Understanding global education

A case study of the Global High Schools network in Denmark

Ida Nilsson

Tutor
Bosse Bergstedt

Lund University
Department of Sociology
Division of Education

Abstract

This is a mixed methods study employing a grounded theory framework with the network organization Global High Schools Denmark as a case. The study aims at understanding how teachers in the network conceptualize global education. Data was collected through in depth semi-structured interviews with teachers as well as through an online self-completion survey. The thesis finds four main conceptualizations among the teachers; global education as specific themes related to globalization, global education as interconnection and dependency between the global and local, global education as the understanding and respect for other peoples and cultures and finally, global education as preparation for studying and working in a global world. The teachers furthermore expressed thoughts in relation to teaching practice, where global education was seen as something that comes easier to some subjects than others and that can be hard to make sense of in practice. These understandings should be understood as aspects that are more or less present in their understanding and are thus not mutually exclusive. When analyzing the statistical data, there was a tendency towards the understanding of global education as respect for other peoples and cultures sparking the least ambivalence among the respondents, indicating a weak but present preference for this understanding of global education. The data also points towards a connection between subject and ambition to be a global educator as well as given level of understanding of global education, suggesting that subject has an influence on your perception of the concept – especially so for science teachers. However, a larger sample would be needed to make definite claims in this direction. The thesis concludes that further research on this topic, by building on the categories developed in this study, should aim towards the translation of global education theory into quality educational practice, especially in terms of developing strategies for cohesive implementation.

Key words: Global education, grounded theory, global citizenship, Global High Schools, Danish education.

Word count: 12.715

Acknowledgements

Abbreviations

GE	Global Education
GT	Grounded Theory
INGO	International non-governmental organization
NGO	Non-governmental organization
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Student Assessment

Table of contents:

1. Introduction

1.1 The rise of Global education

Global education has increasingly become a buzzword in educational contexts. Even though the concept in itself has long roots, processes of globalization[1] have pushed the global into the spotlight and the term has become popular with academia, curriculums and organizations across the globe (Myers 2006, Abdi & Schultz 2012:158). Famous frontrunners include the international non-governmental organization (INGO) Oxfam who have placed global citizenship at the core of their educational activities with a strong focus on teacher training (Oxfam 2015). The European Union has through the North-South Centre of the European council and European commission published guidelines for teachers and policymakers on how to implement global education. In this publication, global education is described inter alia as a way of "educating citizens in social justice and sustainable development" (Carvalho da Silva et al 2012:18). Yet another sign of the rise in prominence of global education is the decision from the OECD that from 2018 onwards the PISA –tests will measure global competences (Reimers 2013). In their strategy paper, the OECD argues that as the world's interconnectedness becomes clearer in all aspects of our lives, tending to the skills and knowledge of citizens of this world becomes increasingly urgent. It has thus become necessary to engage with the wider world and the school setting seems like the ideal place to learn how to do so. But what does global education entail? As is true of most things with many interpreters, conceptual unity in this case has proven hard to attain (Girard & McArthur Harris 2013, Myers 2006).

Even though the use of 'global' in this sense can be related to previously mentioned connections to processes of globalization, the idea of the cosmopolitan citizen is all but new. Tracing back to the Stoics and further, cosmopolitanism has been a vibrant field with theorists like Erasmus, Kant and more recently, Martha Nussbaum arguing its case (Carter 2001, Todd 2010). Cosmopolitanism in this

---

[1] Globalization will in this thesis be used to refer to the cultural, technological, political and economic processes that are increasing interdependence between countries and regions of the world as stipulated by Osler & Vincent (2002:11-12) and Goh (2012).

sense entails a fundamental interest in and understanding for other cultures and traditions as well as a strong belief in the commonness of humanity (Todd 2010:50). Human rights, peace, intercultural communication and awareness as well as democracy studies have also traditionally been associated with global education (Myers 2006, Girard & McArthur Harris 2013, Osler & Vincent 2002).

1.2. The case: Global High Schools[2]

The case for this thesis is Global High Schools, a network of fourteen Danish high schools that have come together to strengthen and develop their international work. The self-proclaimed aim of the network is to enable "students and educators to connect their classrooms to the world by using innovative learning methods and new technologies." This entails "discovering and developing the global dimension across academic subjects and in the social aspects of school life." (Globale Gymnasier 2015). Global High Schools started as a pilot project involving four schools and two NGO's; Mellemfolkeligt Samvirke (also known as ActionAid Denmark) and Operation Dagsværk in 2008. A researcher was connected to the project, performing ethnographic action research for a Ph.D. project. The early framework for the network included among other things; the inclusion of the global dimension in the schools' action plan, the establishment of physical attributes signaling a global outlook, the requirement to entertain partnerships with schools in other parts of the world and cooperation with civil society and businesses (Winneche Nielsen 2013:81). The original plan also states that all students at the schools should have:

- at least one face-to-face encounter with youth from other countries during their education.
- Courses that involve being active in a project involving local, national and global aspects
- Courses focusing on intercultural encounters
- Shared processes with a partner school abroad.
- A yearly course focusing on global challenges
- A course that zooms in on the relationship between the global north and south. (Winneche Nielsen 2013:82)

---

[2] Global High Schools, in Danish 'Globale Gymnasier' will in continuation also be referred to as 'the network' .

During the following years the network was gradually enlarged to its current size of fourteen schools, present in all regions of Denmark (Winneche Nielsen 2013:69). The network is organized in the following structure[3]:
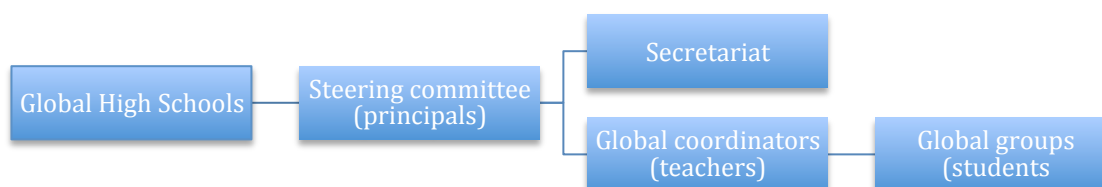
Figure 1: Structure of Global High Schools

The network was formed in the wake of the report "Fremgang, Fornyelse og Tryghed – Strategi for Danmark i den Globale Økonomi", which presented the globalization strategy of the government of Denmark. In this report it is stated that all young people in Denmark should receive an education with global perspectives (Regeringen 2006:48). However, it is important to note that even though the network can be seen as frontrunners due to its unique formalized organization, it is still relatively new. Furthermore it has been continuously growing, and even though all schools share the same ambition of increasing level and quality of global education, they all work in different contexts and under different conditions. It can therefore be expected that there are big differences, both between schools and internally within the schools.

I have worked at the Global High School secretariat in Copenhagen since August 2014, first as an intern and currently as a student assistant. In my function as an employee I regularly meet students and teachers, both in teaching situations and in discussions about the current situation and future plans for global education at the schools. It was through these encounters that the idea for this thesis first arose. From talking to coordinators at the schools, my impression was that a common theme of frustration was communication and mediation of Global High Schools purpose and the idea of global education to their colleagues. It seemed that despite the aim of including the whole school and every student in global activities, the process of implementation was sometimes an uphill struggle and the result uneven.

---

[3] What this illustration does not show is the relationships within the organization. It is important to note that the secretariat works closely with all groups.

I therefore decided, with the consent of the steering committee, to dedicate my thesis to investigating the different understandings at play for teachers in Global High Schools, as a first step in reaching a clearer common conceptualization as a network.

1.3 Aim and Significance

With the way the world is developing and in observing the increasingly crystallized interdependence that determines our existence as societies, one could easily argue that global dimensions of education are here to stay. The global dimension can be related to skills required to study and work in a global economy, as well as being able to make sense of a constant flow of information, critically evaluate input and understand the complexity of the world as a system. Skills like empathy, cultural understanding, language and being an active citizen locally and globally, albeit not new, have also increased in importance (Osler & Vincent 2002, Girard & MacArthur Harris 2013). These are now being referred to as 21st century competencies (Lee 2012). But even though academic contributions are ever increasing and the cosmopolitan tradition of thought is flourishing, dedicated global education as practice is far from consolidated. It is here that this thesis makes its contribution. As a unique network in Scandinavia and possibly Europe, Global High Schools is offering a model of school development in a global direction that others can learn from and follow. This makes the organization an interesting case to study. The thesis thus contributes to the more specific research field of how teachers' conceptualize global education, which arguably stands in strong connection to their educational practice. I am employing a grounded theory approach with the aim of developing concepts and categorizations that can serve as a point of departure in future studies of global education, in Denmark and elsewhere. The development of these categories and attempting to paint a picture of how teachers in the Global High Schools network understand global education is thus the main aim of the thesis.

1.4 Research question

The main research question guiding the work has been:

- *How do teachers in the Global High School network conceptualize, understand and approach global education?*

With the following sub-questions guiding the quantitative part of the study:

- *Is there an understanding of global education in the network that is more dominant and if so, which one?*
- *What relevance does subject have in influencing the teachers' relationship to and understanding of global education?*

1.5 Thesis outline

In the next chapter of this thesis I will present some of the previous research done in the field of global education, specifically focusing on previous studies on teachers and their conceptualization and the global education context in Denmark. The idea is to provide an insight into the field, both generally and more specifically, which will provide a foundation for my findings. Thereafter follows an account of the methods used to perform this study. The main framework guiding this study, grounded theory, will be presented here. The grounded theory approach means that this has been an iterative project, where data collection and analysis have been performed simultaneously, feeding into one another. The methodological considerations as well as in depth explanations of the chosen methods: semi-structured interviews and a survey will also be presented. Subsequently the materials collected are analyzed in two parts, first the qualitative and then the quantitative. Finally, these parts are brought together in the discussion where the research questions are addressed and the thesis is concluded.

