



University of South Florida
Scholar Commons

Graduate Theses and Dissertations

Graduate School

2009

Teaching social studies in an age of globalization: A case study of secondary social studies teachers' participation in the UNA-USA's Global Classrooms curriculum program

Kelly R. Miliziano
University of South Florida

Follow this and additional works at: <http://scholarcommons.usf.edu/etd>

 Part of the [American Studies Commons](#)

Scholar Commons Citation

Miliziano, Kelly R., "Teaching social studies in an age of globalization: A case study of secondary social studies teachers' participation in the UNA-USA's Global Classrooms curriculum program" (2009). *Graduate Theses and Dissertations*.
<http://scholarcommons.usf.edu/etd/2103>

This Dissertation is brought to you for free and open access by the Graduate School at Scholar Commons. It has been accepted for inclusion in Graduate Theses and Dissertations by an authorized administrator of Scholar Commons. For more information, please contact scholarcommons@usf.edu.

Teaching Social Studies in an Age of Globalization: A Case Study of Secondary
Social Studies Teachers' Participation in the UNA-USA's Global Classrooms
Curriculum Program

by

Kelly R. Miliziano

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Secondary Education
College of Education
University of South Florida

Co-Major Professor: Bárbara C. Cruz, Ed.D.
Co-Major Professor: Howard Johnston, Ph.D.
Dominic Puglisi, Ph.D.
Mark Amen, Ph.D.

Date of Approval:
March 12, 2009

Keywords: curricular decision-making, global education, global perspectives,
secondary education, teacher education

©Copyright 2009, Kelly Rose Miliziano

Dedication

I dedicate this manuscript to my family. My mother and father, Angelo and Joyce Spicola, your lives and devotion to our family and community continue to inspire me in all that I do. I feel especially fortunate that you played an important role in this endeavor. And to my husband John, and my children Sophia and Joseph, you are the world to me. Every step I take, I do it with you in my mind and heart. Your constant reminder of what is really important in life, make this ever more worthwhile.

Acknowledgments

I would like to personally thank the ten teachers who agreed to participate in this study: Anna, Elise, Glenda, George, Joe, Linda, Rick, Stephanie, Sabrina, and Tom. Your passion for teaching and your willingness to share your experiences and perceptions is truly an indication of excellence in teaching.

I would also like to acknowledge the excellent teaching faculty in the area of social science education and other departments at the University of South Florida.

Finally, I wish to extend my sincere thanks to my dissertation committee, Bàrbara Cruz, Howard Johnston, Dominic Puglisi, and Mark Amen, for helping me to shape my ideas into this manuscript. Your expertise, wisdom, and professional dedication were extremely valuable to me personally and academically. In particular, Dr. Bàrbara Cruz was and continues to be a constant source of inspiration. As I progressed through this doctoral program, you provided me with opportunities that challenged me intellectually. Even more importantly, you gave me confidence, provided me with opportunities for growth as a scholar and teacher, and made me believe I could complete this project. You are an incredible teacher, role model, and possess a special talent for mentoring. I am certainly a better teacher and scholar because of you.

Table of Contents

List of Tables		iii
Abstract		iv
Chapter 1	Introduction	1
	Statement of the Problem	1
	Theoretical Framework	10
	Purpose of Study & Rationale	12
	Research Questions	13
	Research Method	14
	Significance of the Study	16
	Delimitations	16
	Limitations of the Study	17
	Definition of Terms	17
	Organization of Remaining Chapters	19
Chapter 2	Review of the Related Literature	21
	Overview	21
	Defining Global Education	24
	Operationalizing Hanvey's Five Dimensions	27
	A Brief History of the Global Education Movement	31
	A Critique of Global Education	34
	Pedagogy of Global Education	37
	Teacher Education	40
	UNA-USA's Global Classrooms Curriculum Program	48
	Summary	50
Chapter 3	Methods	54
	Introduction	54
	Research Questions	54
	Research Design	55
	Uniqueness of West Central Florida	55
	Participants for this Study	56
	Interview Process	58
	Ethical Nature of the Data Collection	60
	Data Analysis	60

Chapter 4	Results	63
	Introduction	63
	Participants' Biographical Data	64
	Participants' use of Global Classrooms Curriculum Materials	68
	Participants' School District Data	71
	Hillsborough County School District	71
	Pasco County School District	71
	Pinellas County School District	72
	Research Questions	72
	Theme 1: Student Interest and Engagement	73
	Theme 2: Content Expertise and Confidence	78
	Theme 3: Challenges Stemming from School Environment	81
	Theme 4: Challenges Stemming from Students	91
	Theme 5: Innovative Pedagogy and Learning Activities	95
	Theme 6: Projects and Advocacy Dimensions	96
	Evidence of Hanvey's Dimensions	98
	Teacher Decision-Making and Planning	103
	Participant Summary Thoughts	106
Chapter 5	Discussion	111
	Purpose of the Study	111
	Method and Summary of Data Collection	111
	Participant Data	113
	Student Interest and Engagement	114
	Content Expertise and Confidence	116
	Challenges to Teaching with a Global Perspective	119
	Innovative Pedagogy and Learning Activities	120
	Projects and Advocacy Dimensions	121
	Recommendations for Teacher Education	123
	Recommendations for School Districts	124
	Recommendations Future Research	126
	Conclusions and Implications	127
References		130
Appendices		143
	Appendix A Invitation to Participate	144
	Appendix B Informed Consent	145
	Appendix C Interview Script	148
	Appendix D Participant Information Sheet	152
About the Author		End Page

List of Tables

Table 1.	Summary of Participant Information	68
Table 2.	Participants' Reported Use of Global Classrooms Curriculum	70
Table 3.	Analysis of Hanvey's Dimensions	102
Table 4.	Analysis of Teacher Decision-Making	105

Teaching Social Studies in an Age of Globalization: A Case Study of Secondary Social Studies Teachers' Participation in the UNA-USA's Global Classrooms Curriculum Program

Kelly R. Miliziano

Abstract

The researcher found few studies that explore decisions of social studies teachers as they plan what and how to teach their classes. Over a century, social studies educators have adapted and responded to political, social, and economic changes. From educating immigrants a century earlier to addressing contemporary cross-border issues, social studies educators inherit unique challenges in today's increasingly globalized world. In addition to these external forces, constraints are placed on teachers which prescribe what content must be included in an already crowded curriculum. This qualitative approach using a case study provides a better understanding of the influence a globally oriented program has on participants' teaching social studies by investigating how participation in UNA-USA Global Classrooms program influenced how social studies teachers teach social studies. The goal was to provide a rich, compelling account of experiences of high school social studies teachers so that others can understand the issues reflected in their experiences better. The primary method of gathering data was the hour-long interview, in a case study approach.

Analysis resulted in six themes: (1) teachers' perceived influence of Global Classrooms on student interest and engagement, (2) content expertise and confidence, (3) challenges to teaching global perspectives stemming from students, (4) challenges to

teaching global perspectives stemming from school environment (5) innovative pedagogy and learning activities, and (6) projects and advocacy dimensions evolved from Global Classrooms experiences.

Participants' unique experiences underscore the importance of studying the influence of globally oriented curriculum programs on social studies instruction. Implications include (1) teacher preparation and inservice training needs to be responsive to the need to develop an emerging cadre of teachers who are becoming increasingly aware of the need to infuse global perspectives into the social studies curriculum, (2) it is important that school districts realign professional development programs to help teachers gain content knowledge and expertise on global issues (3) participants in this study confirm that globally oriented programs such as the UNAUSA Global Classrooms Curriculum enable teachers to build pedagogical content expertise in teaching about global issues, and (4) as pedagogical knowledge improved, participants became more adept at reinventing the curriculum and infusing components to serve the courses they taught.

Chapter 1

Introduction

Statement of the Problem

Having recently returned from summer break, and eager to begin planning for the school year at a high school in a large west central school district in Florida, social studies teachers gathered for their first department meeting of the year. Many of them had attended various social studies workshops over the summer, and had been asked to bring pertinent material to share with colleagues. One teacher offered materials from an all-day workshop on Africa sponsored by a local university. The teacher showed the online and print resources available and said she was going to use the resources, asking if anyone else would like to plan some learning activities with her. Several members were impressed with the quality of the online resources, and were clearly excited about learning more about Africa and using the resources. Then came the inevitable objection. A veteran teacher interjected, “This may be a great resource, but there is only one question on Africa on the district’s required midterm exam and it’s on Bantu migration.” The words fell like a wet blanket on the enthusiasm of the teachers who, moments ago, were planning on when and where to infuse the African resources. This scenario and ensuing discussion over what to teach in the world history classes brought to light one of the many considerations teachers take when planning what to teach in social studies classes.

The goal of social studies education in the United States has long been committed to preparing citizens for participation in a democratic society. According to a position statement prepared by the NCSS Task Force on Revitalizing Citizenship Education (NCSS, 2001),

Citizenship education is as important today as at any other time in our history. Citizens in the twenty-first century must be prepared to deal with rapid change, complex local, national, and global issues, cultural and religious conflicts, and the increasing interdependence of nations in a global economy.

The field of social studies is rooted primarily in the academic disciplines of history, geography, civics, political science, and economics. Over the course of a century, social studies educators have adapted and responded to political, social, and economic changes. From the education of immigrants a century earlier to addressing contemporary cross-border issues today, social studies educators inherit unique challenges in today's increasingly globalized world. In addition to these external forces, constraints placed on teachers who prescribe what content must be included in an already crowded curriculum. A review of the literature in global education reveals several challenges to teaching with a global perspective. Metzger (1988) identifies seven such potential barriers or challenges to global education; teacher knowledge, teacher instruction or pedagogical competency, curriculum rigidity, textbook bias, student attitudes, mass media, and the controversies surrounding the existence of the field of global education. Even with these challenges, teachers are teaching social studies with a global perspective (Kasai & Merryfield, 2004). Avery (2004) analyzed the desired characteristics of citizenship for the 21st century as

identified by a panel of scholars, practitioners, and policy leaders from education, science and technology, business and labor, and government. When merging a traditional model of citizenship with a model of citizenship in the global context, Avery (2004) explains, “that the resulting framework is one of an individual whose civic identity is grounded in the national context, but connected to the global society” (p. 41). It appears incongruous to consider citizenship characteristics for the future without considering the powerful transformations occurring under globalization (Maira, 2004; Suarez-Orozco & Qin-Hilliard, 2004).

Globalization, a phenomenon that has been occurring since our ancestors took their first step out of the Rift valley in Africa, has accelerated the interconnectedness of people and places and transformed the world we live in. Globalization is perhaps the most important change happening in societies around the world (Merryfield & Kasai, 2004). According to a position statement issued by the National Council for Social Studies (2001),

The increasing globalization in the human condition has created additional opportunities and responsibilities for individuals and groups to take personal, social, and political action in the international arena.

Given the rapid pace of global transformation today, it is unclear if educational institutions have realigned their goals to prepare students to be competent citizens in an age of globalization (Reimers, 2006). These changes become evident by the way we communicate, new marketplaces in which we participate, and in the cultural influences that are imbedded in everyday life. The information age places an important responsibility of connecting students with a constantly changing world, new information

and technological developments (Merryfield, 1997). For instance, recent world events demonstrate America's involvement in and connection to various global situations like the war in the Middle East, HIV/AIDS in Africa, and human rights violations of women and children around the world. In today's highly interdependent and interactive world, global events impact virtually every town, city and state in the U.S. (Heyl & McCarthy, 2003). The implications for social studies teachers are clear, yet only a handful of social studies education programs have an international or global component (Merryfield, 2006). Avery (2004) asks how social studies teachers today negotiate their way through changing national and global contexts, and through civic identities that are torn between national and global.

Given that for many in the field, citizenship education is the cornerstone of social studies education, and one of the primary ways in which young people acquire civic knowledge is through social studies instruction, it is understandable that in 2007 the National Council for Social Studies would issue a policy statement expressing alarm over the erosion of the importance of social studies as a result of federal No Child Left Behind (NCLB) legislation:

There has been a steady reduction in the amount of time teaching social studies, with the most profound decline noticed in the elementary grades. That such a situation evolved is untenable in a nation that prides itself on its history, its system of government and its place as a leader in the global community.

In addition, few states and school districts have graduation requirements that include global education (Holloway, 2001). In an *Education Week* report (2006), out of 23 states

that have exit exams, only 9 states report that history or social studies is tested in the exam. Given that teachers generally are responsible for preparing their students for high stakes-tests, the absence of social studies from statewide testing tends to devalue the content in place of the more frequently assessed reading and mathematics (NCSS, 2007).

Social studies education, both teacher education and the instruction given in our K-12 classrooms in the United States, has not changed much over the past 100 or so years (Davis & Davis, 2007). The curriculum is still largely textbook-driven, and the classroom is primarily teacher-dominated (Thornton, 1991; Whelan, 2007). Yet, contemporary notions of effective social studies instruction call for classrooms that are student-centered, interactive, and infuse global perspectives (Kirkwood, 2001; Merryfield, 2005; Au & Apple, 2004)

The traditional notion of social studies education in the United States is rooted in the concept of allegiance to the nation-state; yet global interdependence has become a reality in ways unparalleled in human experience (Anderson, Bruce & Podemski, 1991). In a special report of the National Association for Secondary School Principals, Becker (1989) plainly stated that effective and responsible action at the local level requires citizens with a global perspective.

The United States' dependence on the rest of the world along with influence of transnational interactions on the affairs of humans has made more acute the need for sophisticated knowledge about global processes and issues, the unity and diversity of cultures, nations and peoples, and the threats to human survival (p 31).

Innovations in technology have given teachers access to a plethora of resources in the way of information and pedagogy. Much effort is continuously put into assembling resources that support effective social studies instruction in our global age. Out of these efforts have come excellent teaching ideas, materials, and curriculum programs. Clearly though, a teacher must deliberately choose to seek out and make use of such resources.

Deciding what and how to teach social studies is an inherent part of teaching in general. Clark and Lampert (1986) explain the importance of research in teacher thinking as a way understanding the complexities of teaching and the kinds of knowledge teachers can use rather than to prescribe guidelines or regulations for teaching. Research in teacher decision-making has historically focused on observable behaviors and student outcomes (Westerman, 1991). Teaching social studies with a global perspective is a deliberate decision on the part of the teacher. Thornton (1989) describes this teacher decision-making as curricular-instructional gatekeeping as the crucial decisions teachers make concerning the content and methods they bring to their students. There is little in the way of research that explores this decision-making process of the social studies teacher as they choose to teach globally-oriented curriculum, and the influence this has on their teaching social studies.

Though much has been written about the need for educators to have and act upon a global view of life, little action has been taken to change individual or institutional action (Kissock, 2002). Decades ago the need for an international perspective in education was recognized by well known global education advocates. Hanvey (1976), Becker (1989), Anderson (1991), and Tucker (1990) pointed out that a global education ought to require that students develop competencies that will prepare them for a world

characterized by rapid growth and mounting inequities. Likewise, policymaker groups such as the National Governors Association have affirmed the need for strengthened global and international connections so that the United States can better meet the economic, political, and social challenges found in an increasingly globalized world (Merryfield, 1995). Metzger (1988) stresses the importance of understanding global interdependence as an integral part of citizenship education and the social studies curriculum. The exploration of this intersection, the crossroads between the historic goal of social studies education and the globalized state of the world, is an important endeavor.

School districts that provide professional development and continuous learning opportunities have a vested interest in making sure teachers are prepared to teach in an increasingly globalized world. Social studies teachers in U.S. K-12 public institutions have an obligation to produce the kind of citizenship that would render students prepared to participate in an increasingly interconnected society (Diaz, 2004; Merryfield, 2002; Parker, 2004). Conventional borders and archaic notions of nationalistic geographies are losing meaning to a more global kind of citizen. Delanty (2000) states, that the traditional citizenship course, whether it be civics or U.S. Government, will become completely irrelevant if it does not observe and incorporate the complexities of globalization. This includes the socialization processes that foster an awareness of the growing intensity of connections between the local and the distant (Avery, Trygestad & Sedro, 1991). Colleges of education also have an obligation to prepare teachers by providing them with pedagogical and content knowledge so that they can teach in an increasingly globalized society (Tucker & Cistone, 1991; Diaz, 2004). Smith (2002) proposed that the most

critical factor remains inadequate teacher knowledge of the subject matter. This may indeed warrant the examination of teacher licensure regulations, professional development resources, in-service opportunities that provide international experiences to teachers, the development of programs, and a review of pre-service and general education requirements for prospective teachers (Heyl & McCarthy, 2003).

According to the National Council for the Social Studies' (NCSS) 2001 position paper on Preparing Citizens for a Global Community,

Global education and international education are complementary approaches with different emphases. The integration of both perspectives is imperative for students to develop the skills, knowledge and attitudes needed for responsible participation in a democratic society and in a global community in the twenty-first century.

These skills and knowledge are expressed in the NCSS Standards as well.

In alignment with NCSS, the National Council for the Accreditation of Teacher Education (NCATE) 2004 guidelines address teacher preparation:

Teacher candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence (p. 36).

This NCATE statement demonstrates that there is an awareness of the need to prepare teachers for an increasingly interconnected world.

In spite of these standards, teacher preparation programs in the United States have not emphasized the development of global or multicultural competencies (Merryfield, 1991, 1997; Diaz, 2004). Social studies curriculum frameworks reflect little emphasis on teaching about the world (Hicks, 2003). As a result, secondary social studies curriculum

has changed little over the past 100 years (Hickes, Tlou, & Lee, 2002). Colleges of Education prepare social studies teachers in much the same way they did decades ago. Merryfield's (1990) study on teacher education in social studies revealed that few prospective social studies teachers were being prepared to teach about the world. The lack of knowledge and interest about the world were cited as the main concerns of global teacher educators (Merryfield, 1990).

Many experts asked the question, how are teachers teaching young students about the world from a global perspective when global education is lacking in the existing teacher preparation programs (Merryfield, 2002; Heyl & McCarthy, 2003)? United States citizens who vote are a powerful electorate. Their decisions come election time ultimately have the potential to impact people and places across the globe (Diaz, 2004). An educated electorate is not just a goal of social studies educators; it is the underlying mission of public education. Schools have a responsibility, given their role in a democratic society, to give future voters the tools needed to evaluate U.S. economic activity and foreign policy (Diaz, 2004). The literature in the field of global education is dominated by a sense of urgency and advocacy for the inclusion of global knowledge yet the clarion call seems not to be heeded. Furthermore, much of the research focuses on the extent that globally oriented programs impact teacher attitude and knowledge. Few studies have investigated how these programs impact teaching. National, state and district standards define what should be taught; however, teachers ultimately decide, plan and teach the curriculum (Darling-Hammond, Wise, & Klein, 1999). Research in teacher decision-making shows differences between new and expert teachers (Westerman, 1991). The importance of understanding the processes that underlie instructional decisions is

important in helping teachers understand their practice (Clark & Yinger, 1977).

Understanding the practice of teaching will inform teacher education, the professional development of teachers, and the goals of global education.

Theoretical/Conceptual Framework

The theoretical assumptions guiding the research proposed here are first that teachers are “active curriculum agents” (Kirkwood, 2001). What teachers do in a classroom, the actualized curriculum, is often the result of a teacher negotiating formal curriculum with the individual teacher’s intended objectives, resulting in what actually transpires in a given classroom. The actualized curriculum is influenced by teachers’ knowledge, beliefs, and prior experiences that serve as a mediating lens that shape their instructional decisions in the classroom (Kirkwood, 2001).

Last, there is an intertwined relationship between globalization and global education (Merryfield, 2004). Globalization is a trans-national and intra-national force, while global education is a teaching and learning paradigm. Thus, their areas of focus are in different domains. Globalization describes the forces in our world that shape social, economic and political realities, while global education aims to prepare students to live in a global society (Merryfield & Kasai, 2004)

The conceptual framework for this study is rooted in the model developed by Robert Hanvey. According to Hanvey (1976) in *An Attainable Global Perspective*, five dimensions represent a combination of content themes, beliefs, and intellectual skills:

1. Perspective consciousness refers to an awareness of and appreciation for other images of the world, and recognition that others have views of the world that is profoundly different from one’s own.

2. State-of-the-plane awareness requires an in-depth understanding of the prevailing global issues, events, and conditions; emerging trends such as population growth; migration; economic conditions; health and resources; intra-national and international conflicts; a knowledge of geography and its relationship between space, human settlement, and movement.
3. Cross-cultural awareness is a general understanding of the characteristics of world cultures with an emphasis on understanding differences and similarities, and a limited understanding of how one's own society might be viewed from other perspectives.
4. Knowledge of global dynamics is defined as having an understanding of the key traits and mechanisms of the world systems, concepts, and theories; an introduction to the complex international system in which state and non state actors are linked in patterns of interdependence and dependence on a variety issues, and a consciousness of global change.
5. Awareness of human choices depends on understanding problems of choice that confront individuals and nations; a review of strategies for action on issues in local, national, and international settings.

Hanvey's (1976) influential and widely cited work remains a cornerstone in the conceptualization of global education. Contemporaries continuously use his work in the field of global education as a framework for curriculum development, teacher education, and training. Since Hanvey's publication, his ideas have been used to support curriculum development in global education (Merryfield & Wilson, 2005).

Purpose of Study & Rationale

The intent of this study was to gain a deeper understanding of the decision-making processes of secondary social studies teachers in order to gain insight into how participation in a globally oriented curriculum project influences how they teach social studies. The decision to study participants in the UNA-USA Global Classrooms program is made based on a number of reasons: the program has been in place for four years; West-Central Florida school districts officially support the use of the UNA-USA Global Classrooms curriculum; and the researcher has access to the approximately 35 participating high school teachers. A local consultant and team of trainers also provide continuing professional development and support. By investigating these teachers' participation in the Global Classrooms curriculum, and then ascertaining the extent to which this participation influences the actualized curriculum, it is hoped that a deeper understanding of social studies teaching in the context of globalization, will inform teacher education programs, school districts, and curriculum writers.

The literature in global education reveals a wide body of research on teachers' attitudes and knowledge. Much of the literature is weighted in the area of advocacy, (i.e., what we should be teaching our students), and urgency, (i.e., the urgent need to prepare students to thrive in our increasingly interdependent global society). In addition, studies have noted what global education scholars reveal what kinds of experiences impact teachers' knowledge about the world and their attitudes about teaching with global perspectives (Kirkwood, 2004; Merryfield, 1994; Benitez, 2001). Few studies however, have explored the impact of participation in globally oriented curriculum programs on how teachers teach social studies with a global perspective.

Participation in global studies programs is designed to increase global knowledge and increase of support the infusion of global perspectives in the classroom. The problem exists that global topics and perspectives are not reflected in social studies curriculum guides and assessments. National, state, and district standards define what should be taught; however, teachers ultimately decide, plan, and teach the curriculum (Darling-Hammond, Wise, & Klein, 1999). It is well accepted that teachers make crucial decisions concerning what and how to teach social studies and ultimately affect their students' experiences (Thornton, 1989). Consequently, in order to prepare secondary level students to become knowledgeable citizenry capable of understanding and participating in an increasingly global society (Merryfield & Kasai, 2004); it is essential to gain insight into the decision-making thought processes about the teaching of social studies. To that end, the following research questions guided the inquiry.

