cultural diversity (An, 2014; Gaudelli, 2013; Hanvey, 1982; Hartung, 2017). Finally, others argue that global citizenship connotes an ability to compete in the global marketplace (DiCicco Cozzolino, 2016).

Despite the various interpretations of the term, there is some consensus in the literature on what a global citizen looks like; a global citizen is someone concerned with his/her own rights

and responsibilities, as well as the rights and responsibilities of others around the world (An, 2014; Augustine et al., 2015; Gaudelli, 2016; Hartung, 2017). Thus, global citizenship education (GCE) is concerned primarily with providing students with educational experiences that heighten their awareness of their place in the world, introduce them to the various cultures and peoples of the world, make connections between the world and the classroom, and develop 21st-century skills such as collaboration, communication, and critical thinking.

The significance of global citizenship education implementation. Reimers (2006) argued that schools are critical to efforts to promote cultural awareness as they are public institutions linked to “national and transnational institutions” (p. 276) that can support such global citizenship education practices. Shultz (2007) contended that the emergence of GCE corresponded with the “understandings of the process of globalization” (p. 249). As a result, there has been a push to develop students into responsible members of society who have the skills to enter our ever-changing world and succeed. DiCicco Cozzolino (2016) further suggested that globalization has forced schools to recognize the importance of teaching students about the world and preparing them to enter it with the skills needed for success. This realization has created a place for GCE in schools, despite not having a clear, or widely accepted, definition.

An (2014) suggested that the lack of a widely accepted definition of global citizenship was a positive, arguing that learning about the variety of ideas and agendas regarding global citizenship and GCE could help educators to create better experiences for their students. Zhao (2009) argued that a focus on GCE in schools would help us better prepare our students for “a new era of human history [in which] we cannot be certain what specific talents, knowledge, and skills will be of value” (p. 159). Davies (2006) did question the impact of GCE on students’ abilities to become active global citizens once they leave the classroom and enter the world.

However, she suggested that one indicator of future activism could be the activities in which students participate during their time in school. An educational focus on GCE, then, could provide the impetus for students to become lifelong active global citizens.

Agendas of Global Citizenship Education

Because there are so many definitions for global citizenship, there are several ways to approach teaching it. Rapoport (2010) suggested that a teacher's own experiences inform their understanding of global citizenship, which leads to an adoption of a specific agenda for their implementation of GCE. His study found that teachers who have participated in international travel or exchange programs see global citizenship education as a way to broaden their students' minds about cultural experiences and differences. Conversely, he found that a teacher's experiences in their subject may contextualize GCE within a particular discipline for that teacher. For example, social studies teachers may incorporate geographic, cultural, or economic studies in their curricula as a matter of their understanding of their professional obligations. Goren and Yemini (2017) agreed, finding that "teachers' inclinations to teach GCE-related contents can be heavily influenced by their own experiences, dispositions, and resistance, even when policy is enacted" (p. 10). An educator's own experiences with, and perceptions of, global citizenship may then be carried into the classroom and into the experiences of that educator's students.

The agendas for global citizenship education are essential to understand, as they affect how GCE is understood and implemented by educators (Marshall, 2011). The majority of the literature suggested that there are two central agendas behind the GCE implementation; DiCicco Cozzolino (2016) identified them as economic and moral. There is some argument in the literature, however, for additional agendas. Shultz (2007) identified three main agendas for GCE, delineating three separate purposes for its implementation. Shultz's (2007) three agendas were

neoliberal, radical, and transformative. Gaudelli (as cited in An, 2014) argued that there were five separate agendas, including “neoliberal, nationalist, Marxist, world justice/governance, and cosmopolitan” (p. 26). Oxley and Morris (2013) identified eight agendas, although they grouped their agendas into two overarching categories.

The economic agenda of global citizenship. The first key agenda, described as “techno-economic” by DiCicco Cozzolino (2016), “neoliberal” by Shultz (2007) and Gaudelli (as cited in An, 2014), and “descriptive” by Tye (2009), is primarily market-based in nature. It defines an economic view of GCE and is chiefly concerned with preparing students for the future by teaching the skills necessary for students to compete economically in the world (Rapoport, 2010). According to DiCicco Cozzolino (2016), GCE practices that fall into this category emphasize learning about the world (e.g. cultural practices, economics, politics, etc.) to prepare students for future global interactions and careers. Tye (2009) contended that “such descriptive teaching is important because we know that a majority of individuals in the United States lack knowledge about the rest of the world” (p. 23). Shultz (2007) painted a clear picture of the neoliberal agenda of GCE by describing a traveler who can confidently navigate the social and economic waters of the globe without concern for borders or nations.

Rapoport’s (2010) study of GCE implementation within Indiana high schools revealed how teacher beliefs about global citizenship affected how they implemented GCE within their classrooms. For several teachers in the study, global citizenship was primarily an economic idea, with one teacher referring to students as “participants in a global network as part of globalization as consumers” (p. 184). This reference indicates a belief that GCE is necessary to provide students an understanding of the global market to prepare them for future career success.

The political agenda of global citizenship. Situated within the context of this economic view of global citizenship is the idea of it as political in nature. Parmenter (2011) found in her literature-mapping exercise that a good deal of the U.S.-based global citizenship literature dealt with the relationship between national security and global citizenship. This finding was a concern for Parmenter (2011) because it was specific to the U.S. and not usually seen in the broader literature about global citizenship or GCE. Parmenter (2011) acknowledged that some of the impetus to discuss GCE implementation in American schools might have been a result of an increased concern for national security after September 11, 2001. This specific type of political agenda is not a common one in the literature, but it is an important one to consider in a review of GCE agendas.

The moral agenda of global citizenship. The literature frames the second key agenda as one of social justice, described as a moral or ethical approach to global citizenship (An, 2014; Davies, 2006; DiCicco Cozzolino, 2016; Hartung, 2017; Marshall, 2011; Reimers, 2006). It is primarily concerned with raising awareness about global social issues, inequalities, and injustices. Davies (2006) noted that this path of GCE sees global citizenship as active, describing the curriculum as encouraging participation in problem solving, decision making, and “learning not only *about* cultures but also *with* them” [emphasis in original] (p. 6). Tye (2009) labeled it normative and described it as “teaching students to analyze issues and problems that involve value positions so that they can plan appropriate courses of action” (p. 23). Gardner-McTaggart and Palmer (2018) argued that “GCE is a powerful tool . . . in identifying the individual as the agent of change; educating a critically responsible citizenry able to engage and not just conceive” (p. 270). Much of the literature that centered on the moral approach suggested that this agenda frames GCE as a more active pedagogy, where students learn about global issues through their

engagement with the issues, rather than passively learning about them (Davies, 2006; Gardner-McTaggart & Palmer, 2018; Harshman, 2015; Tarc, 2015).

Parmenter (2011) found something similar in her study—although she termed it “transformation” (p. 375)—noting that it was one of four key themes culled from her questionnaire data. However, she found that the type of transformation was location-specific. The idea that responsible global citizens are those who take action when spurred by outrage permeated the literature from the Western world. Conversely, in the research that originated in the East, respondents emphasized the ideas of self-reflection and self-transformation. For those respondents, global citizens were those who change the world by first changing themselves.

Developing respect for humanity, an awareness of the diversity and similarities of humans, and an understanding of human rights and responsibilities are additional parts of this moral view of global citizenship. By understanding one’s obligations as a citizen of the world, one can be empowered to solve global issues (An, 2014; Gardner-McTaggart & Palmer, 2018; Gaudelli, 2016; Harshman, 2015; Hartung, 2017; Sant et al., 2018; Tye, 2009, 2014).

Parmenter’s (2011) study, however, found very few references to human rights as part of a questionnaire given to university students to ascertain their understanding of global citizenship (p. 373). According to Parmenter (2011), this contradicts the apparent importance of human rights found in the existing global citizenship literature. She suggested that this is likely because the idea of citizenship customarily encompasses human rights, identities, responsibilities, and involvement. The lived experience of global citizenship may differ, however, which may account for the difference between the literature and the questionnaire results regarding human rights.

Davies (2006) went further in her definition of moral global citizenship, claiming that action is not enough. She contended that outrage is necessary to motivate the action. Her

argument, thus, is that educators must implement GCE in such a way that it raises awareness of and provokes anger about the state of global crises. It is this anger that will cause action designed to “influence decision-making processes at the global level” (p. 7). Tarc (2015) echoed this idea of outrage as a necessary outcome of GCE in his analysis of active GCE literature, contending that without outrage, moral GCE is merely charity work in disguise. Tarc (2015) argued that GCE-as-charity-work dangerously reinforces “colonial mentalities and dependencies” (p. 45) and does not help students or educators to meet the goals and objectives of moral GCE.

Additional approaches to global citizenship. Although the majority of the literature divided GCE into two main agendas (economic and moral), it should be noted that some literature suggested additional agendas and domains (Eidoo, Ingram, MacDonald, Nabavi, Pashby, & Stille, 2011; Gaudelli, 2016; Oxley & Morris, 2013; Shultz, 2007; Tarc, 2015). Shultz (2007) described three conceptions of global citizenship, which she labeled as neoliberal, radical, and transformative. The neoliberal approach, as previously discussed, is a primarily economic approach to global citizenship. The radical approach is linked to the moral agenda, as it encourages activism as its primary purpose, focusing on resolving global injustices. The third approach identified by Shultz (2007) is transformative. This approach combines the neoliberal and radical approaches, seeing global citizens as those who embrace “economic and social justice, protecting the earth, and peace” (p. 255). Eidoo et al. (2011) supported Shultz’s (2007) third view of global citizenship, arguing that global citizens are actively concerned with questioning the status quo and destroying power structures that create and reinforce inequality. Tarc (2015) found similar ideas in his examinations of active GCE, noting that “critical/justice-oriented GCE” (p. 41) should be separate from the moral agenda.

In their discussion of global citizenship and GCE, Oxley and Morris (2013) identified eight conceptions of global citizenship and grouped them into two major categories: “dominant” and “ideal” (p. 304), which corresponded to the economic and moral agendas described earlier. Similarly, Gaudelli (2016) described two overarching categories for eight domains of GCE, listing “political, moral, economic, and cultural” (p. 41) within a “cosmopolitan” (p. 41) category and “social, critical, environmental, and spiritual” (p. 41) types of GCE under an “advocacy” (p. 41) branch of GCE. Gaudelli (2016) suggested that this expansion of GCE domains clearly allowed for greater “connectivity to the wider landscape of education, schools, and society” (p. 42), but cautioned that this broadening of GCE meant that it was no longer feasible to house GCE within the confines of one or two disciplines.

Goals and Objectives of Global Citizenship Education

As a pedagogical movement, GCE is difficult to define—even for those teachers who have integrated it into their curricula (Rapoport, 2010). This difficulty likely exists because global citizenship itself does not have an exact, or even commonly accepted, definition. However, the various approaches to global citizenship play a role in determining the goals and objectives of GCE curriculum implementation. Breaking the views of global citizenship into the two main categories as discussed by DiCicco Cozzolino (2016) is helpful when looking at the goals and objectives of GCE. As Goren and Yemini (2017) explained, a teacher’s understanding of global citizenship will affect how that teacher views the goals and objectives of GCE implementation. On the other hand, Goren and Yemini (2017) noted that what educators and administrators see as appropriate goals for their students may affect which GCE agenda is adopted.

21st-century skills. Globalization has had an effect not only on the implementation of GCE in American schools, but also on the skills that have been deemed necessary for successful navigation of this increasingly global and technological world. Technology has made *knowing* less important than *applying* (Darling-Hammond, 2010; McLeod & Shareski, 2018; Schoen & Fusarelli, 2008; Zhao, 2009, 2011). Moreover, by increasing the ability of people from different parts of the world to interact, advancements in technology have also helped to shrink the world, with significant implications in the spheres of business and humanitarian causes (Friedman, 2007). These changes have prompted educators and researchers to reassess how the American education system prepares students to see and interact with this new world.

In American education, 21st-century skills are not mere additions to the curriculum, but an entirely different way to view education. Schoen and Fusarelli (2008) defined the 21st-century skills movement as one more focused on authentic interdisciplinary learning experiences and opportunities (involving problem-solving and collaboration) than on subject-based instruction and assessment. For a definition, DiCicco Cozzolino (2016) referenced the Partnership for 21st Century Learning (P21) and its focus on promoting an approach to education that is less about knowledge acquisition and more about skill development. Zhao (2009) also mentioned P21's framework in his discussion of the changing worth and value of knowledge. Lapek (2017) included critical thinking, collaboration, problem-solving, creativity, and communication on her list of essential 21st-century skills. Lapek (2017) also stressed that these and other 21st century skills are necessary because they "allow students to adapt and to be more responsive as the world around them changes" (p. 25). McLeod and Shareski (2018) argued that increased inclusion of 21st-century skills in the American education system would not just affect the futures of

students, it could also improve their overall educational experience by making it more relevant and inclusive.

According to Schoen and Fusarelli (2008), the goal of introducing 21st-century skills into the curriculum is to develop citizens who can think critically about situations, make decisions, work with others to implement those decisions, and be able to use technology comfortably and appropriately. While the development of these skills would seem to fit into any view of global citizenship, Schoen and Fusarelli (2008) place it firmly within the boundaries of the techno-economic/neoliberal agenda. Schoen and Fusarelli (2008) made clear that GCE integration into the American education system is primarily to prepare students for the workforce, rather than preparing them to solve global issues. They argued that the GCE movement was founded by educators and business leaders to produce “a new type of employee who understands systems thinking, can work collaboratively, is flexible, innovative, resourceful, and able to access and apply new information to solve complex problems” (p. 185). However, if educators work with students to develop these skills in conjunction with the students’ greater awareness of the world and the responsibilities of its citizens (Davies, 2006), they could very well prepare students to identify and solve various world crises. Indeed, Parmenter (2011) found that those respondents who reported the strongest identities as global citizens were those who were most active in sustainability and global environmental practices. Zhao (2009) contended that the inclusion of 21st-century skills in American education will not only help students to compete and succeed in the workplace but also better “understand the nature of global problems” (p. 171) and become “citizens who can lead global efforts to reduce distrust and fear among different people” (p. 173). Clearly, no matter which GCE agenda schools adopt, preparing “future-ready students and

graduates” (McLeod & Shareski, 2018, p. 14) will require the prioritization of 21st-century skills in curricula and assessments.

Project and problem-based learning. According to Lapek (2017), problem-based learning (PBL) is ideal for learning and applying 21st-century skills. Also referred to as project-based learning, PBL is a pedagogical movement grounded in the idea that students need not just learn 21st-century skills, but also how to apply them. The movement shifts the traditional teacher-led instructional practices that have been the norm in American schools to more student-centered methods (Lapek, 2017). Wilder (2015) introduced the concept of PBL by explaining its origins in medical schools, where medical students would work together to solve authentic health-related problems. This hands-on approach worked well for medical students because it allowed them to do what they were training to do: practice medicine (with the emphasis, here, on practice).

Lapek (2017) defines PBL as an educational approach that gives students opportunities to solve authentic, real-world problems—often while developing collaboration and communication skills by working with their peers to do so. Harada, Kirio, and Yamamoto (2008) described PBL as a holistic instructional strategy that engages students by giving them the ability to choose how they explore the curriculum. At the heart of both of these definitions is an inquiry-based, interdisciplinary model of education. Students are encouraged to ask questions about the world outside the classroom, and teachers then look to their discipline-specific curriculum standards to give students the skills to answer those questions (Lapek, 2017). Zhao (2011) argued for such a student-centered pedagogy, contending that it would allow students to “realize their own potential” and “maintain a large and diverse talent pool for the new world” (p. 277). McLeod and Shareski (2018) echoed this call for more student-centered pedagogies (such as PBL), arguing

that without them, schools were handicapping their students by requiring them “not to deviate but to regurgitate” (p. 29). The more that educators can shift from teacher-centric strategies that emphasize knowledge acquisition and regurgitation of facts to pedagogies that encourage innovation, such as PBL, the better they will position their students to succeed in a world that rewards visionaries.

The majority of the literature situates PBL within the techno-economic/neoliberal context of global citizenship. By providing students with authentic opportunities to learn and practice 21st-century skills, PBL maximizes the abilities of students to be ready to enter the world the employees described by Schoen and Fusarelli (2008). However, if the teacher views global citizenship according to the moral agenda, they may have exposed students to existing global structures that promote inequalities and social injustices to provoke the types of anger needed to urge action. This framework would then lend itself well to the moral context of GCE, as described by Davies (2006).

Cultural and global awareness. Framing global citizenship as a means to promote a feeling of inclusivity with peoples from around the world is situated in what DiCicco Cozzolino (2016) termed the moral approach to GCE. Gardner-McTaggart and Palmer (2018) framed GCE as “more concerned with humanitarian and ecological issues” (p. 269). Zhao (2009) also argued that developing a sense of interconnectedness in our students would help to foster cross-cultural competency, which would allow students to develop a “deep understanding and appreciation of different cultures” (p. 173), which would ultimately allow students to “understand and be willing to tackle common problems” (p. 175). Similarly, the teachers involved in Rapoport’s (2010) study spoke about their beliefs that global citizenship was a context for understanding people and cultures around the world as a means to further a sense of interconnectedness among different

cultures. Rapoport (2010) described his discussions with teachers whose understanding of GCE included building cultural sensitivity and empathy for people around the world.

Integral to DiCicco Cozzolino's (2016) explanation of GCE is the idea that students should not only learn about cultures and people around the world, but they should also participate in reflection while learning. Students should reflect on global injustices, and their connection or involvement in those injustices, looking at how they contribute to the world and the consequences of their actions. DiCicco Cozzolino (2016) stressed the value of this reflection in helping to contextualize and deepen cultural awareness and preventing it from becoming a shallow or superficial look at others. This idea of reflection might also help mitigate some of the concerns in the literature that GCE could perpetuate existing power imbalances (Eidoo et al., 2011; Hartung, 2017; Peck & Pashby, 2018; Tarc, 2015).

Global Citizenship Education in the Time of Accountability

The move toward broader implementation of GCE comes mostly as a result of the growing calls to move past the accountability movement. This movement, shaped over the past forty years, came into clear focus as a result of NCLB, which mandated that states monitor and publish student performance (Kuo, 2010; McCleod & Shareski, 2018; Schoen & Fusarelli, 2008; Wagner & Dintersmith, 2015; Zhao, 2009). NCLB developed out of the failure of American students to perform well on international tests and was an attempt by the federal government to decrease the number of failing schools by increasing student performance and making schools publicly accountable for their successes and failures (Darling-Hammond, 2010; Kuo, 2010; Schoen & Fusarelli, 2008; Wagner & Dintersmith, 2015; Zhao, 2009).