2. Previous research

This section will bring light to the research previously conducted within the field of global education, both in general terms of definitions and work focusing on teachers' understanding. To anchor the work in the Danish context, there is also a section on the specifics of the Danish educational context.

2.1 What is global education?

As previously mentioned there are several ways of categorizing and understanding global education. Investigating the quite extensive field it becomes clear that global education is often used synonymously with education for global citizenship, future oriented education, multicultural education and education for 21st century competencies (Myers 2006, Lee 2012). It can therefore be argued that global education is the umbrella term encompassing all of these aspects, in the way that global education is the means while the global, multicultural, future-oriented citizens with 21st century competencies is the outcome (Osler & Vincent 2002:7, Carvalho da Silva et all 2012:10). Different authors will argue about where emphasis should be, but the terms that are consistent and recurrent across the board include empathy with people in other places, knowledge about other cultures and languages, knowledge about global issues and their interconnected nature and the ability to act on this knowledge (Girard & McArthur Harris 2013, Zhao 2010). The OECD states in their PISA background documents for bidders of the 2018 round of tests that the goal for global education should be to "prepare students to make meaning of their lives in this highly interdependent world". Their definition of global competencies includes the ability to understand that interdependence and "to live with meaning and direction in contexts where global interactions increase exponentially." (Reimers 2013:1).

There have been a few attempts at classifying the definitions of global education into more manageable categories, both with a critical and positive view of the concept. One such overarching categorization is made by Fanghanel & Cousin (2012). They pose that global citizenship education currently can be seen in mainly two ways; a) using a critical postcolonial lens where it entails westernization and neo-colonialism by imposing value systems and cultural hierarchization or b) as the opposite - shaping multiculturally aware and respectful world citizens. They propose conceptualizing global education as a 'worldly pedagogy', building on Arendt's concept of 'worldliness' as a way of breaking free from the these dichotomous tensions in current global education (Fanghanel & Cousin 2012:48). Another

example using a postcolonial framework is Andreotti & de Souza who argue that "the lack of analyses of power relations and knowledge construction in this area often results in educational practices that unintentionally reproduce ethnocentric, ahistorical, depoliticized, paternalistic and Salvationist approaches" (Andreotti & De Souza 2012:1). In their view, global citizenship education in its current form is elitist and directed at the privileged few. However, with the proper conceptualization it has the potential to achieve real transformation, if enacted with critical reflection. The more structural postcolonial criticism of global education will not be explicitly visible in this study, although the teachers make some references to breaking patterns of stereotypical thinking.

A more extensive categorization of global education has been made by Myers (2006). He identifies three main streams of emphasis within global education; 1) international business training, 2) international studies and 3) the world system approach. The first categorization is deeply connected to the competitive economy and human capital, where students are seen first and foremost as future employees in a global marketplace. Global education should therefore in this view be about providing students with the skills necessary to compete on this market.[4] Zhao (2010:429) supports Myers in this analysis by stressing how students "will need to function well in the globalized world in terms of competition for opportunities and collaboration with individuals from different cultures". The second perspective focuses more on subject content and the study of global issues or historic events. According to Myers (2006:373), this approach maintains a national focus and "views the world as a collection of independent nations in competition for scarce resources and political and economic power". Finally, the world system approach is about studying interdependence and commonalities between nations, as well as aiming at a larger understanding of other peoples and cultures. [5] These different conceptualizations will be somewhat recognizable in my analysis, however with some significant alterations.

2.2 Teachers and conceptualization

As explained by Goh (2012) there are very few concrete models aiming at translating the global dimensions into classroom practice. To be able to teach cultural sensitivity, be a model of global

---

[4] This perspective has also been subject to postcolonial criticism, see for example the work of author April Biccum (2010).
[5] Myers did an intepretivist case study of two schools with global programs in the U.S. He there interviewed a total of six teachers and fourteen students on their beliefs about and experiences with global education (Myers 2006:379)

citizenship and explain relationships of interdependence, the teacher has to feel confident in doing so (Zhao 2010). One of the ways of ensuring that confidence is working with understanding the concept. However, studies aiming directly at high school level teachers' conceptualization of global education are also scarce. The work of Myers (2006) has already been mentioned, providing three main streams of understanding global education. Davies (2006) points to a survey made with 700 teachers in England, showing that there is a resistance to teaching controversial subjects in the classroom. Controversial in this context should be understood as themes like racism or human rights, but also global issues like migration or poverty. Generally, the reason for this was a lack of confidence in own competencies. The secondary teachers in the study named two main things as obstacles to global education; lack of training and lack of materials to teach from. In a related study by the British Department for International development (DfID), teachers mentioned the need for more time to develop ideas and material for global education themselves (cited in Davies 2006).

Rapoport (2010) performed a study of six secondary teachers from the state of Indiana in the U.S. The teachers in this study were all selected because of their experience with teaching and developing materials on global themes and the study focuses mainly on their understanding of 'global citizenship'. The conclusion for Rapoport (2010) is that even experienced and ambitious global educators struggle with balancing their curriculum with their ambition to be global. He discusses a lack of confidence in own competencies to teach about global citizenship. This is mirrored in how the teachers in his study try to make sense of the global by approaching it through terms and conceptualizations that are familiar to them, like globalization or themes related to their subject. Finally, Rapoport (2010:186) shows that even though the language of global education is not necessarily used by teachers, like cosmopolitanism, global citizenship and similar, "in their instruction, they provided rationales that, in their opinion, corresponded to the notion of global citizenship". This should be taken to mean that even though the teachers did not necessarily label their education as such, it still bore signs of their global ambition in practice.

2.3 Danish global education context

In 2002 Osler and Vincent published their book "Citizenship and the Challenge of Global Education" presenting four country case studies, one of which was Denmark. The book has as its purpose to provide a picture of the current state of global education in the country of study, as well as assess the challenges lying ahead in terms of developing the global dimension further. As a part of this, the authors conduct a 'Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the country in terms of global efforts in schools. For Denmark, the strong democratic tradition in education was mentioned as strength. The Danish school system has a long record of involving students in decision making processes and focusing on democratic education (Osler & Vincent 2002:51). Also mentioned is the abundance of resources and materials on global education that are available, as well as good opportunity for partnerships with civil societies and businesses. Furthermore, and maybe most importantly, there was already at that time support for international dimensions in education in the formal policy plans. This has only been strengthened since (Winneche Nielsen 2013). In terms of weaknesses and threats, the lack of concrete formal guidelines for implementation of the global is highlighted. In Denmark, traditionally the ministry provides guidelines and targets but the actual curriculum is by and large up to the school itself to determine. This provides freedom in relation to developing new material, but can also be a challenge for teachers as the work of bringing theory to practice is up them as individuals (Osler & Vincent 2002:41). Finally, a threat to the development of global education in Denmark identified in their study was that teachers experienced a competition of themes to be included. Disregarding the global there were also the sustainable dimension, technological development as well as a focus on creative teaching methods. Due to this, the global was not perceived as a priority, more like one in many perspectives to include when teaching.

To put this study in perspective it should be mentioned that it was focused on the Folkeskole, which is the level below high school level. Furthermore, this study was conducted over thirteen years ago, which affects the validity of the results today. However, the study provides some insight into the preconditions for global education in Denmark, which is why it is included here.

3. Methodological framework and methods

This is a qualitative case study of the network organization Global High Schools; aiming at understanding the way teachers make sense of 'global education'. Thus, this is a study that falls within the interpretivist school of thought - a term implying the focus of understanding human behavior rather than explaining it (Bryman 2008:15, Myers 2006). The thesis adheres to a grounded theory framework for conducting data collection and analyses. The general approach to the project is therefore inductive and, due to the nature of the research questions, combines quantitative and qualitative methods. However, the quantitative analysis should be seen as an exploration of concepts deriving from the qualitative coding and analysis process. The grounded theory approach of this thesis will be more thoroughly described in the following section.

3.1 Grounded theory

Researchers Glaser and Strauss developed grounded theory (GT) in the late 1960's as a research strategy advocating the generation of new theory grounded in data (Charmaz 2006:4, Bryman 2008:541). A basic notion of this framework is that theoretical preconceptions do not guide the research but are rather the outcome of analysis. Due to emerging concepts and theory continuously being tested against new data, GT is sometimes also referred to as the 'constant comparative method' (Mertens 1998:171). Although GT has been used very differently there are some general assumptions guiding work within this framework. The ones applied in this thesis are:

- Data analysis and data collection happens simultaneously
- Each stage of analysis includes comparative elements
- Codes and concepts are constructed through the data, not by preconceived ideas
- Literature studies are conducted after independent analysis has been made (Charmaz 2006:5-6,)

The strength of GT can be said to be in its flexibility (Charmaz 2006:179). This has been important to this study as it enabled me to follow the direction of the data to a larger extent and engage in successive analysis and abstraction during the data collection process.

Due to the limited scope and time for this thesis, I cannot claim to have been as thorough as necessary for this to qualify as a true work of GT. As stated by Corbin and Strauss (2008), analysis in grounded theory is a long-term process as the researcher can constantly come up with new questions to the data and add new pieces to the puzzle. The restrictions of scope and time have meant that my focus has not been to develop a substantive theory on teachers understanding of global education, but more to categorize and systematize concepts that will enable a greater understanding of their approaches and thus make way for a more formalized theory in the future. It has become more common for GT reports to focus on developing concepts, the building stones for theory, rather than actual theory (Bryman 2008:542). I thus adhere to this trend and use the grounded theory framework to this effect.