Research Questions

1. In what ways do teachers report using Global Classrooms Curriculum materials?
2. What components of the Global Classroom curriculum program do participants report most influential on their teaching practices as a whole?
3. How does participation in The UNA-USA's Global Classrooms Curriculum Project influence how participants teach social studies?
4. What are the participants' perceptions of the challenges in teaching a globally oriented curriculum?
5. How do social studies teachers perceive they negotiate challenges in teaching globally oriented curriculum?

6. Do perceptions of participating teachers' experiences differ based on the nature of how they use the Global Classrooms curriculum units?

Research Method

The researcher employed a qualitative approach in order to provide a detailed account of the experiences of high school social studies teachers' experiences as a function of their participation in the UNA-USA Global Classrooms Curriculum Project. The goal of this study was to provide a rich, compelling account of the experiences of high school social studies teachers so that others can better understand the issues reflected in their experiences. The power of the qualitative study is the discovery of how the respondent sees the world (McCracken, 1988). The primary method of gathering data was the hour-long interview.

A case study was conducted in order to gain insight into the curricular and instructional decision making processes of social studies teachers who elect to utilize and participate in the UNA-USA Global Classrooms Curriculum. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Yin, 2003). The exploratory nature of this study enabled me to conduct an in-depth study and analysis of how participants in the Global Classrooms curriculum project make meaning of, and understand the influence of their participation on their teaching. The research questions focused on how teachers use the curriculum units, how they navigate challenges in the use of the curriculum, and the influence they perceive it may have on their instructional decisions. While the scope of this study appears to be phenomenological, participants were bounded by participation in this specific program,

context, and over a specific period of time. Therefore, a case study approach was used in order to provide an in-depth study of social studies teachers' perceived experiences.

A purposive, criterion sampling scheme was employed for the purpose of quality assurance (Miles & Huberman, 1994). This allowed me to select participants who would provide the most information for the research questions studied. The criteria for identifying these teachers included having a minimum of two years' involvement with Global Classrooms program. This ensured they had the opportunity to attend professional development workshops, use the curriculum materials and resources, and participate in the annual culminating model United Nations conference. Participants were identified with the assistance of the Global Classrooms Consultant for the Greater West Central Florida Area, and the local curriculum trainers employed by UNA-USA Global Classrooms. The goal in participant selection was that the number of participants reflects proportionally the population of participating teachers from each participating school district.

The researcher was the sole instrument of data collection, and the hour-long interview was the method used. The hour-long interview, a powerful qualitative tool, served both descriptive and analytical purposes (McCracken, 1988). The interview questionnaire includes both biographical questions in addition to questions designed to arrive at answers to the research questions. A constant comparison analysis was used to code and categorize responses from the teacher interviews (Miles & Huberman, 1994). The data analysis was both exploratory and confirmatory, seeking to expand on existing knowledge about secondary social studies teachers' instructional decisions and the implications for teacher education and professional development.

Significance of the Study

A vast amount of the literature in global education is rooted in advocacy. Studies indicating what young people in America don't know about the world provide an undeniable rationale for the inclusion of global perspectives. Much of the literature resounds with a sense of urgency due to recent world events. By studying the impact of globally oriented programs, namely the UNA-USA Global Classrooms Curriculum units on how teachers teach social studies, it is hoped that this study will invigorate the debate on teacher education, and further lead to institutional changes in the way we prepare teachers and in this respect the way social studies is taught. Early research in teacher decision-making has largely centered on observable teacher behaviors and student outcomes (Westerman, 1991). The goal of this research study is to add to the knowledge base of social studies high school teaching, and deepen our understanding of teacher decision-making in social studies in an age of globalization.

Delimitations

This study will investigate the experiences of social studies teachers as participants in the UNA-USA's Global Classrooms Curriculum Project, and what they report the impact on their teaching to be. All participants teach social studies grades 9-12. The researcher expects that while their experiences will be similar to other teachers that participate in the same or similar global curriculum projects, they will also reflect the district and curricular mandates of the schools they teach in.

Limitations of the Study

This research study has several threats to legitimation. The researcher acknowledges that these threats can occur at the following stages: data collection, data analysis, and data interpretation (Onwuegbuzie, 2000). Onwuegbuzie (2003) identified 22 possible threats to internal validity. Threats to internal validity may be researcher bias due to the fact that the researcher is a participant in the UNA-USA Global Classrooms Curriculum Project. Personal attitudes and bias towards the data may influence coding of responses to the interviews. In this case study, the researcher is the primary instrument of data collection; for this reason, the instrumentation threat to validity may be present (Onwuegbuzie, 2003).

The interpretive validity and descriptive validity of the research findings was supported by multiple measures in data collection and analysis. Verification procedures such as member checking, participant feedback, audit trails, and triangulation of data will serve to support descriptive and interpretive validity (Maxwell, 1992). Population generalizability is also a limitation of this study. The internal and external generalizability of this study will be increased by increasing the number of participants, and by purposefully sampling participants with varying experiences so as to support the representativeness of the sample (Miles & Huberman, 1994).

Definition of Terms

Global education. A curriculum reform movement designed to expand individual perception and understanding of the world by developing sensitivity to the multicultural and transnational nature of the human condition (Farouk, 2004).

Global pedagogy. Teaching and learning globally oriented content that support the goals of global education (Benitez, 2001; Cruz, 1990; Kirkwood, 2001; Merryfield, 1998; Tucker, 1983).

Global perspectives. Learning, which helps an individual understand his/her own condition by understanding cultural and political universals, and differences in the world. Teaching with a global perspective seeks to help students understand that decisions they make affect others, and the decisions of others affect us (Hanvey, 1976; Case, 1993).

Global mindedness. “A worldview in which one sees oneself as connected to the world community and feels as sense of responsibility to its members. The globally minded person has an understanding of the long-term ramifications of her/his own behavior on the environment and global society and possesses a sense of efficacy in addressing world problems. He or she reflects this value system in his or her behavior” (Hett, 1993, p. 90).

Globalization. The integration of technological, informational, economical, cultural, and political forces that are operating and weaving the global market place.

Instructional decisions and instructional gatekeeping. Choices made by a teacher that may include, pedagogy, content, resources, technology, or learning activities that impact what and how students learn in a classroom.

Interconnectedness and Interdependence. The relationship and connectedness of technologies, cultures, economies, and politics.

Model United Nations. Model United Nations is an authentic simulation of the U.N. General Assembly and other multilateral bodies. Some Model U.N. exercises take place in the classroom and others are school wide. Still others are regional, national, or

even international. These are called conferences, and the events are much larger, with participants from all over the United States and the world.

UNA-USA. United Nations Association of the United States of America is a not-for-profit membership organization dedicated to building understanding of and support for the ideals and work of the United Nations among the American people.

UNA-USA's Global Classrooms Curriculum Project. A curriculum project begun in 1998 designed to support United Nations Association education goals. It seeks to engage public secondary students in an exploration of current world issues through interactive simulations and curricular materials. The program is centered on Model United Nations, an activity that promotes international cooperation to solve global problems.

Organization of Remaining Chapters

Chapter 2 presents a review of relevant literature in the field of global education as a goal of social studies education at the secondary level. The literature review is organized according to the following sub-headings: a history of global education, critique of global education, a brief overview of the relationship between globalization and global education, research findings which support the rationale for conducting this study, the pedagogy of global education, social studies teacher education, and a description of the UNA-USA Global Classrooms Curriculum Program.

Chapter 3 explains the methodology to be used in this study. This includes the research design, rationale and selection of participants, data collection procedures, ethical considerations in collecting data and publishing the data, and the data analysis. Chapter 4 reports the research findings, including excerpts from teacher interviews that support the

findings. Chapter 5 contains a discussion of the findings, recommendations for the field, and suggestions for further research.

Chapter 2

Review of the Related Literature

Overview

Over the past twenty years, literature in the field of globalization has surged, revealing the multi-disciplinary nature of the field. One of the most influential popular works that would portray the urgency of globalism was Friedman's *The World is Flat* (2005). The metaphor of a flat world, or level playing field allowed readers to imagine globalization like never before. It surely wasn't the first word of the topic, but its popular appeal would usher in public debate and discussion on the rapid pace of globalization. Earlier works like Huntington's (1998) *The Clash of Civilizations*, Friedman's (1999) *The Lexus and the Olive Tree*, Barber's (1995) *Jihad vs. McWorld: How Globalism and Tribalism are Reshaping Our World*, and McCarthy (1998) in *The Uses of Culture*, explore cultural identity, cultural conflict, economic and political equity issues, and the convergence of local and global forces that are shaping the human experience today. Technological innovation, which intensifies the interconnectedness of the planet on many levels is said to have co-evolved along with globalization (Rycroft, 2002). Pieterse (2004) also states that globalization is being shaped by technological change. The complexities of globalization require a new paradigm for learning and teaching (Suarez-Orozco & Qin-Hilliard, 2004). Anderson (1982), writing more than 25 years, ago plainly states that the choice whether or not to globalize education has passed us by; the real choice is *how?*

John Dewey (1899) reflecting on global transformations over 100 years ago proposed that it is inconceivable that education is not affected by the changes going on in the world.

Many education scholars have raised the question about what effect globalization has on schooling (Merryfield & Wilson, 2004). For the secondary social studies teacher, the economic and political forces of globalization can bring challenges to traditional allegiances to the nation-state. In fact, much of the criticism of the global education movement comes from the perspective that it renders the nation-state obsolete (Merryfield & Wilson, 2005). Critics of globalization warn of the erosion of the nation-state; however, a quick survey of the membership of the United Nations shows an increase of the member states from 51 in 1945 to 191 in 2007. The implications for citizenship education unearthed in this debate are powerful, value laden, and often fuel fierce debate over the content of what and how children are being taught in social studies classrooms.

One realization for social studies educators is the fact that countless research studies show that American students have a limited view of the world and are ignorant of geography and global issues (Kirkwood, 2006). This should come at no surprise given students exposure to global perspectives is often limited by formal and informal factors (Hanvey, 1976). Data sources such as the National Assessment of Educational Progress (NAEP), the National Council on Economic Education (NCEE), the Geographic Educational National Implementation Project (GENIP), and a National Geographic's Roper survey reveal that recent graduates are unprepared for an increasingly global future (Davis & Davis, 2007).

Innovations in technology in the past 20 years have given rise to a vast array of teaching resources for the globally minded teacher. There are many programs designed to provide teachers with resources, lessons, and opportunities to increase their knowledge of global issues and expose their students to global perspectives. Some of these include the International Communications and Negotiation Simulations (ICONS) at the University of Maryland; World Wise Schools, published by the Peace Corps; UCLA's Globalink-Africa; and the SPICE program on International and Cross-Cultural Education at Stanford University. In addition, Model United Nations (MUN) as a teaching and learning activity has been around since the birth of the United Nations. Teachers across the planet have used role-plays and simulations as a way to engage students, and give them a deeper understanding of the complexities of global issues. Many of these programs were developed in response to the demand for a more globally competitive workforce and knowledgeable citizenry in an increasingly diverse United States society. For instance, key findings in a report issued by *Partnership for 21st Century Skills* (2007) clearly indicate that Americans are deeply concerned that the United States is not preparing young people to compete in the global economy. The report reveals that in a 2007 national survey of 800 registered voters, 42 % of respondents ranked global awareness as a 9 or 10 in importance on a scale of 0 to 10.

Herein lies a discrepancy however, between the public and educational outcry to prepare our young people with the skills they need to compete in the global society and to know more about the world, and the social studies curriculum that is actually delivered in classrooms. Becker (1982) calls attention to the gap between the various global education goal statements, the rhetoric of educational leaders, the states and local education leaders

call for and the expectations of society. Furthermore, Heyl and McCarthy (2003) warn that the United States has a uniquely dominant global role while its citizens stay dangerously ignorant of the new global dynamics. For example, the 2006 Roper Survey on Global Geographic Literacy revealed that despite extensive media coverage, only 17% of 18-24 year olds could find Iraq and Afghanistan on a map. Moreover, the report states that not only are the most recent graduates of our educational system unprepared for an increasingly global future, but also that

far too many lack even the most basic skills for navigating the international economy or understanding the relationships among people and places that provide critical context for world events (Roper Survey, 2006, p.3).

These results prompt an evaluation on what curriculum is delivered in our K-12 institutions. What direction must education take, specifically social studies education, in order to remain a viable relevant instrument of producing citizens in an age of globalization? It is equally important to reform how colleges and universities prepare teachers since they have an obligation to provide their students with the knowledge and experiences that will enable them to effectively incorporate global perspectives in K-12 classrooms (Heyl & McCarthy, 2003).

Defining Global Education

The terms global education, international education, world-centered education, and global perspectives in education are often used interchangeably in the literature, and are generally agreed upon to have the same meaning. At first, the variety of terms appears to demonstrate a lack of consensus in the field of global education. However, Tye and Tye (1992) cautioned that it is not uncommon for ambiguity and lack of consensus in

an emerging field. In an attempt to clarify discrepancies, Kirkwood (2001) explained that the philosophical underpinnings of global education rest on the belief that (a) humans are created equal, (b) human behavior is culturally determined, (c) all humans possess basic human rights, and (d) global education has a moral purpose. After a comparative analysis of major definitions of global education, Kirkwood (2001) concluded that there are no substantive differences, and that existing global definitions are grounded in four major themes: multiple perspectives, comprehension and appreciation of cultures, knowledge of global issues, and the world as interrelated systems. Kirkwood concluded that scholars both within and outside the field of global education describe globally educated people as

Those who possess high-tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world-mindedness to participate effectively in the globalized world (p.14).

Recognizing that individuals are participants in a world system and have responsibilities, influences, rights and privileges in such a system is a necessity of citizenship education in today's global world (Becker, 1982). Avery (2004) discusses this global dimension in terms of a model of 'good citizenship.' A global education is one that envisions a knowledgeable citizenship that cares about current affairs in the whole world, not just in its own nation. It facilitates patterns of thinking and acting that are transnational in scope and substance. One scholar asserts:

Curriculum from a global perspective is designed to expand individual perception and understanding of the world by developing sensitivity to the multicultural and transnational nature of the human condition (Farouk, 2004, p.2).

Global educators want their students to see connections across cultures and borders. Students of global education can expect to be exposed to a variety of perspectives and sources on issues, events, or topics. Many critics of global education mistake it for the abandonment of national sovereignty (Diaz, 2004). On the contrary, global education is quite agreeable with civic education (Parker, 2004). Because technology and commerce have intensified our global connections, it is no longer possible to see our nation as isolated from the rest of the world (Merryfield, 2002). National security is a major topic of discussion in recent times (Diaz, 2004). As important a topic as it is, one cannot ignore that a nation's security is increasingly dependent on the peace and security in the rest of the world (Kirkwood, 2004).

One important goal of social studies' education is to equip students with the tools necessary to make sense of international developments, and to pose questions that help students understand the world and how it came to be (Dunn, 2002). In this respect, global education can be seen as a process or procedure for examining the world and its evolution. This would include skills for constructing meaning of current events as well. Global perspectives in social studies education is defined as activities that help an individual understand his/her own condition by understanding cultural and political universals and differences in the world (Merryfield, 2004). A basic assumption of global educators is that by teaching students about the world in which they live, through varying points of view, they can develop the skills necessary to live in our complex, multicultural, and interconnected world.

One of the most enduring conceptualizations of global perspectives is Robert Hanvey's (1976) *An Attainable Global Perspective*. Widely cited as the cornerstone of

the global education movement, Hanvey's conceived the framework that would initiate discussion and debate on what a global perspective would look like. Hanvey's five dimensions of global perspectives include perspective consciousness, cross-cultural awareness, state-of-the-planet awareness, knowledge of global dynamics, and awareness of human choices.

Operationalizing Hanvey's Five Dimensions

Hanvey's initial publication in 1976 was designed to fuel an exploration into what a global perspective might be. According to Hanvey, the purpose of his publication was to

Describe certain modes of thought, sensitivities, intellectual skills and explanatory capacities which might in some measure contribute to the formation of a global perspective and which young people in the U.S. might actually be able to acquire in the course of their formal and informal education. (p. 2)

Operationalizing Hanvey's five dimensions is essential to analyzing efforts of global educators, instructional decisions before and during instruction, and teachers' perceptions of students' attitudes and their engagement in social studies classes. The following example is an attempt to put flesh on these dimensions by using a curriculum guide specifically developed to apply the Hanvey model to the study of Latin America. Bermudez and Cruz (1991) developed a curriculum guide titled *Latin American and the Caribbean in the 21st Century: A Resource Guide for Florida Teachers*. The lessons were written with the expressed purpose of applying the Hanvey model to the study of Latin America. The lessons represent a global approach to teaching about Latin America and

the Caribbean. The stated goal of the curriculum guide is to increase students' global awareness by using multiple perspectives in studying Latin America. A brief explanation of each dimension is followed by a selected lesson developed to provide students an opportunity to attain a particular global dimension. Examples include:

Perspective Consciousness is the recognition that we have a perspective, that it can be shaped by subtle influences, that others have different perspectives.

In a lesson titled *Encuentro* ("encounter"), students examine differing perspectives on Columbus' discovery of the new world. Students are presented with three distinct historical accounts of the significant encounter between Europeans, Native Americans, and Africans. Students are encouraged to explore how their own learned perspective on Columbus differs from the perspective presented in the documents. One of key learning objectives is that students will understand current and historical events from the perspective of diverse cultural and national groups.

State of the Planet Awareness is a reasonable, dependable sense of what shape the world is in, and awareness of prevailing world conditions, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science technology, law, health, inter-nation and intra-nation conflicts, etc.

In a lesson titled *Ni Modo* students explore transboundary issues that threaten life on our planet by considering issues that affect the quality of life in Mexico City. Through a guided imagery exercise, students are asked to close their eyes and imagine their city 50 years in the future, plagued with environmental calamity such as lack of water, no sewage facilities, chemical and biological poisons, hundreds of thousands of people dying from gastrointestinal disease etc. Students are then asked to describe what their life was like

under those conditions. Students are then told that their city of the future described in this exercise is really Mexico City in the 1980s. Learning objectives are that students will describe the major global issues facing the world today and suggest possible solutions as well as recognize the interdependent nature of global problems.

Cross-Cultural Awareness is attaining an understanding of a person from an utterly different culture. It is a readiness to respect and accept and a capacity to participate.

Hanvey (1976) identified levels of cross-cultural awareness ranging from and awareness of superficial or very visible cultural traits: stereotypes, to and awareness of how another culture feels from the standpoint of the insider: empathy or eventually transpection.

Transpection is an effort to put oneself in the head of another person.

The lesson titled *Retraidos* provides students with the opportunity to assess the importance of cross-cultural understanding for conducting businesses in other countries. Students engage in role play skits that illustrate cross-cultural misunderstandings due to cultural differences involving personal space when talking. Students read cross-cultural dialogs, and dissect the reasons for miscommunication. Ethnocentrism as a concept is discussed.

Knowledge of Global Dynamics refers to some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

In the lesson entitled *El Norte*, students' traditional understanding of immigration to the United States, which is usually examined from the view of the "pull" factors, challenged to consider the push factors that contribute to many people leaving familiar surroundings, their native language, family and friends, and embark on a difficult and dangerous

journey towards the dream of a better life. Students will examine immigrant data documents in order describe the characteristics of selected immigrant groups and the conditions they faced upon arrival to the United States. Students will determine how the movements of people and their resulting interaction affect the economic, social and geopolitical institutions of society. Students will also differentiate between “push” and “pull” factors contributing to the recent influx of immigrants from Latin America and the Caribbean.

Awareness of Human Choices is an awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

The lesson titled Are My Hands Clean? is intended to show how the cross-border movement of goods, people, information, capital and even pollution are characteristics of our global age. Students explore the *Journey of the Blouse: A Global Assembly*, so that they can analyze the interdependent and complex nature of systems and consider some of the implications of their effects on people in Latin America and the Caribbean.

This curriculum guide is but one example of the many curriculum efforts that were inspired by Hanvey’s seminal piece. Since the publication of *An Attainable Global Perspective* (1976), a number of educators have used his framework to craft experiences for their students in order to foster an awareness of the world around them, and an understanding of the complexities of any number of world problems. In a National Council for the Social Studies Bulletin *Social Studies and the World: Teaching Global Perspectives*, Merryfield and Wilson (2005) offer forty-nine specific teaching ideas for developing students’ global perspective. This bulletin was developed specifically to help

teachers prepare students for citizenship in a culturally diverse and globally interconnected world.

The goal of teaching with a global perspective in social studies is to broaden students' perspectives (Bacon & Kischner, 2002). In broadening students' perspectives, educators are not only fulfilling the mission of creating better citizens, but also creating citizens who have the tools to participate actively in an increasingly interconnected world. One might ask, cannot this be accomplished in a traditional social studies' classroom using traditional social studies core courses? Why include global perspectives in social studies curricula and teacher education programs? The answer is simple; one glance at high school curricula and social science education programs shows that the focus is still largely nationalistic (Guarmery, 2002). When present, global studies, world geography, and global perspectives are often left to chance in the form of elective courses of study.

A Brief History of the Global Education Movement

The history of global education can be viewed from multiple perspectives; a historical perspective with the initial birth of the field, conceptualizing and defining the goals of global education, advocacy or the rhetoric of what states, leaders, and scholars say schools should be doing, i.e., the expectations of society, and actualized curriculum, what is actually happening in classrooms. The initial consolidation of education reform in what would become the field of global education morphed out of the post World War II era. In 1946, rocket-borne cameras gave us our first look at earth from beyond the atmosphere (Reichardt, 2006). The marvel of this event couched in the backdrop of world war and the emergence of the Cold War would transform the world yet again. The

following two decades would bring yet another wave of landmark historical, social, economic and political events that would expose the United States vulnerability on the world stage. Sputnik would call attention to the space race, which intern prompted federal legislation relating to math and science education. Global conferences would focus attention on the Human environment, nuclear proliferation, world population issues, and controversies surrounding the planet's resources (Tucker & Cistone, 1991). Media coverage of global events and the emergence of books and articles on global issues would stimulate public awareness (Becker, 1973; Hanvey, 1976). It would be no surprise that the impetus for global education would come from rapidly changing world events.

Becker (1980), thought of as the father of global education, made the connection between world events,

Growing involvement in the world system increase the number of occasions on which individuals make decisions that are influenced by – and in turn influence – the decisions of other inhabitants of our planet (p.27).

Becker explains that for most, the notion of participating in a global system is hindered by the traditionally held view of the world as separate nation-states that have limited contact except in times of war and trade. Tucker (1991) similarly states that the failure of schools to make global perspectives a priority may stem from ambiguity over the United State's role in growing interdependence.

The teacher education reform movement of the 1980's began to align teacher preparation with the demands of an emerging information society and an increasingly interdependent world at the end of the 20th century (McCarthy & Heyl, 2003).

In 1981, the National Task Force on Education and the World View called for an “urgent need” to reevaluate the preparation of teachers and ensure opportunities for the development of global perspectives (p.3).

In a highly publicized work, The National Commission on Excellence in Education (1983) also alerted Americans that:

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world (p. 2).