Ostensibly, NCLB was a way to motivate a lagging education system to adapt to the times and prepare students for a changing world (Darling-Hammond, 2010). Indeed, Darling-

Hammond (2010) conceded that, by shining a spotlight on the educational performance of specific subgroups of students (namely students of color, English language learners, disabled students, and students of lower socioeconomic status), NCLB was a significant breakthrough. However, the policy did not live up to its promises (Darling-Hammond, 2010; Schoen & Fusarelli, 2008; Wagner & Dintersmith, 2015; Winstead, 2011). Winstead (2011) revealed that the law effectively widened the gaps between schools in differing socioeconomic communities by rewarding high-performing schools (often with even more funding) and punishing low-performing schools. While Darling-Hammond (2010) praised NCLB's original intention to erase achievement gaps for underserved populations of students, especially students in high poverty areas of the country, she maintained that its "carrot and stick" mentality, mandating tests that measured students' knowledge acquisition, did not push schools to develop the higher order skills needed by all students to succeed in the modern age. She lamented that these mandates, coupled with the lack of federal funding to realize the dream of educational equality, further exacerbated the achievement gap. Wagner and Dintersmith (2015) agreed, noting that "these [educational reform] policy botches have turned education upside down . . . [by making it] all about the numbers, and nothing about real learning or meaningful assessment" (p. 218). Similarly, Schoen and Fusarelli (2008) argued that instead of modifying education to meet the challenges of the new information age, the approach merely reinforced the old assembly-line approach to education by focusing on knowledge-acquisition instructional methods. By requiring states to meet adequate yearly progress (AYP) goals to show student performance, NCLB produced the era of accountability (Schoen & Fusarelli, 2008).

To meet these newly mandated accountability measures, state education officials created or adopted tests that could be used to track their students' progress. These scores were then used

by the government to threaten schools into compliance (Schoen & Fusarelli, 2008). If students failed to make AYP for two years in a row, students had the option of transferring to a new school, which was paid for by the student's current district (Schoen & Fusarelli, 2008). This fear of public failure prompted schools to adapt their curricula and instructional methods to help students perform well on knowledge-based tests, rather than preparing them to enter the world with 21st-century skills (Cruz & Bermudez, 2009; Schoen & Fusarelli, 2008; Zhao, 2011). Indeed, Schoen and Fusarelli (2008) argued that, far from helping to move education into the 21st-century, this focus on accountability made it more difficult to adopt new and innovative educational theories and instructional practices which allow for GCE implementation. Cogan and Grossman (2009) concurred, suggesting that a more globally conscious education was impossible in the age of NCLB, as "what was to be tested was more traditional discipline content, and no room was left for global content" (p. 243). DiCicco Cozzolino (2016) echoed this worry and suggested that the accountability measurements of NCLB were incongruent with an implementation of GCE, asserting that "teaching about the world and achieving Adequate Yearly Progress under NCLB have come to be seen as competing priorities for schools" (p. 4). Indeed, Zhao (2011) noted that to improve test scores for underperforming students, it is often necessary for schools to sacrifice time in untested subjects and topics. This sacrifice is certainly "unsettling when one considers that schools are supposed to prepare students for the future" (Zhao, 2009, p. 39). Zhao (2011) concluded that "Common standards, enforced with standardized high-stakes testing, stifle creativity and reduce diversity in talents" (p. 273). As state assessments do not yet test for global citizenship, these conclusions do not bode well for the implementation of a more global curriculum in schools (Cogan & Grossman, 2009; Cruz & Bermudez, 2009; Zhao, 2011).

The post-NCLB education reform movement. The education reform movement has increased in intensity in the years since the adoption of NCLB (Kuo, 2010) and has focused on moving education away from a teacher-centric, knowledge-acquisition focus and closer to a student-centered, knowledge-application model. Although this reform has its roots in the time before NCLB, the apparent failure of NCLB to produce results and leave students without the skills necessary to succeed in college or the working world, added more fuel to the reform fire (Darling-Hammond, 2010). Indeed, the adoption of NCLB was itself based in a desire to reform the educational system. However, its adoption and reinforcement of instructional methods that encouraged memorization and drilling of abstract, disconnected information did not meet its promised educational reform (Darling-Hammond, 2010).

Schoen and Fusarelli (2008) situated the current post-NCLB reform movement, with its focus on 21st-century skills and authentic student activities that foster collaborative and problem-solving skills, in constructivist theory. They called attention to the reform movements in countries such as Finland, Japan, South Korea, and Singapore, which have all produced positive results, as proof that constructivist reform works. Gaudelli (2013), however, cautioned against measuring education reform success solely through positivistic, data-driven processes (e.g., results on the PISA test, etc.), and suggested that what works in one country may not necessarily be successfully replicated in another.

Gaudelli (2013) elaborated on the tension between the inclination in education to collect and assign meaning to positivist data, as can be seen in NCLB's push toward accountability, and the lack of relationship between the data and actual performance. Gaudelli's (2013) contention was that even the Common Core's focus on measuring higher order thinking skills is based in positivism, because it stems from a need to compete globally, as measured by international tests

like the Programme for International Student Assessment (PISA) prepared by the Organization for Economic Co-operation and Development (OECD). However, according to Gaudelli (2013), this positivistic view of education is flawed, because test scores do not necessarily equal achievement—especially when tests are measuring knowledge acquisition instead of knowledge application. He argued that a need to measure achievement in education is incompatible with the overarching goals of a global education.

The disadvantages of knowledge-based testing. Winstead (2011) found that an increase in accountability testing was indeed detrimental to students in that it was often the tests, and not the students' needs, that dictated what and how students learned. The examples given by Winstead (2011) were especially intriguing in light of GCE. Winstead (2011) found that schools perceived social studies classes as having lower educational value when state-mandated standardized testing did not include the subject. Instead, schools gave priority to tested subjects, including language arts, mathematics, and science. By limiting the access students had to civic knowledge and discussions about their own and others' identities, rights, and responsibilities, school leaders were ensuring that students missed out on creating a foundation for making global connections later in their lives. Additionally, Winstead (2011) found that teachers in low-performing schools (based on how they measure up on high-stakes accountability tests) were often forced to implement a "research-based aligned curriculum that is prescriptive in nature and allows little room for those 'teachable moments'" (p. 222). This restriction limited teachers' abilities to make deeper connections to the content, affecting the students' abilities to actively participate in their processes.

Noting that Chinese students regularly scored high on the international tests used by American education reformers to support the accountability movement in American schools,

Zhao (2009) examined the history of the Chinese education system. He found that while Chinese students did achieve high scores on tests, these high scores did not translate into real-life abilities, stating that “another casualty of test-oriented education in China is creativity, one of the most sought-after assets in the 21st century” (p. 91). Zhao (2009) identified this lack of creativity as a reason for China’s inability to become a world leader in innovation and contrasts this with the American education system’s ability to provide students with “a broad range of opportunities for individuals to explore their interests” (p. 56) and be creative. He warned that following the path of the reformers who “have chosen test scores . . . over diversity, individual interests, creativity, and the risk-taking spirit that has helped sustain a strong economy and society in the United States” (p. 59) will lead to the loss of the innovative spirit that has kept America a world power. Indeed, Zhao (2011) lamented that knowledge-based testing placed too much emphasis on the subjects chosen by the government, meaning that “A child who may be extremely talented in art but cannot pass the reading test at the time required by the government is deemed inadequate. . . . These ‘at-risk’ children are then forced to fix their ‘deficiencies’ instead of developing their strengths” (p. 273). Zhao (2011) likened requiring all students to learn and be assessed on the same knowledge to “preparing one type of athlete, let’s say swimmers, for the Olympics. We would have to reduce the Olympics to a one-sport event and put all other athletes who are talented in non-swimming areas to waste” (p. 274). As Zhao (2011) concluded, the “world, like the Olympics, is not a one-sport event” (p. 274). While knowledge-based testing can help schools determine where they are in terms of benchmarks, they cannot be the sole measurement of student achievement. Relevant and meaningful learning encompasses much more than can be assessed on a single test (McLeod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009).

The advantages of inquiry-based education. Reformers who want to move education closer to the interactive methods originally espoused by Dewey (Schoen & Fusarelli, 2008) have found it difficult to find a widespread footing in current American schools. Although the literature is rife with studies that show the positive effects of integrating an inquiry-based model of education (Augustine et al., 2015; Curry, 2017; Darling-Hammond, 2010; DiCicco Cozzolino, 2016; Eidoo et al., 2011; Gaudelli, 2013; McCleod & Shareski, 2018; Schoen & Fusarelli, 2008; Wilder, 2015; Winstead, 2011; Zhao, 2009, 2011), the tension between providing students with a more hands-on education that must be assessed through state-mandated accountability tests threatens to tear the American education system apart (Darling-Hammond, 2010).

The accountability measures currently in place in the U.S. make it difficult to implement instructional strategies that better connect to GCE implementation (McCleod & Shareski, 2018; Wagner & Dintersmith, 2015; Wilder, 2015; Zhao, 2009). Wilder (2015) reviewed several studies that attempted to measure the impact of project-based learning methods on student achievement. His research examined the findings of 10 studies that compared the results of project-based learning methods to traditional methods on student performance. Although he conceded that the literature is too sparse to make broad generalizations, he did find that PBL methods produced overwhelmingly positive results. He lamented the current American preoccupation with accountability, however, as it would make it difficult to initiate a widespread adoption of PBL instructional methods in the country.

In his discussion of the benefits of talent diversification, Zhao (2009) praised the idea of personalized learning, noting that it “is a promising way to prepare citizens for the 21st century and an effective approach to helping students develop the skills needed for the future” (p. 186). Zhao (2009) described this approach to learning as one that uses a student’s interests to create a

personalized curriculum for that student. Of course, teachers are there to guide and support the students as they move through the curriculum, but Zhao (2009) stressed how the students would benefit overall from the more independent approach to learning and a more formative approach to assessment. Similarly, as part of their discussion of the principles of GCE as an educational approach, Eido et al. (2011) recommended that educators employ an inquiry-based approach to learning in the classroom. They contended that despite the abundance of traditional teacher-centric instructional methods and standards-based assessments in the world of education, for students to develop an understanding of global citizenship, educators must teach complex ideas using a multitude of student-centered and interactive instructional practices. Likewise, Augustine et al. (2015) found that “while teachers work to incorporate global citizenship education on a daily basis, long-term, project-based learning experiences conducted within and outside the classroom emerged as the most effective pedagogical methods for attaining the goals teachers established for advancing global citizenship education” (p. 60). While they offered several reasons for this finding, most conclusive was the fact that PBL methods offer students a chance to be at the center of their learning process, increasing both engagement and investment.

Schoen and Fusarelli (2008) did concede that there is some criticism of the more constructivist view of inquiry-based education. While the idea to move away from knowledge-acquisition methods to more knowledge-application methods will provide students with more practical knowledge and skills, there is a fear that students will leave education with little understanding of the basics. Krahenbul (2016) agreed, contending that “While disciplinary experts did indeed construct the meaning in their minds through the formation of schema, they did so based on a canon of previous literature and from years of intense study” (p. 101). Therefore, he argued, inquiry-based methods cannot be the sole means of education for students.

Because the concept of inquiry-based education relies on students playing an active role in their education, there is a possibility that some parts of the curriculum could get overlooked, leaving those students without a proper foundation.

Barriers to Global Citizenship Education Implementation

As is common with all educational innovations, GCE has its share of critics. Much of the criticism is about the lack of a commonly understood definition and the various approaches to GCE. Other criticism deals with the difficulty in implementing GCE when state-mandated accountability tests do not measure it. Still more criticism involves the pedagogical changes inherent to GCE implementation. A barrier to widespread implementation is the lack of attention on GCE in educator preparatory programs.

Criticism of global citizenship education. Many educators view GCE through the techno-economic or neoliberal lenses (DiCicco Cozzolino, 2016; Gaudelli, as cited in An, 2014; Shultz, 2007), seeing the practice as a way for students to build their resumes and ready themselves for future careers. Contributing to this idea is the ease with which GCE combines with student-centered instructional strategies and innovations, such as PBL, inquiry-based education, and the adoption of 21st-century learning expectations (Hartung, 2017). This view of GCE can be very limiting, however, as it may casually introduce students to other cultures and countries from a domestic perspective (Andreotti, 2006; Eidoo et al., 2011; Gaudelli, 2016; Hartung, 2017; Tarc, 2015). At best, this approach may deny students a chance to develop a clear understanding of global cultures and people; at its worst, it may promote an “us versus them” mentality. The worry, here, is that this “soft” (Andreotti, 2006, p. 46) approach to GCE may perpetuate existing power imbalances and struggles, resulting in a post-colonialist, or majoritarian, view of global citizenship (Andreotti, 2006; Eidoo et al., 2011; Gaudelli, 2016;

Goren & Yemini, 2017; Marshall, 2009; Neins & Reilly, 2012; Parmenter, 2011; Peck & Pashby, 2018; Rizvi, 2009; Tarc, 2015; Wang & Hoffman, 2016).

To move from a soft GCE mindset to a more “critical perspective” (Andreotti, 2006, p. 46), Mangram and Watson (2011) urged educators to be attentive to the language they use and the perspectives they present to avoid teaching that “the world and its resources [are] to be used to benefit U.S. citizens” (p. 111). Marshall (2009) and Eidoo et al. (2011) warned educators to exercise caution when implementing GCE to avoid reinforcing Western-centric views of the world. They signaled that educators must be vigilant about offering differentiated perspectives to look at cultures and global issues. Tarc (2015) urged educators to avoid perpetuating superficial actions in the guise of GCE and ensure that students learn about, and attempt to solve, the root causes of social inequality. Wang and Hoffman (2016) advised that educators who encourage students to take action that might affect the lives of others must exercise caution that it does not promote one set of cultural values over another.

Another common criticism of GCE suggests that neoliberals use GCE as a tool of indoctrination (Cogan & Grossman, 2009; Hartung, 2017). By solely framing GCE according to the techno-economic agenda, it can become an introduction to the concept of the global marketplace, the goals of which being the development of superficial cultural awareness and the 21st-century skills needed to succeed in the workplace. According to Hartung (2017), this neoliberal view promotes “passive, uncomplicated engagement with the world that may reinforce inequality” (p. 19). The problem with this, of course, is the fear that it will perpetuate the myth that it is the job of Western cultures to save the world (Andreotti, 2006; Eidoo et al., 2011; Hartung, 2017; Tarc, 2015; Wang & Hoffman, 2016).

Yet another criticism of GCE is the fear that the promotion of global citizenship takes away from a sense of patriotism or national identity (An, 2014; Cogan & Grossman, 2009). In America, this criticism heightened after the events of September 11th, with schools across the country facing opposition to their global education programs (Cogan & Grossman, 2009). This idea of patriotism versus global citizenship surfaced in Rapoport's (2010) study as well, with teachers discussing criticism they received from parents and administrators for including multiple perspectives within a study of culture or global issues. However, Zhao (2009) argued that GCE is an essential tool for protecting national security, asserting that "An American-centric philosophy and a lack of understanding of other cultures and the global world are among the chief reasons for our unilateralism and perceived arrogance when dealing with other peoples" (p. 164). The answer, Zhao (2009) suggested, is for schools across the nation to implement more globally aware curricula, not run away from it.

Teacher training/preparation. Possibly the most substantial barrier to widespread GCE implementation is the lack of comprehensive coverage of global education pedagogies and strategies in teacher preparation programs (An, 2014; Cogan & Grossman, 2009; Darling-Hammond, 2010; Gaudelli, 2016; Kirkwood-Tucker, 2009; Mangram & Watson, 2011; Rapoport, 2010; Zong, 2009). An (2014) argued that having a clear understanding of the concepts, the different agendas, and goals and objectives of GCE will make it easier for new teachers to incorporate it into their practices. In their discussion of several studies that looked at the requirements of teacher preparation programs around the country, Cogan and Grossman (2009) found that most certification program standards "do *not* reflect increasing globalization" [emphasis in original] (p. 241). In fact, "less than a quarter [of American teacher candidates reported] that they were required to take any course oriented to regions other than North America

as part of their major” (Cogan & Grossman, 2009, p. 241). Indeed, Schneider (2007) found discrepancies between global course requirements in teacher preparation programs and what students take. Zhao (2009) agreed, remarking that “[f]inding globally minded teachers and competent teachers is crucial” (p. 194), but noted that these teachers “can be difficult to find because schools of education in the United States have historically not been preparing teachers to be internationally oriented” (p. 194). Zong (2009) found that few studies have “examine[d] the long-term impact of preservice teacher education initiatives in global education and . . . address[ed] the extent to which teacher candidates could apply what they had learned” (p. 88), although current research suggests teacher preparation programs can do more, further exacerbating the problem.

Another concern about the lack of teacher preparation in GCE is the idea that GCE should be interdisciplinary in nature—but not all content teachers are exposed to GCE in preparatory programs (Rapoport, 2010; Zhao, 2009; Zong, 2009). Too often, then, it falls to social studies and world language teachers to incorporate elements of GCE (Rapoport, 2010; Winstead, 2011). This tendency to leave GCE to world language and social studies teachers becomes a problem when school curricula are designed to maximize achievement on accountability tests (which do not often test knowledge of social studies or world languages). By highlighting the interdisciplinary nature of GCE (Augustine et al., 2015; Gaudelli, 2016; Peck & Pashby, 2018; Reimers et al., 2016), teachers in all subjects can begin to view their curricula through a global lens, resulting in the development of more responsible global citizens.