3.2 Research methods

3.2.1 Semi-structured interviews

A series of in-depth, semi-structured interviews were conducted with teachers from three of the network schools. The interviews aimed at uncovering teachers attitudes and understandings of global education as well as revealing trends in their approaches and conceptualizations. The semi-structured model of interviews was chosen because it allows for more flexibility in terms of follow up questions, as well as a more iterative relationship with the interview guide which is important for a grounded theory researcher. In effect, this allows for interview questions to develop over time as patterns or interesting findings can be picked up and included in future interviews (Bryman 2008:238). The interviews were conducted with a total of ten teachers.

When the interview guide[6] was put together, questions aimed at operationalizing the general research question. Constructing the guide, I wanted to keep the questions as open as possible, with a variation in more general thoughts on global education and the more specific ones relating to the respondents own practice as a teacher and contextualization of global education at their school. Bryman (2008:445) mentions considerations put forward by Kvale on the criteria of a successful interviewer, which were all considered during the preparation phase. Among others, these qualities include being sensitive, structured, open, knowledgeable of the subject at hand, clear and remembering. As a researcher, I

---

[6] The interview guide can be found in Appendix 1.

continuously aimed at avoiding questions that would be considered leading, and attempted to keep my questions clarifying, interpretive and open. All interviews were recorded and transcribed and were conducted between the 16th and the 24th of April 2015.

Nine of the interviews were carried out face to face, at the schools, and one took place using Google Hangouts. Although they would have all preferably been conducted face-to-face, time, money and distance played a role. Bryman (2008:457) furthermore states that there has not been any convincing evidence to show a significant difference in responses when comparing telephone interviews to face-to-face interviews. As the content of the research is not dependent on interpreting respondents' body language or in any other way hindered by a virtual meeting, the method was not problematized further.

3.2.2 Sampling for the semi-structured interviews

Sampling for the semi structured interviews was achieved through a mix of purposive and convenience sampling. Representatives from two of the participating schools agreed to help find participants for the interviews when approached by me. The thoughts behind choosing those schools first had to do mostly with accessibility when considering time and distance.

Receiving help from a gatekeeper at the schools was very helpful, especially since I personally had no way of contacting my target group directly. However, the problem with this type of convenience sample is that it makes the researcher very dependent on the people providing access to the respondents. I have no information on how many they asked who said no, or who they did not think to ask due to their own understandings of global education and my project. It should be mentioned that the sample includes three people who act as global coordinators at their schools. It might be argued that this somewhat skews the sample, but it is my assessment that their answers were undistinguishable in any important aspect to those of the other participants.

At the end of the first nine interviews I had no representation of science teachers in my interview sample. I found this troubling especially as several of the respondents had speculated in the more difficult or negative position of science subjects in terms of global education. I thus decided to

purposively sample a science teacher to increase the representation in my sample. The purposive sample is especially useful for making sure your sample is varied (Bryman 2008:415). The final count of subjects represented in interviews are: social sciences, psychology, music, Danish, English, Spanish, French, chemistry, Information technology, geography, physical geography, Biology, physical education and philosophy. Most teachers teach two subjects. They had been teaching between 3 and 30 years, averaging at 11 years and represent 3 different schools from the network. Four participants were male and six were female.

3.2.3 Processing the data

Data processing followed the GT approach of dynamic relationship between data collection, materials and analysis. Interviews were transcribed and coded continuously throughout the interview period. The initial coding was open, attaching labels to classify the material. These labels were subsequently the building stones for the creation of larger categories, also referred to as axial coding (David & Sutton 2004:206, Mertens 1998:352). The process of axial coding can help clarify and "extend the power of your emerging ideas" by linking categories and subcategories together and looking at their relationships (Charmaz 2006:63).[7] Processing the data simultaneously with conducting new interviews made it easier to distinguish patterns in the respondents' answers early on and probe these statements with clarifying questions. A certain theoretical saturation was visible in the data after about seven of the interviews had been coded and transcribed. Theoretical saturation is a concept used to convey a point in analysis or data collection where no new concepts are emerging from the data (Bryman 2008:542). However I am open to the possibility of this being due to the similarities of teaching areas in the sample, and that the inclusion of only one science teacher may not be enough to discover contradicting points in the respondents attitudes towards global education.

---

[7] Full coding tables can be found in Appendix 2
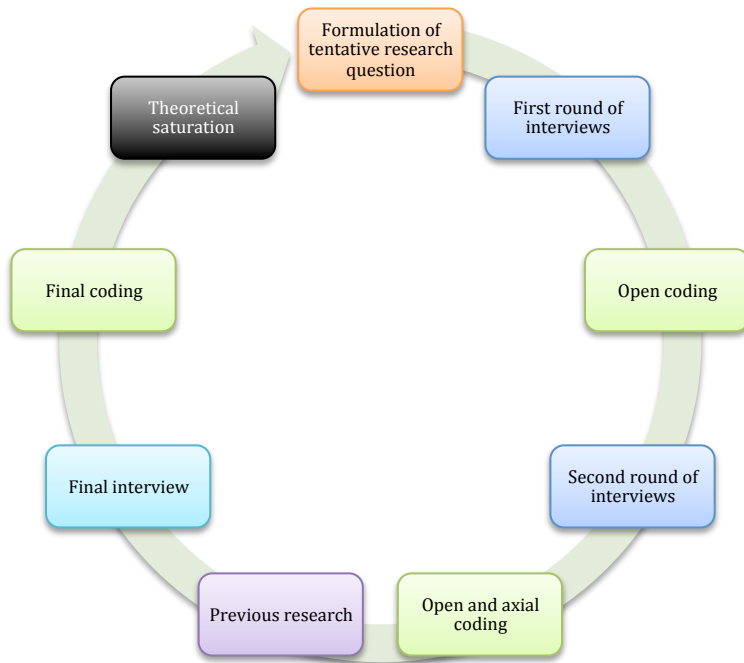
Figure 2: Process outline for grounded theory methodology of this study

3.2.4 Self completion questionnaire

The second, quantitative, part of the study is a self-completion questionnaire that was directed at the entire population of Global High School network teachers.[8] This approach was used as a way of increasing the understanding of the materials gathered through interviews and to investigate relationships between the categories derived there and variables that the teachers themselves mentioned as important or were deemed important by me. Examples of such variables are years as a teacher, subject or if they are global coordinators at their schools or not. The survey was distributed via email to the global coordinators at fourteen of the network schools, and through them made available to the teachers via email or internal forums.

The questionnaire was constructed using the concepts that were a result of the semi-structured interviews. This enabled a triangulation of the data gathered in the interviews. Triangulation can here according to Hammersly (2008) serve two purposes; it can investigate complementary information on

---

[8] The survey can be found in Appendix 3

teachers' relationship with global education and strengthen validity of previous findings. In this case, triangulation served mainly as a tool for collecting complementary information. The software Google Forms was used as the tool for creating the survey. The questions were mostly of closed character with a specific number of alternatives available to the respondents. Following recommendations of David and Sutton (2004:172), I also paid close attention to phrasing so as to avoid ambiguity, as well as the general order of the questions to create a sense of continuity

There are naturally always risks in terms of distributing a survey online versus performing it in person as a structured interview. These particularly include lower response rates due to lack of interviewer effect as well as a greater risk of missing data by respondents deciding to skip questions (Bryman 2008:219). There are, however, many advantages as well. In this study, the potential respondents are spread out on fourteen locations all across the country, making it an expensive and time consuming affair of reaching them all in person. There is also a convenience for the respondent as a self-completion questionnaire enables them to answer the questions when they want (within time limits) and in their own pace. A pilot version of the survey was run with a couple of respondents to control for errors and misunderstandings before launching.

3.2.5 Sampling for questionnaire

The questionnaire was aimed at the entire population, i.e. all of the fourteen schools in the network. However, two schools are not represented as no teachers from those schools participated. Both schools are new to the network and pointed to inexperience with global themes as the cause for not participating. The size of the total sample is 12 schools and 180 unique responses. This is out of a total population of 14 schools with roughly 1200 teachers. 54, 2% of the participants were female and 45,8 % were male. The average number of years of teaching experience was 13,4.

In terms of participation, it is important to mention that there might be an issue with the data collected due to the type of people who are inclined to answer the questionnaire having characteristics in common (Bryman 2008: 188). In this case an example could be a previously existing positive attitude towards global education. It should also be noted that I chose not to include a "Don't know" or "Other" option to the questions. This might have led to some respondents abstaining from answering or at all

participating, if they felt that none of the supplied answers corresponded to their opinion.

3.2.6 Processing the data

The data collected through the survey was downloaded into Microsoft Excel, coded and thereafter opened in the statistical analysis software tool SPSS. To be able to investigate the question of relationship between the subject the teacher teaches and their understanding of global education, the subjects were grouped together into larger variables with relating subjects. This was made to facilitate the process of analysis. The final groups used for descriptive statistics were the following:

Social Sciences	Social Science, History, Religion, Media science, Information technology, Physical geography, Geography, Innovation, Marketing, Business administration
Language & Arts	Danish, Classical civilization studies, Greek, Latin, Music, Art, Design, physical education, Psychology, Philosophy, Drama, English, German, French, Spanish, Chinese
Science	Mathematics, Biology, Science, Biotechnology, Chemistry, Physics

Table 1 : Table of subjects included in subject group variables that were created for the analytical process.