This educational wake-up call attacked the mediocrity in education as well as deficiencies in teacher preparation. All, according to the report, regardless of race, class, or economic status, are entitled to a fair chance at developing themselves. Even though the National Commission on Excellence made a strong case for rigor in math, science, language, and social studies, little argument was made for the inclusion of global issues (Tucker & Cistone, 1991). The development of standards relating to diversity would eventually include notions of the understanding the United States’ existence in a global system. Throughout the 1990’s many of these standards that made their way into professional standards and position statements would advocate teaching global perspectives. The global education reform movement of the 1980’s and 1990’s did involve changes in curriculum. Most of these changes came in the way of additive curriculum models (Tucker & Cistone, 1991). With national standards in place, specialized programs designed to provide resources for teaching about the world would emerge. These programs include: courses with a global focus, increase in experiences abroad, expansion of foreign language instruction, world history standards established, International

Baccalaureate programs with international focus were established, and geography standards are reintroduced with the support of the National Geographic Society (Heyl & McCarthy, 2003). These programs show a few of the many changes designed to meet the need for preparing students to live in an increasingly diverse society. These programs were not without criticism.

Critique of Global Education

In the mid 1980s, less than a decade after the emergence of the global education movement, the field came under a barrage of attacks, beginning with a particularly potent attack on the Center for Teaching International Relations (CTIR) at the University of Denver. A report entitled *Blowing the Whistle on Global Education* (Cunningham, 1986) charged the CTIR and other programs of promoting leftist propaganda, radical political change, and student activism. Other global education programs, like the one advanced by the Iowa Department of Education, were attacked for presenting unbalanced curricular materials (Schukar, 1993). Political pundits, national media commentators like Phyllis Schlafly, head of the conservative Eagle Forum, charged that global education was founded on belief of cultural equivalence (Schlafly, 1986). Schlafly labeled the movement a “cult” and charged that infusion techniques were akin to “indoctrination-by-deception” (p. 23). The field of global education also drew fire from an assortment of individuals like Diane Ravitch, Chester Finn, and the Thomas B. Fordham Foundation. Likewise, Buehrer’s (1990) *The New Age Masquerade: The Hidden Agenda in Your Child’s Classroom*, warned parents of the “globalistic” ideology, and ranted against the alleged promoting of cultural relativity, and world government. It appears that critiques coming from outside the field of education namely from ultra conservative groups,

charge global educators with imposing social and political views on students and encouraging disrespect for American institutions and culture. These critiques focus more on the motives of the global education movement, and take on a politically motivated perspective. Critiques of global education coming from within the field of education, center on the contents of global education, namely content that encourages a more pluralistic view of the world. Lamy (1991) explains, that no matter how careful educators are in presenting multiple perspectives on global issues, if they do not reinforce the view that the United States is the primary world leader, representing what is good in the world, they will be criticized.

Many of these criticisms still resonate in more recent critiques of global education. Burack (2004) delivered a multi-pronged critique of what he called the ‘global education ideology.’ These critiques include the charge that global education de-exceptionalizes American history, teaches cultural relativism, promotes one worldism, and is unpatriotic (Burack, 2004; Schlafly, 1986). There seem to be three aspects that fuel the debate on global education. First, critics fear that global perspectives might undermine the traditional national narrative, and thereby, undermine nationalism and patriotism (Lamy, 1991). Second, the definition of global education and global perspectives has been a source of contention and debate giving the impression of vague and unclear field of study (Kirkwood, 2001). And lastly, critics claim global educators focus on procedure, process, and higher-order thinking and problem solving without teaching basic facts and knowledge (English, 1987). Does having a global perspective decrease nationalism and patriotism, thereby diminishing the status of the nation state? This seems to be the fear of those that take issue with the goals of global educators.

Because it has been the goal of social studies education to prepare citizens to participate in the political state, will the blurring of national boundaries make issues so universal that the power and the influence of the nation state will be reduced? How can we expect students to engage in higher-order thinking and critical analysis without first knowing the facts? Global education is like expecting children to “run before they can walk syndrome” (English, 1987).

While many of these criticisms seem to use inflammatory political language they also lack a cohesive substantive argument. Many of these charges appear to be fueled first, by the debate over the role the United States plays in the world today and second by debate over what role schools should play in the political education of students (Lamy, 1991). Ron Schukar (1993), in his analysis of leading global education programs, explains that global educators are not without fault. Lack of balanced curricular materials and biased materials gave fodder to critics. The harshness of these attacks makes the advancement of global education initiatives more difficult than reform in other subject areas (Zemelman, Daniels, & Hyde, 1998).

The bitter and sometimes personal affront to early global educators had a polarizing effect on any constructive debate in the field of social studies education. Buried within this debate over content and perspective, and receiving far less attention in the field social studies education, are the skills identified as essential in educating for civic engagement in the globalized society we live in, and best practices in the field of social studies education. Even the most ardent adversaries in social studies education agree on certain skills that are essentially for civic literacy and engagement in a pluralistic, democratic society. These skills include analysis, synthesis, and evaluation of

competing arguments, the research process, and cooperative strategies for problem solving (Lamy, 1991, 2007). In order to explore more on the practice of social studies teaching, a closer look at pedagogy is necessary. Experts in the field of global education have identified teaching practices that foster the attainment of a global perspective. For example, teaching about the world must include experiences that are student centered, focus on cognitive objectives such as independent research from a number of resources, evaluating alternative solutions to problems, and discussing issues in class (Fien & Wilson, 1997). It is therefore important to explore global education pedagogy in the context of social studies teaching.

Pedagogy of Global Education

Global pedagogy is the practice of teaching and learning globally oriented content in ways that support the goals of global education (Merryfield, 1997). There have been many studies conducted in order to learn more about how teachers infuse global perspectives in the classroom (Benitez, 2001; Kirkwood, 1995). Global educators share certain teaching strategies and personal characteristics: they confront stereotypes and resist oversimplification of other cultures and global issues; encourage the examination of multiple perspectives; teach about injustice, discrimination, and power; and provide cross-cultural experiential learning opportunities (Merryfield, 1994, 1998, 2002). The global educator renounces the idea that world history is the study of “other” cultures, and instead embraces the notion that it is an investigation of large scale changes in the world (Merryfield, 2002). They look for explanations of change rather than just describing what a particular civilization was like long ago, or what its great accomplishments were (Dunn, 2002). The interconnectedness and interdependence of our world is a basis for exposing

students to people and perspectives unlike their own. Today, global education has evolved to embrace new challenges that come with increasing diversity in our schools (Merryfield & Wilson, 2005). Global education and multicultural education, each having different roots, have many shared characteristics. Merryfield and Wilson (2005) identified several commonalities, including teaching about structural and institutional inequities, teaching about efforts to overcome oppression, teaching to improve inter-group relations and cross-cultural skills, reducing stereotypes and prejudice, teaching that helps students reflect on their own culture and what it means to be an American, teaching that provides access to multiple perspectives, and teaching to develop an understanding of power and its role in the process of knowledge construction.

Global educators use real world resources. Teachers who use global or multiple perspectives will often look to their communities as a resource to seek out diverse perspectives (Merryfield, 1998). Guest speakers make presentations about their experiences, and experts in their field share their unique perspectives on various topics. These community leaders will broaden students' knowledge of other perspectives; this will facilitate a student's ability to actively engage in role-play and simulation activities. Role-playing fosters students' inherent interest in historical events and the people that experienced them (Cruz & Murthy, 2006). As students take on the feelings and voices of peoples of other times and places, the learning of historical content becomes more natural. One example of such an activity is Model United Nations. In this activity, as well as others like it, students engage in critically examining global issues from a multitude of perspectives (Kirkwood, 2004). Activities like this provide students with the opportunity to probe the deep layers of perspective and *dredge to the surface aspects of perspective*

that have never before seen the light of day (Hanvey, 1976 p. 7). It is this act of excavating these perspectives that the global educator deliberately undertakes in the course teaching social studies.

Global educators have certain expectations of their students. They want their students to appreciate the complexity of diverse viewpoints, and investigate those viewpoints that are different from their own. As far as content knowledge, global educators expect their students to make cross-cultural comparisons, yet focus on why individuals may have different perspectives and how culture might affect these perspectives (Merryfield, 1998).

Toni Fuss Kirkwood (2002) studied how 33 teachers from 21 schools, elementary and secondary, who participated in the *Japan Today Program*, taught about Japan. Data were collected over a two-year period. The study focused on how teachers conceptualized teaching about Japan and the factors that shaped their instructional decisions. The findings were categorized into two themes: instruction and curriculum impact. Similarities between the elementary and secondary teachers were that students must be able to make in-depth comparisons between U.S. and Japanese cultures in order to foster cross-cultural understanding that would lead to the dismantling of stereotypes. There was also a shared commitment to teach about respect for all cultures and nations. Teachers also shared a commitment to teach the interconnectedness of history and show how cultural perspectives shape historical events. They also addressed the moral issues of the U.S. nuclear bombing of Japan and the injustice of Japanese internment. Kirkwood (2002) found that content expertise as a result of the extensive academic preparation for

the travel to Japan meant greater confidence, enthusiasm, and feelings of empowerment for the teacher and showed beneficial to the students.

Teacher Education

If social studies teachers are supposed to prepare their students to live in an increasingly interdependent world, teacher educators must likewise equip pre-service teachers with the tools and experiences that encourage and foster global perspectives. In a world of rapid change, it is the responsibility of teacher education to develop human resources and thereby contribute to the improvement of the human condition (Tucker & Cistone, 1991). Heyl and McCarthy (2003) warned that

until there are coordinated efforts at all levels of teacher preparation and in-service professional development to enhance the nation's teacher's ability to teach about the world, U.S. students will continue to exhibit a profoundly discouraging lack of knowledge about the world (p.16).

For this reason, it is a worthwhile endeavor to assess those qualities students possess as they enter our colleges of teacher education. It is important at this point to consider that although progress has been made in the way of advocating for the use of global perspectives in social studies instruction, the movement still depends largely on the teacher as the instructional gate-keeper, i.e., the teacher elects whether or not to teach with a global perspective (Thornton, 1989). For this reason, Kirkwood (2006) conducted a study examining the worldmindedness of 644 teacher candidates enrolled in social studies methods courses at five Florida public universities. Kirkwood's research was based on the theory that teachers' global belief systems shape their instructional curricular and instructional decisions. Kirkwood identified predictors of

worldmindedness that can be addressed in teacher preparation programs: global content courses, proficiency in a foreign language, international experiences of a specified length, and higher GPA averages required to enter teacher education programs. Kirkwood (2006), not unlike Heyl & McCarthy (2003), advocates that the key to preparing teachers to teach in a global age is careful scrutiny of teacher preparation programs as well as a coordinated sustained effort to globalize teacher education programs.

Even with a seemingly airtight rationale for the use of global perspectives in social studies education, there are several reasons why teachers don't teach global perspectives. Why is the global education movement today, widely held as important, still finding entry into social studies classrooms difficult? Metzger (1988) identified several possible barriers: (1) teachers themselves are uninformed, products of the very system in need of reform, (2) inadequate knowledge of pedagogy, (3) curricular rigidity, (4) textbook limitations, (5) personal and motivational obstacles of the students, and (6) influence of mass media. Metzger does acknowledge that, as more global materials are made available and the global networks are expanded, teaching with a global perspective should become more manageable.

Many of the challenges Metzger (1988) identified nearly twenty years ago, continue to be faced by social studies teachers today, as they elect to bring a global perspective into their classrooms. For example, revolutionary change in the way people get their news via online media demands that students are prepared to be critical media consumers that discern reliable sources of information. Textbooks have attempted to include the voices of people long left out of the historical narratives by providing supplementary and online resources like web quests and interactive media so that

students can explore different perspectives. However, a teachers' classroom use of these resources remains in question. The very labeling of these resources as supplementary implies that they are not part of the main body narrative. Smith (2002) also supports Metzger's (1988) claim that teachers' own knowledge of the world is a challenge to teaching with a global perspective in addition pedagogical competence in teaching critical analytical and evaluative skills. These however are issues that may not exclusively fall to teacher preparation programs, but colleges that deliver instruction in social studies content areas as well.

A critical question that needs immediate attention in our colleges of education is how can we make sure our students (i.e., pre-service teachers) gain the global knowledge and pedagogical tools for teaching with a global perspective? Heyl and McCarthy (2003) studied 690 university students who have been licensed to teach K-12 education in order to determine if there is an international dimension in the nation's colleges and universities. Their findings reveal a small percentage of students engaging in activities that are identified as international in nature. Activities that are identified as having an international dimension include pursuing a foreign language, travel or study abroad, membership in a professional organization, and enrollment in international or global courses (Heyl & McCarthy, 2003; Kirkwood, 2002; Merryfield, 2001). Many factors contribute to a teacher's use of global perspectives in teaching social studies. Kirkwood (2002) encourages teacher education programs not only to integrate global perspectives into their programs, but also to include travel-study programs.

Lamy (2007) provides another perspective on what colleges can do to prepare future social studies teachers. He advocates that another way of addressing the important

need of preparing students for their future role as citizens in a global society is to promote active learning strategies in college courses that traditionally were taught by lectures. These strategies include case studies, problem based learning scenarios that focus on international issues, events, and global conditions. With this format, students would be exposed to other worldviews instead of the *maintainer* paradigm that most U.S. students view the world through. Lamy (2007) explains the maintainer paradigm as a worldview housed in realism, neorealism, or neoliberalism ideology. Textbooks, the print and visual media in the United States, he asserts, promote this worldview. The addition of an international or global perspective in college courses broadens students' construction of the world and facilitates the inclusion of active learning strategies in courses that would otherwise be taught by traditional lecture. Lamy (2007) explains that students would engage in cooperative research and problem solving and thereby practice the skills they need to be successful in a global society. This approach might well build a foundation for infusing global perspectives for pre-service teachers that are required to take courses in social studies content areas. This proactive position would even be enhanced with a formal articulation with social studies educators in colleges of education.

Global experts have long documented the professional disposition of successful global educators and have shown that they share personal characteristics as well. Many social studies teachers have had personal experiences such as extended contact with other cultures through travel, reading, or experience with discrimination (Merryfield, 2001). Exceptional global educators believe their students should be less ethnocentric and more empathetic. They are personally committed to teaching about inequities, human struggle, and social justice by using multiple perspectives (Merryfield 1998). Kirkwood (2002)

acknowledged in her study that the strongest contextual factor for all teachers was their enthusiasm and commitment to teaching about Japan because of their specialized knowledge and training. Global educators perceive themselves as change agents; they realize the socializing power of the social studies classroom, and they believe that an understanding of multiple perspectives will help students to develop empathy and a desire to help others (Kirkwood 2002; Merryfield, 1998). Not all social studies teachers or students travel or study abroad. One of the biggest challenges for teachers is inadequate teacher knowledge of the subject matter (Smith, 2002). Can experiences right here in the United States in our cities, communities, schools, or classrooms foster the development of a global perspective? Multicultural educators have long held that the diversity in our society provides teachers with rich resources through which to teach about different groups and their experiences (Merryfield, 1998).

With little change in how teachers are credentialed, it is worthwhile to explore teacher-licensing procedures. United States colleges and universities, the primary source of trained teachers, are obligated to provide graduates with knowledge and experiences that will enable them to incorporate global perspectives in K-12 classrooms (Heyl & McCarthy, 2003). Heyl and McCarthy further call for colleges of education to provide leadership and support to the thousands of teachers already in the field who can lead the way in reforming content and delivery in K-12 classrooms. This is not news in the field of global education. Writing more than two decades earlier, Tucker and Cistone (1991) made this same appeal to teacher education programs.

There is no shortage in the literature lamenting the lack of global perspectives in teacher education programs. Fortunately, there are studies that demonstrate successful

models of teacher education, both pre-service and in-service, that support teaching and learning with a global perspective. There are indicators of global mindedness (Kirkwood, 2006), and scales that measure global knowledge. Merryfield (1998) has well documented dispositions that are prevalent among global educators. These personal indicators include being multilingual, studied or lived abroad, and special training for global education or content-specific area studies.

Teachers have an enormous impact in shaping their students' attitudes about the world. The social studies curriculum can be used as a socialization agent. Benitez (2001) studied the effects of a globalized U.S. History curriculum on student attitudes. Benitez hypothesized that students exposed to an experimental, critical approach to U.S. history will become more globally sensitive or "internationalistic", whereas the traditional curriculum glorifying past patriots will render students more nationalistic. The experimental "globalized" curriculum was taught to three sections of 11th-grade U.S. history students. The control group, also comprising of three sections of U.S. history, was taught via a traditional model. Benitez (2001) found that the students taught the globalized curriculum experienced cognitive dissonance, a term used to describe conflicting thoughts about what one holds to be true and what one learns to be true. The content and curriculum in a global approach taught students new information that conflicted with their long-held beliefs learned through traditional U.S. history curriculum. Conducted in Miami, Florida, this study has many implications for the Miami-Dade school district with its large Hispanic and Haitian immigrant population. Curricula that expose students to multiple perspectives may lead to greater tolerance and efficacy (Benitez, 2001). As students explore complex issues such as human values, global

systems, and global problems, they are less likely to develop self or group superiority (Hendrix, 1998). Students report a growing interest in international news as a result of a particular teacher's use of global perspective in his or her classes (Hahn, 2001). Avery, Trygestad and Sedro (1991) studied the geopolitical orientations of students. They surveyed students' conceptual knowledge of community, state, national, and local spheres. Their study revealed that many students had difficulty in conceptualizing global spheres. They concluded that this might be attributed to a lack of exposure to global perspectives. Yet globally oriented curriculum programs do not seem to be the norm (Merryfield, 1990).

Osunde, Tlou, and Brown (1996) studied 100 pre-service social studies teachers from a state university in Pennsylvania and a state university in Virginia in order to explore the existence of stereotypes about sub-Saharan Africa. The researchers administered a survey over a three-year period. In addition, they conducted a content analysis of the social studies textbooks used in selected public school districts in Pennsylvania. The study reveals that although textbooks have increased their coverage of African topics, rarely will students learn about African nations and cultures. Their findings showed that despite being exposed to an increasing amount of information on Africa through their college courses and seminars, and even though the media presented news on Africa with more frequency, pre-service teachers hold the same misconceptions about Africa as earlier generations. During interviews, many teachers readily admitted that they did not feel they had adequate knowledge of what to teach about Africa. This often leads to teaching about exotic, stereotypical topics on Africa. This discomfort with content knowledge about different continents, nations, and cultures is one of the areas

teacher educators must answer. These survey results hold many implications for preparing social studies teachers. Haakenson, Savukova, and Mason (1999) outline three steps in preparing pre-service teachers to teach with a global perspective. Pre-service teachers must gain knowledge of the world and perceptual understanding; they must be exposed to instructional strategies and personally committed to globalizing their teaching approaches. Social studies teacher candidates should encounter multiple perspectives as well as assignments that require them to construct historical narratives using primary and secondary sources (Bohan & Davis, 1998). The kinds of opportunities that support preparing teachers to teach from a global perspective include cross-cultural experiences, cooperative learning, interdisciplinary themes, problem-solving tasks, experiential learning, and community-based learning. Global pedagogy, according to Haakenson et al (1999) is reform-oriented. Global educators work hard to dispel stereotypes, tackle sensitive issues of injustice, provide experiential cross-cultural learning, and encourage the habit of examining diverse perspectives (Merryfield, 1998; Bacon & Kischner, 2002). While the goals of global education are realized in many official documents of professional teaching organizations (Kirkwood 2001), equipping pre-service teachers with the tools and conceptual framework, and authentic information for teaching with a global perspective is imperative (Osunde, Tlou, & Brown, 1996; Haakenson, Savukova & Mason 1999; Kirkwood 2001). There are many challenges for global educators. We must examine critically the shortcomings of the past and the exclusionary practices that still permeate our schools (Torres, 2002). One important reason for identifying these challenges is so that colleges of education can shape their teacher education programs for

social studies educators to prepare adequately future teachers with the attitude and the knowledge necessary for helping students to be global citizens.

UNA-USA's Global Classrooms Curriculum Program

The *Global Classrooms* curricular units in Peacekeeping, Human Rights and Sustainable Development have been designed to work within an existing course such as American or world history, global studies, participation in government, civics, law studies, or English language arts. The units can be used as the sole resource for an elective course or as an addition to existing course syllabi. At the center of the *UNA-USA's Global Classrooms* program is Model United Nations. Developed more than 50 years ago, Model United Nations, or M.U.N. as it is popularly called, allows students to step into the shoes of ambassadors from U.N. member states to debate current issues on the organization's immense agenda. Student "delegates" research issues, country positions, prepare draft resolutions, negotiate with supporters and adversaries, resolve conflicts, and navigate the U.N.'s rules of procedure, all in the interest of mobilizing "international cooperation" to resolve problems around the globe (www.unausa.org/globalclassrooms).

Global Classrooms is a standards based curriculum that provides middle and high school students with the opportunity to engage global concerns and events, all within the dynamics of the United Nations system. The program currently offers three curriculum units: Peacekeeping (2001), Sustainable Development (2002), Human Rights (2003), and The Economics of Globalization (2008). Each teaching unit includes a Teacher's Guide with accompanying student workbooks which are available online for free downloading, reproduction and dissemination to students. Each curriculum unit includes step-by-step

lesson plans that begin with an introduction to the United Nations and culminate with a simulation of a selected U.N. body. All lessons are aligned with multidisciplinary standards, and incorporate instructional strategies consistent with “best practice” methodologies in teaching social studies and literacy. The curriculum units also include assessment tools such as rubrics, and writing samples. There is a reference and resource section that provides additional support materials, primary documents, a glossary of terms and acronyms, and Internet resources.

In order to ensure the effectiveness of the *Global Classrooms* program, UNA-USA established consultant positions in each city to liaison between UNA-USA and teachers, schools, school district administrators, and important local stakeholders. Participating teachers are offered formal professional development and ongoing support by the local consultant and a team of local “lead teachers” and selected university interns, all experienced in Model United Nations, in order to provide education and support for the program. The culminating experience for *Global Classrooms* student and teacher is the annual Model U.N. conference hosted by *UNA-USA*.

The *Global Classrooms* website allows students and teachers from *Global Classrooms* to meet *Global Classrooms* participants from other cities in the United States and abroad. The website features research links, discussion forums, and personal profiles. Teachers can post lessons, network with fellow educators, and access background guides on current affairs issues. All participating teachers have an opportunity to participate in the annual conference. All curriculum materials, teacher workshops, ongoing professional support, and conference participation are provided free of charge to public schools. Private schools are eligible to participate for a nominal fee, and curriculum units can be

purchased through *UNA-USA*. At the time of this study, Global Classrooms is active in Boston, Beijing, Beirut, Berlin, Chicago, Denver, Houston, Johannesburg, London, Los Angeles, Madrid, Mexico City, Miami, Minneapolis-St. Paul, Mumbai, New Delhi, New York City, San Juan, Sao Paulo, Tampa, Tel Aviv and Washington, D.C.

Summary

The United States is a pluralistic society. Educating students to participate in a pluralistic society and to relate to diversity is not only “politically correct”, asserts James C. Hendrix (1998), but it is as important as preparing students to become competent business leaders, professionals and workers. In fact, some would argue that a competent workforce is dependent on being conversant and skilled with diversity issues. More often than not, students are exposed to other cultures in a superficial way, emphasizing differences or focusing on descriptive investigations of different cultures rather than the study of how the world came to be (Dunn, 2002). For example, the study of traditional geographic units often tends to reinforce students’ misconceptions about other cultures (Holloway, 2001). Educators must consider recent world events, for example, continuing conflicts in the Middle East and south Asia, the impending commitment of United States’ troops in various hot spots around the globe, global health issues, and serious violations of the rights of women and children. In other instances, young people learn about their world and other peoples through the media. These media outlets are often distorted, present inaccurate information, and are biased interpretations (Hanvey, 1976).