Conceptual Framework

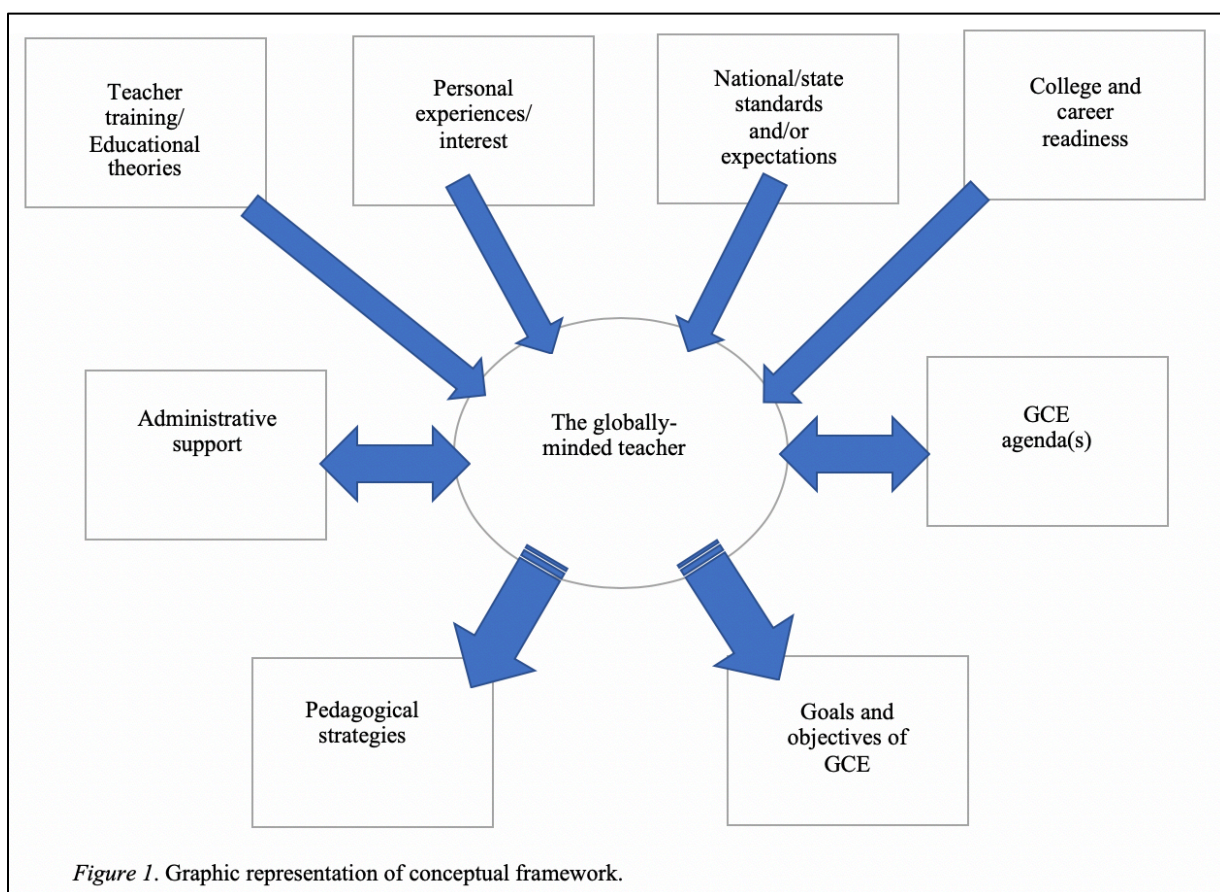
When Thomas Friedman (2007) wrote that “the world is flat” (p. 5), he meant that advances in technology had started to level the economic playing field for countries competing

across the globe. He warned that this increasing globalization was something “America had better get ready for” (p. 7). More than a decade later, the idea of globalization has undoubtedly entered the classroom, but it has not yet become the norm. American educators realize that to prepare students for life after graduation; students need to be exposed to the broader world, understand their place in it, and develop the skills required to succeed in the workplace (Hartung, 2017; Reimers et al., 2016). This recognition by educators has led to an increased desire to develop global citizens.

As the literature has shown, GCE can take various forms within a school setting, dependent mostly on the view of GCE by those implementing it. Due to the lack of a standard definition, however, how the educator perceives GCE significantly affects the form it takes in the classroom or the curriculum. As mentioned previously, there are two widely accepted agendas for GCE: primarily classified as economic and moral (DiCicco Cozzolino, 2016). The economic agenda focuses mainly on building the skills needed for students to enter and successfully compete in the global marketplace (DiCicco Cozzolino, 2016). The moral agenda, on the other hand, seeks to inform students about social issues and injustices around the world and involve them in finding solutions (DiCicco Cozzolino, 2016).

For a district to successfully develop global citizens, it must embed strategies for global citizenship within the culture of that district (Jin, 2017; Reimers, 2017; Volz, 2017). To do this involves creating an overarching vision imagined by stakeholders at all levels, a firm communication and implementation plan, and an administration (district-wide and building-based) dedicated to supporting the vision (Fullan, 2001). In this vein, the purpose of this study is to examine the perceptions and application of GCE by teachers in a public high school (see Figure 1). Although GCE has been a part of the school district’s strategic plan since 2014, a 2017

review of the strategic plan revealed that the district has yet to implement GCE across the district. Despite a renewed commitment to developing global citizens, based on its inclusion as the first objective in the current district strategic plan, the district has not yet developed a working definition of global citizenship, nor shared it with all members of the school community. This abnegation has led to a continuation of the status quo, in which some teachers make global connections in the classroom and others do not. This lack of GCE application is mirrored by the literature as well, which is rife with definitions of GCE and arguments for globalizing the American curriculum but offers little in the way of practical examples or experiences from globally-minded educators.



Constructivist Theory of Learning

This study utilized two theories which provide a lens through which to understand the phenomenon under study. Firstly, as GCE is partially centered in inquiry-based educational pedagogy (Augustine et al., 2015; Reimers et al., 2016), this study will be situated in the constructivist theory of learning. Constructivism holds that learning is an active process (Brooks & Brooks, 1999; Education theory, 2018; Kosnik et al., 2018; Seifert & Sutton, 2011) “in which knowledge is built on a foundation of prior knowledge and thus, that learning is result [*sic*] from experiences and ideas” (Krahenbul, 2016, p. 97). In other words, students must do to learn. While constructivism is not a theory of teaching, educators who subscribe to this learning theory tend to adopt teaching styles that put students at the center of their learning (Brooks & Brooks, 1999; Education theory, 2018). These active teaching styles often match the goals and objectives of GCE, irrespective of the educators’ preferred agenda.

Constructivism can be broken into two distinct perspectives: psychological and social constructivism (Education theory, 2018; Seifert & Sutton, 2011). While similar in that each perspective suggests learning is an active experience (Pass, 2007), they differ in their explanations of how students learn best. Both are educational learning theories with which most teachers are familiar (Brooks & Brooks, 1999) and, as such, they will both be used to provide an appropriate lens through which to view the findings of this study.

It is important to note that constructivism is a theory of learning, not a pedagogical theory. Therefore, active lessons do not provide the only means for learning for students, and passive lesson designs (i.e., lectures) can still help students to construct knowledge (Education theory, 2018). This is a common misinterpretation of the theory and may provide a limitation of using this theory in a study that examines teachers’ experiences.

Psychological constructivism. Pioneered by education theorists Dewey and Piaget, the theory of psychological constructivism suggests that students learn by matching new experiences to previously acquired knowledge (Education theory, 2018; Seifert & Sutton, 2011). By testing out new ideas to see if they match up with previous knowledge, students make meaning and construct knowledge. Constructivism contends that these experiences should be as close to what they would face in the real world as possible, to allow students to build the most meaning (Seifert & Sutton, 2011). This can take various forms within a classroom, because students can make meaning in a variety of ways (Swiderski, 2011). Essentially, teachers ascribing to the theory of psychological constructivism may design lessons that activate prior knowledge (asking students to recall what they already know about a topic), chunk information (grouping individual information into manageable bits), elaborate (making connections between new and previous knowledge), or apply schema (asking students to apply what they already know about a topic) (Swiderski, 2011). Building these activities into the lesson will help the students to actively learn and understand the material.

Social constructivism. Developed by Vygotsky, social constructivism views learning differently than the psychological constructivists. While proponents of the psychological constructivism theory imagine learning as more of an individual effort, social constructivists see it as the result of interactions between novice and the expert (Seifert & Sutton, 2011). If experts can provide the right interactions at the right times, they can allow learners to access new information at the time when they are ready for it, often called ZPD, or the “Zone of Proximal Development” (Murphy, Scantlebury, & Milne, 2015, p. 284). This scaffolding provides a structure that will enable learning to occur (Murphy et al., 2015; Seifert & Sutton, 2011). Additionally, social constructivism contends that, when paired with an expert with whom they

can interact, novices learn better. The expert provides the learner with learning experiences during which the expert acts as a coach, prompting the novice with suggestions or skills. Eventually, the expert steps away and allows the novice to practice without help. At this point, knowledge has passed from expert to learner (Murphy et al., 2015; Seifert & Sutton, 2011).

Symbolic Interactionism

In addition to constructivism, this study will be situated in symbolic interactionism. This theory, first espoused by George Mead in 1934 and further defined by Herbert Blumer in 1969, holds that “humans construct or make meaning and then act on the basis of those meanings” (Mangram & Watson, 2011, p. 98). Symbolic interactionism “assumes that individuals will act pragmatically to social situations by making judgements on, and reacting to, the way they perceive they should be seen by others in that situation” (Hughes, 2016, p. 64). Thus, symbolic interactionists attempt to “understand the operation of society from the ‘bottom up’” (Carter & Fuller, 2016, p. 932). The essential idea of symbolic interactionism is that “individuals use language and significant symbols in their communication with others” (p. 932), which can be interpreted “to show how individuals make sense of the world from their unique perspective” (p. 932). Symbolic interactionists are concerned primarily with how individuals construct meaning and how those meanings influence, and are influenced by, individuals’ interactions with the world around them (Carter & Fuller, 2016). For a symbolic interactionist, society is not a structure; rather, society is defined by the “repeated, meaningful interactions” (p. 932) made by individuals who then interpret their interactions based on their constructed meanings and may recreate or revise their meanings.

Teachers often rely on their own experiences and beliefs about global citizenship when implementing GCE within their classrooms (Goren & Yemini, 2017; Rapoport, 2010). As the

participants in this study are educators who make global connections in their classrooms, a symbolic interactionist lens assisted the researcher in better understanding how they have come to view and value GCE. Because there are so many definitions for global citizenship and so many agendas for GCE, the researcher anticipated a variety of viewpoints from the participants. Therefore, situating this qualitative, phenomenological study in symbolic interactionism helped the researcher appreciate and analyze the meaning that individual study participants have constructed for GCE through their experiences and interactions. As the study examined teachers' perceptions of global citizenship and GCE, the researcher could view patterns and make sense of similarities and differences in the data using this theory (Mangram & Watson, 2011).

A possible limitation for the use of symbolic interactionism exists in the context of this study. As the theory is subjective and requires the researcher to interpret the symbols and language of the participants, the possibility exists that they may be interpreted incorrectly (Ritzer & Stepnisky, 2017). If there are differences in demographics between the researcher and participant, such as culture or age, it is possible that the symbols and language used by participants may be misinterpreted.

Two noteworthy qualitative studies used this theory to examine educators' experiences with global education. Mangram and Watson (2011) used symbolic interactionism to aid their phenomenological examination of how social studies teachers "made meaning of global education, and how those perspectives informed their pedagogies in teaching a range of topics around global education" (p. 95). Shea (2013) included symbolic interactionism in his theoretical framework in his phenomenological study of Massachusetts public school administrators' perceptions of global education and how those perceptions informed their advocacy of global education implementation. As Shea (2013) suggested, symbolic interactionism "provides a way

for researchers to complete research on a topic with so many different definitions by allowing participants to define global education in a variety of ways” (p. 17). These studies provide a strong argument for situating a qualitative study of global education in symbolic interactionism.

Conclusion

This literature review sought to answer four questions: 1) How is GCE defined? 2) What are the goals and objectives of GCE? 3) Can GCE flourish in a time of accountability in American education? and 4) What are the barriers preventing widespread adoption of GCE in American education and how might those barriers be addressed? While the literature revealed several attempts to answer them, no definitive answers exist. Though national citizenship can be easily defined, global citizenship remains a complicated idea (Sant et al., 2018). This lack of clarity makes global citizenship education even more complicated. How educators develop global citizens is heavily influenced by how they understand the various approaches to global citizenship, their beliefs about what the goals and objectives of global citizenship are, and their own experiences and identities (Goren & Yemini, 2017; Rapoport, 2010). Although there is currently a great deal of literature about developing responsible global citizens in American schools, the literature has not provided much consensus on what that looks like in the classroom (Augustine et al., 2015; Collins & Halverson, 2009; Peck & Pashby, 2018; Schattle, 2008; Zhao, 2009, 2011).

In terms of accountability, although several studies illuminate the possibilities for implementing a GCE curriculum (Augustine et al., 2015; Wilder, 2015; Zhao, 2009), the fact remains that schools must continue to prepare students for high-stakes tests that measure knowledge-acquisition (Egalite et al., 2017; McLeod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009). For low-performing schools, this leaves little room for anything that does not

specifically prepare students to perform well on the tests (Darling-Hammond, 2010). Although student-centric instructional methods may help improve and increase student engagement (McLeod & Shareski, 2018), they are often too hard to control and, consequently, deemed too risky to implement (DiCicco Cozzolino, 2016; Schoen & Fusarelli, 2008). This may mean that the socioeconomic education gap will continue to widen as GCE gains more traction in American schools because high-performing schools have more flexibility to incorporate these less traditional instructional methods and curricular changes (Darling-Hammond, 2010; DiCicco Cozzolino, 2016).

Next, several barriers continue to prevent widespread adoption of GCE into American curricula. First, schools must contend with accountability measures (Egalite et al., 2017; McLeod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009). Second, the various definitions and agendas for GCE make it easy to criticize. Educators, then, must develop a strong understanding of GCE to meet the critics head on. However, creating this understanding is difficult when there is little in the way of professional development for GCE (Cruz & Bermudez, 2009; Jin, 2017). There were also several calls made in the literature for more focus on including a discussion of GCE in educator preparatory programs (An, 2014; Augustine et al., 2015; Cogan & Grossman, 2009; Darling-Hammond, 2010; Gaudelli, 2016; Kirkwood-Tucker, 2009; Mangram & Watson, 2011; Rapoport, 2010; Zhao, 2009; Zong, 2009). If new teachers can enter the classroom prepared to develop global citizens, the implementation of GCE in American schools can expand (Gaudelli, 2016).

Finally, while more teacher preparation programs across the country now include global education perspectives, it has not been effective enough in preparing educators to implement global curriculum or to make effective global connections in the classroom (An, 2014; Cogan &

Grossman, 2009; Cruz & Bermudez, 2009; Darling-Hammond, 2010; Gaudelli, 2016; Kirkwood-Tucker, 2009; Mangram & Watson, 2011; Rapoport, 2010; Wagner & Dintersmith, 2015; Zong, 2009). Marshall (2011) called for more research that can reveal “dominant modes of pedagogic practices and knowledge organisation in mainstream schooling in relation to global citizenship education” (p. 424). Zong (2009) urged “systematic research on [global education] programs be conducted to better guide future teacher education policies and practices” (p. 89). Cruz and Bermudez (2009) advised that research should continue on current and past global education programs to create more sustainable and effective programs. Additional research is especially critical if the goal is to develop educators who are well versed in instructional practices designed to expand the implementation of GCE in American education.

CHAPTER THREE

METHODOLOGY

While the literature has not yet provided an all-encompassing definition for GCE, it has provided an argument for increasing its presence in American schools. As the third decade of the information age approaches, increasing numbers of educators recognize that schools must move away from a focus on knowledge acquisition and do more to equip their students with the skills required to succeed in an increasingly globalized world (McLeod & Shareski, 2018; Wagner & Dintersmith, 2015; Zhao, 2009). Giving students an educational experience focused around developing global awareness and global competencies will not only provide them with vital 21st-century skills, it will also broaden their perspectives of the world, its people, and its issues, readying them to navigate the real world (Augustine et al., 2015; Gaudelli, 2016; Zhao, 2009, 2011).

Although administrators, educators, and other stakeholders at this study's research site and its district have realized that these GCE goals are worth pursuing, a recent review of the research site's district strategic plan determined that the district had not met its objective to develop global citizens measurably over the three years that the strategic plan had been in place. This result was likely because the district had not defined global citizenship, nor developed a measurement for the objective. Additionally, the district administrators gave no direct mandates to create and implement a more global curriculum, nor had they offered professional development in GCE to district faculty. While the objective to develop global citizens was rolled over to the new strategic plan, no plan is currently in place to implement it comprehensively throughout the district. This dichotomy has led to this study, the purpose of which is to hear from

secondary educators at the research site who value and make global connections in their classrooms.

Research Questions

This study will add to the current literature about global citizenship education in an attempt to increase the number of educators and school districts who value and implement GCE. To that end, the overarching questions for this study are:

RQ1: In a public school district committed to global citizenship, how do secondary educators perceive global citizenship education?

RQ2: How do public secondary school educators understand how their perceptions of global citizenship influence the way they include global education in their classrooms?

Research Design

According to Creswell and Poth (2018), a phenomenological study “describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon” (p. 75). Researchers using this tradition are interested in “understanding how people make sense of their world and the experiences they have in the world” (Merriam, 2009). As the origins of phenomenology are philosophical in nature, it is a popular methodology for studies conducted in the social and health sciences (Creswell & Poth, 2018). Phenomenological methods often include interviewing participants who have experienced the phenomenon under study and analyzing their words to provide a description of “the essence of the experience” (p. 75) for the participants. For phenomenological researchers, this description of the essence of the experience is “the culminating aspect of a phenomenological study” (p. 77). There are two widely acknowledged phenomenological traditions: hermeneutic and transcendental. While both

approaches are similar in that they seek “to understand the life world or human experience as it’s lived” (Moerer-Urdahl & Creswell, 2004, p. 2), they differ in how they approach that understanding. The first style asks researchers to engage in an “interpretive process in which the researcher makes an interpretation of the meaning of the lived experiences” (Creswell & Poth, 2018, p. 78) of the study’s participants. The transcendental style of phenomenology focuses more on the actual experiences of the phenomenon, asking for researchers to examine the experiences of participants with as fresh a perspective as possible (Creswell & Poth, 2018).

Transcendental Phenomenology

To hear and document secondary educators’ perceptions of and experiences with global education, the researcher selected a qualitative transcendental phenomenological methodology for this study (Moustakas, 1994). Grounding the methodology in Husserl’s philosophical tradition that reality can be discovered only after transcending experience (Kafle, 2013), Moustakas (1994) sought “to see phenomena through unclouded glasses, thereby allowing the true meaning of phenomena to naturally emerge with and within their own identity” (Sheehan, 2014, p. 10). Thus, transcendental phenomenology is “focused less on the interpretations of the researcher and more on a description of the experiences of participants” (Creswell & Poth, 2018, p. 78). Additionally, transcendental phenomenology requires that researchers bracket out their own biases and experiences with the phenomenon being studied so as to gain a pure understanding of the phenomenon as described by the participant (Moustakas, 1994).

The phenomenon examined in the study is GCE implementation and data was collected through interviews conducted with teachers who self-identified as educators who make global connections in their classrooms. A transcendental phenomenological methodology is appropriate because the “systemic procedures and detailed data analysis steps . . . are ideal for assisting less

experienced researchers” (Moerer-Urdahl & Creswell, 2004, p. 5). Additionally, “the fact that this approach relies on individual experiences means the stories will be told from the participants’ voices and not those of the researcher” (Moerer-Urdahl & Creswell, 2004, p. 23). The researcher hopes that by sharing the participants’ GCE implementation experiences, educators, administrators, policy makers, and those involved in teacher preparatory programs can increase their understanding and implementation of GCE.

Setting

The research site is a high school located in a district in southern Massachusetts. It is one of five schools in the district, including three elementary schools and one middle school. The high school’s population includes approximately 5 administrators, 800 students, and 90 educators in various roles (Massachusetts DESE, 2017), and the majority of educators at the site have 10 or more years of education experience. It has 11 academic departments, each led by a department head who, along with teaching a reduced load of courses, manages the department and acts as a liaison between teachers and administration. To protect the identities of the participants, the study will not reveal the name of the research site and will refer to the high school as Massachusetts High School (MHS) or as the research site throughout the study.