I recognize that this is not the only possible way of creating subject categories and that another researcher might have constructed these groups differently. Such a construction might therefore result in different outcomes than mine.

Most teachers teach at least two subjects and some teachers taught subjects from one or more of these groups. Therefore, another variable was created that made it possible to only include the teachers who did not crossover the categories. This decreases the sample size in those statistics but enables statements about for example Science teachers as a homogenous group when checking for correlation with a specific model of understanding global education.

3.3 Considerations

3.3.1 Positionality

There are some considerations to be made in terms of researcher positionality in this study. Being employed by the network and performing this study puts me in a position of double roles that can have both a positive and negative impact on the results of the study. It is positive in the aspect of increasing access to respondents and because the framing of the project as part of an internal development of the network signals relevance to the teachers. Risks include the respondents holding back on criticism and negative attitudes on global education because they see me as a representative of the network. As often reiterated by feminist researchers, the relationships between interviewer and interviewee are not separate from but part of the interview as a social situation. Thus relationships of power are important to consider before, during and after conducting research through interviews (Rose 1997, Charmaz 2006). With this in mind, in the interview situation I stressed that even though the research was being conducted with the consent of and in cooperation with Global High Schools, my role while interviewing was that of a student researcher from Lund University. I also emphasized that only the anonymized, processed material of the research would be shared with principals or other personnel in the network.

3.3.2 Methodological strengths and weaknesses

This thesis builds on the constructivist tradition of grounded theory. According to Charmaz (2006) it is important for the researcher to situate their research in its context and realize that "what they see - and don't see - rests on values" (Charmaz 2006:131). This means that I acknowledge the fact that I as a researcher do not enter this process as a blank slate, especially considering my preexisting connections to the network activities. It is also an acknowledgement of both methods and analysis as a social action, which is created from my subjective experience (Strauss & Corbin 2008). Generalizability is thus not the desired outcome of this thesis, rather I hope to develop, and through quantitative efforts strengthen, theoretical concepts that can help in the development of global education in practice by mapping teachers' understandings. In the next chapter I will show how these concepts were developed from the data.

4. Analysis

In this chapter I will analyze my collected data in two steps, starting with the qualitative and then moving on to the quantitative. The parts are organized by the results of my coding process. All translations are made by me and are taken from interview transcripts. To ensure their anonymity, the gender-neutral pronoun "they" is used about the interview respondents and their assigned number does not correspond with the order they were interviewed in.

4.1 Semi structured interviews

While coding the interview material, some overarching themes began to reoccur in the data. The following section is thus structured to show these themes, which became apparent through the use of axial coding.

4.1.1 Global education as content

One quickly identified recurring theme was the connection to globalization. Most teachers continuously used 'the global', "global education" and 'globalization' synonymously, and global education thus became education about globalization. When asked if they aspire to be a global educator, Respondent 1 answers: " Not always, no. I think it's a buzzword. I think globalization is relevant, I mean it is happening, but I think it should be included when it is relevant, not because it is something mandatory." This understanding of global education led to it being perceived as a relatively closed category for those participants, in the sense that themes and activities that might otherwise have been perceived as global education were not understood in those terms. This can be exemplified by Interviewee 4, who is an English teacher, when answering the question if teaching English in itself could be seen as being global.

" It has probably just become such a normal part of education that you don't see it as globalization. I just think it is really important that the students learn English because it is the primary language of businesses and the primary language of communication in the world […] there is no way around speaking English today if you want to do something outside your own backyard, go out and travel or whatever it could be" Interviewee 4

In this quote, the teacher clearly shows their ambivalence in labeling education as global. While showing ambivalence in terms of classifying their own teaching practice as global education, they are simultaneously arguing that English is an essential global competence and that their goal with teaching is to strengthen those competencies in the students. By mentioning global businesses and communication with people from other countries they are actively making connections to global contexts where these particular skills are needed. This thus implies that global education is understood more as content than outcome for this teacher. The same applies for Interviewee 1 in the following quote:

" I have to go through some specific things, political science material. They need to know something about how democracy is structured, something about political parties and ideologies, some sociological material and they need to know things about economy, human rights and the European Union – all this I have to fit into one year." Interviewee 1

This quote followed a question regarding if the interviewee saw themselves as a global educator. They accentuated that it depends on the course they are teaching, here describing what the first years are supposed to go through and how this is inconsistent with also being global. Interesting to notice is that to this teacher, themes like democracy, human rights and political ideologies are not classified as global themes, which stands in contrast to most of the theory around global education that I have previously reviewed.

Inherent in the understanding of global education as globalization is the conceptualization of it as a number of themes related to a globalized world. Interviewee 7 says: " I'm thinking that it's related to themes, subjects that have an outreach, that are global, which is to say that they include several countries and regions". Primarily, the global is here understood as something including more than one country or region of the world. It is furthermore dependent on a common theme, an issue that engages all of these actors. Other participants mention examples like migration or climate issues when touching on this, as well as financial systems and organizations. This understanding of global education is concrete and specific; it is the details of the content that make education global.
Connected to this, the most common conception of global education was relating it to specific subjects. Several of the interviewed teachers made comments about their own and other subjects' compatibility with global education.

" I am not familiar with all the subjects, and it is probably a better fit for some than others. I don't know how global you can be in Classical Civilization studies[9], or elementary mathematics or grammar, [...] maybe for them it's better to say that it is not as relevant." Interviewee 2

"[I]t is more obvious for some study programs to focus on it [global education] than others, it makes more sense for study programs with social sciences to bring it in than for study programs with biotechnology or physics, mathematics or chemistry. And so I think, we are a global high school, that's what we call ourselves, but in practice that doesn't mean that all study programs are equally involved". Interviewee 5.

These quotes show how two different teachers talk about global education in relationship to their own subjects and others. It becomes clear that subject is believed to be a crucial point in both how natural global education is perceived by the teacher, but also in how relevant it is for them to include. When asked if they thought all subjects could be made global, interviewee 7 gives the following answer:

"I think it takes a little developing for some, typically it is said that the science subjects have a harder time figuring out where the global dimension fits in. But I think, especially in cooperation with others, it is possible." Interviewee 7

What this quote shows, while building on the previous statements, is also that this teacher experiences that it is a common idea that science subjects have a harder time being global. This implies indirectly that there are other subjects where the global makes more sense. We thus see here a supposition that the subject you teach affects your ability to provide global education. The understanding that the global is about certain themes therefore also implies that for teachers of some subjects, where those themes are less or not at all present, global education will be more foreign.

4.1.2   Global and local

Another conceptualization of global education somewhat related to the above is focusing on interconnectedness - connection between the global and the local. Interviewee 5: "To me the global is looking at… I like to base it on something specific somewhere in the world and then we look at how that issue affects them and how it affects us".

---

[9] In Danish: Oldtidskundskab, a cross-curricular subject focusing on the Greek and Roman history and cultural tradition.

This implies viewing the world as a system and global education as a way of making that system visible to the students in different ways. This can also be related to the 'International studies' categorization by Myers (2006), which was presented in chapter 2 of this thesis. Even though this perspective is looking out at the world it also puts the national in focus by comparing and relating back. Another take comes from interviewee 9:

"It is not possible to not have a connection to the world and to people on a different continent, in that way we are all in the same boat, both economically, environmentally and politically, in this respect it is essential to learn how to think along those lines" Interviewee 9

The global here becomes both interconnected and interdependent and thus necessary for students to learn about and understand. However, while the respondent cited above has a positive view of teaching about the world as interconnected, there were others who expressed difficulties with this.

"[I]f you want to work with global issues, it can be hard to differentiate or connect them to the fact that they [students] need to understand Danish politics, they need to understand how the Danish political system is constructed and what our municipal council means and such. And sometimes I think that is a challenge." Interviewee 6

Interviewee 6 is here expressing a problem with balancing the local with the global. There appears to be a struggle between the understanding of global education as encompassing all teaching, meaning that a global perspective should be applied always, and an experience of this being difficult in some cases. It could also be interpreted as a comment on the teacher's role in global education as being able to make those connections constantly, which this teacher experiences as challenging.

4.1.3 Cultural understanding

A very prevalent understanding of global education among the teachers in this study has to do with more abstract concepts like empathy, cultural understanding and intercultural communication. These conceptualizations relate clearly to definitions previously presented on global citizenship by Carter (2001), Osler and Vincent (2002) or Zhao (2010). Many of the teachers talk about stereotypes and contradicting the students' preconceptions. But at the foundation of this lies a desire for the students to relate to other cultures and people in the world and understand their realities:

"I think we have a responsibility in relation to youth, to prepare them to both be interested in and understand that there is a world out there. Understand that there are people who live in São Paulo, there are people who live in Los Angeles and people who live in Kolkata, Cape Town and Nairobi and for them that is home and it is their everyday life". Interviewee 2

With these understandings we are moving away from global education as specific content and themes and approaching an understanding of it as a tool for changing attitudes and character building. The teachers can use global education to spark interest in the world and empathy and understanding for conditions different from the students' own realities.

"[O]ne thing is knowledge but it is also the attitude you have when you meet the foreign, that which is different to you, and of course that you also reflect on what things are not really that different at the end of the day. [...] You have to insist on the students' readiness to be amazed and to be flexible and to adopt a critical, reflective non-dismissive stance when facing things that seem different. That is really the backbone of it" Interviewee 9

Global education thus becomes about values like openness and tolerance and is approaching the formative mandate of the school system in Denmark. Actually, several of the participants conceptualize global education as part of a new understanding of traditional formation aspects and place it as knowledge one has to have to function in society – commonsensical knowledge.