There is little doubt that we want our students to know about the world outside their own communities. We are exposed daily to visual images included in media coverage of world events. Technology brings the world to us, and allows us to travel

beyond geographic boundaries to encounter diverse perspectives. The implications for social studies educators are clear; yet, only a handful of states and school districts have graduation requirements that include global education (Holloway, 2001). Educators must explore how our nation is changing in the face of global forces, and what kind of citizenry is desired. Students need to explore how the nation state can call people to patriotic duty, and protect dissent at the same time (Willinsky, 2002). The ability to think critically and participate as a citizen of the United States and the world requires that students make decisions based on multiple perspectives (Garii, 2000).

Social studies teachers must provide students with the tools and experiences that will enable them to construct meaning and critically examine their roles in the world (Diaz, 2004). In achieving this goal, the scope and purpose of social studies education must shift to include global perspectives (Kirkwood, 2002). Students may be aware that events, people, and ideas outside the United States have an effect on the domestic well being of the nation. Global technologies make students aware of world events and push forward the need to understand them (Bickmore, 2002). As we watch our nation deal with recent global challenges, social studies teachers themselves struggle with creating meaningful experiences for their students so that they are better able to understand the role and responsibilities of global citizenship (Avery, 2004). Proponents of multicultural education have long urged us to include the voices and experiences of individuals historically omitted from the traditional social studies narrative (Cornbleth, 1997).

The post-9/11 world we live in is a “reality check” for many social studies teachers. Immediately following the terrorist attacks on the United States, our students and communities placed an enormous challenge on social studies teachers to help calm

fears and assist in answering questions that probably blind-sided many Americans who felt insulated from world events. In fact, some teachers felt so overwhelmed and ill prepared that they actually ignored or avoid any discussion of 9/11 in their classrooms. Teachers, school districts, and Colleges of education struggled to answer the questions. Is our curriculum and pedagogy providing students with opportunities and necessary experiences that will help them understand the big picture of our interrelated world? A review of the literature regarding global perspectives and global education indicates we have a long way to go in realizing these goals. Advocates of using multiple perspectives in the social studies classroom, be it multicultural or global, have fought for the inclusion of voices and individual experiences previously silenced, marginalized, or omitted, into our textbooks and curricula. The skills necessary for handling multiple perspectives are the same skills necessary for survival in today's world (Benson, 2002). They also advocate the use of multiple perspectives crafting experiential learning activities, problem solving, and role-playing, in order that students understand their own positions in the world. This will ultimately prepare them to live in a world where our interconnectedness requires a revision of our definition of citizenship to include participation in the global community. Cornbleth (1997) alerts us to the broadening scope of the history that is taught in our schools, and encourages a "braided history" (p. 359) that incorporates multiple histories, cultures, experiences, and perspectives.

Global forces have transformed the world we live in yet social studies curricula in the United States have changed very little. Teachers feel unknowledgeable about and unprepared to teach about global issues and topics. Research in teacher preparations reveals that our colleges of education are inadequately preparing social studies teachers to

incorporate global perspectives into social studies curriculum. Gaps in the literature on global education reveal limited focus on global education as reflected in state and local graduation requirements. The same barriers identified in the literature thirty years ago are largely the same barriers described in the current body of literature. What has changed is the availability of teaching resources and program that teachers can elect to participate in. It is crucial that teacher educators study how teachers make meaning and use of these programs.

Chapter 3

Methods

Introduction

This study employed a qualitative approach in order to provide a detailed account of the experiences of high school social studies teachers' experiences as a function of their participation in the UNA-USA Global Classrooms Curriculum Project. The goal of this study was to provide a rich, compelling account of the experiences of high school social studies teachers so that others can better understand the issues reflected in their experiences. The power of the qualitative study is the discovery of how the respondent sees the world (McCracken, 1988). The primary method of gathering data was the hour-long interview. In this chapter, I will explain the sampling procedures and criteria, the interview process, ethical considerations, and data analysis procedures.

Research Questions

1. In what ways do teachers report using Global Classrooms Curriculum units?
2. What components of the Global Classroom curriculum program do participants report most influential on their teaching practices as a whole?
3. How does participation in The UNA-USA's Global Classrooms Curriculum Project influence how participants teach social studies?
4. What are the participants' perceptions of the challenges in teaching a globally oriented curriculum?

5. How do social studies teachers perceive they negotiate challenges in teaching globally oriented curriculum?
6. Do perceptions of participating teachers' experiences differ based on the nature of how they use the Global Classrooms curriculum units?

Research Design

A case study was conducted in order to gain insight into the curricular and instructional decision making processes of social studies teachers who elect to utilize and participate in the UNA-USA Global Classrooms Curriculum. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Yin, 2003). The exploratory nature of this study enabled me to conduct an in-depth study and analysis of how participants in the Global Classrooms curriculum project make meaning of, and understand the influence of their participation on their teaching. The research questions focused on how teachers use the curriculum units, how they navigate challenges in the use of the curriculum, and the influence they perceive it may have on their instructional decisions. While the scope of this study appears to be phenomenological, participants were bounded by participation in this specific program, context, and over a specific period of time. Therefore, a case study approach was used in order to provide an in-depth study of social studies teachers' perceived experiences.

Uniqueness of West Central Florida

West Central Florida is unique in that the surrounding cities share a wealth of economic, social and cultural institutions. The port of Tampa is home to a vibrant and diverse traffic base that accommodates cargoes ships and cruise passengers. Its strategic location provides the most direct route to Mexico, Latin America and the Caribbean.

Tampa and St. Petersburg are also home to major league hockey, baseball, and football teams. Cultural attractions include the Salvador Dali Museum, the Holocaust Museum, museums of art, science and industry, as well as the Tampa Bay Performing Arts Center, home of the Florida Orchestra. The area also is home to the University of South Florida, one of the nation's top 63 public research universities, H. Lee Moffitt Cancer Center & Research Institute, the University of Tampa, Eckerd College, and a web of community colleges that serve the West Central Florida area.

Each county in the state of Florida operates its own school district. *Global Classrooms* is active in the school districts of Hillsborough, Pinellas and Pasco counties, composed of Tampa, St. Petersburg, Clearwater and the Pinellas county coastal community townships.

Participants for this Study:

A purposive, criterion sampling scheme was employed for the purpose of quality assurance (Miles & Huberman, 1994). This allowed me to select participants that would provide the most information for the research questions studied. The population of high school social studies teachers in the three West Central school districts that were actively participating in the UNA-USA Global Classrooms Project at the time of this study was 31. The criteria for identifying these teachers included having a minimum of two years' involvement with Global Classrooms program. This ensured they had the opportunity to attend professional development workshops, use the curriculum materials and resources, and participate in the annual culminating model United Nations conference. Participants were identified with the assistance of the Global Classrooms Consultant for the Greater West Central Florida Area, and the local curriculum trainers employed by UNA-USA

Global Classrooms. Together, we identified 20 high school teachers that fit the criteria for this study.

My goal in participant selection was that the number of participants reflects proportionally the population of participating teachers from each participating district. At the time of this study, fifteen high school teachers from Hillsborough County, twelve from Pinellas County, and five teachers from Pasco County participate in Global Classrooms. This led me to select 5 teachers from Hillsborough County, 3 from Pinellas County, and 2 from Pasco County. Part of the selection process involved choosing teachers that represented the widest range of experiences. For example, 2 participants were veteran teachers with over 25 years of experience, 4 had between 10 and 20 years of experience, and 4 had less than 10 years of experience. I also eliminated some teachers from the potential pool of participants that taught at the same school. With these considerations, I decided on 10 participants whom I believe represent the widest range of experiences from the population of *UNA-USA* Global Classrooms teachers. According to Kvale and Brinkmann (2009), the number of subjects necessary depends on the purpose of a study. This goal of this study is to explore the experiences of participants in the *UNA-USA* Global Classrooms program. The number of participants selected yielded ample data in answering my research questions. Whereas there is no definitive rule regarding sample size in qualitative studies, the researcher believes that thirty percent is a sufficient number to reflect the range of the population under investigation (Seidman, 2006). It was expected that their teaching experience and the extent to which they use the Global Classrooms curriculum will vary. I sent a letter of invitation to all 10 teachers via electronic email communication and over a period of two weeks received acceptance

from all 10 teachers. The goal was to interview all 10 participants, or until data saturation occurred (Lincoln & Guba, 1985). This provided for a range of variations present in the population whose experiences this study seeks to understand thereby supporting the representativeness of the participants.

Permission to conduct this research study and gain access to the sample was sought from UNA-USA National, Vice President for Education, and the consultant for the Tampa Bay area school districts. It is also noted that the researcher is a state-certified secondary social studies teacher, employed in the same west-central public school district, and serves as a lead teacher for *UNA-USA* Global Classrooms. Each participant was given a ten-dollar Panera Bread gift card as compensation for his or her time and participation in the study.

Interview Process

The researcher was the sole instrument of data collection, and the hour-long interview was the method used. The hour-long interview, a powerful qualitative tool, served both descriptive and analytical purposes (McCracken, 1988). The interview questionnaire includes both biographical questions in addition to questions designed to arrive at answers to the research questions. A pilot test of the interview procedures and questions was conducted for the purpose of addressing ambiguous and scheduling sufficient time to complete the interviews. Three of my colleagues, all certified secondary social studies teachers enrolled in graduate coursework at the University of South Florida, agreed to sit for the pilot interviews. Prior to the actual interviews, an email and phone exchange occurred in order to establish meeting times and locations. One and one half hour interview sessions with participants were scheduled at participants' respective

school sites, or in a few instances a local coffee shop suggested by the participants.

Careful attention was paid to situate the interview in a quiet location so as to be free from distractions. The same interview protocol was used for each participant.

The nature of the interviews was semi-structured. Although the same interview script (Appendix B) was used for each participant, additional questions and issues did arise as each participant reported their experiences in using the Global Classrooms Curriculum. I obtained permission to audiotape the interviews, as well as permission to have a third party conduct audio transcription when needed. Recording equipment was tested and batteries replaced prior to each interview. A backup recording device was available in the event of equipment failure. I also took notes during the interview, paying careful attention not to disrupt the flow of the interview. These notations enabled me to come back to a particular question or response in order to probe deeper into a participant's responses. My notations also enabled me to record observations, my thoughts and feelings, as well as decisions made during the course of the study. These notes were especially helpful during the data analysis stage of the study.

All participants agreed to be audio taped so there was no need to make arrangements to hand record interview responses. Interviews took place over a period of 3 months. Member checking was carried out throughout the data transcription and analysis stages. Audiotapes were transcribed approximately every two to three interviews and participants were provided transcriptions of their interviews. Follow-up phone conversations and email was used for the purpose of clarifying and confirming the data.

Ethical Nature of Data Collection

Permission to conduct the study was sought from the Institutional Review Board (IRB), and approval was granted on July 11, 2008. Data collected did not involve risk to any of the participants in this study. Participants were presented with an invitation to participate, and informed consent of the participants was collected prior to the interview. The informed consent included a statement of the purpose of the research, how it would be conducted, a timeline of the study, potential risks, participant rights, benefits, confidentiality of data, how the researcher intended to disseminate the results of the research, and researcher contact information (Appendix A). Participants were informed that they could withdraw from the study at any time. Pseudonyms were used in reporting data to protect the identity of the participants. The nature of the relationship between researcher and participant had no known or intentional elements that might result in forced participation.

Data Analysis

For the process of reducing and organizing the data, I identified and categorized participants and responses. Following the audio transcription and data verification process, data analysis of each interview began. Interview responses were grouped according to the research questions. As I read the text of the interviews, I identified phrases or passages of interest using highlighter color-coding system developed to correspond to Hanvey's five dimensions of global perspectives. Categories were constructed to organize or sort participant responses to the research question (Appendix C). After sorting passages of interest by research question, I coded passages first by dimensions of global perspectives by identifying passages that support a particular

dimension. Next, I looked for instances where participants described planning or decision-making in responding to the interview questions, and coded these as TD, or teacher decision. The origins of the categories were derived from a combination of participant responses, the theoretical framework of Hanvey (1976), research literature on teacher decision-making (Clark & Yinger, 1979; Clark & Lampert, 1986; and Westerman, 1991) and the researcher's interpretation of participant responses. For example, the literature revealed several challenges to teaching with a global perspective. In order to elicit participant responses to the research question 'What are the challenges in teaching globally oriented curriculum?', several questions in the interview script directly corresponded to the challenges identified by the literature. Likewise, research in teacher planning and teaching assert that decision-making is present in every aspect of a teacher's professional life (Westerman, 1991). Specific categories include allocating instructional time, collaboration, making interactive decisions, range of instructional strategies, interpreting classroom events, and rationale for instructional decisions.

During this iterative process, categories were tentative. This enabled me to collapse and to expand categories as the data unfolded during the transcription process thereby constructing categories and codes as they develop from the experience of the participants as they told about them in the interview. A constant comparison analysis was used to code and categorize responses from the teacher interviews (Miles & Huberman, 1994). I then sought thematic connections within and among participants and responses. To increase the trustworthiness of my findings, I sought the expert review of my dissertation committee members and a fellow doctoral program cohort member whose field is also global education. Selected excerpts were chosen to illustrate the emerging

themes. Transcriptions are available and a sufficient audit trail will assist in verification procedures. I then developed names for the categories and themes (Constas, 1992). Throughout the data collection and analysis stage of this study, member checking was conducted to ascertain whether the codes represent the participants' statements. A profile of the participants is provided which will enable me to place the participant responses in context, and also to reflect their particular state of consciousness (Seidman, 2006). The data analysis was both exploratory and confirmatory, seeking to expand on existing knowledge about secondary social studies teachers' instructional decisions and the implications for teacher education and professional development.

Chapter 4

Results

Introduction

Over a span of several months, I conducted hour-long interviews with ten participants in the UNA-USA Global Classrooms curriculum program. Informal data analysis began with the first interview as I made notations during the interview process. These notations were helpful both in the interview process and during the development of codes and categories during data analysis procedures coding and categorizing. These interviews were followed by telephone and email conversations in which I also took notes. These notes taken before, during and after each interview proved helpful in formal data analysis process. Formal data analysis began with the first interview transcription. The process of color coding and numbering participant responses detailed in Chapter 3 involved a number of decisions involving the data that specifically relates to the research questions. It was necessary to identify data that specifically addressed the research questions and the data that may be important, but that did not address the research questions in this study. Themes began to emerge that enabled me to begin to identify, sort, and categorize ensuing flow of participant data.

At the conclusion of the data analysis, six themes emerged. These themes were: (1) the teachers' perceived influence of Global Classrooms on student interest and engagement, (2) content expertise and confidence, (3) challenges to teaching global

perspectives stemming from students, (4) challenges to teaching global perspectives stemming from the school environment (5) innovative pedagogy and learning activities, and (6) projects and advocacy dimensions that evolved from the Global Classrooms experiences.

Participants' Biographical Data

The ten participants in this study currently teach in three school districts in West Central Florida. These school districts include Hillsborough County, Pasco County, and Pinellas County. At the time of this study, each participant taught high school social studies, and all resided in the Tampa Bay area. In order to protect the identity of the participants, I changed the participants' names, and the specific schools are not mentioned by name. In order to give the reader a better understanding of the participants and their experiences as Global Classrooms teachers, biographical details are provided. Ethnographic information was also obtained prior to the interview sessions via a brief background questionnaire. Of the six female participants in this study, two identified their ethnicity as white, one as Greek-American, one as African-American, one as Hispanic, and one chose not to respond. Of the four male participants in this study, one identified himself as Native American, one as white, and two chose not respond. Ethnographic data was not used in the analysis of the data. A summary of Participant data is provided in Figure 1.

Anna, a Pasco County teacher, has been teaching social studies for 15 years. She teaches Advanced Placement World History, World History, and Government, and is the sponsor

of her schools multicultural dance club, Model United Nations Club, and has been a Global Classrooms participating teacher for 5 years.

Elise, a Pinellas County teacher, has been teaching for 6 years at her current high school. She teaches a course called Global Studies, and has been a Global Classrooms teacher for 4 years. Elise, along with a colleague in the English department, is a co-advisor to her schools' Model United Nations Club.

Glenda, a Pasco County teacher, has been teaching a total of 34 years, 22 in her present position. She is also social studies department chair. Glenda has been a Global Classrooms teacher for 5 years. She has also won numerous district, state, and national awards in the field of economics, global issues, and innovative teaching. Glenda, along with a colleague, is the advisor to her school's Model United Nations Club.

George, a Hillsborough County teacher, has been teaching for 4 years. He teaches Advanced Placement United States History, American Government, and is the advisor for his school's Model United Nations Club. George participated in Model United Nations when he was in high school.

Joe, a Hillsborough County teacher, has been teaching for 13 years. He teaches World History and Law Studies. His teaching experience includes elementary and middle school grades. He has spent the past 5 years as a high school social studies teacher. While he does not use the Global Classrooms curriculum in the courses he teaches, he is co-advisor

to his school's Model United Nations club, and has assisted in preparing students for conferences for the past 4 years.

Linda, a Pinellas County teacher, has been teaching for 33 years. She teaches in an International Baccalaureate School. Linda teaches World History. She also serves on the board of directors for Florida High School Model United Nations, and has been a Global Classrooms Lead Teacher since the program began in West Central Florida 6 years ago.

Rick, a Hillsborough County teacher, has been teaching for 6 years. He currently teaches in a magnate school, school of choice, for health occupations and architecture. Rick teaches Advanced Placement World History. He also is the advisor to his school's Model United Nations club.

Stephanie, a Hillsborough County teacher, is in her 4th year of teaching. She teaches at an international magnate school of choice. Stephanie teaches Advanced Placement Human Geography, and World Cultural Geography. She is the advisor to her school's Model United Nations club.

Sabrina, a Hillsborough County teacher, is in her 17th year of teaching. She taught 14 of those years teaching 6th and 7th grade geography. Sabrina has been in her current position for 3 years, and teaches Advanced Placement United States History.

Tom, a Pinellas County teacher, has been teaching for 17 years. He currently teaches 9th grade government and geography at a magnet school, school of choice, with a focus on career explorations. Tom has been a Global Classrooms teacher for 5 years. He and a colleague are the advisors to their school's Model United Nations Club.

Table 1.

Summary of Participant Data			
Name	School District	Subjects Taught	Years of Experience
Anna	Pasco	AP World History World History Government	17
Elise	Pinellas	Global Studies Women's Studies	6
Glenda	Pasco	World History	33
George	Hillsborough	AP US History Government	8
Joe	Hillsborough	World History Law Studies	10
Linda	Pinellas	World History	33
Rick	Hillsborough	AP World History Government	6
Stephanie	Hillsborough	World Cultural Geography	3
Sabrina	Hillsborough	AP US History	17
Tom	Pinellas	Government/Geography	17

Participants' Use of Global Classrooms Curriculum Materials

It is important to understand how each participant uses the Global Classrooms curriculum with respect to how they plan and teach social studies. For ease in understanding how Global Classrooms might be used, Table 2 represents how

participants in this study report their use Global Classrooms materials: infuse the lessons from the curriculum binders either in their entirety or selected components of a lesson in the courses they teach, participants focus on the skill building exercises included in the materials, participants use resources primarily to increase their own knowledge of global issues, participants use the materials to prepare their students and or club members for Model United Nations conferences in an extracurricular manner, and or participants use the curriculum to better facilitate role play and simulation pedagogy.

Table 2.

Participants Reported Use of Global Classrooms Curriculum Materials	
Anna	Infuses Global Classrooms lessons into her existing world history course, prepares students to participate in conferences, uses skill building exercises, uses role play and simulations in her classes
Elise	Uses the Global Classrooms lessons as a primary resource for her Global Studies course, Focuses on skill building components, prepares students to participate in conferences, uses role play and simulations in her classes
Glenda	Infuses Global Classrooms lessons in world history course, works with colleagues to ensure all 9 th grade students are exposed to the curriculum, Focuses on the skill building exercises, prepares students to participate in conferences
George	Focuses on the skill building exercises in the course he teaches, prepares students to participate in conferences, uses selected simulations as a Model UN Club activity
Joe	Primarily to support the preparation of students in the Model UN Club to prepare for conferences
Linda	Infuses Global Classrooms lessons into her existing world history course, prepares students to participate in conferences, uses skill building exercises, uses role play and simulations in her classes, focuses on research skills
Rick	Focuses on the skill building exercises, prepares students to participate in conferences, infuses selected components of the Global Classrooms curriculum into the courses he teaches, uses role play and simulations in his classes
Stephanie	Uses debate and simulation skills to improve her use of debates and role play simulations in her class, prepares students in the Model UN Club for Conferences
Sabrina	Focuses on the skill building exercises, prepares students to participate in conferences
Tom	Infuses the curriculum into his government and geography course, focuses on skill building, uses role play and simulations, prepares students in his classes and Model UN Club to participate in conferences

Participants' School and District Data

Hillsborough County School District

Hillsborough County has a land area of over 2000 square miles, and has a population of 1,157,738 residents and a median household income of \$44,850 (Quick Facts, Census, 2006). Within Hillsborough County are three incorporated cities: Tampa, Temple Terrace, and Plant City.

The Hillsborough County School District is the 10th largest in the nation and the third largest in the state of Florida with approximately 191,353 students, 13,000 teachers and 63 middle and high schools. It is ethnically diverse with 27.68-percent Hispanic, 21-percent African-American, 41.72-percent white, 3-percent Asian, and nearly 6-percent multiracial student population. It is the largest of the three school districts represented in this study.

Pasco County School District

Pasco County lies just north of Hillsborough County. It is a rural area with a land area of 745 square miles. Its population estimate is 450,171 residents (Quick Facts, Census, 2006). Pasco County is the smallest of the counties represented in this study. The median household income for Pasco County is \$38,065 according to a 2004 census.

The Pasco County School district with an enrollment of 193,757 students, it is the least diverse of the school districts represented in this study. The school district reports 81.9-percent are white, 4.6-percent are African-American, 11.6-percent are Hispanic, 1.7-percent Asian, and .3-percent American Indian. In addition to tradition schools, the district also offers a number of other educational programs and services including Title I

and Migrant Education, Dropout Prevention Programs, ESOL Programs, and ROTC (Pasco County Schools, n.d.).

Pinellas County School District

Pinellas County covers only 280 square miles and is small in land size but is second to Hillsborough County in population with 924, 413 residents (Quick Facts, Census, 2006). The median household income for these residents is approximately \$38,547. (U.S. Census Bureau: Florida Quick Facts, 2004).

The Pinellas County school district is the seventh-largest school district in the state of Florida and 25th-largest district in the U. S. Of the student population, 68.4-percent are white, 19.7-percent are African-American, 8.2-percent are Hispanic, 3.5-percent are Asian, and .3-percent are American Indian.

Research Questions

The research questions that guided this study, and subsequently shaped the data that I gathered from participants are:

1. In what ways do teachers report using Global Classrooms Curriculum units?
2. What components of the Global Classroom curriculum program do participants report most influential on their teaching practices as a whole?
3. How does participation in The UNA-USA's Global Classrooms Curriculum Project influence how participants teach social studies?
4. What are the challenges in teaching a globally oriented curriculum?
5. How do social studies teachers negotiate challenges in teaching globally oriented curriculum?