The researcher chose this school as the research site for several reasons. As a department head at MHS, the researcher is familiar with the district’s strategic plan, including the objective to develop global citizens. Her familiarity with the site also gives the researcher access to educators who self-identify as educators who make global connections in the classroom. Additionally, both district and building administrators are supportive of the study, especially as it connects so closely with the first objective of the district’s strategic plan.

Participants and Sample Selection

As this study is intended to examine educators' experiences with and perceptions of the phenomenon of GCE, it was important to locate teachers who self-identified as globally aware. As a phenomenological design requires that all participants have experienced the phenomenon under study, Creswell and Poth (2018) proposed that researchers following this methodology utilize purposeful sampling to select participants, describing it as when the researcher "will intentionally sample a group of people that can best inform the researcher about the research problem under examination" (p. 148). To accomplish this, the researcher devised a list of necessary criteria for participants (Merriam, 2009) and used it to select participants. The researcher also utilized snowball sampling (Patton, 1990) to select additional participants by using information collected through early interviews, along with information collected through informal conversations about global pedagogies with educators and department heads at the research site.

To meet Polkinghorne's (1989) suggestion (as cited in Creswell & Poth, 2018, p. 79) that "researchers interview from 5 to 25 individuals who have all experienced the phenomenon," the researcher attempted to include a representative from a majority of the eleven academic departments, which resulted in nine participants from six academic departments. In order to ensure that participants were fully cognizant of the implications of the interviews, potential participants were informed of "the purpose of the study, the time the interview will take to complete, the plans for using the results of the interview, and the availability of the summary of the study" (Creswell, 2015, p. 221) in conversations about potential participation in the study. Notification of this was also documented in a letter of consent (see Appendix B), which participants were asked to read and sign prior to participation.

Data Collection

The goal of this transcendental phenomenological study was to examine the experiences of secondary educators making global connections in the classroom to share their perceptions of GCE. Their experiences were collected through semistructured one-on-one interviews (see Appendix A). A semistructured interview format was selected to allow for some flexibility in the direction of each interview. This format included structured questions but also left open the possibility for the researcher and the participant to delve deeper into the topics explored in the interview (Merriam, 2009).

In addition, the researcher also asked participants to bring an artifact that represented their understanding or implementation of GCE with them to the interview. Some examples of the artifacts brought by participants included effective lesson plans, student work that demonstrated global awareness, classroom artwork, and influential videos. According to Merriam (2009), such personal artifacts “reflect the participant’s perspective, which is what most qualitative research is seeking” (p. 143). The researcher found that these artifacts added an element of the participant’s perception of GCE that might not have otherwise surfaced in the interview.

Data Validation

To validate the interview process, the researcher conducted a pilot test of the interview questions with one faculty member at the research site who did not fully meet the criteria for participation in the study. Castillo-Montoya (2016) recommended a pilot for several reasons, including to determine the possible length of the interview. Seidman (2013) advised that a pilot test can help researchers to decide if “the research structure is appropriate” (p. 42) for the envisioned study. This piloting process also helped the researcher to determine if the question

order made sense and if any questions were unclear (Merriam, 2009). After the pilot, the researcher did edit and reorganize the questions for clarity.

Once the pilot test was completed and participants were located, the researcher began scheduling interviews with each participant. Once scheduled, the interviews, completed in a place of the participant's choosing, were recorded using a digital voice recorder and an iPhone (to protect against device failure). The recordings were then transcribed using the Rev.com transcription service so that the researcher could use the transcriptions to analyze the participants' words.

Member checking. To validate the accuracy of the data collected through the interviews, the researcher engaged in several rounds of member checking. This respondent validation process involves “taking the findings back to participants and asking them (in writing or in an interview) about the accuracy of the report” (Creswell, 2015, p. 259). Creswell (2015) suggested member checking would help to ensure that all aspects of the study are accurate, fair, and representative. Merriam (2009) advised performing member checking throughout the course of the study.

Triangulation. Additionally, the researcher used triangulation to further validate the findings. According to Creswell (2015), triangulation “is the process of corroborating evidence from different individuals . . . or methods of data collection in descriptions and themes” (p. 259). For this study, the researcher compared and cross-checked the data collected from the participants (Merriam, 2009) to ensure that the themes were supported by multiple sources of data. Moreover, asking participants to describe an artifact that represented their perception of GCE provided the researcher with another opportunity to triangulate the data.

Data Analysis

In his description of transcendental phenomenology, Moustakas (1994) outlined a three-step process: Epoche, Transcendental-Phenomenological Reduction, and Imaginative Variation.

Epoche

In this first step, the researcher is required to identify and set aside her own experiences and preconceptions about the topic under study. This bracketing is necessary to focus on the experiences of the study's participants (Creswell & Poth, 2018). Moustakas (1994) argued that in this bracketing process, the "everyday understandings, judgments, and knowings are set aside, and phenomena are revisited, freshly, naively, in a wide open sense, from the vantage point of a pure or transcendental ego" (p. 33). Although this process is rarely perfect, the intent is to allow the researcher to let go of preconceptions and see the experience of the phenomenon through the participant's eyes. The researcher utilized analytic memos (Saldaña, 2016) to assist in this bracketing process.

Transcendental-Phenomenological Reduction

In his description of the next step in the analysis process, Transcendental-Phenomenological Reduction, Moustakas (1994) presented two methods of data analysis: the modified Van Kaam method and the modified Stevick-Colaizzi-Keen method. The researcher selected the latter method because it includes the researcher as a coparticipant in the study, requiring the collection and analysis of "a full description of [the researcher's] own experience of the phenomenon" (Moustakas, 1994, p. 122) as the first step in data collection and analysis. As the researcher is currently an educator interested in GCE who has experience with making global connections in her classroom, the inclusion of the researcher's experiences was valuable.

Following the Stevick-Colaizzi-Keen method, data analysis began as soon as the data was collected (Moustakas, 1994). The researcher analyzed it following the steps outlined by Moustakas (1994). First, the researcher collected complete descriptions of the experience of the phenomenon under study from herself and the participants. Next, the researcher read the verbatim transcripts, recorded all statements relevant to the experience of the phenomenon, and “list[ed] each nonrepetitive, nonoverlapping statement” (Moustakas, 1994, p. 122). This process is termed “horizontalizing” (Creswell & Poth, 2018, p. 201).

Coding. Once the data was horizontalized, the researcher manually coded the data using the In Vivo coding method (Saldaña, 2016). A code is “most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (Saldaña, 2016, p. 4). According to Saldaña (2016), In Vivo coding is appropriate for “studies that prioritize and honor the participant’s voice” (p. 106) because codes are taken from the actual words used by the participants. During the initial coding process, the researcher identified significant text segments in the transcripts, highlighted them, and assigned them an In Vivo code (Saldaña, 2016). While this initially resulted in a large number of codes, Saldaña (2016) suggested, “Researcher reflection through analytic memo writing, coupled with second cycle coding, will condense the number of In Vivo codes and provide a reanalysis of [the researcher’s] initial work” (p. 108). Saldaña (2016) also recommended the In Vivo coding method for “beginning qualitative researchers learning how to code data” (p. 106). As the researcher is a novice investigator, this coding method was appropriate.

After the first cycle of coding, Saldaña (2016) advised reanalyzing the data by classifying and categorizing the codes. This process was completed through code landscaping, during which

the researcher created a list of the codes generated through the first cycle of coding and then used them to create a word cloud. The researcher then categorized the initial codes by determining which codes seemed to “go together” (Saldaña, 2016, p. 220). The researcher completed several iterations of this process, refining the categories each time. After this mapping process, the researcher proceeded to a second cycle of coding, using the Axial Coding method (Saldaña, 2016), which is an ideal coding method for studies “with a wide variety of data forms” (p. 245). Following this method of coding, the researcher was able to “strategically reassemble data that were ‘split’ or ‘fractured’ during the initial coding process” (p. 244). In this second cycle, the researcher categorized the codes from the first cycle of coding and linked these categories with subcategories (Saldaña, 2016), which were used to generate themes. These themes were used to develop textural and structural descriptions of the experience, which described *what* and *how* the participants experienced the phenomenon (Creswell & Poth, 2018; Moustakas, 1994).

Analytic memos. To assist in the analysis of data, the researcher wrote analytic memos “throughout the process of coding” (Bazely, 2013, p. 131). Saldaña (2016) described analytic memos as “somewhat comparable to researcher journal entries or blogs—a place to ‘dump your brain’ about the participants, phenomenon, or process under investigation” (p. 44). This process allowed the researcher to record her thoughts and reflections about the data collected in the interview process, which helped her to make connections, piece together emergent patterns, and “justify how [she] arrived at the conclusions” (Bazely, 2013, p. 131). According to Saldaña (2016), “Coding and analytic memo writing are concurrent qualitative analytic activities” (p. 44). Saldaña also suggested that analytic memos are “a critical component of Axial Coding” (p. 245) with the focus placed on “the emergent and emerging codes themselves, along with the

categories' properties and dimensions" (p. 245). Additionally, as previously mentioned, the researcher used analytic memos in the Epoche process.

Imaginative Variation

The final step of the data analysis process was described by Moustakas (1994) as Imaginative Variation. As Moustakas (1994) explained:

The task of Imaginative Variation is to seek possible meaning through the utilization of imagination, varying the frames of reference, employing polarities and reversals, and approaching the phenomenon from divergent perspectives, different positions, roles, or functions. The aim is to arrive at structural descriptions of an experience, the underlying and precipitating factors that account for what is being experienced: in other words, the "how" that speaks to conditions that illuminate the "what" of experience. How did the experience of the phenomenon come to be what it is? (p. 97–98)

This process allowed the researcher to look at the data, codes, categories, and themes from different angles and perspectives, culminating in a "composite description of the phenomenon" (Creswell & Poth, 2018, p. 201). This composite comprised the meaning and essence of the experience of the phenomenon under study: GCE perception and implementation in the secondary classroom.

Participant Rights

Protecting the rights of those who volunteered to participate in this study was vital. To that end, potential participants in this study were made aware that their involvement in the study was voluntary and individuals who agreed to take part could opt out at any time. Additionally, participants were asked to sign a letter of consent (see Appendix B), which fully outlined the study's purpose and design, any potential risks or benefits of participation in the study, the

processes intended for protecting the data they shared, and how the researcher would use the data. To protect the identity of the participants, they were asked to choose pseudonyms. To further obscure their identities, participants were invited to choose pseudonyms that did not match their identified genders. Moreover, the researcher will not share any identifying information about their courses, departments, or school. Participants were also asked to engage in member checking, during which they were asked to confirm and validate the transcriptions and emerging analytical work performed by the researcher. Additionally, each participant will receive a copy of the completed study.

Limitations of the Study

The type and methodology of this study provided several limitations (Creswell & Poth, 2018; Merriam, 2009). It is not possible to generalize the findings of this study, as the size of the sample and the specific culture and context of the research site influence the educators' perceptions and experiences (Creswell & Poth, 2018). The generalizability of the study is further hindered because the goal of this study, as with any qualitative study, was to examine the experiences of specific individuals (Merriam, 2009). However, while the generalizability of this study may be limited, because readers may be able to make connections between their own experiences and those of the participants, the findings may be transferable (Korstjens & Moser, 2018).

As the participants self-identified as educators who make global connections in the classroom, their perceptions of GCE may be similar to that of the researcher's (Shea, 2013). This similarity may limit the scope of the study. A further limitation may exist because the phenomenon is difficult to define. Because there are so many definitions for and understandings of GC and GCE, educators may not realize that they are making global connections in the

classroom and, therefore, may not self-identify as global educators (Shea, 2013). This difficulty may have reduced the number of participants and limit the findings of the study.

Another limitation to note is the possibility that researcher familiarity may compromise the objectivity of the study (Hanson, 1994). As Breen (2007) noted, insider-researchers may encounter several advantages and disadvantages. Disadvantages include loss of objectivity and assumptions about the data (Breen, 2007). As a member of the faculty at the research site, and a globally-minded educator, the researcher is familiar with both the location of the study and the topic under study. This could compromise researcher objectivity, as the familiarity with participants and the topic could lead to assumptions about participant data (Breen, 2007). However, the advantages of being an insider-researcher include greater rapport and trust with the participants and a good understanding of the culture (Breen, 2007). As this study is a specific look at the perceptions of globally-minded educators in a single district, having familiarity with the culture and climate of the research site may prove to be beneficial to understanding and analyzing the perceptions of the study's participants (Bonner & Tolhurst, 2002; Breen, 2007; Hanson, 1994).

Additionally, part of phenomenological analysis includes the bracketing out of the researcher's experiences with the phenomenon, to "take a fresh perspective toward the phenomenon under examination (Creswell & Poth, 2018, p. 78). The process of bracketing, while rarely perfect, helped the researcher to recognize and set aside her views before listening to and analyzing the experiences of the study's participants. The process of member checking also helped to limit subjectivity on the part of the researcher, as participants were able to verify the accuracy of the data transcription and analysis.

Conclusion

Much of the existing GCE literature examines the various definitions and approaches, but few studies examine the experiences and perceptions of those who implement it in the classroom. The researcher selected a transcendental phenomenology research design for this study because it is an appropriate methodology for understanding and sharing the experiences of secondary teachers who value and make global connections in the classroom and will fill an existing gap in the literature. Providing the words and experiences of globally minded educators as they implement GCE in the classroom will give practical support to those educators who are looking to begin making or improving their existing global connections in the classroom.

This chapter described the study's setting, participants and how the researcher will collect and analyze the data. It also explained the participants' rights and the limitations of this study. Chapter Four will present the findings of the data, and Chapter Five will discuss the implications of the findings and suggestions for further study.

CHAPTER FOUR

RESULTS

Providing students with an educational experience focused around developing global competencies will not only provide them with vital workplace skills, it will also expand their understanding of the world, its people, and its issues (Augustine et al., 2015; Gaudelli, 2016; Zhao, 2009, 2011). For the practice to be successful and effective, administrators must embed global citizenship strategies within the culture of their schools and districts (Cruz & Bermudez, 2009; Jin, 2017; Reimers, 2017; Volz, 2017). Accomplishing global competencies involves an overarching vision, a strategy for communication and implementation, and an administration dedicated to supporting the idea (Cruz & Bermudez, 2009; Jin, 2017). Although the district studied in this research has identified global citizenship as an objective of its current strategic plan, an implementation plan has yet to be devised. Accordingly, GCE has yet to be implemented comprehensively in classrooms around the district. Ultimately, the purpose of this study was to fill an existing gap in the research around a clear understanding of GCE in practice, improve support for globally-minded educators, and increase the numbers of educators and school districts who implement GCE.

The purpose of this qualitative transcendental phenomenological study was to explore the experiences of secondary teachers who make global connections in their classrooms to better understand how and why they make these global connections. This chapter provides an overview of the analysis methodology, a description of the data collection methods, and a description of the participants. Following these descriptions are the research questions that grounded this study and the findings from the interviews that were conducted with the self-identified globally aware

secondary educators who participated in this study. Finally, common themes that emerged from the interviews will be presented.

Brief Review of Methodology

To answer the research questions, this study sought to understand the experiences of educators who make global connections in their classrooms. To do so, a transcendental phenomenology methodology was selected (Creswell & Poth, 2018; Moustakas, 1994). As described by Moustakas (1994), the transcendental phenomenology process has three steps, which include Epoche, Transcendental-Phenomenological Reduction, and Imaginative Variation. During the Epoche step of this study, the researcher was required to identify and set aside her own experiences and preconceptions about the topic under study, allowing her to focus on the experiences of the study's participants (Creswell & Poth, 2018; Moustakas, 1994). The researcher utilized analytic memos (Saldaña, 2016) throughout the data collection process to assist in this bracketing process. The practice of journaling helped the researcher to acknowledge her preconceptions and see the experience of the phenomenon through the participant's eyes (Saldaña, 2016).

The second step in the process, Transcendental-Phenomenological Reduction, required the researcher to collect complete descriptions of the experience of the phenomenon under study from herself and the participants. Using Moustakas's (1994) modified Stevick-Colaizzi-Keen method, the researcher interviewed the participants, had the interview recordings transcribed, read the interview transcripts, noted all statements relevant to the experience of the phenomenon, and then "list[ed] each nonrepetitive, nonoverlapping statement" (p. 122). These statements were then manually coded, using In Vivo and Axial coding methods (Saldaña, 2016). As expected, the initial coding cycle produced a large number of codes, which were then condensed through the

subsequent coding process. Once this process was completed, the researcher categorized the codes from the first cycle of coding and linked these categories with subcategories (Saldaña, 2016), which were used to generate themes. These themes were used to develop textural and structural descriptions of the experience, which described *what* and *how* the participants experienced the phenomenon (Creswell & Poth, 2018; Moustakas, 1994).

The final step in Moustakas's (1994) transcendental phenomenology process is Imaginative Variation. By examining the data, codes, categories, and themes from different angles and perspectives, the researcher was able to compile a "composite description of the phenomenon" (Creswell & Poth, 2018, p. 201). This description encompassed the meaning and essence of the experience of GCE implementation in the secondary classroom.

Research Questions and Data

This study is intended to add to the current literature about global citizenship education in an attempt to increase the number of educators and school districts who value and implement GCE. To that end, the overarching questions for this study are:

RQ1: In a public school district committed to global citizenship, how do secondary educators perceive global citizenship education?

RQ2: How do public secondary school educators understand how their perceptions of global citizenship influence the way they include global education in their classrooms?

Data Collection

Data were collected through individual, in-person interviews with secondary educators who self-identified as globally aware. A semistructured interview protocol was used with each of the participants, which allowed the researcher to both "respond to the situation at hand"

(Merriam, 2009, p. 90), while ensuring that “specific information” (p. 90) was collected from each participant. Interviews ranged in length from 20 to 40 minutes and each was recorded and transcribed using a transcription service.

Data validation. In order to validate the interview questions, the researcher conducted a pilot interview with a faculty member at the research site who did not fully meet the criteria for participation in the study (Castillo-Montoya, 2016; Merriam, 2009; Seidman, 2013). The pilot process helped to ensure the interview questions were ordered appropriately, easily understood, and provided the researcher with information that would readily explain the experiences of a global educator.

The collected data were validated through a member checking process, during which participants were given copies of the interview transcriptions and asked to validate that their responses were accurate. Additionally, participants were asked to validate the emerging analysis to ensure that it accurately captured their experiences as global educators. The researcher also triangulated the data by cross-checking the participants’ data against each other to ensure that the emerging themes were supported by multiple data sources (Creswell, 2015; Merriam, 2009). The inclusion of the description of an artifact that represented the participants’ understanding of GCE also contributed to the triangulation of the data.

Data saturation. Following the Stevick-Colaizzi-Keen method, data analysis began as soon as the data was collected (Moustakas, 1994). Interviews continued until saturation was reached. According to Glaser and Strauss (1967), saturation is achieved when “no additional data are being found” (p. 61). For this study, once the researcher no longer found new information that added to the understanding of the experience of global citizenship education, saturation was considered achieved (Creswell & Poth, 2018).