"I think it is part of the students formation to relate to being a global citizen and it is really nice that their high school education can accommodate that, and that it is a condition we are all subjected to. I think it is really important to include it in a reflective practice." Interviewee 8

4.1.4 Individual outcomes

Another way that the teachers understood global education was in terms of what they identified as its outcomes. This understanding is connected to the kind of individual competencies that global education can provide. Interview 3 describes it in the following terms:

"Only ten years ago there were many students from the school who did not have the courage to leave, they did not dare to choose Odense University, University of Southern Denmark or Aalborg. We really think something has happened there, when they travel and demystify the concept of going out, statistics

from Studievalg Sjælland[10] show that our youth are going out into the world more, I see that as an improvement." Interviewee 3

Global education is here linked to study trips abroad with the school and how those trips can affect the students' ambitions and choices in terms of moving on to higher education. One way of the school to be global is thus by arranging the opportunities for students to encounter other cultures first hand and give them experience with other contexts than their own. As mentioned in the background section, intercultural experiences was one of the basic conditions when starting the network project. The global dimension is here seen as an enabler for the students and as strengthening their character as well as increasing their opportunities. This is also reflected in the following quote by interviewee 2:

"[W]e experience that our students are fond of home, there is not a big tradition of students travelling here, and we really want to open their eyes to the possibility of going out into the world and getting some experiences and in that way learn more about themselves" Interviewee 2

This understanding of global education as an eye-opener points to a more individually based conceptualization, which is defined in terms of outcome for the student. Teaching globally thus becomes a matter of enhancing the students' chances of success in a global world and encouraging them to take part of the opportunities global dimensions bring.

4.1.5   Being a global teacher

A final aspect of global education that is more subtly linked to understanding, but cannot be separated from it, is how the teachers experience global education as a mandate for them in their educational practice. It soon became clear in the interviews that this was an important part as it relates to the fundamental mission of the teacher, operationalizing theoretical content into learning outcomes.

I have previously mentioned a quote by a teacher expressing the connection of the global to the local as challenging. Several of the participants also expressed global education as an extra dimension being added to their current practice. This was often described in terms of it coming from "outside" as a new condition they had to adjust to.

---

[10] The regional career and education centre.

"The downside of the globalization-aspect maybe is that you want too much in too short time, that you haven't removed enough. In a subject like Danish it is very obvious that new things have just been added, some things have been taken out, but generally the expectation is that they [the students] should acquire the same competencies as before." Interviewee 8

Reiterated by another teacher:

"Having the school management or the principals say 'add this on top of what you are already doing' won't work, because some of it is just a matter of changing your teaching, but you have to get time to sit down with your colleagues and reflect on what you need to do differently. You can't become a global educator in a day". Interviewee 10

These two quotes also show that global education, in the eyes of the teachers, needs to be prepared and discussed, that it is a time consuming endeavor. As mentioned in the second quote there are some aspects that do not demand big changes, but the important part here seems to be the longer term, strategic outlook. Allowing time for developing not only new teaching material but also to discuss how to go about teaching it and sharing that experience with colleagues.

"I think it means a lot that the management supports you by allocating time and money to the teachers, enabling them to do it [develop global education]. A lot of teachers get the feeling that they are supposed to include a whole lot in their teaching without getting anything in return". Interviewee 6

This implies that global education is understood as something that starts with prioritization from the school management and as a new and external component being pushed on to the teachers. In this sense, global education is dependent on extra work from the teachers.

Finally, a recurring theme throughout the interviews was ambivalence around definitions of global education. While some teachers did express confidence in this area, most gave the impression of not previously having put their thoughts into words and had not seen or heard a definition of global education at their school. Interviewee 6 again:

"I think I sometimes have a need for it to be made more specific to be able to communicate to other teachers what global education means because it is hard enough for me to verbalize when we are sitting here. And so it is only natural that it is hard to spread the message because it becomes elusive. I

think we sometimes need to return to the basics and asks ourselves ' why are we doing this'?
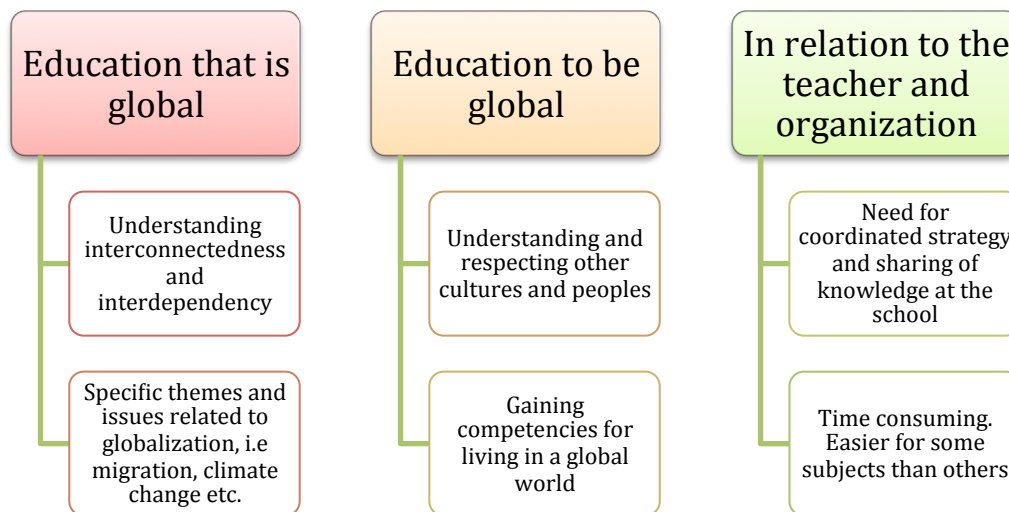Interviewee 6

On top of the previously mentioned understandings thus comes the idea of global education as something elusive, complex and unspecific. Interviewee 2 expressed an impression that not many teachers have a clear definition of global education.

"Interviewer: Do you think it is the same with global education - that it is hard to put into words? Interviewee 2: Yes. There are these buzzwords that have a definition but, I think, if you asked the teaching staff 15 to 20 percent of them would not be able to put it into words. My impression is that it is not something that many teachers are conscious about."

In summary, the teachers participating in the interviews have described their understanding of what global education is in four main ways. First, it is understood as deeply connected to processes of globalization. This means that there are certain themes and issues identified as particularly global because they are relevant to several countries in several regions of the world. This understanding limited teachers' conceptions of when education is global to when these prerequisites were fulfilled. It then became possible for them to express reflections and motivations for their teaching that according to other definitions would have been labeled global, without themselves understanding it as such. Second, global education was described as learning about the interconnectivity and interdependence of the globalized world. Third, global education was conceptualized as a formative tool to address the attitudes and values of students concerning the unknown and unfamiliar. This understanding emphasizes the meeting of new cultures and people and doing so with openness and tolerance. A fourth understanding of global education focuses mostly on outcomes for the individual students in terms of preparation for higher education, travelling or working in a globalized world. Finally - and a little different from the others - there was the understanding of global education as time consuming, as extra, sometimes ungrateful, work and as hard to put into practice. This relates more to the teachers' experience with global education than their understanding

It is important to iterate that these conceptualizations are not to be understood as clear-cut and separate from each other, but as concepts that coexist and overlap in the interviews. One teacher could include

all of these aspects in their understanding while one or two were dominating for others. The different conceptualizations are summarized in the following model:

Education that is global	Education to be global	In relation to the teacher and organization
Understanding interconnectedness and interdependency	Understanding and respecting other cultures and peoples	Need for coordinated strategy and sharing of knowledge at the school
Specific themes and issues related to globalization, i.e migration, climate change etc.	Gaining competencies for living in a global world	Time consuming. Easier for some subjects than others

Figure 3: Model of how teachers in the study conceptualized global education in relation to content, outcomes and to their own role and workload.

The categorization of these understandings was the foundation for making the survey. This will be described in the following section, which focuses on the four conceptualizations framed under educational content and individual competencies.

4.2 Survey

When analyzing the qualitative interview material, new questions to the material arose. In the following I will present the most significant findings from the survey in terms of answering my research questions. There is naturally more information to be retrieved from this data than presented here, but due to limitations in scope and time, not all findings could be included. The statistics have been generated through the descriptive statistics functions of analytical program SPSS. To facilitate the constant references to the conceptualizations of global education, I will refer to them as Globalization, Interdependence, Culture and Global competence.