6. Do participating teachers' experiences differ based on the nature of how they use the Global Classrooms curriculum units?

Six themes emerged from the data.

Theme 1: Teachers' perceived influence of Global Classrooms on student engagement.

It was clear after the first few interviews that participants shared a remarkable desire to engage their students with the study of global issues. I asked participants to tell me why they chose to participate in Global Classrooms. Glenda's ensuing response best captures the sentiment of the majority of participants in this study when she explained why she uses the program.

Number one, the kids get excited and they enjoy it. Number two, I see it as a great vehicle for critical thinking. Number three, because so many people are so frustrated and so centered on FCAT (Florida Comprehensive Examination that all students must pass in order to graduate) they can't see beyond just "FCAT" that it gives the child, students a chance to be creative and I find that when I first start, kids are so lacking in that creative because they're so used to giving that cookie-cutter response. They're still cookie-cutter response there. You have to think on your feet to take and answer these questions and when a country comes up and says something to you, you got to think on your feet. So why do I do it? Because, number one, I see a value in it and I see a value for my students, which is more important. (Interview, Glenda, 8/11/08)

Several participants spoke candidly about changing their approach to traditional social studies courses by beginning with contemporary issues. For these participants,

making the study of social studies relevant, engaging, and student centered is important. For over twenty years Linda began her world history course with the study of ancient river valley civilizations. After many years of using Global Classrooms, and experimenting how best to use the contents of the curriculum, she explained that she now starts the course off with the chapter at the end of the textbook entitled Global Interdependence. From this point, she introduces Global Classrooms lesson from the Peace Keeping Binder on the Charter of the United Nations. After a day or two of vocabulary activities designed to facilitate students' reading comprehension of official United Nations' documents, she presents one of the role-play scenarios on India and Pakistan.

I can't imagine how boring my history classes started off all those years. I have been doing model United Nations for close to twenty years now and it wasn't until about three years ago I decided we would start off the year with current global topics. We covered basic concepts of globalization. Students loved it. They really perk up when you talk about their lives today and the world today. They want to know. They became truly interested in explore the problems between India and Pakistan and for that matter, due to the nuclear nature of the dispute, the rest of the world. It became a natural jumping off point for the study of world history. (Linda, interview, 8/17/08)

Like Linda, Anna explained that after many years of trying different strategies of infusing the curriculum here and there she too found using the curriculum at the start of the year made her class more interesting for her students.

I started out using it first in my government class. It was ninth-graders and I would do it every Friday, kind of separate, then I infused it into world history and I had started infusing it in the beginning of the year. Later on, I started to use it solely in the beginning. I would start world history as contemporary history with the global classroom curriculum. So we would start with present-day issue that was on the agenda for the UN and then we'll get into the issues and then we go back into history and start backwards from the present, but we start with global classroom curriculum. I found students get really into the class. I started to do that here in world history honors. I'm tempted to do it with my world history AP class and I'm hoping this summer I can sort of revamp the way I teach it so I can bring the current issues using, the global classroom curriculum to get them hooked. (Anna, Interview 8/15/08)

The increase in engagement expressed by these decisions show that these participants are not only aware of the importance of relevancy to students lives, but are prepared to alter the way in which they teach their courses in capitalize on student interest and engagement. Rick also expressed such satisfaction as he described his students increased engagement in using Global Classrooms curriculum. He also commented on the cross-cultural awareness dimension that Hanvey (1976) believed was one of the most difficult dimensions to attain in teaching global perspectives. As Rick explained his use of neighborhood resources, this dimension is clearly of particular important for him as a social studies teacher.

I have students from different ends of the spectrum and they come together as a team to achieve this common goal; and a lot of times they are representing countries and beliefs which are the total opposite of what they believe in and that's when it gets really interesting because they have to represent something that they don't personally believe in, but they have acquired an understanding of. Or you have people from a country and they can represent more accurately the way it should be represented. Now at my school we have many Muslim students and for them to represent and to give a voice to these Middle Eastern countries who are usually represented by someone from a purely western background gives these simulations an entirely different feel. So far these students and especially, I use the Muslim students, as an example, because a lot of times post 9/11 they are not given the opportunity to express what they think and what they feel or talk about Islam in a positive manner and for them to discuss these ideas in a public format or with just their fellow classmates, it really educates everyone. (Rick, interview, 9/8/08)

During the course of the interview process, eight of the ten participants readily volunteered anecdotal data describing extraordinary milestones in student achievement or engagement. These teachers were fervent about validating the impact of this kind of instruction on their particular students' achievement and their thinking about the particular topic they were studying. Teachers describe this phenomenon as seeing "light bulbs turning on" to describe student enlightenment. George explained

I think it is an eye opener to see the kids get it. The kids struggle in my classroom. Lots of kids struggle and they can't figure out why. And they get it from that perspective and then sure enough somebody says oh, now I know why; which is different, because I understand the perspective that they're coming from. (George, interview, 9/24/08)

Of all the participants in this study, Glenda is perhaps the group expert in using components of the Global Classrooms curriculum in order to create innovative lessons and projects for her students. Glenda offered numerous examples that she attributed to her participation in the Global Classrooms program. In fact, the day I interviewed her, she explained that her classes were in the middle of a historical simulation of World War I.

The global classrooms program, to me, although the model UN I think is a big part of the program. I think it's more important that the students learn to view problems from eyes other than the United States, to view them through the eyes of another country, of another culture. How do they look at the environment? How do they look at war? How do they look at sustainable development? And I think that's the main purpose of the program and that's how I use the program is teaching them, letting them take on the persona of another country. It's been interesting. Since we've been doing this program, I've noticed a change in their viewpoint. Perhaps it's about what's going on in the world today, but no longer is their first response when any kind of situation is "nuke 'em". They no

longer do that. They're willing to sit down and talk about it and look at the other side. So I think that's something. (Glenda, interview, 8/11/08)

Theme 2: Content expertise and confidence.

The abundance of anecdotal information describing student interest and engagement from these participants was overwhelming. As teachers described how they have personally changed what and how they go about teaching their courses, they did so with a sense of confidence. They appeared sure of their decisions. When I asked participants to tell me about the process of gaining the knowledge necessary to feel confident about teaching a globalized curriculum, they explain that at first they felt unprepared, and like they didn't know what they were doing. Many had reservations, struggled with their own lack of global knowledge and pedagogy of the Global Classrooms program. Participants reported that different components of the program increased their global knowledge, research skills, writing skills, and pedagogical expertise.

Anna confessed that one of the biggest challenges was her own lack of knowledge.

My fist challenge was learning it myself. That was probably the hardest part. I think that's why I still go to the workshops because every workshop I go to I learn something a little bit better and then I understand it. So after six years of using global classrooms, it's just starting to click and so I'm always amazed at seeing when it clicks with the kids so fast ... I think it took me five years to do this.

(Anna, interview, 8/13/08)

Joe acknowledge his realization of his own limited knowledge as he worked to prepare students for a Model United Nations conference,

I thought I knew a lot about the world, but when we started getting ready for these conferences and kids would ask me questions about say, about nuclear treaties or international conventions and why some countries agreed and others didn't, I realized, wow, I don't know the answers to their questions. So, like my students, my research skills and knowledge of these really complex global problems improved. (Joe, interview, 10/12/08)

George described the experience of learning the content right along side his students when they used the India/Pakistan simulation as a culminating activity in his class,

I was learning as much about Pakistan, India, because that's a simulation I did, ... even knowing different countries positions ... I mean, it took me awhile to figure out ... okay, who sitting around this table really knows that country is going to follow that country's lead or this country wants to follow the U.S.'s lead and, you know, and sometimes you have to almost spell it out for the students and even that's not necessarily the easiest thing to find in print some place. I had to go back and learn. It wasn't an area I think I studied specifically when I was getting my degree, but I handled it. It's just you have to go back and learn with the students. This really never bothered me. I don't mind going back and learning. (George, interview, 9/24/08)

What George explained is typical of these participants. They elect to present material that is challenging to their students, but that is also challenging to themselves. Participants in this study clearly possess a personal and professional

disposition that demonstrates continuous improvement and reflection of best practices. Participants readily admit and reflect on their gaps in content or experience in order that they transfer this learning process to their students.

Sabrina echoed this as she explained

It's definitely made me more aware of the world outside of my own city and the U.S. and also just wanting and desiring to see the students understand others, not from a judgmental perspective but from a perspective of the resources that they have. Some of the decisions that they make are different from the ones that we would make. So it's made me sensitive to understanding and it makes me desire to help my students to become sensitive to that realization that not everyone thinks the way we do. (Sabrina, interview, 8/25/08)

Tom expressed a similar experience when I asked him about his own knowledge of global issues and the Global Classrooms curriculum. He readily admitted that it took a while to master teaching the skills involved in the writing assignments imbedded in Global Classrooms.

I'll tell you the hardest part for me was what the hardest part is for the students is how to get your head around writing a position paper and once I finally got that part, it was like, okay, well, now I can teach this. Now, I got it, you know. It took a few times to go through and figure out things.

(Tom, Interview, 8/29/08)

George reflected on the change he made as he began to use global perspectives in his teaching.

Because I know that before I really started teaching with a global perspective I'm was very rigid in my time line. We've got to get to this point by this day and it's got to be done and let's move on. So I'm a very organized person when it comes to that. I mean I've got it all written on calendars and it's got to be done. What I've started to do since I've really taken on this stance; which started when I moved to Hillsborough County, I do it in pencil now. And I purposely leave some days that don't have anything so I can always move things over, you know. Because to me, their thirst for knowledge is more important than what I'm mandated to teach. Ultimately their thirst for knowledge is what drives my classroom instruction. I have to listen to what they're saying. If they're really interested in something I can't push it under the carpet, because if I do I just lost them and I don't want to lose them. I want to make sure they stay engaged in what I'm talking about. (George, Interview, 9/24/08)

Theme 3: Challenges to teaching global perspectives stemming from school environment.

School environment included curriculum, administration, colleague, parent or district support, and teaching resources. Time seemed to be the number one challenge participants identified. When asked to identify challenges to using Global Classrooms curriculum, nearly all of the participants responded initially with one word: time. At first, I understood this to mean planning time, but as I would come to understand, what many of the participants really meant was time within the scope of a particular course to use Global Classrooms in the social studies class. This question, whether global perspectives or topics are better infused, or taught as an additive to an existing curriculum, is a

decision that confronts teachers as they plan their social studies lessons. In the scope of this study, I found the longer participants used Global Classrooms, the less likely they saw it as something extra or added. They have transcended the formal or informal curriculum, and transformed or infused the global classrooms curriculum into the courses they teach. Tom explained his frustration on the matter of time:

Time is always a factor. I finally decided this time coming up this new year that I'm pretty much going to start the course with this because traditionally I've waited till the last two or three weeks and then it's like I'm getting stuck with the fact that I don't have any more days. I've got to do things differently. I'll just turn around and integrate it in the course earlier. (Tom, interview on 8/29/08)

Glenda also brought up this same issue of time within the specific course.

Time can really be a problem, because you've got to ... in order to do it correctly and spend some time on it. I'm doing this at the beginning of the year I use it as a vehicle to teach the kids how to do simulations and those types of things. So you have to cut things and ... and really just crunch other things along the way. So I think that's the biggest obstacle. (Glenda, interview, 8/11/09).

Stephanie, a first year teacher when she was required to use the Global Classrooms program at the international magnet school she teaches, readily expressed that “it seemed like so much material to already put on top of what we already have to teach.” (interview, 8/20/08)

When describing how they navigate challenges to the use of Global Classrooms, those with the most teaching experience gave answers that on the surface seem simple and clear. To a less experienced teacher, navigating these boundaries can be a daunting task. I found that most participants were proactive in informing their students and parents about the content of their courses. Several participants list Global Classrooms in their course syllabi. Paving the way for the inclusion of content that is not traditionally apart of a social studies class requires confidence and expertise on the part of the teacher to avoid some challenges. Anna's explanation of how she deals with student resistance.

First, I ignore the negative comment.... 'why do we have to do this. 'Then, I start off straight away with the India-Pakistan simulation from the peace keeping curriculum. All the materials are there, the problem is laid out for them, the research on each country is already provided, placards are included....so all they have to do is act the part and go with it.....and they love it...so they want to do more, only now they have to learn the process and do the research. (Anna, interview, 8/13/08)

Participants oftended referred to something that they learned in the professional development component of Global Classrooms that is influential in how they deal with a variety of challenges that come up during the course of using Global Classrooms. The professional development days range from 4 to 5 Saturday mornings, and are an optional component of the program. According to Linda, who has been with the program the longest, they are well attended. Linda explained,

Global Classrooms' national curriculum writers designed a template these professional development days for both experienced Global Classrooms

teachers, and teachers new to the program. They are conducted by the local consultant, two teacher trainers, and allow for local teachers to serve as facilitators based on the needs participating teachers. They send out emails asking participants what they would like the professional development day to look like. They have changed over the years as more teachers are experienced, and can share more of what works for their classes and schools.

(Linda, phone conversation, 9/28/08)

Participants' descriptions of these days included program overview, the acquisition of research skills and tools, and helping them overcome specific issues with using Global Classrooms curriculum materials. The professional development days provided teachers with a forum to network, share teaching ideas, implementation models, content and research support, and to troubleshoot the very types of challenges global educators encounter in teaching social studies. Glenda, Anna, Tom, Linda, and Elise were quick to report that they hardly miss a professional development day.

Networking....when the students are at the conference, it's really talking to other teachers, and what they do and expose their kids to, and how they teach Global Classrooms...what they do in their clubs, and even talking about their own personal interest in global issues is the best thing. (Anna, Interview, 8/13/08)

Linda also included the idea of networking in her description of the professional development days. I explored this idea with her in a phone conversation.

A lot of the workshops we attend, we have time to kind of socialize, connect with teachers from other schools, some who teach the same subjects, but it is

usually over the coffee break or during the bathroom break, you know, so time to share ideas, troubleshoot..... is really short. With Global Classrooms, that time is built into the training. It also gives me the confidence, and I must say sometimes I am flattered when a teacher tells me that they tried what I told them and wow, it really worked out. Sometimes when you are doing something different from other teachers, you need that support, that what you are doing has value to others. (Anna, phone conversation, 10/2/08).

Tom also expressed his pleasure that when during a professional development day training, teachers turn to him for advice. I recorded in my notes that this seemed important in validating Tom's professional experience. He took pleasure in reporting that he feels able to assist new teachers to the program at these professional development sessions.

I don't want to sound immodest, but at this point, I'm almost feeling like I go and I'm sharing my expertise now. (Tom, Interview, 9//08)

Participants in this study overwhelmingly reported the value of ongoing professional development. Although experienced now, these participants describe the professional development component of Global Classrooms as essential to their content and pedagogical expertise. When asked about the support they received from administrators, the consensus was positive, yet quite passive. Two participants, Stephanie and Elise, were approached by their principal, and asked to implement the program. Stephanie reported that she was basically coerced into using Global Classrooms by her assistant principal for curriculum and the *UNAUSA* Global Classrooms local consultant.

It was basically pushed on me in my first year of teaching, and I was stressed out my first year, I was overwhelmed and the Global Classrooms consultant made me feel like I was the disgrace of the county because I did not implement the model UN into my curriculum. I was devastated. The next year, when I figured out what I was doing, then I used it as a club. Top students from each class formed our club. They're juniors now, next year they'll be seniors, so each year we get better. I have gone to three conferences now. (Stephanie, interview, 8/20/08)

While Stephanie's experience was unique among the participants in this study, in that her impression of the program was negative in the beginning, she continues to use the program for her schools' after school Model United Nations club. While most participants reported being satisfied with the level of support from their school administration, a few did express disappointment in this area. Rick explained his disappointment in administrative support, as well as colleagues' suspicions.

I would definitely say that there is a lack of support from the top down. We had a global student classroom and that class is actually dissolved, even though there was plenty of interest in it, and then, of course, on the lower levels just from the other teachers there is a very anti-UN vibe. Also, in the Global Studies Program, even how I use the curriculum in World History, when I do projects and I have papers assigned, the other teachers hear about it and they always question me on what are my motives, I mean is it patriotic, is it anti-American, which of course I don't believe it is anti-American. (Rick, interview, 9/8/08)

George also explained that the first challenge for his students in using Global Classrooms, or any globally oriented curriculum program is that there is no course dedicated to global topics.

I mean I think in my students the first great obstacle is that we can't have a class dedicated to Global Studies. (George, interview, 9/24/08)

Rick also voiced his regret that at his school they had offered an elective class for global studies, but due to scheduling conflicts, the administration decided to cut the course.

I was really disappointed when they took away the global studies course. It is a great course and students were really excited to take the course (Rick, interview, 9/8/08).

Another factor that participants identified as a challenge was the existence of end-of-year district exams in social studies courses. I asked participants in Hillsborough County how these exams impact their use of the Global Classrooms curriculum lessons. It was apparent that teachers felt an obligation to prepare their students for these exams, and that it directly challenges their desire to use the Global Classrooms materials.

You know, I want my kids to do well on the exam, for them, and I have to admit that with the merit pay program tied to how these kids do, I don't want to cheat myself. (Joe, interview, 9/24/09)

George also called into question the content of the end-of-year exam.

I would love to get rid of these exams, but I know they aren't going away. At least, if we are going to test these kids, it should include important skills that are definitely useful (George, 9/24/08)

I also asked Pinellas and Pasco County participants to what extent end-of-year exams would influence what they teach. Ann and Glenda both confirmed that Pasco County had announced that the district was going to introduce end-of-year exams for all subjects for the next school year.

I know it's coming, we were told that our district was going to use Hillsborough's exams. I'm not sure how the exam will change the way I teach. I find it really hard to let go of something I think is so important. I know I'll find a way to continue what I'm doing. I'll just have a good exam review session (Anna, interview, 8/13/08)

Linda, one of the two participants with the most experience explained that in her career, end-of-year exams have come and gone.

Yes, in the beginning of my career, I was really nervous about making sure students were prepared, and I thought if they didn't do well on the exam it was a reflection on me. Plus I didn't know much either, just one chapter ahead of the students. My district doesn't have exams and I hope we don't. I think it really stunts a new teacher's flexibility to make important decision about what and how to teach. They tend to teach just what is on the curriculum guide or exam. (Interview, Linda, 8/17/08)

The majority of participants reported positive support from colleagues and their administration. Their description of support was often described as passive.

Administrative support almost always meant that permission to participate was granted, and when relevant, congratulations for a job well done given. In fact, several participants

confided that their colleagues were supportive because the participants volunteered to use the program, and they were somewhat relieved that they did not have to participate. In a few instances, participants explained that they have been questioned on their use of Global Classrooms. George explained that he has been challenged on a few occasions as to the rigor of the research process.

There are colleagues that I have that question why; why kids come out of my classroom and they say it's too hard, it's rigorous, like we're constantly working, and we never have a down day. And, you know, I have colleagues that are the old file cabinet teacher that has their worksheets organized day by day, or the kind of teacher that pops in the video and that's the lesson. And they'll say, you know, you know your kids are complaining and you know this is happening; you know, it's not fair that your kids are always working and; they kind of like take up for the kids. But the kids aren't the ones who mostly are complaining about it. It's almost like; I don't want to say they're downing the kids, but they're kind of keeping the expectation of these kids below theirs instead of making them excel. (George, Interview, 9/24/08)

Rick also expressed a similar perspective as he expanded on the challenges that he encountered. He explained the importance of what he called teacher responsibility.

This kind of blends into a teacher responsibility, because if teachers don't support those ideas when the students report to me they have already been taught that the US shouldn't be doing this alone or they shouldn't ignore the international problems and then I have to try to counteract that

without showing disrespect to my colleagues regardless of the issues, which is hard. We are talking about 30-year veteran teachers and you have a 5-year teacher, sometimes its better to stick to yourself and be quiet, because that is not going to change. (Rick, interview, 9/8/08)

When asked how participants deal with these challenges, many report very practical approaches.

And at the administrative level, there is really not much you can do. You just look for sympathetic people. You look for people who are supportive, luckily, as far as I'm concerned people like those who support the program at the district level it can help me to put a little more pressure on the administrators. (Rick, interview, 9/8/08).

George had an interesting perspective on how to deal with lack of collegial support.

You know, honestly, you know, as much as I don't like it, we're little islands all unto ourselves and I want my island to succeed and be good for the kids of the world. Therefore, I want to give them every skill I can in my island so they can do that. Hopefully on your island you're doing the same thing. And if you help with that, I'm more than willing to help you out to get your island where my island is. And if my island is doing something wrong and you're doing better, I'm going to come to you and I want to get that help too. I want that collaboration so that we're not just these little islands off by themselves, but we're a chain of islands that are linked together. And we come to work and we work together. I mean

there are challenges that other people will say, oh, whatever. (George, interview, 9/24/08)

Theme 4: Challenges to teaching with a global perspectives stemming from students

This theme emerged as teachers described how students respond to their first exposure to the Global Classrooms curriculum. As participants described their students' lack of global knowledge, it wasn't so much the challenge of not knowing the topic under investigation, which was expected, but more the lack of skills in how to go about dissecting a global problem. The challenge becomes more about how the world works in relation to the a particular global problem. Using the Global Classrooms program according to these participants helps students see how they are connected to people and places across the planet, and how places across the planet are impacted by their choices.

In getting students involved there are lots of challenges because by the time I get them they are already between 13 and 16 years old, and a lot of them haven't been taught how anything else works anywhere else in the world affects them. So the challenge of trying to explain to them, per say, why the price of tea in China is important to them now, and trying to make those kinds of connections. But that challenge to me is the interesting part because from everything from economics to government to world history, you are showing how the price of tea in China affects the price of your tennis shoes you bought and when they actually see that happen then the world maybe a lesson to them. (Rick, interview, 9/8/08)

Stephanie explained one of her biggest challenges is her students' lack of knowledge about the world. In particular she notes the lack of a global perspective.

I try to open their eyes because they're very young and very ignorant and not that that's bad, but for them to realize that there are other ways of looking at the world (Stephanie, interview, 8/20/08)

In addition to lack of a global perspective, George explained that even when students are highly engaged and interested in a global problem, they lack basic research skills that are necessary to find information on a topic, understand the different perspectives, and communicate intelligently on the topic. George explained,

My kids come in with no skills and I have to teach them from ground level up the skills rather than you come in with an entry level skill and I'm just going to build upon it. They're coming in with really no like research skills. Their research is terrible because they don't know; they're just can't get the skill base down. It's like, you know, I have a blank stone, you know, and you're carving a statute out of it. I've got to carve the entire statue instead of just working on the fine details of that statue. (George, interview 9/24/08)

For many of these participants, countering student questions about why they “They have to learn this stuff” is also a challenge. Several participants admitted they had been asked that question many times and had developed a “canned” response. George and Anna shared their responses.

It is a challenge, you know, when they question, you know, why are we learning this? Why do we have to do this and are we going to do it again? And I have a canned answer to that and it's always, you know, well you want to be a well-rounded person. And a well-rounded person when they

have a question about something they usually know how to go find the answers to those questions. So if you really need to know how to find those answers, I'm going to teach you how to find those answers. It doesn't matter that we're looking up, you know, the Roman Coliseum.