Description of the Population and Sample

For this study, interviews were conducted with nine secondary educators who taught in six different departments at Massachusetts High School (MHS). To select participants, a criterion sampling method was used, which required the researcher to develop a list of necessary criteria for potential participants (Merriam, 2009). These criteria included working as a classroom teacher at the secondary level at MHS and self-identifying as a global educator. The researcher also utilized snowball sampling (Patton, 1990) to select additional participants by using information collected through informal conversations with educators and department heads at the research site, along with information collected in interviews. The inclusion of participants with a wide range of experience, disciplines, and backgrounds helped the researcher to recognize and identify emergent patterns (Bloomberg & Volpe, 2012; Glaser & Strauss, 1967; Miles, Huberman, & Saldaña, 2014).

Table 1 provides a description of the participants. Of the nine educators who participated in the study, four identified as women and five identified as men. Collectively, the participants had an average of 19 years of teaching experience, with an average of 15 years at MHS. The nine participants represented six academic departments, including Art, English, History, Science, and World Language. To protect the identity of the participants, each was asked to choose a pseudonym. To further protect participants, they were also given the option to choose pseudonyms that were gender-neutral or that did not match their identified gender. Additionally, any identifying information participants mentioned about their courses, departments, or school were removed from their interview transcripts. For the purposes of this study, the participants are identified as: Heather, Dave, Betty, Marcy, Dustin, Joe, Sonya, Johnny, and Jeffrey.

Table 1

Description of Participants

Participant	Total Years Teaching	Years Teaching at MHS
Heather	18	12
Dave	10	7
Betty	24	20
Marcy	18	18
Dustin	30	25
Joe	25	21
Sonya	15	15
Johnny	17	17
Jeffrey	17	15

Summary of the Findings

The purpose of this study was to explore the experiences of secondary teachers who make global connections in their classrooms in order to better understand how and why they make these global connections. Part of understanding the how and why was uncovering how they perceived global citizenship and global citizenship education. After reading and coding the interview transcripts, the codes were grouped into categories and then further grouped into subcategories. Four themes emerged from this process that helped to explain the participants' experiences as globally aware educators: recognition of self as global citizen, global citizenship in the classroom, the participants' vision for students as global citizens, and the challenges and opportunities of GCE pedagogy. Each theme was also broken into subthemes (see Table 2).

Table 2

List of Themes and Subthemes

Themes	Subthemes
Recognition of Self as Global Citizen	a. Participants' definition of GC b. Why the participants make global connections
Global Citizenship in the Classroom	a. How the participants make global connections b. Benefits of GCE in the classroom
Vision of Students as Global Citizens	a. Participants' goals for global citizens b. Participants' objectives for GCE in the classroom
Challenges and Opportunities of GCE Pedagogy	a. Difficulties perceived by participants b. Perceived support for GCE

Theme 1: Recognition of Self as Global Citizen

According to Rapoport (2010), even for those teachers who have integrated GCE into their curricula the concept of global citizenship is difficult to define. Each of the participants was asked early on in their interviews to share their definition of global citizenship. In each case, participants shared their definitions as a mix of ideas in short phrases and sentences instead of as a complete definition. In recognizing themselves as global citizens through their definitions of global citizenship, two subthemes surfaced from the participants' responses: their definition of global citizenship and why they make global connections.

Participants' definition of global citizenship. While there is no definitive definition for global citizenship, several understandings of the term exist. One common definition of global citizenship is an awareness of one's place among many in the larger world (Gaudelli, 2013; Hartung, 2017; Parmenter, 2011). This view of global citizenship was common in the interviews, with several participants using words such as "global," "awareness," "connections," "understanding," "perspectives," and "community" to define global citizenship. When asked to

define the term, Heather said that she “would define global citizenship as an awareness of my role in society, aware of where my values have been shaped, how they’ve been shaped, where they’ve come from.” Jeffrey’s definition of a global citizen was “somebody who can think about not just in terms about what’s happening to them or the community but . . . the world as a whole.” Dave defined a global citizen as:

I think at first it’s kind of, in your mind you think of somebody who’s thinking about the world, right? But as far as global citizenship, I think it starts by understanding your own little community. Your own place in the world, and then once you understand all that, having a greater understanding of what is happening around the world. So, being a good global citizen, or being a global citizen, I guess, in my mind, is somebody who is aware of, thinks about, and understands how events connect around the world. And then, wanting to be part of that and wanting to see as a global community make progress.

Johnny shared that “a lot of [global citizenship] is just more awareness, I think, than anything.”

Dustin defined global citizens as “being aware of the larger world around them outside of their own town and their own state and how the country relates to other nations in the world as well.”

Marcy described global citizens as people “who are aware that there is a world outside of them and that they play a role in it, so that they understand different cultures, they understand different political situations, and that they understand how economically and politically they are

connected to those things.” For Joe, global citizens are people who “can go into the world, understand the world better, and function within it and know what’s going on around them.”

Betty concluded that global citizenship is bigger than just a single definition, sharing that “It’s all these connections everywhere, economically, socially, spiritually if you will, technologically, educationally, and economically, environmentally, it’s all of those things. [Global citizenship]

touches everything.” This idea of global citizens as people who are aware of the world around them and understand that they function within a larger connectivity was shared among all of the participants.

Another idea that emerged in many participants’ definitions of global citizenship was that it described people who were not only aware of, but celebrated, diversity. Heather described global citizens as people who are:

Constantly looking for ways to celebrate one another’s differences while also educating each other about those differences, so we can not only create an environment where, um, we’re respectful of one another, but we can make progress, because we’ve got different ideas, inputs coming in.

Betty concurred with that view, stating that global citizens often ask, “how do we appreciate and celebrate other cultures while still understanding our place in that culture or in the broader community?” When asked about terms that come to mind when thinking about global citizenship, Sonya and Marcy both included “diversity” as one of their terms.

Several participants felt that global citizenship involves contemplating human existence—and how humans coexist. After thinking for a moment about the definition of global citizenship, Dustin explained that global citizenship involved understanding each other as people, saying “The human condition, I guess, is what I’m trying to say. Doesn’t that make us think about how other people live in the world, too, as well? How we live in the world, is that the same in other places in the world as well, I guess?” Marcy included that global citizens “have to understand it’s not only where those places are but also how peoples have interacted with one another.” In describing terms that she associated with global citizenship, Betty said:

I hesitate to use the word “tolerance” because I don’t think that it’s good enough. I think that we aren’t here to tolerate each other or tolerate other cultures, we’re here to learn from them, interact with them, appreciate them, celebrate them, maybe accept some of that as a way to broaden our perspective of ourselves and others and how do we do that when the discourse of our society in is some ways working against that, that connectivity, that interrelationship.

For Sonya, a global citizen was “someone who can look at somebody else, see them as another human being, be open to their views, their ideas, even if you don’t agree with them politically or on a religious stand.”

Additionally, Betty spoke about the importance of introducing her students to issues around social justice, explaining, “I took a course a couple of summers ago called Social Justice and how to incorporate that into your classroom. I think that that’s a huge element of global citizenship.” Similarly, Heather included the element of action in her definition of global citizenship, saying, “I guess I would take that to the next level that I think global citizenship, or global awareness, in the classroom is more than simply being able to talk about it, but also it’s the thing that should then motivate us to take some sort of an action.”

Why the participants make global connections. To better understand the genesis of their experience as globally aware educators, the participants were asked to describe why and for how long they considered themselves globally aware. The participants’ explanations for their global awareness were very different from each other and seemed to be influenced by their various teaching backgrounds, personal experiences, and content areas. Two participants spoke about working in schools with diverse populations as a catalyst to their understanding of global

citizenship. Dave described his global awareness as stemming from experiences he had at the beginning of his career, saying,

I would say that my understanding of its importance probably dates back to my first school. So, my first year out of college, I was a teaching assistant and then I became a [subject] teacher out in western Mass., and it was in that first year that they had an exchange program, and there was a kid that I had in my class from Ukraine. Another kid from Bahrain, which is, I believe, an island nation, and then there was this third kid that really sticks out in my mind. He was from Pakistan, and he was talking about the water fight between Pakistan and, I believe, India, and that's when, I as a teacher took a step back and I was like, wow. We could talk about [subject] all day long, but there's all these other things going on, and to never once ever consider that, how can we possibly progress and move forward as a global community? So, I guess that's when I first kind of became aware of its importance.

Similarly, in discussing how long he had considered himself a globally aware educator, Dustin explained that earlier in his career, he had taught in a school with a diverse population, which prompted him to think in a more global way. He remarked,

I suppose when I first started working in a certain school system [where] the diversity of the population of the student body was much more diverse from other parts of the world, so that really kind of put me in the place. Even though I was in the city, there were other people from around the world. I literally had a class . . . when I was a student teacher, four years into my teaching, literally, it was kids from all over the world in the class, 20 of them. It was a great experience, because these kids had backgrounds that were certainly different than the current place I'm teaching in.

Equally, other participants had considered themselves globally aware since the beginning, or even before the start of their careers because of their own actions or interests. Sonya confirmed that she had been globally aware for all of her career, saying:

I think I just started right away. As far as, again, content, like [subject], but also myself. Personally, I travel a lot. I mean, part of my education is being a traveler. I like to put myself in uncomfortable situations. It's not necessarily go to tourist areas, but talk to different people and learn about things.

When asked how long she had considered herself globally aware, Betty replied, "I guess maybe it started off as a seed in my earlier career. I've always been really passionate about culture, so I've always talked about it." She went on to describe how the seed had blossomed.

I guess I never really thought about it consciously or explicitly but as I become more aware of all the literature and all of the drive towards global citizenship, I've become more aware of how important that is for me and my job and my perspective and my interactions with my students. It's become clearer and I've become more explicitly focused on it.

Likewise, Heather considered herself globally aware since before starting her career as a teacher. She discussed her experiences as a child and then college student, stating,

I grew up in a state where there was a little bit more diversity, I think, than perhaps Massachusetts, and so kind of being exposed to that, I attended a college that was incredibly diverse. People from all over the world, with a lot of, um . . . because of their commitment to making a very diverse campus, they had a big open enrollment for people that would qualify as minority status. We also had a lot of people that had come from war

torn countries, so my first exposure to that, I think, and then because I went to school right outside the city, had the opportunity to get involved in some volunteer stuff.

Heather also talked about how her experiences traveling (including traveling for personal enjoyment as well as leading mission trips as a youth leader in her church), has shaped her motivation for including global connections in her classroom. She asserted, “students don’t know enough to get involved, and so that’s part of my responsibility.” Each of these participants spoke about being globally aware for all of their careers, albeit for different reasons. Some were inspired by the populations in the first schools they taught in, others brought their own interests into the classroom with them.

Other participants talked about either considering themselves new to global citizenship or newly cognizant of their global awareness. Most of these participants described their subject areas as a reason for being globally aware. Joe, in response to a question asking how long he had considered himself a globally aware educator, reflected:

I would say once I started teaching high school . . . I did five years in middle school, of trying to understand skills for how to digest information and pull out information, and it was more skill-based and a little bit of that, of understanding [subject]. I think here in high school and teaching more modern [course/subject] in particular, and kids’ real lack of knowledge of [subject], it became a very important idea for me to make sure that kids knew the background story and what it impacts today.

Similarly, Johnny discussed how his subject area had become more global in recent years and how that affected his awareness of making global connections in the classroom. He responded,

I guess being aware of it, I guess more recently. I didn’t really think about it. I probably make more points about it now, I think, than I did in the past because sort of the way the

economy is now and the fact that most companies are global and either whether they're just selling products worldwide or their actual locations and employees worldwide, so I guess more recently than not but I guess I didn't always . . . I guess I didn't really kind of think of it as me making global connections.

Marcy also talked about being aware more recently of the global connections she makes in the classroom, conceding that she has probably always done it, but would not have necessarily classified herself as globally aware until our conversation, acknowledging,

I don't know that I ever had that meta moment where I realized that I was a globally aware . . . I think that just understanding the material the longer I've taught, and understanding that there are even simplistic ways to impart to your kids that these are connected to greater themes has helped me in explaining the global connections.

Likewise, even though Betty talked about having always been passionate about culture, she did reveal that she had been explicitly making global connections only for the past decade or so, saying, "I've become a lot more clear about that over the years. I would say the last maybe 10 or 12 years I've been very focused on those kinds of issues." Jeffrey talked about making global connections more recently as he has become more comfortable with teaching his subject. He responded to the question by saying, "I think it's just been easier in the past five years. I don't feel a lot of pressure to get through certain material. I can just kind of try to bring up things." Overall, about half of the participants felt as though they had been globally aware for most or all of their careers. For the other half, global connections in the classroom were more recent.

Preparation for global connections. Zhao (2009) reported that "schools of education in the United States have historically not been preparing teachers to be internationally oriented" (p. 194). This was confirmed by the participants' descriptions of their own educational

backgrounds. When asked if they remembered any courses or information that pertained to global citizenship during their teacher preparation programs, no participants reported explicit courses or training. However, three participants recalled inspirational college professors as a reason for being a globally aware educator now. Betty said,

I don't think specifically because I'm older and so when I was a student in college that probably wasn't so much on the radar. But I will say that I had some amazing college professors that, again, not explicitly but implicitly sort of steered me in that direction, particularly my history professor and mentor and the . . . language department in opening up my eyes a little bit more to being aware of global connections.

In response to the same question, Sonya replied,

Teacher training, I don't think we had a lot. I think we had a lot on inclusive classroom strategies, but I don't know, necessarily, global education. I think it was always kind of encouraged, but I don't think that we had any training in it. As far as before teacher training and doing my [degree program] in undergrad, I think I had more global connections that way with . . . talking to my professors and just having my world opened beyond Western [subject area].

Jeffrey was adamant that there was no mention of global citizenship in his teacher training program and recalled, "That is easy. Absolutely not." He qualified that statement, though, and mentioned the influence of having diverse faculty in his program, clarifying, "Except for maybe the fact that most of my professors were not from the States." Explicit training or coursework in global citizenship was not a part of any participant's teacher preparation program, but many of the participants were inspired by professors at both the undergraduate and graduate levels to become globally aware—and to bring that awareness to their classrooms.

Theme 2: Global Citizenship in the Classroom

As globally aware educators, the participants were excited to share how and why they make global connections for their students in the classroom. The majority of time in each interview was spent talking about the ways each teacher made global connections. In their descriptions of how and why they made global connections in their classes, two subthemes surfaced: how they make global connections and benefits of GCE in the classroom.

How the participants make global connections. The participants reported using several different instructional strategies and tools to make global connections in the classroom. Several participants talked about using current events in several ways in order to make global connections. In response to a question about how he makes global connections in his classroom, Dave replied,

Another thing, actually, I do is I show this [resource] . . . And then, depending on the day and the group of kids, that can lead to discussion [about] current issues. Sometimes it focuses on something close to home. Sometimes it focuses on something that is in another country, or sometimes it focuses on something that is worldwide. I would say that's one of the specific lessons that I do, but beyond that, the connections and talking about it is something that comes up in class on a regular basis.

Joe, who mentioned using the same resource that Dave described, stated,

That [resource] has an awful lot of global stories. It keeps up with current information, current news that goes on. It oftentimes provides an opportunity . . . to bring some information so that the kids can understand the complexity of a situation and that it's oftentimes more in depth than what even they're trying to provide. Sometimes it's just for keeping up on current events, but if something is particular to something we've studied in

the past, we stop right in the middle of it and discuss it at length and we try to draw out more information and background knowledge that they've either learned or should know going forward. It takes on a life of its own, where sometimes a 10-minute [resource] can be a half hour lesson that you weren't anticipating going on about understanding what's going on in the day. I just think it makes them better . . . understanding what's going on in the world today is paramount, I think, to kids' understanding.

Heather also talked about how she uses current events to make global connections.

But I also think, one of the things that I'm being very intentional about this year, is incorporating more current events in the classroom. So . . . for example, one of my classes just did a whole unit on genocide, and so every week, they had to do an annotated bibliography on a current event topic that was relevant.

Betty discussed something similar, saying, "In one of my classes we do a lot of current events and we look at what's going on in the world." Johnny also spoke about a project he assigns that involves students using news and current events to better understand a particular topic, saying, "I asked the students . . . to go and research the companies . . . in other words what do they do, what do they sell, and then also find recent information about them in the news, what's going on . . . so that kind of brings up that whole conversation about that."

Another common instructional strategy for making global connections described by many of the participants was discussion. Dave said, "One of the biggest things is just talking." For Jeffrey, global connections often came in the form of discussions about the topic under study in the class. He explained,

It's more spontaneous, yeah. More of discussion. I do give assignments now and again where they have to watch a video or read something. So sometimes that can relate to it.

That's where you can bring a lot of that stuff in because a lot of [subject] decisions made in one place can have a huge effect on other people very far away sort of downstream . . .

But certainly when a student brings something up or I think it's a topic that relates.

Dustin explained that he often used discussion, explaining that it often evolved from other strategies he used in the class, saying, "From [writing and reflection], discussions happen."

Sonya described that she engages students in discussions through the use of objects she has collected in her personal travels around the world. She uses these objects to open "dialogues with the kids about fair trade and about different cultures, different living situations." For these participants, discussion ranked high on their lists of effective instructional strategies for GCE.

Several participants described other instructional tools they often use to make global connections in the classroom. When asked what he does in the classroom to make global connections, Dave responded,

I guess the most important would be student choice. Giving them the option to look into, discuss, think about something that they find interesting. You know, sometimes all the push back that appears to be happening in society, I sometimes wonder is that because people just get tired of being told to think a certain way. Not that we've ever been told to think a certain way, but when the people in power say this is kind of what's right, this is kind of what's wrong, inherently, human nature, you're gonna push back against that. So, if as a teacher I say you must consider this very specific situation, it's not gonna necessarily lead a kid to that organic excitement and understanding about its importance.

Joe stressed the importance of using visuals in the classroom, saying, "Visualization is a real big thing, I think, for me. Pictures or videos for the kids to see because they're a visual generation."

When asked what instructional tools she uses to make global connections, Marcy stated, "I think

primary and secondary sources are just vital to having kids look at what happened and contradictory viewpoints for different things. There's always two sides." For Dustin, music is a key resource for global connections. He described a poster hanging in his classroom with a picture of John Lennon and the lyrics to *Imagine*. He talked about how he uses it, and other music, saying,

I just keep that on the door in my room near my guitar. Again, music's a big thing for me. I think that song is very telling about the idea or questions about imagining a world that is living together, it is taking care of each other. It's not about greed, it's not about hunger, it's about taking care of each other and making the world in peace. It sounds very idealistic, but that's something, I think . . . it's okay to have some idealism. There's nothing wrong with peace, love, and understanding.

Dustin also described several hands-on strategies he uses to involve his students in the material he covers, rather than just passively listening, such as "debate, research. I suppose document analysis is a big thing that I do in class as well." He also stressed the importance of "reflection on the issues that we talked about" for the students, so that they could come away from lessons with a better understanding of the personal side to the global issues.

Betty answered a question about how she makes global connections in her classroom by describing what she thought was a particularly effective way to make connections for her students.