4.2.1 Preferred understanding

As depicted in the section above, teachers conceptualized global education as several relating but distinct understandings, which were included in the survey. This raised the question of whether there is

a preferred conceptualization among the network teachers. In the survey respondents were asked to relate to each understanding separately and answer on a scale of 1 – 10 how much they agreed with that understanding of global education.
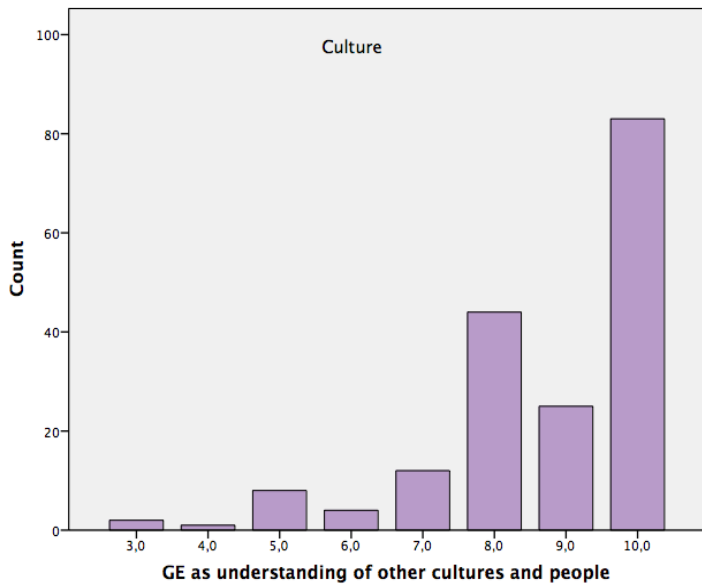
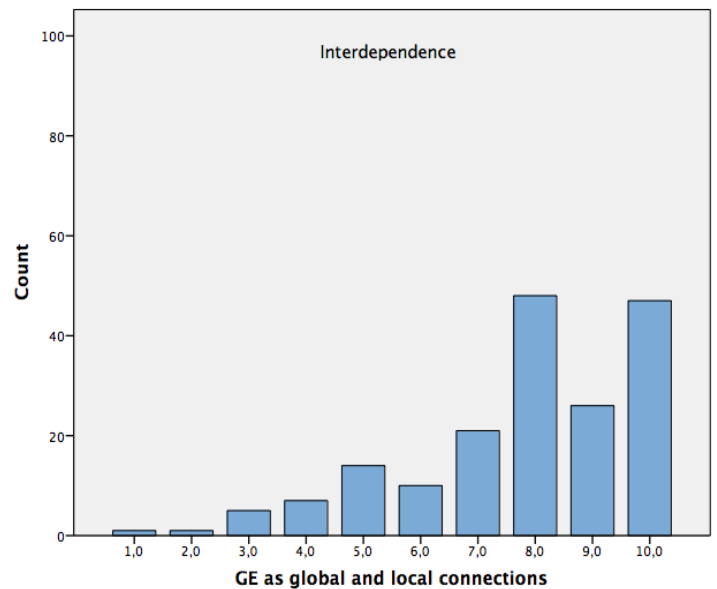**Graph 1:** How the total sample have rated Culture as part of their understanding of GE

Graph 2: How the total sample have rated Interdependence as part of their understanding of GE

The above graphs represent how these two understandings scored separately as part in how respondents agreed with them as definitions of global education. Out of the four, I have here chosen the two understandings with the highest mean values for comparison; Culture at 8,7 and Interdependence at 7,8 respectively – a difference of 0,9. This is to be able to see if the difference between the two highest ranking conceptualizations is big enough for there to be a clear preference among the participants.

As we can see, the graph representing Culture seems to have more answers in the highest percentiles. To investigate if this observation points to a preference for this variable there are a couple of things I can do. First I can look at the standard deviation for the two variables. Standard deviation is the square root of variance and shows the difference between observations around the mean – the greater the variation around the mean, the larger the standard deviation becomes (Agresti & Finlay 2009:47). The standard deviation for Culture is 1,5 compared to 2,0 for Chart 2. This indicates that the level of ambivalence has been slightly less when ranking Culture as an understanding of global education. We

should then move our attention to the uncertainty of the mean values. Confidence intervals provide the range of uncertainty in defining the mean by constructing an interval of where the mean could fall. SPSS then places the mean in the middle of this interval (Agresti & Finlay 2009:110) As previously mentioned there is a 0,9 difference in mean value for the two understandings compared here. When calculating the confidence interval I found that the difference in mean value can potentially shrink to 0,4. Even though this is still a statistical difference, in statistical analysis the statistical versus the practical significance has to be considered (Pallant 2007:122). Considering a difference in answers of 0,4 on a scale of 1 – 10, the real life implications appear small.

As a final way to consider this question we can look at the mode and median values for these two conceptualizations. The mode simply shows the value that has been most frequently chosen among the respondents and the median is the observation that " falls in the middle of the ordered sample" (Agresti & Finlay 2009:45, 42). The median can be more appropriate to consider than the mean as it is not as affected by outliers in the data

		GE as understanding of other cultures and people	GE as global and local connections
N	Valid	179	180
	Missing	1	0
Mean		8,743	7,839
Median		9,000	8,000
Mode		**10,0**	**8,0**

Table 2 : Total sample statistics for the two highest rated understandings of global education in the survey

As we can derive from this table, while the most chosen value of Culture is 10, for Interdependence it is 8. The median puts Culture one point ahead of Interdependence. This again points to a weak but present preference for the Culture conceptualization. The conclusion must be that the data is showing a weak tendency but that a larger sample would be needed to be able to reduce uncertainty and evaluate if the significance of this result is not only statistical but also practical.

4.2.2   Relationship between subject and understanding of Global education

Another question to consider was the potential correlation between the teachers subject and their understanding of global education. This was a hypothesis that derived from the interviews, where many

of the interviewees expressed a belief that this was the case. This was expressed especially in terms of the science subjects. An example from Interviewee 2 of how this was conceived:

" I think maybe, without pointing fingers at anyone, that for example a Math teacher here at the school, or a physics teacher my age would say ' what kind of nonsense is this, they need to learn some formulas and quadratic equations'" Interviewee 2.

To examine the validity of this conception I made the variable mentioned in section 4.2.3, where only the teachers who taught subjects within one of three subject groups I defined were included in analysis. These subject groups were Science, Social Science and Language & Arts. This means that for example teachers who taught subjects categorized in Social Sciences *and* Science were excluded. This left me with the following sample:

Subject group	Number of teachers
Social Science	26
Science	33
Arts & Languages	55
Total	**114**

Table 3: Sample size of teachers teaching within the constructed subject categories

Especially for Social Science and Science, the sample size is small in terms of making statistical claims. This should thus be kept in mind during the following. Also, when comparing the different graphs, please note that the values on the Y –axis differ because of difference in sample size, which might affect the perception of their relative size. Among the initial questions in the survey the respondents were asked to rate how clear the concept of global education was to them on a scale from 1 – 10. The total score looked like this:
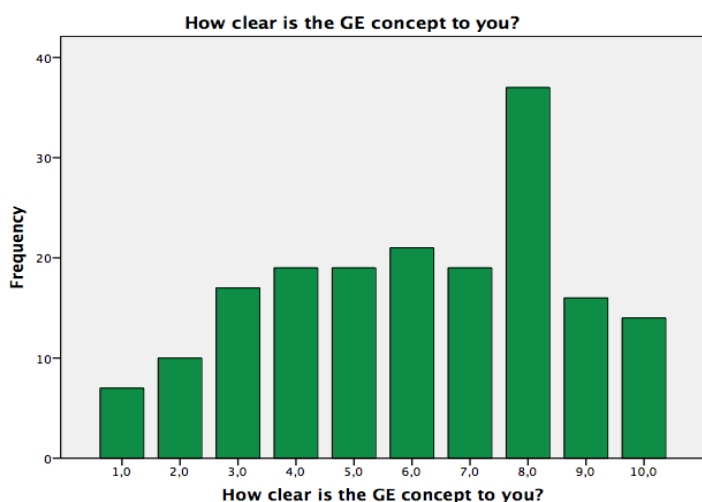
Statistics
How clear is the GE concept to you?

N	Valid	179
	Missing	1
Mean		6,078
Median		6,000
Mode		8,0

Graph 3:
Self stated level of understanding of GE concept.
179 valid answers.

33

In comparison, this is the graph for only Science teachers:
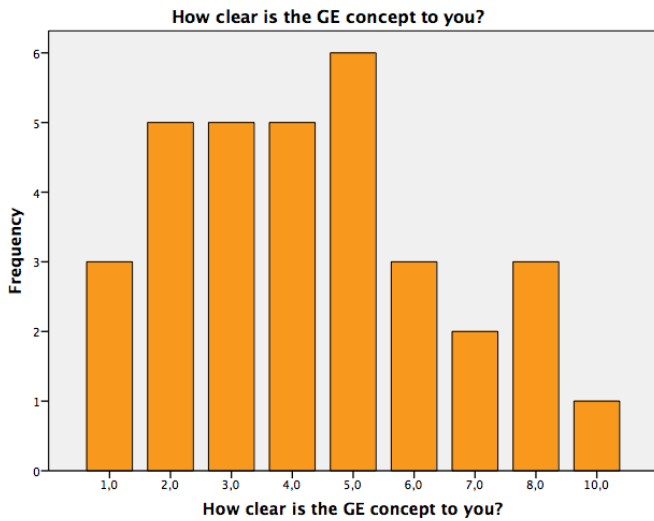
Statistics		
How clear is the GE concept to you?		
N	Valid	33
	Missing	0
Mean		4,364
Median		4,000
Mode		5,0

Graph 4 :
Self stated level of understanding of the GE concept for the Science teacher group. 33 valid answers.

To facilitate the overview and strengthen the level of certainty I have here combined the other two variables, Social Sciences and Arts & Language into one, as their scores were somewhat similar.
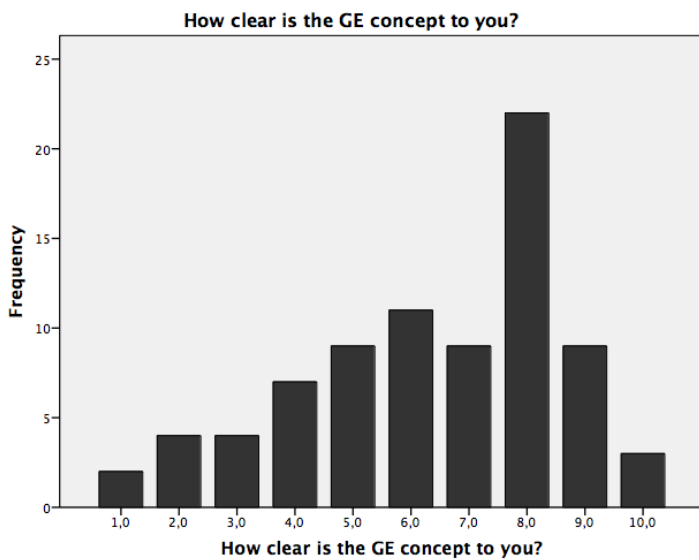
Statistics		
How clear is the GE concept to you?		
N	Valid	80
	Missing	1
Mean		6,388
Median		7,000
Mode		8,0

**Graph 5:** Self stated level of understanding of the GE concept for a merged group of Social Science and Arts & Language teachers. 80 valid answers.