(George, interview, 9/24/08)

Participants were often explicit about the importance of having knowledge and skills that are necessary in a globalized society. They communicated this rationale in a frank and confident manner. Often their explanations merged knowledge about the world, and specific skills that are necessary for citizenship in a global society. In my interview with George, he continued to stress this value for his students, “to get the skill base is important in life. You need to have that skill.” (George, interview, 9/24/08)

Inevitably, teaching with a global perspective involves teaching about controversial issues. I asked participants to reflect on their experience in this area of teaching social studies.

George explained that with his students, he takes on these issues because he sees it as an opportunity to broach misconceptions, and challenge students who are quick to stereotype. George explained that on occasion students bring up topics or perspectives not commonly held in the United States.

When we broach those subjects, I guess the first thing I do is a background of the culture and say now this isn't anything that we ever would have thought about doing here, or this isn't a topic that comes up in our culture because we're against it, and then give the background of why that topic is important to that culture. And then we start looking at it as

why are we against it, and turn it around and can you tell me what's wrong with it? Can you tell me what's right about it from our perspective, from their perspective? My opinion is that those topics need to be talked about, but they need to be talked about within; you have to be careful because if you don't; if you just charge into the topic, you know, the kids are going to be like it because it is hot, but the point is to steer the students to investigate not judge, they get very judgmental. They do have very quick judgments about things that are different and then I haven't done anything to help them get an understanding of an issue. I say we can look at this culture and we're going to talk about this for a little bit and then lead into the topic. In steps. (George, Interview, 9/24/08)

Elise explained that confronting controversy should be a part of social studies education if students are to be prepared to participate in a democratic society. She is explicit about her rationale for including global perspectives into her classroom, and proactive about including controversial topics as she explains,

I tell them from the start, they are global citizens, and it is our responsibility to know how the world works. I ask the kids if they're global citizens and a few raise their hands. We look at things like what they eat from the grocery store, their electronics, and their clothes. They begin to realize that what happens in one area of the world has an effect on them and what they do can effect places around the world. (Elise, interview, 9/4/08)

Theme 5: Innovative pedagogy and learning activities

It was interesting to hear each participant tell about the different ways they use elements of the Global Classrooms curriculum. Overwhelmingly, the simulation and role-play component was by far the most valuable part of Global Classrooms for the students accordingly to participants in this study. Increase their pedagogical competency and confidence in using simulations, debates, and role-plays was the influence most participants reported.

The most useful tool I would say is the debate techniques because I never really took a course on debating so that actually helped me to teach my students how to debate properly. (Stephanie, interview, 8/20/08)

Participants reported that the simulation component of Global Classrooms increased their own knowledge about how to plan instruction on a particular issue. They explained that is impossible for a teacher to know everything about a topic. However, having a consistent approach to instruction when dealing with content that might be outside of a teacher's comfort zone is valuable. It is the students that actually become the expert through their research, as the teacher becomes instrumental at facilitating this higher order of instruction. Often the teacher has to take a step back and let students apply what they have learned in the research process to the problem that they are trying to resolve in the simulation activity. Essentially, the teacher leaves the comfort of the textbook and curriculum guide, and embarks on a journey whose direction can be uncertain, and where there may not be a definitive end. When asked which of the Global Classrooms curriculum learning activities influenced his pedagogy, Rick explained,

Definitely the simulation, because then I am in less control of what is going to happen, but that is not a bad thing because when you have students representing countries that they know nothing about or that they are actually opposed to for whatever reason but they have to represent it truthfully, you gain different perspectives on what you thought you may have known about that country. I know that my lectures changed because my students presented ideas to me that I may not have seen (Rick, interview, 9/8/08)

Glenda also explained how she continues to craft simulation activities in her classes. Global Classrooms became a template for her to use in many of her lessons.

One of the things that I saw is that the kids really liked the activity, truly like doing the simulation. And I'm very big on simulations in my classroom. They really liked it and they wanted more. So what I started doing is taking my yearlong research projects and basing them around the global classrooms program, incorporating a lot of the ideas, particularly from the sustainable development unit. (Glenda, interview, 8/11/09)

Theme 6: Projects and advocacy dimensions that evolved from the Global Classrooms experience.

Several of the participants in this study openly challenged their students to take action on a global issue. Some encourage membership in global organizations, other encourage activism on behalf of a global problem via their Model United Nations Club,

or directly in the classes they teach. Stephanie told about a project her club initiated in order to raise awareness and funds on behalf of child soldiers in Africa.

My school has a global festival each year. This year my students developed a project about child soldiers and made posters and put them all over school. They were all there after school asking “what can we do” and I was like, oh, wow. (Stephanie, interview, 8/20/08)

Sabrina described the a project that students conducted as a part of the adopt-a-minefield program

My school just started an International Baccalaureate Program (I.B.). Some of the students are in our Model United Nations Club. Last year, as part of required community service, I.B. Students selected a United Nations program. They expanded the program to include the whole school and community. They did a big dinner and made everyone aware the landmine issues and then they actually raised money, took donations and contributed it for the removal landmines. (Sabrina, interview, 8/25/08)

Many of the programs or activities participants discussed came about either from a direct reference in the Global Classrooms curriculum, during a professional development day, or by teachers themselves as they increased their own knowledge of global issues confronting the world today. Glenda also explained several programs she encourages her students to participate in.

These kids are so interested in the world around them. We did the rice program before they even became popular. We did the hunger site program before that. UN Day at our school is a big event. We make buttons for every teacher. We get

involved in Pin Wheels for Peace and we have the art students' work with an elementary school to make pinwheels. We talk about peace. We have all kinds of displays. We have our own display case there at the school that the kids have done. We conducted the paperclip campaign, which is a big one in our community. The kids actually go out in the community. A middle school teacher who found out that during the Holocaust time, the Nazis came into Norway and mandated that you could have no sign of nationalism, started the paperclip campaign. So what they did is their buttons have their king's emblem on them. They had to take them off. They started using paper clips ... a Norwegian invented paperclips. So people started wearing paperclips. It got to the point where the Nazis told them if you were wearing a paperclip, you would be killed. The king came out in paperclips. What could they do at that point in time? So the paperclips take on the significance of standing up for what is right, anti-prejudice, and anti-bullying, this type of thing. So we tied that in with our Unity Day that we did and our kids did a presentation and we go around and we interview teachers and we have all these people with paperclips are everywhere, to churches ... the kids take them to churches. I mean, you go around Dade City during ... it was last week. You go around town and you will find people all over the place with paperclips on. That's just ... they've gotten in. The next year the United Nations is doing the Red Hand Program. (Glenda, interview, 8/11/08)

Evidence of Hanvey's Dimensions

Hanvey's five dimensions of an attainable global perspective were used as an analytical tool in which to view participant responses. Throughout the interview process,

subsequent communications with participants, and as I sifted through participant responses, I looked for representation of Hanvey's five dimensions of global perspective. I found a fairly balanced representation of Hanvey's dimensions of global perspectives throughout individual participant transcriptions. After coding and categorizing participant responses, six themes emerge. Selected passages were chosen to support each theme, and I again analyzed participant responses selected to support each theme and look for connections to Hanvey's five dimensions of global perspective. Perspective Consciousness appears in each of the six themes that emerge from the data in this study. State of the Planet Awareness was evident in theme 1, 4 and 5. Cross-cultural Awareness, the dimension Hanvey explained was difficult to develop, appeared in themes 3, 4, and 6. Knowledge of Global Dynamics appears in themes 1, 4, and 6. Awareness of Human Choices was most evident in theme 1 and 6. Samples of supporting passages are presented in Table 3.

The usefulness of Hanvey's model, written more than three decades ago, was an invaluable lens in exploring and analyzing the data collected in this study. The broad scope of Hanvey's dimensions allowed me greater flexibility in the data analysis stage. The hour long interview allowed for a rich descriptive account participants' perceptions of the impact on their instructional decisions. In any given interview a participant could move from descriptions of their instructional decisions to student reactions, or a learning activity that was unrelated to Global Classrooms materials. Hanvey's framework provided both a substantive and perceptual lens from which to analyze participant responses. The qualitative design of this study allowed for the extrapolation of in-depth exploration participants' experiences with the Global Classrooms program. For example,

often I found participants' responses bridged more than one dimension. Some responses described how the curriculum was used, and others revealed how participation in the program changed their approach to teaching. It is important to note that since the publication of Hanvey's (*Attainable Global Perspective*, global education scholars have expanded on Hanvey's work by developing global characteristics, dispositions, indicators of global awareness, and additional criteria by which to view global perspectives, global education, global educators, and global education programs (Becker, 1973, 1980; Case, 1993; Merryfield, 1996, 1997, 2001). I found Hanvey's framework more than adequate for the purposes of this exploratory study. My notes taken during the interviews clearly demonstrate this. In the margins of the interview script I have clear notations of Hanvey's dimensions as participants responded. For example, when George, Elise, and Sabrina express "these students just have to realize their views aren't the only views out there," I was move to write 'perspective consciousness' in the margin of my interview script. The broad nature of Hanvey's work enabled me to sort and categorize participant responses accordingly. In the range of participant response, Stephanie provided information that did not fit the Hanvey model. Her negative comments and experience with her initial involvement in the Global Classrooms program by her own accounts was because as a first year teacher, she was forced to use the curriculum and participate in the program by her site administrator. While Hanvey's model provides a framework for schools and teachers to aspire to achieve, there is not mention or prescription of how the dimensions should be used in terms of curriculum. In Stephanie's case, she detested the method in which the program was forced on her despite her positive comments on the advantages she gained as a new teacher. This unique experience perhaps has implications with regard

to curriculum mandates and directives suggesting that forcing or coercing curriculum reform without adequate teacher education and support can have negative effects.

Table 3.

Analysis of Hanvey's Dimensions across Participant Responses

Hanvey Dimension	Sample Supporting Passage
<p>Perspective Consciousness – being aware and respectful of other points of view</p>	<p><i>They are representing countries and beliefs which are the total opposite of what they believe in and that's when it gets really interesting because they have to represent something that they don't personally believe in, but they have to acquire an understanding of</i> (Rick, interview, 9/8/08)</p> <p><i>I think it is important that students learn to view problems from eyes other than the United States, to view them through the eyes of another country, of another culture.</i> (Glenda, interview, 8/11/09)</p>
<p>State of the Planet Awareness - being conscious of world conditions</p>	<p><i>This year my students developed a project about child soldiers. After learning about this issue, they were all asking, what can we do?</i> (Stephanie, interview 8/20/08)</p>
<p>Cross Cultural Awareness - being able to see how others see us</p>	<p><i>Perhaps it's about what's going on in the world today, but no longer is their first response when any kind of situation is "nuke 'em".</i> (Glenda, interview, 8/11/09)</p>
<p>Human Choice - understanding that we make choices or can make choices and that those choices affect other people</p>	<p><i>This program has made my students and me aware that some decisions that they [other people and countries] make are different from the ones that we would make.</i> (Sabrina, 8/25/08)</p>
<p>Global Dynamics – recognizing that events are interconnected</p>	<p><i>We look at things like what they eat from the grocery store, their electronics, and their clothes. They begin to realize that what happens in one area of the world has an effect on them and what they do can effect places around the world.</i> (Elise, interview, 9/4/08)</p>

Teacher Decision making and planning

In order to reveal the impact on participants' perceived influence on decision-making, planning and teaching, participants were asked to explain their thoughts and ideas on how and why they use the Global Classrooms curriculum. Understanding the thinking process as participants use Global Classrooms curriculum materials reveals the important domain of teacher planning and decision-making. The data on teacher decision-making and planning showed that all participants in this study demonstrated the ability to transcend formal curriculum, willingness and confidence in allocating instructional time, and an increased range of instructional strategies. Sample supporting passages are presented in Table 4.

Of the six themes that emerged, three have important relevance to instructional decision-making. Theme one, confidence and content knowledge, Theme innovative pedagogy, and theme projects and learning activities that stem from participation in the UNAUSA Global Classrooms program. As Clark & Lampert (1986) explain, a teacher can make an infinite number of decisions in the course of planning and teaching. One important decision the participants in this study made was their continued participation in the Global Classrooms program regardless of the courses they teach. Participant explanations of these decisions are both personal and professional. Anna reported using the curriculum when she taught government in Hillsborough county, then in her world history classes when she taught in Pasco county. Her rationale centered on that fact that students were engaged and interested when she made connections to their lives. Glenda described a similar rationale and has developed a repertoire of learning activities and

projects stemming from the Global Classrooms program. This ability to transcend the traditional delivery of core social studies courses is enhanced by participant confidence and content knowledge gained by their involvement in the Global Classrooms program. Stephanie, despite being coerced into implementing the program, continues to participate by preparing students each year for the conference. Her model United Nations Club organized a role-play and conducted a fundraiser to raise awareness of the plight of child soldiers in Northern Uganda. When asked why she does it, she responded, “I do it for the kids. When I told them I might not be able to continue as their advisor, they begged me. They are really in to it. I do it for them.” (Stephanie, interview, 8/20/08)

Joe, who teaches in Hillsborough County, and is a co-advisor to a Model United Nations Club, explained his personal reasons for continuing with the program, “I just like learning about global events myself. Every year the kids work on different issues on the United Nations agenda, so every year I really get to know about foreign direct investment, or peace-keeping, or environmental treaties.” (Joe, interview, 9/24/08) Joe confided that he does not use the curriculum materials in his classes because the county curriculum does not leave room. He admitted that he feels like a more globally aware social studies teacher because of his involvement in preparing students for the Model United Nations conferences, and that he has incorporated role-play, simulation, and debate into his law studies courses much more effectively due to the Global Classrooms training. These examples demonstrate a range of influence participation has on these participants.

Table 4.

Analysis of Teacher Decision-Making across Participant Responses

Teacher Planning and Decision-Making Domain	Sample Supporting Passage
Ability to transcend formal curriculum	<i>I find myself searching for ways to incorporate more global activities – activities and projects that connect my students with students from across the globe. (Glenda, interview, 8/11/08)</i>
Allocating Instructional Time	<i>I use simulation as an instructional strategy. It's time consuming, but lasting, well worth it. The investment in time when you first use a Model United Nations approach is worth it because the students learn the procedure and then you can adapt it to just about any topic. (Anna, interview, 8/13/08)</i>
Increased range of instructional strategies	<p><i>I have created three year long history projects using various strategies from Global Classrooms. (Glenda, interview, 8/11/08)</i></p> <p><i>I teach them the basics of how to run a simulation and then they can use this same format to handle almost any situation they encounter. (Elise, interview, 9/4/08)</i></p> <p><i>The skills that are part of the Model United Nations activity can be easily infused into any social studies class. Even when I teach AP U.S. History, I use different activities from the curriculum binders. The skills that they receive are priceless for the rest of their academic and post academic lives. (George, interview, 9/24/08)</i></p>

Participants' Summary Thoughts

I asked participants to reflect on their participation in the UNA-USA Global Classrooms Program and to summarize the impact they believe it has on their teaching. Their comments illustrate and support the concept of global citizenship, emphasize the connection between local and global in teaching social studies, the commonalities of the human condition across the globe, and the utility of the skills that are required of students in today's world. Many of these remarks further show the influence of participation in Global Classrooms on participants' ability to create ownership of the lessons and activities in the program, utilize professional development to serve their needs in social studies courses they teach, add to their content knowledge and expertise, and build confidence in teaching about global issues through effective pedagogical training and practice.

Anna We are so interconnected today that they need to see our students; that what they think about other people, how they feel about other. The impact is that their learning skills can make them better global citizens in the world today, because we're not a world that is based upon one country doing their own thing. We have such a global society, when they go out even into the workforce, they need to learn that, you know, diversity; you've got to be understanding and tolerant of all people, you know, whether we agree with them or not.

Elise At first, I was apprehensive about teaching Model UN in my classroom. I felt it was more procedure than substance and geared to older students rather than 9th graders. The Professional Training Days were invaluable in terms of both information and support.

Once I decided to go ahead and just do it, I found the lessons and resources to be flexible and adaptable to my teaching methods. This is my 4th year teaching Model UN at least 12 times each year to 9th graders and each time and each class is different. I have used the India Pakistan scenario and each class comes up with different solutions. I use older students who have been through the program to come in and run the scenario. I invite other staff members to come in and watch. I have taken the 10 Lessons and made them my own by showing the students that what goes on a global scale can be translated to a local scale here on campus. In fact, I will not teach a lesson that does not have a real life correlation.

I liken teaching Model UN to an upside down funnel. Instead of taking a great deal of information and condensing down into the funnel for the students to digest and retain, I teach them the basics of how to run a simulation and then they can use this same format to handle almost any situation they encounter. When we finish the simulation, the students want more. They want to tackle other problems in the world. It is then that I feel I have done my job! I do rely on their feedback to continuously fine tune each lesson to make the greatest impact.

Glenda I have used the program in a variety of ways. Both my fellow sponsor and I have noted that the students pick up and use terms throughout the year – if others become a little loud, you hear the word “decorum” used by a student. They use “point of personal privilege” if they can not hear – all unprompted. The students organize class discussions, and order imposed by the students – not the teacher. Students have taken ownership of their learning.

I created three separate year-long research projects based on the Model UN experience – capitalizing on the interest students have. I find myself searching for ways to incorporate more global activities – activities and projects that connect my students with students from across the globe. Today we had our first in school Club meeting with 80 signed in students! Who organized projects and spoke on foreign issues. This is a testimony to the power of the Global Classroom program.

George The program helps me to show diversity and change on a global scale to my students. The skills that they receive are priceless for the rest of their academic and post academic lives. Overall the program, which we use mostly afterschool in a club setting, helps my students to understand that people all over the world are dealing with similar problems and situations that have occurred or are occurring right in their backyards.

Joe The Model UN program is excellent as an instructional tool. It develops students' abilities to speak extemporaneously, write effectively, think quickly, and research a variety of global topics. Students' learn how to put themselves in the role of other cultures and take on diverse personas. They learn to debate and then eventually compromise on issues to develop problem-solving resolutions. For myself, I have learned much about the workings of the United Nations, especially how issues are debated and resolutions are written.

Linda I had used Model U.N. as a teaching tool long before the Global Classrooms program existed because it not only introduces students to issues critical for understanding

in today's global society but requires them to participate in the learning process as well. The Global Classrooms curriculum made the process more accessible for all students, and easier for me to introduce Model U.N. to more students and teachers who had previously thought it only for the "smart" kids, or that it would take too much "extra" work for the teacher. It has at times required me to stretch my boundaries and increase my own knowledge. A former MUN student volunteered at an NGO in New York while a student at Columbia; another changed her major and spent time in Zimbabwe. Just yesterday one talked about his goals to maybe work for the World Bank one day.

Rick I still wonder how we can argue for meaningful relevant social studies education in this country without infusing global perspectives. I have always wanted to include the perspectives of others in my history classes. The Global Classrooms curriculum has enabled me to use the United Nations as systematic way to do this. The materials are high quality....you can take the whole thing or bits and pieces, just do the simulation, or use the resources...you can use it in your class, or just to increase your own knowledge about global issues.

Stephanie My first impression was awful, I was basically forced by my administration to implement the Global Classrooms program because no one else in my department would do it and I was a first year teacher. I continue to participate in this program for the kids. They beg me to do it. My curriculum is already globalized. I teach Advanced Placement Human Geography so when I told my students that I was not going to do Global Classrooms anymore, they begged me....please just do it one more year, so I do it for them.

Sabrina The Global Classrooms Model United Nations program expanded my thinking on the relevance of globalism in teaching social studies. When I was introduced to the program at a Hillsborough County Professional Study Day, I was in the process of creating an online lesson on the United Nations that introduced the students to other nations using Model United Nations Activities. I was becoming very frustrated because the online program would delete my work after 30 days of not logging on to my lesson. I was in awe that a curriculum similar to what I had been trying to create from scratch for my sixth grade Geography students was already in existence. I cannot emphasize how much time this program has saved me in research and creating activities. My students are better researchers and communicators from experiences with Model UN.

Tom They get it. My students begin to really understand that it's not their own little piece of the world here. And a lot of them, you know, they'll come back and say, well, I really don't think the UN does what it's supposed to. Well, fine, you know, a lot of people think that the UN what it's supposed to, but they at least have an understanding of how it works and what it's supposed to do, yeah. Year after year, at the end of the year, I am always surprised at the growth in my students' interest in how things work out there. Since I have them in 9th grade, it means even more when they pop in my door a two years later and say, "Mr...T, did you hear that the I.C.C. just issued an indictment for the Sudanese President?" because they were on the Human Rights Commission in 9th grade, and worked on the Human Rights atrocities in Darfur. Can you imagine, they are still following the issue. Tell me this is not a social studies teachers' dream.

Chapter 5

Discussion

Purpose of the Study

The purpose of this study was to gain a deeper understanding of the decision-making processes of secondary social studies teachers in order to shed light on how participation in a globally oriented curriculum project influences how participants teach social studies. The decision to study participants in the UNA-USA Global Classrooms program is made based on a number of reasons: the program has been in place for four years; West-Central Florida school districts officially support the use of the UNA-USA Global Classrooms curriculum; and the researcher has access to the approximately 35 participating high school teachers. A local consultant and team of trainers also provide continuing professional development and support. By investigating these teachers' participation in the Global Classrooms curriculum, and then ascertaining the extent to which this participation influences the actualized curriculum, it is hoped that a deeper understanding of social studies teaching in the context of globalization, will inform teacher education programs, school districts, and curriculum writers.

Method and Summary of the Data

This study employed a qualitative research design. The goal of this study was to provide a rich, compelling account of the experiences of high school social studies teachers so that others can better understand the issues reflected in their experiences. The

power of the qualitative study is the discovery of how the respondent sees the world (McCracken, 1988). The primary method of gathering data was the hour-long interview.

A case study was conducted in order to gain insight into the curricular and instructional decision making processes of social studies teachers who elect to utilize and participate in the UNA-USA Global Classrooms Curriculum. A purposive, criterion sampling scheme was employed for the purpose of quality assurance (Miles & Huberman, 1994). This allowed me to select participants who would provide the most information for the research questions studied. The criteria for selecting participants is detailed in Chapter three.

The researcher of this study focused on the experiences of ten high school social studies teachers who participated in the UNA-USA Global Classrooms Curriculum Program in three West Central Florida School Districts. Data analysis of participant responses to interview script was guided by the following research questions:

1. In what ways do teachers report using Global Classrooms Curriculum units?
2. What components of the Global Classroom curriculum program do participants report as most influential on their teaching practices as a whole?
3. How does participation in The UNA-USA's Global Classrooms Curriculum Project influence how participants teach social studies?
4. What are the participants' perceptions of the challenges in teaching a globally oriented curriculum?
5. How do social studies teachers perceive they negotiate challenges in teaching globally oriented curriculum?

6. Do perceptions of participating teachers' experiences differ based on the nature of how they use the Global Classrooms curriculum units?

Participants were selected using a purposive, criterion sampling scheme. This allowed me to select participants that could provide the most information for the research questions studied. The number of high school teachers actively participating in the UNA-USA Global Classrooms Project at the time of this study was 31. The number of participants reflected proportionally the population of participating teachers from three school districts: Hillsborough, Pinellas, and Pasco counties.