I use products a lot. Coffee beans, for example, textures. I came up with this idea a long time ago that I wanted to teach through the senses. There's a lot of literature out there about it. I have the kids close their eyes and I give them a product and I talk about what is it, how is this figure in your life? They have to smell it and sometimes taste it and

manipulate it. Where did it come from? How does it affect the people in the end of this trajectory and where is going from there? We try to make the connection from the inception of a product to its ultimate decomposition, hopefully. If it's not, what is the process and who does it affect and the person that's producing this, are they being paid a fair wage so that we can buy a cheap hamburger or a bargain shirt or a one dollar cup of coffee? What is the real cost of this? From the beginning to the end. We make the connection with the farmer that's raising it and the migrant worker that's picking it and it ends up in our hands for our consumption and then where does it go from there? Is it ending up in a landfill? Is it gonna decompose? It is being composted? Where does it end up? Does that make sense? We look at all of that. We have a lot of statistics, a lot of graphs that we look at. Where is the most consumed? Where do people spend the most money on coffee? In spite of the fact that we globally don't drink as much coffee or anywhere near as much coffee as other regions of the world, we pay a lot more for it.

Betty acknowledged that the lessons do not always take hold immediately, relating that even after students are exposed to disturbing statistics about decomposition rates and at-capacity landfills, "they'll come into class with their double Dunkin. And I'm like, 'None of you learned nothing. What's going on? Not just one but two disastrous products in your hand coming to this class.'" For Betty, it was important to reinforce her global connections by engaging students in discussion about some of the choices they make outside of class.

In response to a question about how she makes global connections in her classroom, Sonya described making use of available technology.

I think bringing in technology too. I think technology is such a great tool to have now. I mean, if we talked about 15 years ago compared to now . . . it's like the gatekeepers are

no longer there for us as sharing our work out. We have channels. . . students will post their work . . . and then they get feedback from [people] in Portugal.

In addition to using technology, Sonya talked about doing “a lot of project-based work.” While elaborating on the projects she designs for her classes, she revealed that she attempts to involve her students with the world outside of the classroom whenever possible, saying that teachers who want to make global connections have “got to be able to take risks and be okay with not feeling like you got to follow the set [curriculum],” and stressed the importance of teachers pushing through obstacles in order to make global connections, saying, “I think that you just have to keep going. If it’s that important to you, you have to keep reaching out and trying to find something.” She also emphasized that she, and her department, believe it essential to make their global connections real, saying, “we’d really like to solve real-world problems with [the students’] projects.”

Heather recounted how she makes global connections by explaining that all of her projects are planned around building three sets of skills:

I’ve started being more intentional about it this year, because I think I’ve always had that. In fact, the unit that I’m working in right now, I have put my objectives for the unit, I’m still working on them a little bit, but I’ve broken them down into three groups. One of them is global citizenship skills that I want them to have. One is the softer success skills. And then one is the state standard skills. Which I think they all need to work together, but I also believe that if I’m not intentionally targeting what I want them, as citizens, whether we’re thinking globally or not, as citizens, by not targeting what I want them to learn, then they have no way of evaluating whether or not they’re making progress. And they also don’t realize the importance of it.

Heather also discussed planning real-world projects for her classes in order to make global connections. She explained that she was consciously working to ensure that she was including transferable skills in her lessons this year, saying, “I think . . . really starting to evaluate the units that I’m teaching, and saying ‘All right, well, how will they use this outside of the classroom?’ When they’re not in here, how will they use it? In other classrooms, in the career, but also at the world at large?” She then continued by describing several projects she assigns throughout the year that allow students to build these transferable skills while looking to tackle real-world issues. She said,

So an upcoming unit that I’d already planned, which is about exposing [the students] to [this issue of] genocide, which I’ve been talking a lot about, but really shifting the culminating project, so at the end they will choose the group or the entity of people whose voices are not being heard. And they will have to design a product that raises awareness that calls others to action, but also, um, defines and takes an action. So whether or not they determine that they want to speak out as the voice for homeless people, well then what are they gonna do about that? How are they gonna bring awareness from other people? How are they gonna call them to action? Then are they going to go and . . . and volunteer at a soup kitchen? Are they gonna call up a homeless shelter and say, ‘What do you need? What can we do?’ And being able to do that.

Heather also involves the community in her classroom by inviting community members into her classroom to speak to the students about the topics they are studying in class. She described a recent example, saying,

When we talked about immigration, for example, asking one of our staff, who was an immigrant to the U.S., to come and talk about her experience of immigration, and then

giving students the chance through writing, express their own journey. If they're second generation, first generation, and then bringing that into more of a discussion.

Heather continued to describe how she reinforces the skills she focuses on in her classes, noting that she asks her students to prove that they have mastered the state standards, success skills, and global citizenship skills by asking, "what are you going to do in your project that raises awareness throughout the school building? How are you going to call others to join in with your action and what's the action you're going to take?" She reiterated "that's how their final product will be assessed. If they don't meet those three points, then, um, then that won't score well for them, but that also will be my way of knowing, okay, we've made some progress in global citizenship."

Participants' perception of the district's definition of global citizenship. As one of the district's objectives is developing global citizenship, each participant was asked how the district defines global citizenship and if/how the district's definition influences how they implement GCE in the classroom. Though many of them knew that global citizenship is an objective of the district's strategic plan, only about half of the participants felt confident that they could accurately articulate the district's definition. Dustin did not hesitate to give a clear answer to the question of how he understood the district's definition of global citizenship, explaining,

Yeah, I believe it's in our mission statement as a high school or as a system, sorry. I do believe it's creating citizenship for the modern world, if I'm not mistaken. I also think, unfortunately, I think global citizenship or the idea of citizenship is kind of waning a bit. It's there as far as in words and in the curriculum, but I don't think it's consistent throughout [the students'] experience.

Likewise, Sonya seemed confident in her answer to the question asking about the district's definition of global citizenship, saying,

I think the district defines global citizenship as being open to different perspectives and being comfortable within the school. All students are comfortable within the school and comfortable with their own cultural identity. We do things, like we do the World Language and Culture Night, where families come in and they share their foods or they share crafts that they do. I think that the district defines it that way within our community where there's diversity.

Heather understood the district's definition of global citizenship to include several ideas. She stated,

I would say that, from my understanding, they would define global citizenship as creating citizens that are informed enough to be able to vote, and vote well, that would be contributing members to society in the future, whether it's if they'll be philanthropic in the jobs that they have, you know, through some of the opportunities they have here to be philanthropic. But also, taking care of the environment, we have clubs that encourage that. So I think, in many ways, it's future minded, and I could be completely wrong, but that's my understanding. It's very future minded. But I also think, you know, globally . . . global citizens in terms of learning to celebrate differences. We've got the great, the school does a really good world cultural night. Which has become bigger and bigger every year.

Although these participants seemed confident in their understanding of the district's definition for global citizenship, their definitions were all different from each other. It was difficult to discern from their responses whether these participants had infused their own definitions of

global citizenship into what they perceived was the district's definition or if they felt familiar with the district's definition.

Several participants had some difficulty in clearly articulating what they thought was the district's definition of global citizenship. Jeffrey had trouble coming up with a clear definition, mentioning,

I know there's a thing written somewhere. Because I know there's a committee dedicated to it which you're probably on obviously. I think I might have actually been on it for a week and never gone to any of the meetings. But I couldn't tell you. But I know somewhere, I'm sure on a district website somewhere, there's something that talks about it. And we're trying to create our students so they can become global citizens or something of that nature.

In giving his answer, Dave referred to some of the opportunities offered by the school and district for students. He said,

I think their definition would be experience, because they've brought, I believe, there's been Chinese foreign exchange students in the building. And granted, maybe I know when the French and Spanish come, you know, they send an email and say hey, come greet the French and Spanish, but not only have I truthfully never met one of the Chinese foreign exchange students, I forget that like that is happening or does happen. I don't even know anymore. But, beyond that, I'm not sure that it's something that they really are as focused on as they think that they were going to be.

Although Marcy was able to express what she thought was the district's definition of global citizenship, she admitted that that the definition might just be words for the district, rather than a shared vision for GCE implementation. She remarked,

I think that the district would define global citizenship as preparing our students for the global market and for jobs that are going to be suitable for that changing economy. You know, making sure we're preparing our students for that. I think it connects in some ways to that idea of 21st century learners, making sure that our students are culturally proficient in global ideas and global markets. But whether or not the district is very clear on what that means and where we're going, I really don't know.

As for the district's definition as an influence in her classroom, Marcy was skeptical that it was well known or influential. She elaborated,

I think that the definition for global citizenship . . . would need to become a little bit more crystallized, I think, in the mind of many. I don't know that I have it crystallized and have a full understanding of whether or not I'm doing it right. So I think that once that definition is there it would be great to figure out how that could be applied to our teaching and cross-curricular teaching as well. Right, and see like, "Am I doing it right? Is this what we mean? Is this what really should be taking place?" So, I think my idea of what it is not what it is then I want to know what it is and then implement it the way it should be implemented. So I think it's a really interesting way to think about teaching and to put kids into their . . . make sure kids are being taught and led in that way. I just think there needs to be some development as to what it is and where to go with it.

Joe was unsure if the district had a clear definition or a specific goal for developing global citizens.

Oh, I don't know. That's tricky. I think they want the kids to be global citizens, but I don't think they necessarily tell you how to do it. I don't think they provide . . . I guess it's embedded in the curriculum that comes from the frameworks. But I think it's really

. . . I guess it's in there, but they don't . . . I think they want us to. I think they do some nice stuff through professional development where we have diversity understanding of bringing in some speakers from other areas of the countries that show different ways to be better global citizens. So I mean, the district does provide us with opportunities. But I don't think it's defined. I don't think it's an overall goal.

Betty hesitated before answering, joking that she was “gonna get an F on this question.” She continued, suggesting that the district wanted students “to be able to make broader connections, I think that's something like that. That we take what we learn here in this community. How do we make these little changes within our community and then take those changes and bring them out into the broader community at large?” She believed that the district's definition meshed somewhat with her own, although she admitted that “I'm not sure that I would be the best person to ask that question because I think I know everything already so I don't look at, maybe I just don't look at it closely enough.” While she thought that the district “defined [global citizenship] in a lot of different ways,” the district had not been explicit enough about its definition to influence her own implementation of GCE.

Benefits of GCE in the classroom. Many of the participants spoke about the benefits they experienced personally as globally aware teachers. Participants described being inspired by their students and enjoying the reward of making a positive impact in their students' lives. Betty recalled the joy she has experienced watching her students take on real world problems, saying,

These kids have really hit the ball out of the park. I mean, they inspire me every day to be a better teacher and to keep doing what we're doing. They've decided what are the kinds of issues they want to talk about and they want to work towards making the world a better place.

Joe spoke about appreciating the impact he has had on students when he hears from them after they have graduated, fondly recollecting messages he receives from former students as they make connections between their discussions in his class and the world they are experiencing. He said:

I know it is an impact today, because kids go to . . . when they travel the world, they'll send me Facebook messages of like, "I was in Trafalgar Square and now I understand why it's called Trafalgar Square." Or they're in museums on trips and they see the paintings that we've studied.

Heather observed that the global issues she addresses in her classroom often lead to students broadening the discussion by sharing their own global experiences.

I'm always amazed at how many of our students . . . have done either some sort of humanitarian trip or missions trip. And I would love to see us celebrate that more. I mean, these kids come in and they're very moved by it, very changed. And I'm excited when I see how their experience of going to . . . one student talking about going to Belize, another student who spent three weeks this summer, in, I think it was, Honduras, and helping her, even having a conversation with her, watching her try to debrief it a little bit.

Dave talked about the pleasant surprises he has had when his students have produced especially thoughtful and creative work in response to the global connections he has made in the classroom. He described such a moment:

I had a student write a poem about the overthrow of, and this goes back eight years now, of Gaddafi and it was . . . I was blown away for a few reasons. I think one reason is because I was still young and fresh to teaching and super excited, so I thought it was so cool. Even looking back now, it's still, I think, one of the coolest things a student's ever

done. I was also impressed because the student, it was kind of a classic example of you think sometimes you have a student pegged as what they're thinking about, and then they throw this at you and you're like "whoa, what is going on in that mind of yours?" But, she wrote this poem, and it was about a bird in a cage, and it was ultimately about the Libyan people wanting to break free of Gaddafi's rule, and it was really cool. So, obviously, she was thinking about what was happening there, and the impact it had. I think the most important thing is details matter, but at times the details aren't as important as just understanding the basic human emotion attached to something. So, her ability to understand that basic human emotion that there's people in the world, you know?

Theme 3: Vision of Students as Global Citizens

According to Goren and Yemini (2017), how a teacher understands global citizenship affects how that teacher views the goals and objectives for their students in terms of GCE implementation. This certainly surfaced as a theme in the interviews with the participants. Over the course of their interviews, the participants shared what they hoped their students would take away from their GCE experiences and how they viewed them as global citizens. Two subthemes emerged out of this theme: the goals the participants have for their students as global citizens and the objectives they have for GCE in their classroom.

Participants' goals for their students as global citizens. According to DiCicco Cozzalino (2016), there are two central agendas behind the GCE implementation; moral and economic. The moral approach to GCE is generally a more active pedagogy and is concerned primarily with raising awareness about global social issues, inequalities, and injustices. This approach actively involves students in identifying root causes for these issues and developing

solutions (An, 2014; Davies, 2006; DiCicco Cozzolino, 2016; Hartung, 2017; Marshall, 2011; Reimers, 2006). This vision of GCE surfaced in several of the interviews. Betty voiced this idea of action-oriented GCE in her interview.

What the goals of developing global citizens are helping students to understand that they do have a voice, they do have the ability and the power and the fully inspiration to make positive change in the world. If they can see that they are capable of doing that, if they really get that, if they really understand that, I'm already seeing kids in this school do amazing things and contribute to the bettering of our world and there's nothing more satisfying than to see that. So, I think that when they get it and they can actually start to do things that make change, positive change. That's the goal.

It was important for Heather to introduce students to social injustices in order to inspire them to action. When asked about the goals she has for her students as global citizens, she replied,

I just actually was putting together this quote by Martin Niemöller: "First they came for the socialists, and I did not speak out, because I was not a socialist. Then they came for the trade unionists, and I did not speak out, because I was not a trade unionist. Then they came for the Jews, and I did not speak out, because I was not a Jew. Then they came for me, and there was no one left to speak out for me." And I think that's kind of where it has to start. It has to start with the "I don't need to wait until I am the oppressed, or the . . . if I have a voice that is powerful enough to represent those that don't have a voice, then I have an obligation to use that voice," and so whether or not my privilege comes from the country that I've been born in, or my privilege comes from the academic opportunities that I've had, I then have a responsibility to speak out on behalf of those who've not had

those resources or those privileges. And to help them gain access to some of those things, as well.

Heather also stressed the importance of having her students understand that they have responsibilities within society to identify and correct societal problems, saying that global citizenship “has to start with the ‘I don’t need to wait until I am the oppressed,’ or the ‘if I have a voice that is powerful enough to represent those that don’t have a voice, then I have an obligation to use that voice.’” Ultimately, Heather’s goal for her students is to become global citizens who realize that “whether or not my privilege comes from the country that I’ve been born in, or my privilege comes from the academic opportunities that I’ve had, I then have a responsibility to speak out on behalf of those who’ve not had those resources or those privileges.”

In contrast to the moral approach to GCE, in which the goal is to expose students to injustices and to ask them to devise solutions, the economic approach sees global citizens as those who are culturally aware and have a deep understanding of the world’s political, economic, and social history (DiCicco Cozzolino, 2016). This concept of GCE was also seen in several of the interviews with the participants. Marcy spoke about the need to prepare students for their potential futures in the global marketplace, saying,

I think as they enter the workforce so many of them are going to be working in international or intranational agencies and organizations that they’re going to have to identify with people from other countries and other backgrounds and understand how to maneuver all of that. So I think our students will need to then be the trainers and be under aware of those different ways in which they have to maneuver outside of their own cultural norms.

For Joe, the goal of developing global citizens who have a global awareness and an understanding of the world's history, is a way to correct what he sees as a greater societal problem.

I think one of the great lacking parts in our society is that we're not global citizens. We don't understand the world, the history behind it, the reasons why people behave the way they do. We look at it from solely our perspective, our individual perspective, instead of looking at the perspective of what the other person or group may be experiencing, and that's having an understanding of, like I said before, that knowledge and background of what they're struggling with or trying to overcome or trying to achieve. We see it from a very mono perspective of just ourselves, "How does it affect me?" instead of trying to understand them.

Joe continued to describe his ultimate goal, which is to develop critical thinkers who can see and understand more than one perspective when they look at global issues. He said,

I want to make them citizens of the world so they can watch the news, so they can read newspapers or blogs or internet stories or whatever that happens to be, Instagram posts, and be willing to understand that there's oftentimes more to the story than the three-minute video they're watching, that they're going to have some background to, or be willing to look at the background of, do a little research with their supercomputers that they carry around with them 24/7. That's really important to me, to have an idea that there's more to a story.

Similarly, Dave saw GCE as a way to repair what he saw as a burgeoning global problem. He explained,

The goal is, in my view, to build understanding and to recognize that we are in this together. The reality is I, and both of us, have grown up in this idea of a global community and I'm not talking about politics, but the reality is the world is moving back towards not being a global community, and all that does in my view is lead to more misunderstandings, and the reality is we have to function as a collective people while maintaining our own identities. So, the goal is to function as a global community. I mean, that's the ultimate goal.

Jeffrey talked about the goal of global citizenship as preparing students with the knowledge they would need to succeed in the world, saying, "Well I would say that's . . . I mean the world's becoming more interconnected politically, socially, through the internet and everything else so just being able to sort of work within that framework and sort of why we would want global citizens." Johnny concurred with this concept of GCE, musing,

I think the biggest thing is just that we live in such a global society, more than ever in terms of economic structures and, um, consumerism, just like where we get goods from, um, what affects that, through the prices and all that stuff. So just things are so much, I think, global and in companies, also.

Dustin talked about making students aware of the interconnectedness of people around the world as the ultimate goal of GCE, saying,

I guess the goal for global citizens is to, again, just understand that what we learn here about our country can also impact others in the world or how individuals over time can change the world. That we are not exclusive, we are not separated from the experiences of others in the world, so therefore we should understand that more of a humane aspect of

things, how we as humans change over time, are influenced by each other's ideas, thoughts, deeds, actions, and so on.

Sonya talked about the goal of developing global citizens as raising her students' awareness about the world and how it works together. She said, "I think, seeing that we share this life, that we're not just all in our own little bubble, space. We share any environmental issues, any political issues, current global issues, the economy. We all share the same sources."