As we can see here, there is a clear difference between the Social Science and Arts & Language

teachers as a group and the Science teachers in terms of mean and mode values. The mean differs by almost exactly 2 points, while the mode shows a difference of 3 points. Both groups have a standard deviation of 2,3. In terms of uncertainty levels, the lowest level of Social Sciences and Arts & Language differs by 0,7 points from the highest possible level for Science in the confidence interval. The larger sample of the former group should however be considered as this could affect the span of uncertainty. Again, we therefore have to conclude that there is need for a larger sample of primarily Science teachers to shrink this uncertainty. However, the supposition of the teachers in the interview part of this study shows a weak tendency of practical significance.

4.2.3   Subjects and the four conceptualizations

As a final point of analysis, I wanted to look at the relationship between the subject groups and the four conceptualizations derived from the qualitative part of the study. This is the total outcome for all respondents for the Globalization understanding.

Statistics
GE as globalization issues
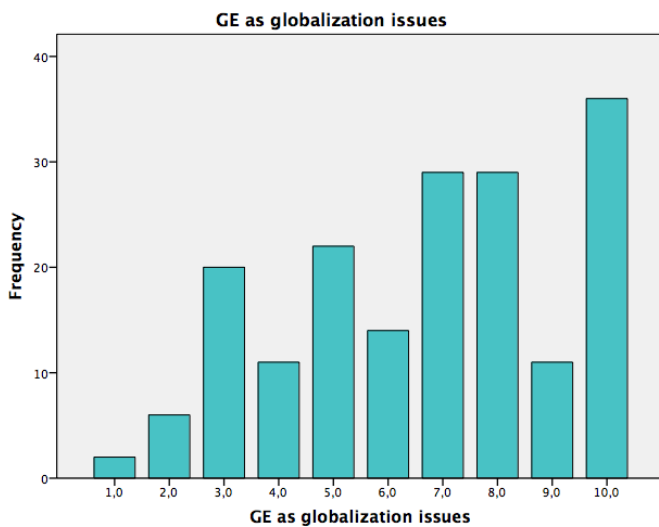
N	Valid	180
	Missing	0
Mean		6,700
Median		7,000
Mode		10,0

Graph 6: How the total sample has rated Globalization as their understanding of GE

Arts & Language teachers had results similar to this general one, the mean was 6,6 and the mode was an 8 instead of 10. Standard deviation for this group was 2,5. Social science teachers scored generally slightly higher than the total score, with a mode of 10 and a mean of 8 with a standard deviation of 2,0. This indicates that there were more scores in the higher percentiles on this understanding from the

Social Science teachers. The big contrast here is again the Science teacher group, who had a lower outcome. This can be illustrated with their graph and values.
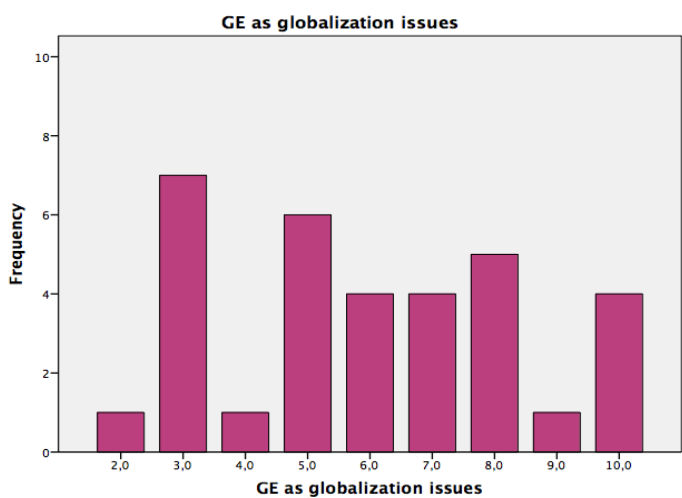
Statistics		
GE as globalization issues		
N	Valid	33
	Missing	0
Mean		6,000
Median		6,000
Mode		3,0

Graph 7: How the sample of Science teachers only have rated Globalization as their understanding of GE.

The standard deviation for this group is 2,4. The most interesting number here is the mode, which is significantly lower than for the other groups. The most common answer of Science teachers to this question was 3, compared to the Arts & Language teachers 8 and Social Science teachers 10. However, due to the small sample of Science-only teachers, the confidence interval is 1,7 points, which means that the mean can differ between 5,1 at the lowest and 6,8 at the highest. Therefore, when comparing the highest score to the lowest score of the total population, there is an overlap of 0,5, implying no statistical significance. Compared to the Social Science group, which was the highest score on this question, there is a 0,3 points statistical difference which cannot be considered practically significant. In summary it can be said that the typical answer from the Science teacher group was significantly lower than that of the other two subject groups. When looking at the statistical difference however, the discrepancy is insignificant or very small.

This turned out to be a trend in the data. When performing the same analysis for every one of the four conceptualizations, Science teachers scored lower than the total score in mode three out of four times, around 1 point lower in mean and had a slightly higher standard deviation, implying a larger difference between the respondents internally in the group than in the other groups. These differences, with the exception of standard deviation scores, are illustrated in the following tables:

Arts & Language teacher scores

		Globalization	Interdependence	Culture	Global competence
N	Valid	55	55	55	55
	Missing	0	0	0	0
Mean		6,600	8,200	9,309	7,073
Median		7,000	8,000	10,000	8,000
Mode		8,0	10,0	10,0	8,0

Table 4: Art & Language teachers' mean, median and mode values for all four conceptualizations.

Social Science teacher scores

		Globalization	Interdependence	Culture	Global competence
N	Valid	26	26	26	26
	Missing	0	0	0	0
Mean		8,000	7,846	8,731	6,885
Median		8,000	8,000	9,000	7,000
Mode		10,0	10,0	10,0	7,0

Table 5: Social Science teachers' mean, median and mode values for all four conceptualizations

Science teacher scores

		Globalization	Interdependence	Culture	Global Competence
N	Valid	33	33	32	33
	Missing	0	0	1	0
Mean		6,000	6,515	7,594	5,939
Median		6,000	7,000	8,000	6,000
Mode		3,0	8,0	8,0	3,0

Table 6: Science teachers' mean, median and mode values for all four conceptualizations

Once conclusion to draw from this could be that Science teachers generally have less experience with global education and that the concept therefore is more foreign to them. They thus have greater difference in opinion within their subject group as well as generally lower scores for all understandings than the other groups. To investigate this further, a larger comparative study involving teachers who teach only science and teachers who teach only social science or language is needed. Another explanation could be that the tendency towards Culture as the preferred understanding, following the

general weak tendency discussed earlier. If this preference is true among Science teachers, the link between global education and their subjects – subjects like physics and chemistry – might appear weak to them as a group. One might also assume, like some of the teachers in the qualitative part of the study, that they would question the relevance of global education for their subjects. This conclusion could be supported by the data from the question "Do you have the ambition to be a global educator?" where 30% of the Science teachers answered "No" in contrast to 7,7% of Social Science teachers and 10,9 % of Arts & Language teachers.

5. Conclusion and discussion

5.1 Conclusions

This thesis has used a grounded theory approach to investigate teachers' conceptualizations of global education with the Danish network Global High Schools as a case. As suggested in the beginning of the thesis, global education has been gaining increasing momentum as a concept in the last few years, and has found its way into the international and national educational agendas (Myers 2006, Andreotti & de Souza 2012). The point of departure for this thesis was therefore that more research is needed on how teachers conceptualize global education, to be able to facilitate the implementation of global practices for educators. The aim was to contribute to this process by developing theoretical concepts on how teachers in the Global High Schools network understand global education. These concepts can be useful in the further discussion on global education practice as well as for the development of specific practices for the network in particular.

To answer the question on how teachers in the Global High School network understand global education, two overarching categories of conceptualizations have been crystallized through analysis of the data. These were illustrated in Figure 3. The first concerns the understanding of global education in relation to content. The two sub-categories name global education as specific themes relating to globalization and global – local interdependence and connectivity. The second category is more about education to be global - to study, work and get around in a global world as well as fostering character traits like tolerance, openness and understanding of other peoples and cultures. Teachers also expressed ideas concerning their own role and practice. Here it becomes apparent that global education as a concept is understood as elusive and as something more suited to some subjects than others. Another point put forward was that there is need for more time to develop global education - especially time for discussion with other teachers was mentioned as important. Furthermore, the study points towards a tendency of Science teachers having generally less ambition, level of understanding and more ambivalence in terms of global education definitions. The survey did not include the option of providing your own understanding or alternatives to the questions. There might therefore be other conceptualizations of global education in the network that have not been included here.