Participant Data

The ten participants in this study currently teach in three school districts in West Central Florida. These school districts include Hillsborough County, Pasco County, and Pinellas County. At the time of this study, each participant taught high school social studies, and all resided in the Tampa Bay area. In order to protect the identity of the participants, I changed the participants' names, and the specific schools are not mentioned by name. In order to give the reader a better understanding of the participants and their experiences as Global Classrooms teachers, biographical details are provided. Ethnographic information was also obtained prior to the interview sessions via a brief background questionnaire. Of the six female participants in this study, two identified their ethnicity as white, one as Greek-American, one as African-American, one as Hispanic, and one chose not to respond. Of the four male participants in this study, one identified himself as Native American, one as white, and two chose not respond. Ethnographic data was not used in the analysis of the data. A summary of Participant data is provided in

Figure 1.

Analysis of the data followed.

Six themes emerged: (1) the teachers' perceived influence of Global Classrooms on student engagement, (2) content expertise and confidence, (3) challenges to teaching with a global perspectives stemming from students, (4) challenges to teaching global perspectives stemming from school environment, and (5) innovative pedagogy, and (6) projects and learning activities that evolved from the Global Classrooms experiences.

In order to reflect meaningfully on the participants' perceived influence of their participation in the UNA-USA Global Schools Program on how they teach social studies, I will relate participant perceptions with relevant research and literature in the field of global education. I will also explore how the emerging themes in this research study relate to the literature in teacher decision-making and teaching.

Student Interest and Engagement

Pedagogy in global education often involves participation and action (Merryfield & Kasai, 2004). Role-playing, simulations, and general problem-solving models when used in social studies lessons prove to be powerfully engaging approaches. Many of the participants in this study capitalize on their students' interest in the Global Classrooms simulations as a way to capture their students' interest in the study of their traditional curriculum. Cruz & Murthy (2006) explained that role-play fosters students' inherent interest in historical events and the people who experience them. The participants in this study overwhelmingly reported increased student engagement and interest in their classes. This is reflected in that a number of participants who infuse the Global Classrooms curriculum into their social studies courses purposefully begin the year with

one of the simulation activities. From the perspective of teacher planning and thinking about instruction, the departure from the traditional scope and sequence of a social studies course shows characteristics that researchers attribute to expert teachers. For example, participants often reported that they realized how excited and engaged students became when given a role to play within a given simulation or role-play. These participants practice what the research identifies as “interactive decision-making” (Clark & Lampert, 1986). This allows the teacher to use many types of information, such as knowledge of the overall curriculum, subject matter, and students’ interest to drive their lesson goals (Westerman, 1991). Clark and Lampert (1986) assert that teachers’ interactive decision-making in classrooms manifest high levels of on-task behavior. Participants in this study described increased student interest and engagement in their respective classes. For example, Anna made a decision on how she begins her world history class because she saw her students energized when they studied a contemporary global problem at the start of the course. Linda explained that she begins her world history course with chapter thirty in her world history textbook, entitled *Global Transformations*, because it “really explains the nature of the global society we live in today” (phone conversation, 10/6/08). She explained to me that the first time she did this, one of her students called out “finally we get to read the end of a history book, we never get to the end of a history book” (student comment paraphrased by Linda, phone conversation, 10/9/08).

Participants in this study show continuous reflective practices as they use the *Global Classrooms* materials. They have explicit expectations for their students and challenge themselves to teach lessons that facilitate these expectations. Merryfield (1998)

identified specific instructional decisions global educators make regarding planning and teaching. The findings in this study confirm Merryfield's observations in the areas that include emphasizing skills in higher order thinking and research, linking global content to the local community, and identifying varying points of view.

One factor became evident as I reviewed the findings of this study. Participants consistently describe their participation as a progression. "At first I didn't know much about conducting a debate, now I use the Model United Nations procedures to do any topic or problem we want to debate." (Rick, interview, 9/8/08) "I'm not afraid anymore about telling the kids, I haven't a clue, but where do you think we should go to find that information. I can model the thinking process out loud for them" (George, interview, 9/24/08) Participants in this study reported that process and procedure is important in building knowledge, and they, like their students, practice the process.

Content knowledge also has a place in the social studies classroom. Research has well established that in terms of knowledge about the world, American students have much to learn (Diaz, 2004; Heyl & McCarthy, 2003). In preparing social studies teachers, how content knowledge in the subject areas is acquired has potential for preparing college students for their role as citizens in a global society and as prospective social studies teachers who will in turn be prepared to pass these skills on to their students.

Content expertise and confidence

One of the biggest challenges for teachers is inadequate teacher knowledge of the subject matter (Smith, 2002). Heyl and McCarthy (2003) studied 690 university students who have been licensed to teach K-12 education in order to determine if there is an international dimension in the nation's colleges and universities. Their findings reveal a

small percentage of students engaging in activities that are identified as international in nature. In fact, Lamy (2007) argued that one important way of preparing students for their future role as citizens in a global society is to integrate active learning exercises into college level international relations courses by conducting case studies and problem-based learning scenarios. This makes sense since most social studies teacher preparation programs require their students to take courses in history, government, economics, international relations, etc. This would improve pre-service teachers' experiences with a learner-centered philosophy of teaching that includes practicing critical analytical and evaluative skills.

Haakenson, Savukova, and Mason (1999) outline three steps in preparing pre-service teachers to teach with a global perspective. Pre-service teachers must gain knowledge of the world and perceptual understanding; they must be exposed to instructional strategies and personally committed to globalizing their teaching approaches. Social studies teacher candidates should encounter multiple perspectives as well as assignments that require them to construct historical narratives using primary and secondary sources (Bohan & Davis, 1998). This is not new in the area of global education. Stemming from the well documented deficiencies in preparing future teachers to teach in a global age, many contemporary scholars have prescribed remedies for addressing these deficiencies. Some of these remedies include reform in credentialing social studies teachers, expanded opportunities for study or travel abroad, and specific and deliberate course work both within colleges of education and the colleges that provide content expertise combined with relevant pedagogical training (Kirkwood, 2006; Lamy, 2007; McCarthy & Heyl, 2003; Merryfield & Wilson, 2004). Until a dialog that

promotes teaching and learning for the purpose of preparing students to teach in a global age is articulated within the walls of the university, in a transdisciplinary fashion, social studies teachers will continue to be prepared in much the same way as they have in the past. This of course takes proactive educational leadership, something I found lacking in world of the participants in this study.

One question I asked participants was what, if any, impact participation in the global schools program had on individual content knowledge. Most responses explained that the program supported their own interest in global issues. For example, “I like learning about people and places different from myself” (Sabrina, phone conversation, 9/24/08). Indeed, many participants told me they are currently enrolled in graduate courses having to do with global or international topics, attend workshops related to global topics, or have participated in summer study programs involving travel or study. All acknowledged participation in Global Classrooms increased their global knowledge. I was interested if this increase in knowledge led to greater confidence in teaching about global issues. Confidence in teaching with a global perspective appears to be closely related with building pedagogical competence. For example, many participants shared their inexperience in constructing or facilitating role-plays and simulations. They overwhelmingly attributed their increase in this area with the Global Classrooms lessons and the Model United Nations conference preparation. Participants acknowledged the ‘risky’ nature of conducting a role-play or simulation and a lack of procedural knowledge in conducting a debate. Participant accounts of their experiences participating in the Global Classrooms program explained that the knowledge they gained in using the

lessons allows them to use these skills as a template for other topics they cover in their courses.

The content and pedagogical benefits of participating in the Global Classrooms program do not come without challenges. Implementing any curricular program or materials that are not required or part of the traditional scope and sequence of social studies courses is a deliberate choice on the part of the teacher. I pressed the participants in this study on why they continue to participate in the Global Classrooms programs and present global content and perspectives that are not a part of the traditional curriculum they teach. George best explained very passionately, “how can you not, given the state of the world today? I could do current events, but the Global Classrooms gives me, the teacher, activities that get students to practice the skills they need to problem solve by considering a multitude of perspectives. It’s not just Model UN, it is the skills that these students will need” (George, interview, 9/24/08).

Challenges to teaching with a global perspective

The most obvious difference among the challenges identified by participants was mainly influenced by whether or not there was a district wide assessment for social studies courses. Of the three districts represented in this study, Hillsborough County was the only one with standardized district assessments in every social studies course. It was not surprising that of the participants in this study, Pasco and Pinellas teachers were more easily able to infuse Global Classrooms in their courses in addition to their Model United Nations club. Hillsborough teachers expressed great difficulty in infusing the curriculum and most chose to use selected skills activities from the curriculum rather than the lessons and simulations. They explained that the required district end of course exams inhibited

their ability to use the curriculum in their classrooms. They felt responsible to teach the material that is on the exams so that their students would be prepared. Pasco and Pinellas teachers do not have end of course district exams and did not report this as a challenge. Participants from Pinellas and Pasco counties had concerns about end-of year exams. Linda and Ann, both admitted that at the point they are in their careers, exams would have minimal impact on their teaching. Linda did make the point that having a county exam might influence what and how new teachers would teach. This was not the case for Hillsborough participants. They reported concern over preparing students for the district exams. For this reason, Hillsborough participants mainly reported using the Global Classrooms lessons and simulations in order to prepare their students for Model United Nations Conferences. They did, however, maintain that the skills and activities have carried over to their teaching. For example, Stephanie explained that she had little experience in how to structure a debate. The professional development training and practice in preparing her students for a conference gave her the skills to better utilize formal debate in her classes.

Innovative pedagogy and learning activities

One challenge identified by Metzger (1988) in teaching global perspectives was pedagogical competency. Participants in this study confirmed the utility of the professional development training in this area to the extent that they became comfortable with adapting the strategies to various issues that may arise in a social studies classroom. Teaching global perspectives can be risky, challenging, unpredictable and yet incredibly engaging for both teacher and student. The unpredictable direction of class discussions, or the controversial nature of topics can be a challenge to even the most experienced

teacher. Often participants explained that they had difficulty understanding the complexity of an issue, and this in turn made them find practical efficient ways to break it down for their students. These instructional decisions demonstrate the willingness of these participants to shape instruction as it relates to their students. This quality shows what many in the field of global education describe as a commitment to teach about complicated issues that often have multiple perspectives in order for students to better appreciate diversity of world views. In this study, participants often expressed how they have adapted lessons from the Global Classrooms curriculum to use with other courses they teach. Through the professional development training days, participants explained that they shared ideas, challenges, and strategies for dealing with challenges that improved their pedagogy. Tom readily admitted that when he started the program, “I didn’t know what I was doing” (interview, 9/8/08) specifically, the lessons that involve using research to write position statements on a particular problem from a point of view often different from their own. “But, I was determined that we were going to learn this together. Now after sharing this frustration with other Global Classrooms teachers, I am an expert at teaching the process” (Tom, interview, 9/8/08).

Projects and advocacy dimensions

Global educators perceive themselves as change agents; they realize the socializing power of the social studies classroom, and they believe that an understanding of multiple perspectives will help students develop empathy and a desire to help others (Kirkwood 2002; Merryfield, 1998). The research in global education finds that teachers, who are active in global education like the participants in this study, usually are active in policy-oriented interest groups (e.g., Amnesty international, Heifer International, Sierra

Club), and are more likely to have read about or studied about international issues (Lamy, 1991). Participants in this study all are members in the UNA-USA, and by virtue of the membership receive newsletters, invitations, programs, and scholarly journals in the area of global issues. Nearly half of the participants in this study have attended local UNA-USA Tampa Bay Chapter programs with featured guest speakers on one or more global issues. These same teachers also reported that they encourage their students to become members in some of the organizations mentioned above. Many of these organizations involve social justice issues that high school students can get involved in. Stephanie reported that her students held a fundraiser and program on the topic of child soldiers. Likewise, Glenda mentioned several awareness campaigns that her Model United Nations club conducts yearly. Anna, Elise, and Glenda actively promote student activism in the way of specific fundraisers or awareness of a global issue campaign.

Haakenson, Savakova & Mason (1999) assert that global pedagogy is reform oriented. The relationship between teachers and their involvement in professional organizations is an area that warrants investigation. In a more recent study, Fuss-Kirkwood (2006) investigated the global mindedness of 644 pre-service teachers enrolled in a required social studies methods course at one of five Florida public universities. Along with other indicators like age, international experience, she noted that membership in professional organizations was significantly correlated to worldmindedness.

Research in teacher planning reveals a distinction between the novice and expert teacher (Westerman, 1991). One attribute of expert teachers is their ability to interact with the curriculum, i.e., use the curriculum framework for a course as the foundation for building lessons that are uniquely suited for their classes. Rick, Glenda and George

explained how they started using Global Classrooms, and that as they became more proficient with curriculum materials, they became more comfortable with adapting the lessons, sometimes reinventing the curriculum and infusing components to serve the courses they taught. These teachers have identified content, pedagogy from the global classroom curriculum resources and made them not only transferable to all kinds of creative projects, but promoted student activism in social justice and or global issues.

Recommendations for Teacher Education

It is quite easy to point a finger at colleges of education as failing to prepare prospective teacher candidates with knowledge and skills need to teach with a global perspective. There are, however, factors that remain out of the control of teacher preparation programs. For example, teacher credentialing is very much in the scope of teacher preparation programs and state licensing procedures. While the scope of this study did not include participants travel abroad experiences, or linguistic abilities, global education researchers point to the relationship between such personal indicators and a global mindset. Kirkwood (2006) encourages social studies education programs to require study abroad and second language acquisition as a way to promote global mindedness.

It is clear that participants in this study reported that they gained content knowledge through their participation in the UNA-USA Global Schools Program. Participants also reported their initial apprehension as they first started the program. Each participant chronicled his or her awakening with regard to how the United Nations works, conducting research on global issues, how to write a position paper on an issue, and finally, how to address problems with countries that may not share the same world view.

This learning curve occurred in both global knowledge and skills for teaching about the world. Successful professionals engage in continuous improvement to better refine their skills and knowledge. Teaching is no exception.

It seems important, then, to build relationships with the colleges that provide pre-service and in-service teachers with valuable content expertise. While it is outside of the realm of colleges of education, Lamy's (2007) recommendations for infusing active learning strategies involving case studies and cooperative problem solving activities into traditional lecture classes holds promise of collaborative teacher preparation models.

Recommendations for School Districts

The literature in global education promotes citizenship that includes membership in the world as well as the local nation state and community. The concept of global citizenship is also reflected in social studies professional standards. It is therefore the responsibility of school districts to develop a clear vision and mission statement for social studies curriculum that takes into consideration the skills and competencies students will need to succeed in a global society.

It is important that school districts provide a curriculum framework that reflects a global vision. Hillsborough County has curriculum guides with detailed learning objectives and teaching points, aligned with the state and national standards in social studies. Pinellas and Pasco Counties have loosely prescribed curriculum frameworks. Regardless of whether or not there is a highly detailed curriculum guide or a loose curriculum framework, it is important that school districts incorporate global perspectives, skills and competencies urgently called for by the global education community.

In addition to curriculum guides, mandated assessments play an important role in the instructional decisions of social studies teachers. For example, Hillsborough County requires end-of-year district exams in each high school social studies course. Pinellas and Pasco county participants explained that their districts currently do not require such exams, but are expected to have district assessments in the near future. In an era of high stakes testing there is a saying, “if it is on the test, teachers will teach it.” In Pasco and Pinellas counties participants anticipated that required social studies exams for each course were imminent. Therefore it is recommended that if school districts require assessments, they should reflect the teaching and learning of competencies outlined in the curriculum guide.

Recognizing that the teacher is the instructional gate-keeper that makes critical decisions about what and how to teach social studies, professional development is essential. It is important that school districts realign professional development programs to help teachers gain pedagogical content knowledge that will enable them to teach about global issues. Participants in this study confirmed the effectiveness of the professional development included in the Global Classrooms program. Teacher education and training was continuous and responsive to the needs of the teachers in the process of using the curriculum materials. School districts must also take into consideration the importance of pedagogical knowledge and content training for those teachers that came to the classroom by means of alternative certification programs.

Participants in this study all reported that they had the support of their district and school site administrators. I discovered throughout the interview process this meant that administrators simply granted permission, or at the very least, did not set up obstacles,

and basically let the participants do what they wanted to do. This kind of support is passive. Simply giving or denying permission for a teacher to participate in a program like Global Classrooms, is not administrative leadership that proactively develops a strong global curriculum. It is recommended that school districts encourage and develop proactive leadership measures to better educate curriculum supervisors and administrators at the school site, on the value of globally oriented programs available to schools and teachers. This has implications for professional development of school administrators. Curriculum leaders and developers have a responsibility to encourage and recognize excellence in teaching. Administrators can publicize and promote dedicated teachers who elect to bring globally relevant content and innovative teaching practices into their classrooms.

Recommendations for Future Research

Many studies in the field of global education explore how exposure to globally oriented curriculum increases students and teachers' knowledge and awareness about the world. Participants in this study reported increased student engagement and interest when they used the Global Classrooms materials in their social studies classrooms. It is easy to assume that interest and engagement would result in increased student knowledge and awareness of the world. Future studies should center on investigations that explore critical thinking skills, problem solving strategies that involve multiple perspectives.

Prominent global educators encourage the evaluation of teacher education requirements for credentials in social studies and a revamping of teacher preparation programs (Kirkwood 2005; Merryfield, 2004; Cogan, 2006). Heyl and McCarthy (2006), and Lamy (2007) argue that courses in social studies content adapt to meet the demands

of a global society from the perspective of global citizenship. Considering the rapid pace of change in how students acquire knowledge about the world, there is a need for a more recent comparative study of social studies teacher education programs and social studies credentialing requirements across the United States. Documenting and comparing teacher education programs may serve to accelerate change in teacher education.

Professional development was an important component according to the teachers in the Global Classrooms Program. One characteristic of the professional development component was that it was continuous, based on the needs of the participants as they use the Global Classrooms curriculum, and most important, interactive. This means it offered the participants the opportunity to share and to lead professional development components based on their relative experiences. Participants explained this phenomenon as a sort of compliment or validation of their expertise. They seemed flattered by the fact that newer teachers to the program relied on them for their insight and expertise and welcomed the mentoring opportunity.

Civic engagement and empowerment is a goal of social studies education in the United States. We live in an age where a technology and communication revolution has connected the local voting booth with the global system. Clearly an informed citizenry is imperative for a number of reasons. Infusing global perspectives into the curriculum is one way to reach this goal.

Conclusions and Implications

The importance of understanding the processes that underlie instructional decisions is essential in helping teachers understand their practice (Clark & Yinger, 1977). Understanding the practice of teaching may inform teacher education, the

professional development of teachers, and the goals of social studies education. Given the powerful forces of globalization, there is an urgent need to make changes in social studies curriculum, and in the preparation of social studies teachers.

Understanding the experiences of teachers who elect to participate in globally oriented programs is vital in preparing social studies teachers. It is also useful in appraising the content area education that is part of the secondary education teacher preparation programs. Not every prospective social studies teacher takes the same content area courses. Global perspectives and competencies may not be imbedded in the pre-service teachers' academic training unless they elect to take a specific course. The credentialing of social studies teachers needs serious consideration. Teacher preparation and inservice training need to be responsive to the need to develop an emerging cadre of teachers who are becoming increasingly aware of the need to infuse global perspectives into the social studies curriculum. Professional standards have long called for social studies teaching for global citizenship, economic and political stakeholders call for social studies curriculum to include global perspectives, and prospective teachers and pre-service teachers demonstrate increasing global mindedness and awareness of the need to provide their students with knowledge about the world from a global perspective.

What teachers do in a classroom, the actualized curriculum, is often the result of a teacher negotiating formal curriculum with the individual teacher's intended objectives, resulting in what actually transpires in a given classroom. The actualized curriculum is influenced by teachers' knowledge, beliefs, and prior experiences that serve as a mediating lens that shape their instructional decisions in the classroom (Kirkwood, 2001). The qualitative design of this study enabled me to capture secondary social studies

teachers' experiences as they elect to teach about the world using the UNAUSA Global Classrooms Program. The teachers who participated in this study embody characteristics of best practices in social studies education. They are professionals, dedicated to continuous improvement in the field of social studies education. The candor by which they shared their experiences in using the UNA-USA Global Classrooms program will undoubtedly add to the knowledge in teacher education and enable global educators to develop more effective programs in preparing social studies teachers to teach in a global society.

Education is by far the most hopeful and promising endeavor of the human race. There is nothing more critical than understanding what teachers do every day as they prepare generations to become knowledgeable, empowered, empathetic, compassionate peace-loving citizens of the world.

References

- Anderson, C.; Bruce, M.; & Podemski, R. (1991). Developing a global perspective: Strategies for teacher education. *Journal of Teacher Education*, 42(1), 20-27.
- Anderson, L. (1982). Why should American Education be globalized? It's a nonsensical question. *Theory into Practice*, 21(3), 155-161.
- Anderson, L. (1991). A rationale for global education. *Yearbook Association for Supervision and Curriculum Development*, 13-34.
- Au, W. & Apple, M. (2004). Interrupting globalization as an educational practice. *Educational Policy*, 18(5), 784-793.
- Avery, P. (2004). Social studies teacher education in an era of globalization. In S.A. Adler (Ed.), *Critical Issues in Social Studies Teacher Education* (37-57). Greenwich, Connecticut: Information Age Publishing.
- Avery, P.; Trygestad, J.; & Sedro, S. (1991). Students' geopolitical perspectives. *Social Education*, 55(5), 320-25.
- Bacon, N. & Kischner, G. (2002). Shaping global classrooms. *Educational Leadership*, 60(2) 48-51.
- Ball, D. & McDiamid, G. W. (1990). The subject matter preparation of teachers. In W.R. Houston (Ed.) *Handbook of research on teacher education*. New York: Macmillan, 113-132.

- Barber, B. (1995). *Jihad vs. McWorld: How globalism and tribalism are reshaping the world*. New York: Random House.
- Becker, J.M. (1973). *Education for a global society*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Becker, J.M. (1982). Goals for global education. *Theory into Practice*, 21(3), 228-233.
- Becker, J. M. (1980). Needed: A global context for local actions. *National Association of Secondary School Principals*, 64(439), 27-31.
- Becker, J. M. (1989). Trends: international education; The states go global. *Educational Leadership*, 47(1), 89-90.
- Benítez, H. (2001). Does it really matter how we teach? The socializing effects of a globalized U.S. history curriculum. *Theory and Research in Social Education* 29(2), 290-307.
- Benson, V. (2002). Shifting paradigms and pedagogy with nonfiction: A call to arms for survival in the twenty first century. *The New England Reading Association*, 38(2) 1-6.
- Bermúdez, P. & Cruz, B. (1997). *Latin America and the Caribbean in the 21st century: A resource guide for Florida teachers*. Miami: Florida. Florida Caribbean Institute, Latin American and Caribbean Center, Florida International University.
- Bickmore, K. (2002). Conflicts global and local: An elementary approach. *Social Education*, 66(4), 235-8.
- Bohan, C. & Davis Jr., O.L. (1998). Historical constructions: How social studies student teachers' historical thinking is reflected in their writing of history. *Theory and Research in Social Education*, 26(2), 173-197.