Objectives for GCE in the classroom. As previously noted, the various approaches to global citizenship play a role in determining the goals and objectives of GCE implementation in the classroom (Goren & Yemini, 2017). In their interviews, the participants talked about the various ways in which they prepare lessons and assignments to prepare their students to be global citizens. In discussing how she approaches GCE integration in the classroom, Sonya said,

I want to cultivate that curiosity with the students. I want to have a space where I ask them to be a little bit more uncomfortable so that they come to those questions, or they come to those understandings. I want to break the patterns that they might have that could be harmful to them growing up, if they have labels or ideas about things, and they're not open-minded to new situations.

Heather spoke about wanting her students to come away from her classroom with strong identities and confidence in who they are. She said, "My job is still to teach students how to think, not what to think." For Heather, once students develop a strong identity, they are empowered to enter the world, recognize the problems, and make changes. She continued,

And so I'm hoping that . . . will allow them to make global connections, "what is my role? Even as a high school student, I can begin to get involved, even if it's just to start listening, instead of saying That's over there, that's not my problem." Now what that

solution will be, I don't know, that's the complexity of the problem. But I think part of the global connections begins when we start to say, "I have an obligation to listen to, to be aware, to open up my eyes, and to care about what's going on, and then I can start to take the next step."

Dave described his classroom as a place for students to develop the understanding they need in order to enter the world as confident and knowledgeable citizens.

Well, I think teaching high school, you're dealing with teenagers, and teenagers are self-involved. That's just their nature. But, at some point you do have to start getting them to at least know that there's something else out there. Yeah, the point being that you can't be a good American citizen, you can't be a good global citizen, until you at least understand in general that there is something else out there. You don't have to understand it, just understanding that there is a bigger world out there. So, the only way to help them see that there is more to the world than just you is to make those connections and to encourage them to see what's happening in the world, and to strive to in some way be a global citizen.

Jeffrey talked about making global connections as a way to foster student engagement while providing his students with a way to broaden their perspectives and experiences, saying,

I think it's helpful just for me personally to kind of look at the macro picture more and I just think it makes things more interesting and just helps the students sort of think outside the box, I guess. They tend to think more of themselves and their small circle of friends to just try to enlarge that circle a bit. And just take a look at things from that perspective.

Dustin also expressed that his objectives for GCE in the classroom include giving students opportunities to extend their perspectives.

Because I don't think students have much opportunity to think outside of their own small worlds. It's just an opportunity for myself to expose them to different ideas. For example, the issue of immigration. What does that mean to ourselves as a country, but also how does that work affecting other people in other countries? So, they should understand that there's at least two sides to the issue there.

Joe agreed, stressing the importance of making sure that students in his classes walked away with a greater understanding of perspective.

But I think you can take the time and have the kids, knowing that they're going to be tested on a test, but they're going away better informed about the world. And that's really important for me to know that the kids have a better understanding and that they're willing to see both sides of it, both sides of the story, is really important. And if they love learning, that they're going to possibly grab a book some day or they'll venture into that on their own. Because I know they do, because they come back and tell me. I don't think I'm trying to inspire them to all become teachers, I think I'm trying to inspire them to have an understanding of the world. Like so many of our citizens today that are refusing to see. You know, we become so polarized as a nation, that they're willing to stand in the middle and look at both sides and go, "You're really both wrong. It's somewhere in between."

Marcy spoke about her objective for GCE in her classroom, which involved ensuring that her students understood the effects of globalization on people around the world.

They have to understand it's not only where those places are but also how peoples have interacted with one another. We talk about globalization today. Globalization is not a new

thing. We have always been a global society and a global culture, and we're looking at various areas of the world.

Betty made it clear that she saw developing global citizenship as a fundamental part of her job as a teacher, declaring, "I think that we might be the front line in this effort to foster global relationships and global understandings." For her, this understanding of her role as a teacher translated into prioritizing GCE in her classroom.

Theme 4: Challenges and Opportunities of GCE Pedagogy

As the participants discussed how they work to create opportunities for their students to make real world connections between the classroom and their curriculum, they revealed that these connections were powerful not only for the students, but for themselves as teachers. However, while the participants elaborated on the many benefits and opportunities that go along with a GCE pedagogy, they acknowledged several challenges inherent to creating a globally connected classroom.

The challenges of GCE pedagogy. When asked about any difficulties they had experienced in the course of implementing a globally aware curriculum in their classrooms, the participants admitted to facing a few. While some described difficulties that centered around their students, other participants talked about challenges they faced with covering their subject material, their own comfort level with global citizenship, ensuring that they were allowing students to develop their own understanding of global issues, and understanding the district's definition of global citizenship.

Student-centered challenges. When asked if she had experienced any difficulties in implementing a globally aware curriculum, Heather talked about the challenges of pushing

students to face new information and integrate it into what they may already feel about the topic. She said,

I think it's hard for everyone, but it's hard for students to separate out why they hold the opinions that they hold, if those opinions are based on fact, if those opinions are based on, just that's what they've always thought, or believed about. So I think of a unit that I did a couple years ago on immigration, and we studied it from the perspective of, like, border ranchers, uh, the border patrol, immigrants, undocumented workers, and then the people who live in border states, like California, Arizona, the effect on educators, on the hospitals and all that. And students were really moved to compassion, or empathy, by some of the firsthand accounts, interviews, et cetera, that we read, by undocumented workers that had come into the country. But then in the end, when it came time to make proposals, and to come to a debate, their opinions had not shifted much from when we started. Which really surprised me.

Joe faced similar difficulties.

I think running across some ignorance that kids have and what they're being taught at home sometimes, instead of . . . What I always try to do is encourage the kids to be able to argue both sides of the story and to not necessarily feel they're right, but be willing to listen to and try to understand. And certain families don't always come with that mindset. So occasionally I run into students that are unwilling to or are unable to see both sides of the story.

Johnny also talked about the challenge of getting his students to think outside their own experiences, understand their privilege, and consider other perspectives. He said,

I guess sometimes you just run into the idea that some students are just, in some cases, unaware or just don't, don't have . . . No, that's not the right word. Not that they're ignorant but just sort of like they don't always think about things in someone else's perspective, like, I don't know, I guess a lot of egocentrism or being a U.S. citizen, you just sort of, it's like they're . . . Not to say that every single kid is well off and has a lot of resources, but certainly compared to some other people in other countries, they're definitely . . . Even kids that aren't well off still have a lot more and sometimes they don't realize that. They don't realize all that they have and what they have.

When Dave was asked about the challenges he faced in implementing a global curriculum, he felt that his students sometimes had problems making connections between issues faced in areas around the world and similar problems here in the United States, saying, "I would say the biggest thing is convincing students that the issues that they perceive in other parts of the world are not just other parts of the world issues."

Teacher-centered challenges. Some participants experienced difficulties that were created or exacerbated by their schedules, their content areas, and their own comfort level with GCE. Jeffrey described difficulties that revolved around having to cover extensive material in his content area. He spoke about the difficulties of including global connections while making sure that he is fully covering his subject material and meeting his curricular expectations. In response to a question about the challenges inherent in implementing a globally connected classroom, Jeffrey lamented,

I think just the one thing is just time. You do feel pressure to get through a certain amount of stuff and time and stuff. And we don't always have, I don't always feel like I can stop although I really try to because I don't want to be like a robot and all right this is

what you, it's just more fun. Just when a thought flashes in my mind, like oh this is like this. Or it's connected to this. To me that just makes my job much more interesting and hopefully the student thinks so too.

Sonya also described pragmatic difficulties, saying, "I think, again, timing or technology, what's out there . . . I think you just have to be willing to just keep going with it. There are some channels that I've tried to reach out to, and we haven't been able to reach out to."

Marcy framed the difficulties she faced in terms of her abilities as a teacher to adequately address all elements of a globally connected curriculum. She said,

I would say one of the things that I think can become difficult . . . [is] figuring out as a teacher how to give kids a cultural awareness when I don't have that native cultural perspective. I don't know what it's like to live in Africa, or to be African, or how African countries deal with the rest of the world sometimes in past or present tense. Same thing with parts of Asia or South America. I don't have that understanding. So I think that's the difficulty in approaching what has happened to people and giving kids the understanding of what it must've been like for those people. It's not that you have to have [experienced the problem] in order to teach kids empathy but, like, today, the story, it was like after it ended we're looking at these kids that are working in these coal mines and they look just absolutely desolate and terrible, and I look at them and I'm like, "Well you have it pretty good. This isn't so bad," but at the same time how do I teach them that this is a story for more than just the three kids that are on the screen? That's hard to do.

For Marcy, teaching empathy and ensuring that her students appreciate all sides, including the personal experiences, of the global issues they cover, was a vital goal of GCE in her classroom.

Three participants discussed difficulties they had in controlling their own opinions about and passions for the global issues they discussed in class. Joe described the difficulty of making sure that he was not sharing his own beliefs, while also ensuring that his students were being exposed to all sides of an issue.

[W]e have to be really careful in our positions of authority. And sometimes you rub right up against that line of . . . sometimes unintentionally, but sometimes intentionally almost critiquing or criticizing a student's ideas because they're so far beyond where everybody looks at and they're so obtuse in how they view the world, that you kind of show them how far away they are from either side, left, right, whatever it happens to be.

For Joe, this challenge was partially one of his own making, as he saw global citizens as those people who could think critically and make decisions based on understanding all sides of an issue. For others, the challenge stemmed from the participants' cognizance of walking a fine line between exposing students to issues while not pushing their own beliefs. Heather described this challenge, saying that she had to consciously remember "to be respectful of families' [beliefs]." She elaborated, saying "I may have really strong values or beliefs on a topic, but I'm not trying to make little mini me's." Similarly, Betty said, "I would say that I do have a tendency to have very strong opinions and sometimes hard for me to not cross certain lines and to not express political persuasions and that kind of thing. So I would that that might be the biggest difficulty that I have faced."

Dustin was the only participant who reported facing no difficulties in his implementation of a globally aware classroom. He explained that he doesn't make explicit global connections, but rather infuses them into his overall pedagogy. In response to a question about whether or not he had faced any difficulties as a globally aware educator, he responded, "Not really, because it's

not something that's overt." He elaborated, "So I just kind of put it in the context of my base, which is learning on multiple intelligences, how we learn in different ways. So that's my base." He went on to explain that he asks himself "How do I integrate global education or global learning through those eight or nine vehicles which are stipulated in multiple intelligences theory?" as he creates his lessons and units.

Perceived support for GCE. Overall, the participants discussed feeling very supported by the district, the school, and other teachers in the building in their efforts to create and implement a globally aware curriculum and pedagogy. Heather raved about the support she's received from district and building administrators, as well as teachers throughout the building. She said,

I've been given a lot of freedom this year, in terms of what books and stuff I read with the students, the projects that I'm having them do. I've had a lot of guests come in, which come from the community, which is a part of our district. In fact, I've already talked to our administrator here who offered to come, and she'll be coming into the class to talk about her experience when she did some study of the Holocaust, and traveled in Germany, and I think Hungary, and in different places, so even in terms of human resources, people willing to come in and talk to the class. But also, just the support of saying, "I love what you're doing."

Heather further described the support she has received from the district in her efforts to educate herself on how to improve her abilities to include global connections, and to present what she does in the classroom at various workshops and institutes. She continued, "So, I think it's been very supportive, I think the school really wants to see us not just diminish racism and

discrimination, but celebrate differences, and I think that's a big part of global citizenship." Betty echoed this and recalled,

The district is very supportive of everything that I've ever asked them. Can I do this? Yes. Can I do that? Yes. Can I start this [extracurricular club]? Absolutely. I think that this is a great district. They're extremely supportive. When I wanted to go to Minneapolis to take that [diversity] course, if wanted to. I once [inquired about] the possibility of working in another country for a while and they let me take the time off just to look at that opportunity. They told me that I would have a job when I came back if I chose to take that opportunity and teach in another country. I don't think that they could be more supportive.

Sonya discussed how supportive the district and the community have been of her global curriculum and her students.

The administration has been extremely supportive with any of the projects that I've done outreach-wise, whether it's through the [global organization] or the [subject] campaign that we did. They've allowed our students to come and talk at school committee meetings, so they have been incredibly supportive that way. We've also had support from the local, like the newspapers will come in and talk to our students, so our students feel like what they're doing is a real-world situation or a real-world issue.

Joe found the district to be supportive in terms of what they offered to teachers. In response to a question about the support offered by the district, he replied, "Yeah. I guess the professional development has been helpful. I think they do try to provide it. I think they do want us to be better. I think the district does a really nice job with it." He went on to talk about the specific support he has received within the school, saying, "I think, departmentally, I think we have

things like [department initiative] we're required to do. And I think we're, as a department, encouraged to use [resource] as a source for it. I think maybe not overtly, but I think we're encouraged to do it." Johnny did not identify any specific support but did discuss being able to take courses and implement a more globally aware curriculum. He described himself as "Encouraged to think more globally" by the district. He went on to say, "Yeah. So I guess there's been that kind of openness to it and they were like, now, I won't say a push to do it but just sort of a . . . freedom."

Conversely, three participants described either receiving no support or being unaware of any support from the district or the school. In response to a question about support he has received, Dustin said, "No, other than [resource] that I used to get a lot of, but I don't use much anymore, because everything's online. So other than that, no." Marcy answered the same question in a similar way, responding, "No, I don't think I can." Jeffrey was also unaware of any district or building support, saying, "I cannot think of anything. I mean I do know there's a committee that's working with that. But I don't recall any thing coming out of that committee that directly affects what I do in the classroom."

Conclusion

In Chapter 4, the researcher presented the data collection and analysis methods used to evaluate the responses of nine participants in this study. As this is a transcendental phenomenological study, the voices and experiences of the participants were essential to understanding the experience of being a globally aware classroom educator. In order to collect the necessary data, one-on-one interviews were scheduled with the participants. The recordings of the interviews were transcribed and then manually coded, using In Vivo and Axial coding methods (Saldaña, 2016), from which numerous codes surfaced. The codes were placed into nine

categories, which were then analyzed for emerging themes. Four themes emerged from the data: recognition of self as global citizen, global citizenship in the classroom, the participants' vision for students as global citizens, and the challenges and opportunities of GCE pedagogy. Each of these themes were presented in this chapter, along with their subthemes.

The participants understood global citizenship in a variety of ways. Some participants saw global citizenship as an awareness or understanding of cultural diversity around the world, while others saw global citizens as those who are aware of and actively work to prevent or solve social injustices around the world. When asked to articulate the district's definition for the term, each educator gave a different answer. Their reasons for implementing global citizenship in their classrooms were just as varied, with almost half of the participants citing a recent awareness of GCE. Their understanding of global citizenship was clearly seen in their explanations of the goals they have for their students as global citizens and the objectives they have for their globally connected classrooms. The chapter ended with a discussion of the encouragement they have experienced in the district and the challenges they have faced as they have implemented GCE. The next chapter will discuss the significance of these findings, as well as recommendations for MHS, the district, and educators who want to initiate or improve GCE implementation in their classroom or district.

CHAPTER FIVE

CONCLUSIONS

As Friedman (2007) argued in *The World is Flat*, the globalization of the world's economies is a result of advances in technology—specifically communication technologies. These improvements have allowed countries around the world to connect to each other and exchange goods and resources, including access to an expanded work force (Friedman, 2007). These technological revolutions have impacted what businesses expect from their employees, in terms of knowledge and skills, which has prompted educators to consider how to better prepare their students to succeed in this changing world (Darling-Hammond, 2010; Davies, 2006; Gardner-McTaggart & Palmer, 2018; Reimers et al., 2016; Wang & Hoffman, 2016). The realization that globalization has altered what skills and knowledge individuals must have to enter the working world has resulted in a pedagogical movement known as global citizenship education (GCE).

Although a great deal of the literature discusses the benefits of GCE and developing responsible global citizens in American schools, there is little agreement about what GCE looks like in the classroom (Augustine et al., 2015; Collins & Halverson, 2009; Peck & Pashby, 2018; Schattle, 2008; Zhao, 2009, 2011). This is likely because there is no commonly understood definition of the term (An, 2014; Augustine et al., 2015; Rapoport, 2010). Consequently, this transcendental phenomenological study examined the lived experiences of current secondary educators who make global connections in their classrooms so that it can provide practical support to educators looking to begin making or improve existing global connections in the classroom. With that in mind, this study was guided by two research questions:

RQ1: In a public school district committed to global citizenship, how do secondary educators perceive global citizenship education?

RQ2: How do public secondary school educators understand how their perceptions of global citizenship influence the way they include global education in their classrooms?

This chapter provides an interpretation of the findings of the research, as well as implications and recommendations.

Interpretation of the Findings

The purpose of a transcendental phenomenological study is to understand a phenomenon by examining it through individuals' lived experiences (Creswell & Poth, 2018; Moustakas, 1994). Interviews are often used in transcendental phenomenological studies to collect data that can provide a description of "the essence of the experience" (Creswell & Poth, 2018, p. 75). After conducting one-on-one interviews with each of the participants, the researcher thoroughly read and analyzed the transcripts. Through this analysis, four themes emerged from the data: recognition of self as global citizen, global citizenship in the classroom, the participants' vision for students as global citizens, and the challenges and opportunities of GCE pedagogy. These themes were explored through the lens of the research questions.

RQ1: In a public school district committed to global citizenship, how do secondary educators perceive global citizenship education?

According to the literature, global citizenship has different meanings for different people (An, 2014; Augustine et al., 2015; Rapoport, 2010). Some define global citizenship as an awareness of one's place in the world (Gaudelli, 2013; Hartung, 2017; Parmenter, 2011). Some define global citizens as those who have knowledge of and appreciation for cultural diversity

(An, 2014; Gaudelli, 2013; Hanvey, 1982; Hartung, 2017). Others argue that global citizens are those with the necessary skills and understanding to compete and succeed in the global marketplace (DiCicco Cozzolino, 2016). Still others describe global citizenship as one's active participation in the identification of and proposing solutions for global issues and injustices (Davies, 2006; DiCicco Cozzolino, 2016; Hartung, 2017; Rapoport, 2010; Reimers et al., 2016; Sant et al., 2018; Tye, 2014).

Definition of global citizenship. Most of the definitions of global citizenship given in the literature were supported in the study, with the participants reflecting them in their own definitions of global citizenship. While no participant was able to recite a textbook definition for the term, all participants were able to offer phrases and ideas that explained what they understood global citizenship to mean. The two most common definitions given by the participants included awareness and celebration of cultural diversity and the identification of and active participation in solutions for issues of social inequality and injustice.

Both Rapoport (2010) and Shea (2013) found that an educator's own experiences inform their understanding of global citizenship, which was supported by the findings in this study. Both Heather and Sonya cited their personal travel experiences as fuel for their passion to expose their students to global connections. Betty discussed her interest in world cultures as a reason she believed she was a globally aware educator. Dustin and Dave both related experiences with diverse student populations in their early teaching careers, which led to an increased awareness of global citizenship. No participant mentioned reading global citizenship literature or attending professional development as a reason for being globally aware. It was clear that the participants' own experiences and personal interests played a key role in seeing themselves as global educators and developing their interests in GCE.