- Bruce, M.; Podemski, R.; & Anderson, C. (1991). Developing a global perspective: strategies for teacher education programs. *Journal of Teacher Education*, 42 (1), 21-7.
- Burack, J. (2004). The student, the world, and the global education ideology. In J. Leming, L. Ellington, & K. Porter (Eds.). *Where Did Social Studies Go Wrong?* Washington: Fordham Foundation, retrieved Aug. 29, 2006 from <http://www.edexcellence.net/institute/publication/publication.cfm?id=317>.
- Case, R. (1993). Key elements of a global perspective. *Social Education*, 57(6), 318-25.
- Clark, C. (1988). Asking the right questions about teacher preparation: Contributions of research on teacher thinking. *Educational Researcher*, 17(2), 5-12.
- Clark, C. & Lampert, M. (1986). The study of teacher thinking: Implications for teacher education. *Journal of Teacher Education*, 37(5), 27-31.
- Clark, C. & Yinger, (1977). Research on teacher thinking. *Curriculum Inquiry*, 7(4), 279-304.
- Cogan, J. (2006). *Schooling for the future in the United States of America: Educational policy at the crossroads*, *International Journal of Educational Research*, 41(7-8), 474-583.
- Collins, H. (1990). Strengthening the international curriculum: The principal's role. *National Association of Secondary School Principals (NASSP) Bulletin*, 74(522), 80-84.
- Constas, M. A. (1992). Qualitative analysis as a public event: The documentation of category development procedures. *American Educational Research Journal*, 29(2), 253-266.

- Cornbleth, C. (1997). Birds of a feather: People(s) culture(s), and school history. *Theory and Research in Social Education*, 25(6), 357-362.
- Cruz, B. (1990). *The effects of a social studies teacher training program emphasizing global education on the teaching behaviors of secondary level preservice teachers*. Unpublished dissertation. Miami: Florida International University.
- Cruz, B. & Murthy, S. (2006). Breathing life into history: Using role-playing to engage students. *Social Studies and the Young Learner*, 19 (1), 4-8.
- Darling-Hammond, L.; Wise, A.; & Klein, S. (1999). *A license to teach. Raising standards for teaching*. San Francisco: Jossey-Bass, Inc.
- Davis, S. & Davis, J. (2007). *Making the case for social studies—It's our responsibility*. Paper presented at The Social Science Education Consortium of the National Council for Social Studies Convention. San Diego, CA.
- Delanty, G. (2000). *Citizenship in a global age*. Philadelphia: Open University.
- Dewey, J. (1976-1983). *The Middle Works, 1899 - 1924, 15 Volumes*. Southern Illinois, Carbondale: University Press.
- Diaz, C. (2004). *The role of global perspectives in teacher preparation*. Paper presented at the College University Faculty (CUFA) Assembly of the National Council for the Social Studies Conference, Baltimore, Maryland.
- Dunn, R.E. (1999). Contending definitions of world history which one should we choose for the classroom? The American Forum for Global Education. Retrieved October 5, 2004 from, <http://www.globaled.org/issues/151/>.
- Dunn, R.E. (2002). Growing good citizens with a world-centered curriculum. *Educational Leadership*, 60(2), 10-13.

Education Week Report (2006) State graduation reports. Retrieved March 6, 2008 from,
<http://www.edweek.org/ew/toc/2006/06/22/index.html>

English, R. (1987). Letters. *Social Education*, 51(7), 465-66.

Farouk, M. (2004). Global education for democratic citizenship as an agent of curriculum reform: a case study of two schools in Miami, Florida, USA. Paper presented at the International Assembly of Social Educators Conference of the National Council for the Social Studies, Baltimore, Maryland.

Fien, J. & Wilson, P. (1997). Teaching about Asia: A mirror on practice. *Geographical Education*, 10, 45-50.

Friedman, T. (2005). *The world is flat: A brief history of the 21st century*. New York: Farrar, Straus and Giroux.

Friedman, T. (1999). *The lexus and the olive tree: Understanding globalization*. New York: Farrar, Straus and Giroux.

Garii, B. (2000). U.S. social studies in the twenty first century: Internationalizing the curriculum for global citizens. *The Social Studies*, 91 (6), 257-64.

Guarmery, C.J. (2002). Internationalizing the United States Survey Course: American History for a Global Age. *The History Teacher*, 36(1), 37-64.

Haakenson, P.; Savrikova, G.; & Mason, T. (1999). Teacher education reform and global education: United States and Russian perspectives. *International Journal of Social Education*, 13(2), 29-47.

Hahn, C.L. (2001). Democratic understanding: Cross-national perspectives. *Theory into Practice*, 40(1), 14-22.

- Hanvey, R. (1976). *An attainable global perspective*. New York: The American Forum for Global Education.
- Hawisher, G. & Selfe, C. (2000). *Global literacies and the world wide web*. London and New York: Routledge.
- Hendrix, J.C. (1998). Globalizing the curriculum. *The Clearing House*, 71(5), 305-308.
- Hett, J.E. (1993). *The development of an instrument to measure global-mindedness*. Unpublished dissertation. San Diego, CA: University of San Diego.
- Heyl, J. & McCarthy, J. (2003). *International education and teacher preparation in the U.S.* Paper presented at the annual meeting of AACTE Committee on Global and International Teacher Education. Durham, NC: Duke University.
- Hickes, D.; Tlou, J.; & Lee, J. (2002). Global connections: using the internet to support citizenship education. *International Journal of Social Education*, 17(1), 93-102.
- Hicks, D. (2003). Thirty years of global education: a reminder of key principles and precedents. *Educational Review*, 55(3), 265-275.
- Holloway, J.H. (2002). What do students know? *Educational Leadership*, 60(2), 85-86.
- Huntington, S. (1998). *The clash of civilizations and remaking of the world order*. New York: Touchstone Books.
- Kasai, M. & Merryfield, M. (2004). How are teachers responding to globalization? *Social Education*, 68(4), 312-316.
- Kirkwood, T.F. (2006). *Will teachers of the twenty-first century embrace the word? The worldmindedness of elementary and secondary social studies teacher candidates in teacher education programs at five Florida public universities*. Paper presented

to the College and University Faculty Assembly National Council for the Social Studies. Washington, D.C.

Kirkwood, T.F. (2004). Empowering teachers to create a more peaceful world through global education: Simulating the United Nations. *Theory and Research in Social Education*, 32(1), 56-74.

Kirkwood, T.F. (2002). Teaching about Japan: Global perspectives in teacher decision-making, content, and practice. *Theory and Research in Social Education*, 30(1), 88-115.

Kirkwood, T.F. (2001a). Our global age requires global education: Clarifying definitional ambiguities. *The Social Studies*, 92(1), 10-15.

Kirkwood, T.F. (2001b). Preparing teachers to teach from a global perspective. *The Delta Kappa Gamma Bulletin*, 67(2), 5-12.

Kissock, C. (2002). *An international perspective: Professionalization through globalization*. Paper presented at the annual meeting of AACTE Committee on Global and International Teacher Education. Durham, NC: Duke University.

Kroes, (2000). *Them and us*. Chicago: University of Illinois Press.

Kvale, S. & Brinkman, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Thousand Oaks, California: Sage Publications.

Lamy, S. (1991). A conflict of images. In K. Tye (Ed.), *Global Education: From Thought to Action*, 49-63. Alexandria, VA: Association for Supervision and Curriculum.

Lamy, S. (2007). Challenging hegemonic paradigms and practices: Critical thinking and active learning strategies for international relations. *Political Science & Politics*, 40(1), 112-116.

- Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, California: Sage Publications.
- Maira, S. (2004). Imperial feelings: Youth culture, citizenship, and globalization. In M. M. Suárez-Orozco & D.B. Qin-Hilliard (Eds.), *Globalization Culture and Education in the New Millennium*, 203-234. Berkley: University of California Press.
- Maxwell, J. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62(3), 279-300.
- McCracken, G. (1988). *The long interview*. California: Sage Publication.
- Merryfield, M.M. (1990). *Teaching about the world: Teacher education programs with a global perspective*. Columbus, Ohio: Mershon Center, the Ohio State University.
- Merryfield, M.M. (1991). Preparing American secondary social studies teachers to teach with a global perspective: A status report. *Journal of Teacher Education*, 42(1), 11-20.
- Merryfield, M.M. (1994). Shaping the curriculum in global education: The influence of student characteristics on teacher decision making. *Journal of Curriculum and Supervision*, 9(3), 233-49.
- Merryfield, M.M. (1997). *Preparing teachers to teach global perspectives: A handbook for teacher educators*. California: Corwin Press.
- Merryfield, M.M. (1998). Pedagogy for global perspective in education: Studies of teachers' thinking and practice. *Theory and Research in Social Education*, 26(3), 342-379.

- Merryfield, M.M. (2000). Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global educators. *Teaching and Teacher Education*, 16(4), 429-443.
- Merryfield, M.M. (2002). Rethinking our framework for understanding the world. *Theory and Research in Social Education*, 30(1), 148-51.
- Merryfield, M.M. & Kasai, M. (2004). How are teachers responding to globalization. *Social Education*, 68(5), 354-360.
- Merryfield, M.M. & Wilson, A. (2004). *Teaching Global Perspectives in the Social Studies*. Silver Spring, MD: National Council for the Social Studies.
- Metzger, D. (1988). The challenges facing global education. *Louisiana Social Studies Journal*, 15(1), 13-16.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2 ed.). Thousand Oaks, CA: Sage.
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for education reform*. Retrieved June 3, 2003 from, <http://www.ed.gov/pubs/NatAtRisk/index.html>
- National Geographic-Roper Public Affairs (2006). *2006 Geographic literacy study*. Retrieved April 4, 2008 from, <http://nationalgeographic.com/roper2006/pdf/FINALReport>
- National Council for Accreditation of Teacher Education. (2004). *Social studies standards*. Retrieved November 16, 2005 from, <http://www.ncate.org/public/program>

- National Council for the Social Studies. (2001). Position statement on *Preparing Citizens for a Global Community*. Retrieved April 12, 2008 from, <http://www.socialstudies.org/positions/global>
- National Council for the Social Studies. (2001). Position statement prepared by the NCSS Task Force on Revitalizing Citizenship Education on Effective Citizenship. Retrieved March 19, 2008 from, <http://www.socialstudies.org/positions/effectivecitizens/>.
- National Council for the Social Studies. (2007). Social studies in the era of no child left behind. *Position paper prepared by the NCSS Assessment Committee*. Retrieved May 7, 2008 from, <http://www.socialstudies.org/positions/nclbera>,
- Neely, A. (1986). Planning and problem solving in teacher education. *Journal of Teacher Education*, 37(2), 29-33.
- Onwuegbuzie, T. (2003). A framework for analyzing data in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of Mixed Methods in Social and Behavioral Research* (pp. 351-383). Thousand Oaks, CA: Sage.
- Onwuegbuzie, A. J. (2000). *Validity and qualitative research: An Oxymoron?* Paper presented at the annual meeting of the Association for the Advancement of Educational Research (AAER), Ponte Vedra, Florida.
- Osunde, E.; Tlou, J.; & Neil, L. (1996). Persisting and common stereotypes in U.S. students' knowledge of Africa: A study of preservice social studies teachers. *The Social Studies*, 87(3), 119-24.

- Parker, W. (2004). *Imagining a cosmopolitan curriculum*. Paper presented at the annual meeting of the College and University Faculty Assembly, National Council for the Social Studies, Baltimore, Maryland.
- Partnership for 21st Century Skills. (2007). Beyond the three Rs: Preparing U.S. students for a global work force. Retrieved 4/7/2008 from, <http://www.21stcenturyskills.org/>
- Pieterse, J. (2004). *Globalization & culture global mélange*. Maryland: Rowman & Littlefield Publishers. Retrieved September 15, 2008 from, <http://www.tampaport.com/index.asp>
- Reichardt, T. (2006). The first photo from space. *Air & Space Magazine*. Retrieved 4/25/06 from, <http://www.airspacemag.com/space-exploration/FEATURE-FirstPhoto.html>
- Reimers, F. (2006). Citizenship, identity and education: Examining the public purposes of schools in an age of globalization. *Prospects-UNESCO* 36(3), 275-294.
- Robertson, R. (1992) *Globalization social theory and global culture*. Sage Publications Ltd. Aberdeen University, U.K.
- Rycroft, R. (2002). Technology-based globalization indicators: The centrality of innovation network data. *The George Washington Center for the Study of Globalization (GWCSG) Occasional Paper Series*, Retrieved October 25, 2007 from, <http://www.gwu.edu/~gwcsg>.
- Schukar, R. (1993). Controversy in global education: Lessons for teacher educators. *Theory Into Practice*, 32(1), 52-57.
- Seidman, I. (2006). *Interviewing as qualitative research*. NY: Teachers College Press.

- Smith, A. (2002). How global is the curriculum? *Educational Leadership*, 60(2), 38-41.
- Steger, M. (2003). *Globalization: A very short introduction*. New York City, NY: Oxford University Press.
- Suarez-Orozco, M. M. & Qin-Hilliard, D. B. (2004). Globalization. In M.M. Suarez & D.B. Qin-Hilliard (Eds.), *Globalization Culture and Education in the New Millennium*, 203-234. Berkley: University of California Press.
- Sylvester, R. (2005) Framing the map of international education (1969-1998). *Journal of Research in International Education*, 4(2), 123-151.
- Thornton, S. (1989). *Aspiration and practice: Teacher as curriculum-instructional gatekeeper in social studies*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Torres, C.A. (2002). Globalization, education, and citizenship: solidarity versus markets? *American Educational Research Journal*, 39(2), 363-78.
- Tucker, J.L. (1983). Teacher attitudes toward global education: A report from Dade County. *Educational Research Quarterly*, 8(1), 65-77.
- Tucker, J.L. (1990). Global change and American citizenship education: The vital role of history. *Social Education*, 54(5), 312-15, 319.
- Tucker, J.L., & Cistone, P.J. (1991). Global perspectives for teachers: An urgent priority. *Journal of Teacher Education*, 42(1), 3-10.
- Tye, B.; Tye, K. (1992). *Global education: A study of school change*. Albany. State University of New York Press.
- Tye, K. (1999). *Global education: A worldwide movement*. The American Forum for Global Education. Retrieved on October 5, 2004 from,

<http://www.globaled.org/issues/150/index.html>.

Tye, A. (2003). Global education as a worldwide movement, *Phi Delta Kappan*, 85(3), 24-29.

United Nations Association of the United States of America. *Why global classrooms?*

Retrieved on September 4, 2006, from, www.unausa.org

U.S. Census Bureau: Florida Quick Facts. (2006). Hillsborough County, Florida.

Retrieved October 10, 2008 from,

<http://quickfacts.census.gov/qfd/states/12/12057.html>.

United States Census Bureau: Florida Quick Facts. (2006). Pasco County, Florida.

Retrieved October 11, 2008 from,

<http://quickfacts.census.gov/qfd/states/12/12101.html>

United States Census Bureau: Florida Quick Facts. (2006). Pinellas County, Florida.

Retrieved October 11, 2008 from,

<http://quickfacts.census.gov/qfd/states/12/12103.html>

Westerman, D. (1991). Expert and novice teacher decision making. *Journal of Teacher Education*, 42(4), 292-305.

Willinsky, J. (2002). The nation state after globalism. *Educational Studies*, 33(1), 35-53.

Yin, R. (2003). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.

Zemelman, S.; Daniels, H.; & Hyde, A. (1998). *Best practice: New standards for teaching and learning in American schools*. Portsmouth, NH: Heinemann

APPENDICES

APPENDIX A

Kelly Miliziano
Doctoral Candidate
Social Science Education
The University of South Florida
College of Education – Secondary
Education
Phone 813-453-5003



June 19, 2008

Dear Global Classrooms Teacher;

I am inviting you to participate in a research study. The purpose of this inquiry is to gain insight into the influence of participation in the UNA-USA Global Classrooms Curriculum program on secondary social studies teaching. This study is being conducted as part of the process for the completion of my doctoral dissertation. Your participation is critical in the efforts to develop expand the knowledge base of social studies teacher education and professional development opportunities.

Your participation will involve a 1 to 1 1/2-hour audio taped interview followed by phone and email correspondence for the purpose of verifying interview transcriptions.

You are free to withdraw at anytime during the course of this research study. Transcriptions of the interviews as well as the findings of this study will be made available to verify accuracy. Research finding will be made available at your request. Pseudonyms will be used to protect the confidentiality. If you are interested in participating in this study, please contact me at kelly.miliziano@sdhc.k12.fl.us or 813-453-5003

Your participation is genuinely appreciated.

Sincerely,

Kelly Miliziano.
Doctoral Candidate
Social Science Education
University of South Florida

APPENDIX B

Kelly Miliziano
Doctoral Candidate
Social Science Education
The University of South Florida
College of Education – Secondary Education
EDU 308B – PH: 813-453-5003



Informed Consent Form

Title of study: Teaching Social Studies in an Age of Globalization: A Case Study of Secondary Social Studies Teachers Participation in the UNA-USA's Global Classrooms Curriculum Program

Principal investigator: Kelly R. Miliziano

Institute: University of South Florida, College of Education, Department of Secondary Education

Background information: The literature in the field of social studies education has been primarily focused on producing citizens capable of sustaining a democratic form of government. Today, globalization forces present challenges to social studies teachers in that the knowledge and skills necessary to be an engaged electorate must include the global sphere. Teacher education and K-12 education must rise to meet these challenges. Due to technological advances, today's social studies teachers have global issues at their fingertips. Many teachers participate in programs that are designed to promote teaching global perspectives. There is an interest in how participation in these programs influences how teachers teach social studies.

Purpose of this research study

The purpose of this inquiry is to gain insight into the influence of participation in the UNA-USA Global Classrooms Curriculum program on secondary social studies teaching. Your participation is critical in the efforts to develop expand the knowledge base of social studies teacher education and professional development opportunities.

Procedures

Your participation will involve a 1 to 1 1/2-hour audio taped interview, followed by phone and email correspondence for the purpose of verifying interview transcriptions. Audio tapes, researcher notes, and tape transcriptions will be kept in a file cabinet at the personal residence the principal investigator for a minimum of 3 years.

Possible risks or benefits

There is no risk involved in this study except your valuable time. There is no direct benefit to you also. However, the results of the study may help us to formulate guidelines for teaching and training of social studies teachers.

Right of refusal to participate and withdrawal

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. You may also refuse to answer some or all the questions if you don't feel comfortable with those questions.

Confidentiality

The information provided by you will remain confidential. However the data may be seen by Ethical review committee and may be published in journal and elsewhere without giving your name or disclosing your identity.

By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are individuals who provide oversight on this study may need to look at your records. This is done to make sure that the researcher is conducting the study in the right way. They also need to make sure that we are protecting your rights and your safety. These include the University of South Florida Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for USF that provide other kinds of oversight may also need to look at your records.

If you have any questions, concerns or complaints about this study, call Kelly Miliziano at 813-453-5003.

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Division of Research Integrity and Compliance of the University of South Florida at (813) 974-9343.

If you have questions about your rights as a person taking part in this research study you may contact the Florida Department of Health Institutional Review Board (DOH IRB) at (866) 433-2775 (toll free in Florida) or 850-245-4585.

Available Sources of Information

If you have further questions you may contact the principal investigator, Kelly R. Miliziano at 813-453-5003 or email Kelly.miliziano@sdhc.k12.fl.us

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I hereby certify that when this person signs this form, to the best of my knowledge, he or she understands:

- What the study is about.
- What procedures/interventions/investigational drugs or devices will be used.
- What the potential benefits might be.
- What the known risks might be.

Signature of Person Obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent

APPENDIX C

A Case Study of The Influence of Participation in the UNA-USA's Global Classrooms Curriculum Program on Secondary Social Studies Teaching

Kelly R. Miliziano
University of South Florida, Tampa

Interview Script

Participant Name _____
School _____
District _____
Date _____
Location of interview _____
Start time _____
End time _____

Interview script:

How many years have you been teaching?

How long have you been in your current position?

Tell me about your own education k-12, university, teacher preparation, and postgraduate work?

Why did you decide to teach social studies?

What do you believe is the purpose/goal of social studies education?

Can you tell me about the school you teach at now?

How did you initially become involved in the UNA-USA's Global Curriculum Program?

In your own words, can you describe the UNA-USA's Global Classrooms Program.

Do you participate in other globally oriented programs? Describe.

Do any of your colleague's participate/use the Global Classrooms curriculum?

If yes, do you collaborate/plan together? What enables you/prevents you from collaborating?

Research Question

In what ways do teachers report using Global Classrooms Curriculum units?

How did you initially use the curriculum?

Can you describe what may have influenced your decision to participate in Global Classrooms?

Why did you decide to use the curriculum?

How do you determine how you use the curriculum?

Have you used the curriculum in different courses you teach? Can you describe the different ways you have used the curriculum?

Which social studies courses have you used the curriculum in?

Can you describe your decision to use the curriculum in the manner you currently use it.

Have you changed the way you use the curriculum?

Do you participate in the professional development component of the Global Classrooms Program?

Have you utilized the teacher trainers that are assigned to your school?

Research Question

What components of the Global Classroom curriculum program do participants report most influential their teaching practices as a whole?

Of your participation in Global Classrooms, what has influenced you the most in the teaching of social studies?

Describe and provide examples.

Research Question

How does participation in The UNA-USA's Global Classrooms Curriculum Project influence how participants teach social studies?

To what extent are you able to apply what you learned from using classrooms to your classroom practice? Please describe or provide an example.

Which components of the Global Classrooms program are the most useful to you as a social studies teacher?

Which components of the curriculum do you use the least, or not at all? Can you explain?

What impact do you believe Global Classroom has on how you teach social studies?

Research Question

What are the challenges in teaching a globally oriented curriculum?

Can you describe any obstacles, difficulties, or challenges you encounter in using the global classrooms curriculum?

Is your school administration supportive of this curriculum program?

Are your colleagues supportive?

Are you required to follow a mandated county/state curriculum guide?

Does your district have standardized/require semester/final exams for the courses you teach?

Does the mandated curriculum allow for the integration of global classrooms curriculum?

Research Question

How do social studies teachers negotiate challenges in teaching globally oriented curriculum?

How do you overcome/deal with these challenges of integrating the global classrooms curriculum?

APPENDIX D
Participant Information Sheet

Name

Mailing Address

Your ethnicity _____

How many years have you been teaching? _____ at your current job _____

How many years have you been a participant in the UNA USA Global Classrooms curriculum project? _____

I would like to write a description of how teachers' use of the Global Classrooms varies.

Please check all that apply

Simulations/scenarios from the curriculum _____

Research tools/resources _____

Selected activities from the curriculum workbooks _____

Attend the conferences _____

Have attended professional development _____

Utilized the University trainers at least once _____

I would like to give you the opportunity to record any thoughts on the use or value of the Global Classrooms Model United Nations program you may not have had the chance to express. You can write as little or much as you like. I especially would like you to reflect on how it may or may not impact your own knowledge and expertise as a social studies teacher.

Type or write your response:

About the Author

Kelly R. Miliziano received her Bachelor of Science degree in Social Studies Education from New York University in 1986. She received a Masters in Educational Leadership from the University of South Florida in 1999. Her twenty-two years of teaching include New York City Public Schools, American Community Schools of Athens, Greece, and her current position teaching high social studies the Hillsborough County Public School System.

Kelly is an active member of the Florida Council for the Social Studies (FCSS), the National Council for the Social Studies (NCSS), the International Assembly (IA), and the College of University Faculty Association (CUFA). She serves on the board of directors for the United Nations Association of the United States of America's Tampa Bay Chapter. Kelly is fluent in Greek and Italian, and enjoys traveling with her husband and two children.