Teacher training. According to the literature, one of the most substantial barriers to widespread GCE implementation in American schools is the lack of its inclusion in teacher preparation programs (An, 2014; Cogan & Grossman, 2009; Darling-Hammond, 2010; Gaudelli, 2016; Kirkwood-Tucker, 2009; Mangram & Watson, 2011; Rapoport, 2010; Zong, 2009). This was supported in the study, as no participant recalled having undergone training or taken any coursework specifically about global citizenship in their teacher preparation programs. It should be noted, however, that two participants mentioned having had undergraduate or graduate professors who inspired them to become globally aware. Both Betty and Sonya spoke about professors having been important in their own development as global citizens, while Jeffrey mentioned the diversity of the faculty at his college as a reason for his interest in global citizenship.

Additionally, both Rapoport (2010) and Winstead (2011) found that while global awareness should be interdisciplinary in nature, the reality shows an expectation that the bulk of global instruction in secondary education will be managed by social studies and world language teachers. That is also a finding of this study, for while this study was open to any secondary educator from any department who self-identified as globally aware, the majority of educators who met that criterion and participated in this study were from the social studies and world language departments at MHS.

Administrative support for GCE. Although administrators at MHS and its district have recognized the importance of implementing GCE, a recent review of the district's strategic plan determined that it had not yet met its objective to develop global citizens in a measurable way. As Marcy noted in her interview, this result is likely because the district has neither defined global citizenship for its teachers, nor developed a measurement for the objective, nor instituted a

plan to implement it comprehensively throughout the district. Though most of the participants in this study mentioned feeling supported by the district, the support they described consisted of the freedom to create and implement a globally aware curriculum and opportunities to involve the community rather than a common understanding of GCE or a focus for their planning.

RQ2: How do public secondary school educators understand how their perceptions of global citizenship influence the way they include global education in their classrooms?

The literature suggests that there are two main agendas for global citizenship education: economic and moral (DiCicco Cozzolino, 2016). The economic agenda is primarily concerned with preparing students to compete economically in the world (Rapoport, 2010). This often consists of teaching about cultural diversity in an effort to help students navigate the globalized world once in it (DiCicco Cozzolino, 2016; Shultz, 2007). The moral agenda, on the other hand, includes exposing students to issues of global social inequalities and injustices and encouraging them to become agents of change (Gardner-McTaggart & Palmer, 2018).

GCE agendas in practice. Elements of both the economic and moral agendas emerged during the interviews with the study's participants, but participants did not always explicitly fall into one category or the other. Several participants mentioned wanting to prepare students for their future careers as well as exposing them to global social issues and engaging them in identifying solutions for the issues' root cause(s). For example, Heather defined the goal of global citizenship as teaching students to look for ways to "celebrate one another's differences, while also educating each other about those differences, so we can not only create an environment where, um, we're respectful of one another, but we can make progress, because we've got different ideas, inputs coming in." She continued to describe why she thought GCE was important, saying that she wanted her students to act "not just with when they get to vote

about whether or not we should go in and do something about ethnic cleansing in another country, I want them . . . to say, ‘This is a person who’s not being treated well. I can get involved.’” The majority of responses, however, were centered around the economic agenda, in that the participants saw global citizenship as a set of competencies that would help them to be confident in diverse settings and able to understand and work with different cultures and communities around the world. For example, Dave defined global citizens as those people who are “willing to understand differences,” and saw the goal of developing global citizens as teaching students how “to function as a global community.” For these educators, there was no differentiation between definitions or applications of GCE.

Goals and objectives of GCE. The various approaches to global citizenship can help a teacher to determine the goals and objectives of GCE curriculum implementation. These approaches can have an effect on what curricular material is chosen and which instructional strategies are employed by the teacher. As Goren and Yemini (2017) explained, how an educator understands global citizenship affects that teacher’s goals for the implementation of GCE. Likewise, Goren and Yemini (2017) also acknowledged that what educators see as appropriate goals for their students may affect which GCE agenda they adopt.

There are several instructional strategies associated with the different GCE agendas. Project or problem-based learning (PBL) and 21st-century learning skills are often linked with the economic agenda of GCE, as they are instructional strategies that are used to prepare students for the future by developing them into citizens who are critical thinkers, problem-solvers, collaborators, and proficient with different technologies (DiCicco Cozzolino, 2016; Lapek, 2017; McLeod & Shareski, 2018; Schoen & Fusarelli, 2008; Zhao, 2009). The instructional strategies that are linked to the moral agenda include those that can help educators promote a sense of

interconnectedness in their students, allowing them to develop cultural sensitivities, empathy and appreciation (DiCicco Cozzolino 2016; Gardner-McTaggart and Palmer, 2018; Rapoport, 2010; Zhao, 2009). These strategies include discussion and reflection. PBL can also be associated with the moral agenda, though to be effective in this agenda, it must be directed toward promoting awareness of and solutions for global issues (Davies, 2006; DiCicco Cozzolino, 2016).

Although the literature suggests that a connection exists between an educator's understanding of GCE and its implementation in the classroom (Goren & Yemini, 2017), this study found no clear connections between participants' definitions and their implementation of GCE. While some participants articulated definitions for global citizenship that matched their agendas for GCE, others did not. For example, Marcy included "diversity" and "empathy" in her definition of global citizenship, which might lead to an assumption that she adhered to the moral agenda of GCE. However, when she explained her goal of GCE as preparing students for the workforce, it sounded more like the economic agenda. Finally, Marcy described using primarily discussion-based instructional strategies in the classroom, which are often linked to the moral agenda of GCE. Similarly, Johnny defined global citizenship as "how they use the knowledge they have to make decisions about what they feel is the right thing to do" and "thinking about how other people's perspectives might be." Ostensibly, that definition falls into the moral agenda. His goals, however, seemed more economic in nature, relaying that he wanted his students to think about "who they might be working for and where they might end up working . . . their opportunity for employment might be in, I don't know, another country and to be open to that." Johnny also described using discussion and reflection in his classes which are often categorized as strategies connected to the moral agenda. Consequently, while the literature defines separate agendas for GCE, the findings of this study suggest that, in the absence of clear

definitions or directives from the school, there is little or no cognizant adherence to a particular agenda in practice.

Implications

The results of this study have many implications for the research site, as well as for educators who have an interest in increasing GCE in schools across the country. The purpose of this transcendental phenomenological study was to understand the phenomenon of GCE implementation through the lived experiences of secondary educators who make global connections in their classrooms to fill an existing gap in the research around a practical understanding of GCC. Furthermore, this study sought to increase the number of educators and administrators who understand and implement global citizenship educational pedagogies.

Implications for Practice

The educators who participated in this study revealed how and why they make global connections in their classrooms. Each participant shared why they value GCE and how they believe it benefits their students. For most participants, their own personal and teaching experiences shaped their understanding of GCE and the benefits they believed it provided their students, which was supported by the symbolic interactionist lens of the study (Carter & Fuller, 2016; Mangram & Watson, 2011). Symbolic interactionism holds that “humans construct or make meaning and then act on the basis of those meanings” (Mangram & Watson, 2011, p. 98). Both Sonya and Heather described their travels as influencing their global connections, with Heather elaborating on her previous overseas charity work as a reason for her focus on the moral agenda of GCE. Joe, Johnny, Betty, and Dave also discussed their passion for their subject content as motives for implementing GCE. Similarly, while some participants had an explicit goal to develop global citizens, others made global connections in classes because they believed

it beneficial for students to develop cultural awareness as well as critical thinking and problem-solving skills.

In their discussions of how they make global connections and implement GCE in their classrooms, many of the participants described using a student-centric, inquiry-based educational model. The participants' experiences with PBL, questioning techniques, discussion, and student choice all conflate with the active learning processes espoused by the constructivist theory of learning (Brooks & Brooks, 1999; Kosnik et al., 2018; Krahenbul, 2016). This constructivist view of GCE is consistent with what the literature says about the connection between student-centric methods and GCE (Augustine et al., 2015; Darling-Hammond, 2010; Kosnik et al., 2018; Krahenbul, 2016; McLeod & Shareski, 2018; Reimers et al., 2016; Seifert & Sutton, 2011; Schoen & Fusarelli, 2008; Zhao, 2009, 2011). These active teaching styles often match the goals and objectives of GCE, irrespective of the educators' preferred agenda.

Implications of GCE in the Accountability Culture

However, although the literature overwhelmingly shows the positive effects of integrating an inquiry-based model of education (Augustine et al., 2015; Curry, 2017; Darling-Hammond, 2010; DiCicco Cozzolino, 2016; Eidoo et al., 2011; Gaudelli, 2013; McCleod & Shareski, 2018; Schoen & Fusarelli, 2008; Wilder, 2015; Winstead, 2011; Zhao, 2009, 2011), it also highlights the tension between this educational model and the student assessment model required by state-mandated accountability tests (Darling-Hammond, 2010; McCleod & Shareski, 2018; Schoen & Fusarelli, 2008; Zhao, 2009, 2011). Because state assessments do not include global citizenship, it can be difficult to implement a global curriculum in schools while preparing students to succeed on high stakes assessments (Cogan & Grossman, 2009; Cruz & Bermudez,

2009; Zhao, 2011). For each of the globally aware participants in this study, though, the reality is that testing culture is still the norm in Massachusetts.

The Massachusetts Comprehensive Assessment System (MCAS) is given to all students in grades 3–8 and earning proficiency on the test in grade 10 remains a requirement for students to graduate from high school (Massachusetts DESE, 2019). This focus on testing can be a roadblock for GCE, as it often reinforces knowledge-acquisition instructional methods (Schoen & Fusarelli, 2008). As Winstead (2011) reported, an emphasis on proficiency testing can be detrimental to students in that, rather than the students' needs, it is often the tests that dictate what and how students are taught. Though only a few participants specifically mentioned MCAS, or the difficulty of making global connections while ensuring that course material was completely covered, it is crucial that districts in Massachusetts consider how to mesh MCAS accountability with an inquiry-based educational model as they create GCE implementation plans.

Recommendations for Action

Currently, a gap exists in the research concerning the practical application of GCE in American schools. Ultimately, the purpose of this study is to fill that gap in the research by providing an understanding of GCE in practice, to improve support for those educators who make and value global connections in the classroom, and to increase the numbers of educators at MHS and in other school districts who implement GCE. To that end, this study offers two sets of recommendations; one for stakeholders at the research site, including teachers, administrators, and students, and a general set of recommendations for stakeholders in the American education system.

Recommendations for Action at the Research Site

Although the research site and its district have recognized the importance of implementing GCE and included developing global citizens as an objective in its strategic plan, the district has not yet met this objective in a measurable way. The researcher recommends that the administration define global citizenship and share this definition with teachers and students across the district. While Shea (2013) conceded that some districts might benefit from a vague definition, the findings from this study support developing a clear definition of global citizenship for the research site. Further, to aid in determining whether or not the district has met its GCE objective, district administrators should work to create a tool to measure global citizenship and GCE implementation in the classroom. District administrators must also develop a GCE implementation plan that includes professional development opportunities for educators at all levels. Finally, as Heather, Betty, and Marcy suggested, the district should identify and celebrate the global connections already being made in the district.

Recommendations for Action Outside the Research Site

The findings of this study supported the contention in the literature that there is little coverage of GCE in current teacher certification requirements and preparation programs. In order to increase implementation of GCE in American classrooms, states should begin to require global citizenship exposure and coursework in their certification expectations for prospective teachers. Moreover, teacher preparation programs at the undergraduate and graduate levels, and in all disciplines, should expose their students to global citizenship and GCE through coursework and other opportunities. Furthermore, student teacher practicum protocols should have a GCE component, requiring student teachers to plan and execute lesson plans that make global

connections. Additionally, the researcher recommends that American colleges update their admission requirements for prospective students, especially those interested in pursuing education degrees, to include global experiences or demonstrations of global competencies.

Recommendations for Further Study

As previously discussed, there is a gap in the literature concerning how GCE is applied in the classroom. Researchers should continue to fill this gap by conducting studies that explore GCE in practice. While this study examined GCE in practice in a single high school setting through one-on-one interviews with the participants, there was not an opportunity for those educators to converse with each other about their definitions of global citizenship and the practices they use to develop global citizens. After reading through the transcripts and synthesizing the participants' experiences, the researcher realized the benefit of the conversations on the participants in helping them to appreciate how significantly they affect their students through the global connections they make. The researcher then wondered about how these participants may have benefitted from the conversations they may have had with one another about their experiences with GCE. The researcher suggests that future studies should involve focus groups, allowing several globally aware educators to converse about their practices together and share their perspectives. Conversely, another area for future study would involve teachers who do not identify as globally aware. As the researcher went about locating participants for this study, several potential participants responded in the negative. In a district that values global citizenship, the researcher was surprised by the number of teachers who did not self-identify as globally aware. A future study that includes these educators could examine how educators who do not make global connections understand global citizenship and the reasons they do not make these connections in their classroom.

One final recommendation for further study would involve studying the experiences that students have in globally aware classrooms. While a great deal of GCE literature focuses on the benefits for students, very little research actually examines the practical effects of GCE on students, especially at the primary and secondary levels. An additional suggestion for future research would be to conduct longitudinal studies with students, which would involve identifying students who have been exposed to GCE during their primary and secondary years and examine the lasting effects, if any, during their postsecondary and working years, which would provide helpful information to educators who want to begin or improve GCE implementation.

Conclusion

By committing to the development of global citizens, educators can prepare their students to become adults who enter the world with appropriate cultural competencies, awareness of differing world perspectives, and appreciation of cultural diversity. These thoughtful and empathetic citizens of the world will also understand their own rights, responsibilities, duties, and entitlements (Lim, 2008; Zahabioun et al., 2013). This means that educators must ensure that students have the skills, knowledge, and motivation needed to solve existing and future problems of inequality and injustice (Tichnor-Wagner et al., 2016). Through the implementation of global citizenship education, educators in public schools have an opportunity to transform the world by helping the students of today become agents of change tomorrow.

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APPENDIX A

Interview Protocol

Good afternoon. Thank you for agreeing to meet with me and answer some questions about your experiences as a global educator. As you know, I am a doctoral candidate at the University of New England and currently studying the experiences of educators who make global connections in the classroom for my dissertation. I expect this interview to last approximately 30–40 minutes.

In order to ensure that I don't miss anything, is it okay for me to record your responses? The recording is for my use only, although it will be transcribed using a transcription service. I want to remind you that all transcribers sign a confidentiality agreement, files are kept secure through encryption, and the files will be destroyed once they've finished the transcription and sent it to me.

I also want to remind you that you were asked to choose a pseudonym in order to keep your identity confidential, which we will use during the interview. Additionally, I'd like to request that you don't refer to your courses, the school, or your department by name. Please also use general terms to refer to others, such as colleague, department head, or administrator. If you forget, I will remove any identifying information from the transcript after I receive it, but it will be in the original recordings heard by the transcriber and will appear in their original transcription.

If, during the course of the interview, you wish to stop or don't want to answer a question, please let me know—as you know, there is no penalty for doing so. Before we begin, do you have any questions for me?

Introductory questions

1. What is the pseudonym you have selected for this interview?
2. How long have you been teaching?
 - a. How much of that time has been teaching at this school?

Theme—GC perceptions

3. One of the objectives of the district's strategic plan is developing global citizens. How do you define global citizenship?
 - a. What phrases or terms do you associate with global citizenship?
4. What do you see as the goal of developing global citizens?
5. Why do you make global connections in your classroom?

Theme—GC in the classroom

6. How do you make global connections in your classroom?

7. What instructional strategies do you associate with global citizenship education?
 - a. Can you give me some examples of how you may have utilized these strategies in your classroom?
8. What are some of the challenges and/or barriers you associate with global citizenship education implementation in your classroom?
 - a. Have you faced any of these challenges/barriers?
 - i. If you overcame them, how did you do so?
 - ii. What might help you to prevent these challenges in the future?
 - iii. What advice would you give to others facing similar challenges?
9. Thinking back to your teacher preparation program for a moment, can you describe any training or classes you had that were specifically about global education or global citizenship?
10. You were asked to bring an artifact to the interview today that represents your understanding or implementation of global citizenship education. Can you describe your artifact?
 - a. Why did you choose to bring this artifact with you today?

Theme—Support/Challenges

11. How does the district define global citizenship?
 - a. How do you know?
12. Can you describe any support you have received from the school or district for global citizenship education implementation in your classroom?
13. Are you aware of any other teachers in the school who have made global connections in their classrooms?
 - a. If so, have you sought them out? Why/why not?

Additional Information/Closing

14. Before we finish, is there anything else you like to add about your experiences with global education or is there something you'd like to comment on that I haven't asked you?

<p>Thank you very much for speaking with me today and answering my questions. I found our discussion very interesting and enlightening. If you think of anything you'd like to add or clarify, please don't hesitate to let me know. Also, I'd like to remind you that I will be in touch with you a few times throughout my analysis process in order to give you an opportunity to confirm what I heard you say and make sure that I haven't misinterpreted anything you've shared with me.</p>

APPENDIX B

**UNIVERSITY OF NEW ENGLAND
CONSENT FOR PARTICIPATION IN RESEARCH****Project Title:**

Global Citizenship Education: Secondary Teachers' Perceptions of Global Education

Principal Investigator:

Shannon Wasilewski

Introduction:

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.
- You are encouraged to ask any questions that you may have about this study, now, during, or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done?

The purpose of the study is to document the lived experiences of secondary educators who make global connections in the classroom. The study is intended to add to the current literature about global citizenship education in an attempt to increase the number of school districts and educators who value and implement global education.

Who will be in this study?

The study will interview secondary educators who make global connections in the classroom.

What will I be asked to do?

You will be asked to participate in one (or more) interview(s) in order to discuss your experiences with promoting global connections in your classroom. Additionally, you will be asked to review the transcript of your interview, as well as my analysis of it, in order to ensure that your words and experiences have been captured accurately.

What are the possible risks of taking part in this study?

There are no risks associated with taking part in this study.

What are the possible benefits of taking part in this study?

There are no benefits associated with taking part in this study.

What will it cost me?

There are no costs associated with taking part in this study.

How will my privacy be protected?

In order to protect your identity, you will be asked to choose a pseudonym which will be used in the study in place of your name. Additionally, your department and all other identifiable information (including the school and district names) will be removed.

How will my data be kept confidential?

Our interview(s) will be recorded and then transcribed using the transcription service (Rev.com). All notes, recordings, and transcriptions will be kept in a locked and secure location which is only accessible to me, my committee, and the Institutional Research Board. The list with your name and pseudonym will be kept in a different secure location, accessible only to me. All computer files will be kept on a password-protected computer, accessible only to me, my committee, and the Institutional Research Board. The transcription service keeps all files securely encrypted and limits the number of people who see the files to one. Additionally, the service requires all transcribers to sign confidentiality agreements. At the conclusion of the study, all notes, recordings, and transcriptions will be destroyed.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with the school district.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
 - If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researcher conducting this study is Shannon Wasilewski.
 - For more information regarding this study, please contact me at swasilewski@une.edu
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature or
Legally authorized representative

Date

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Printed name