This thesis has shown that teachers' understanding of the global education concept is a mix of several elements and concepts. My conclusion is therefore that for global education practice to develop and become consolidated, Global High Schools as a network is in need of a more manageable way of communicating a coherent understanding, both internally and externally. The conceptualizations developed here as can be seen as a first step in developing clear expectations on implementation, preferably sensitive to subject or subject group. According to these concepts, global education can be both education that in essence is global, but also education to *be* global. This categorization plays very well together with how teachers in this study have expressed their understanding of global education. It is my hope that constructing a model of how global education is understood today can contribute to the development of strategies for how to proceed with the process of consolidating global education in general.

5.2 Discussion

As is practice within grounded theory, previous research connecting to this field was not consulted until the data collection and coding process were well underway. That said there are some similarities between the concepts used in other studies and the ones developed here. The discoveries made by Osler & Vincent (2002) on teachers' needs of more time to discuss and develop strategies for global education in their teams is confirmed as still valid by this study. As one teacher expressed it, there can still be need to go back to the basics and revise the purpose and aims of global education with your colleagues. Furthermore the findings of Rapoport (2010) that teachers experience a challenge in accommodating their curriculum to global education are mirrored in this study. There seems to be a tension between how global education is conceived and how teaching practice usually looks for the teachers that results in a disconnect between theory and practice. The categorizations provided by Myers (2006) also had some resonance among participants in this study, however I found his categories to be too broad an unspecific as well as clearly conditioned by their conception in a different context than the one at play here. It should be mentioned that the teachers in the interviews did not in general reflect the postcolonial criticism of global education as represented in this thesis by Fanghanel and Cousin (2012) and Andreotti and de Souza (2012). One teacher was more specific in criticizing some of the materials available from civil society organizations for bearing signs of "the white savior

40

complex". However, most participants did include some element of changing stereotypical thinking in the students in their conceptualizations, which I chose to include as part of the Culture concept of understanding.

In terms of methodology, there are other methods that could have served to fulfill the aim of this thesis. For example, focus groups could have been interesting as a way of allowing teachers to discuss and inform each other's ideas about global education. There was also the option of going only quantitative or qualitative and thereby enabling a more thorough usage of the approaches. However, it is my opinion that this study has gained from its mixed methods approach as it allowed for a deeper exploration of global education in the network as well as a more holistic approach to the research question.

As a final point of discussion I would like to bring up a finding that was not addressed in the analytical section of this study due to it being expressed by too few of the participants to be considered a tendency. This concerns an understanding of global education that rather radically contrasted the others in scope, here demonstrated by a quote from one of the teachers:

"A good educator has a lot of qualities that overlap with a global educator. So what specifically defines a global educator? Compared to a good educator? In my opinion, a good educator will try to make their students see the world differently; they will try to affect them emphatically. A global educator is someone who to a larger degree tries to involve the rest of the world.[…] I don't think it has to be very big, it can easily be everyday teaching with a twist." Interviewee 10

This teacher is trying to imply that global education is not a theme, it is an attitude that the teacher has towards the students and their subject. It is about making connections and show perspectives that the students will otherwise not meet. The global here becomes more of a pair of glasses that the educator wears when approaching any and every subject, and equally an attitude that the student has in the learning situation. This is a much more ambitious understanding of global education than understanding it as globalization or intercultural communication. It implies fundamentally changing not only practice but also attitude towards that practice. I would like to argue that it is towards this conception that the discussion on global education should be heading. It is open enough to provide an overarching framework for the other more specific understandings developed here and at the same time more practical as it takes a holistic approach to education. Global education is not a two-week project

or the privilege of one subject. It is education for youth growing up in a society that is fundamentally global and as such not optional but a necessity.

Global education is here to stay. The concept in its foundation is not new, but builds on long traditions of communicating interdependence, kinship and understanding across the globe. As the concept develops and gains ground in its current form and in our current educational context, more concrete strategies for implementation are necessary. In this thesis, I have developed four concrete and specific conceptualizations with which I aim to contribute to these strategies of reconciliation between the theory and practice. Therefore, in my opinion the focus of further research should build on this and focus on translating global education theory to quality educational practice. It could for example be interesting to look at comparative cases utilizing different strategies to communicate and implement global education at a school on a leadership level. It could also be interesting to look at what effects the formalization of the network has had through comparing teachers in Global High Schools and teachers at schools outside the network in terms of understanding global education. A more extensive investigation into the relationship between subject and understandings could also be made, to be able to make more definite claims about that relationship and the different needs of the subject groups than this study could due to limitations in time and scope.

6. Bibliography

6.1 Articles and books

Abdi, Ali. A & Schultz, Lynette (2012) "Recolonized citizenships, Rhetorical Postcolonialites: Sub-Saharan Africa and the Prospects for Decolonized Ontologies and Subjectivites" in Andreotti, Vanessa de Oliveira & de Souza, Lynn Mario T.M. (eds) *Postcolonial Perspectives on Global Citizenship Education.* New York: Routledge

Agresti, Alan and Finlay, Barbara (2009). *Statistical Methods for the Social Sciences*. 4th edition. Upper Saddle River: Pearson Prentice Hall

Andreotti, Vanessa de Oliveira & de Souza, Lynn Mario T.M. (eds) (2012). *Postcolonial Perspectives on Global Citizenship Education.* New York: Routledge

Bryman, Alan (2008). *Social Research Methods.* 3rd edition. New York: Oxford University Press

Carter, April (2001) *The Political Theory of Global Citizenship.* London: Routledge

Charmaz, Kathy (2006) *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: Sage Publications

Corbin, Juliet and Strauss, Anselm (2008) *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. 3rd edition. Thousand Oaks: Sage publications

David, Matthew, and Sutton, Carole D. (2004). *Social Research: The Basics*. London: SAGE Publications

Davies, Lynn (2006). "Global citizenship: abstraction or framework for action?" *Educational Review*, 58:1, Vol. 5:25, pp. 5-25

Fanghanel, Joëlle and Cousin, Glynis (2012) "'Worldly' pedagogy: a way of conceptualising teaching towards global citizenship". *Teaching in Higher Education*, 17:1, pp. 39-50.

Girard, Brian and McArthur Harris, Lauren (2013) "Considering World History as a Space for Developing Global Citizenship Competencies". *The Educational Forum*, Vol. 77:4, pp. 438-449

Goh, Michael (2012) "Teaching with cultural intelligence: developing multiculturally educated and globally engaged citizens". *Asia Pacific Journal of Education*, 32:4, pp. 395-415

Hammersly, Martyn (2008). "Troubles with Triangulation" in Bergman, Manfred Max (ed) *Advances in Mixed Methods Research: Theories and Applications*. London: SAGE Publications

Lee, Wing On (2012) Education for future-oriented citizenship: implications for the education of twenty-first century competencies, *Asia Pacific Journal of Education*, Vol. 32:4, pp. 498-517

Mertens, Donna M. (1998) Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches. Thousand Oaks: SAGE Publications.

Myers, John P. (2006) "Rethinking the Social Studies Curriculum in the Context of Globalization: Education for Global Citizenship in the U.S". *Theory and Research in Social Education,* Vol. 34:3 pp. 370-394

Pallant, Julie (2007) *SPSS Survival Guide: A Step by Step Guide to Data Analysis Using SPSS (version 15)*. 3rd edition. Singapore: Open University Press

Rapoport, Anatoli (2010) "We cannot teach what we don't know: Indiana teachers talk about global citizenship education". *Education, Citizenship and Social Justice* Vol. 5:3 pp. 179 -190

Regeringen (2006) Fremgang, Fornyelse og Tryghed: Strategi for Danmark i den globale økonomi – de vigtigste initiativer. Available at: http://www.stm.dk/_p_13631.html

Reimers, Fernando M. (2013) "Assessing Global Education: an Opportunity for the OECD". OECD strategy paper. Available at : http://www.oecd.org/pisa/pisaproducts/pisa-2018-documents-for-bidders.htm

Rose, Gillian (1997) 'Situating Knowledges: Positionality, Reflexivity and Other Tactics', *Progress in Human Geography*, Vol. 21:3, pp. 305-320.

Todd, Sharon (2010) "På väg mot ofullkomlighetens pedagogik - mänsklighet och kosmopolitism under omprövning". Stockholm: Liber.

Winneche Nielsen, Anne Mette (2013) *Gymnasiet i det globale: Perspektiver på demokrati, viden og dannelse med Globale Gymnasier som case.* Ph.d. –afhandling, Det Humanistiske Fakultet, Københavns universitet. Available at: http://hum.ku.dk/kalender/2013/december/gymnasiet/

Zhao, Yong (2010) "Preparing Globally Competent Teachers: A New Imperative for Teacher Education". *Journal of Teacher Education* 61(5) pp. 422– 431

Carvalho da Silva, Miguel et al. (2008) Global Education Guidelines: Concepts and Methodologies on Global Education for Educators and Policy Makers Lisbon: North-South Centre of the Council of Europe. Available at: http://nscglobaleducation.org/index.php/resource-center/item/126-global-education-guidelines

6.2 Web Pages

Globale Gymnasier (2015) "Who are Global High Schools?" Accessed: 2015-05-11, 14.35 PM
http://globalegymnasier.dk/english/

Oxfam (2015) " Global citizenship" Oxfam Education.
http://www.oxfam.org.uk/education/global-citizenship. Accessed: 2015-05-11, 12.36 PM

Appendix 1

Interview guide

All interviews were conducted in Danish. Before each interview the respondents were told:

- That the purpose of the interview was a bachelor project concerning global education for the bachelor thesis course in education at Lund University.
- That the interviews were part of a research strategy that also included a quantitative survey which would be based on their answers and have a generalizing aim.
- That I was there conducting my research as a student at Lund's University and not as an employee of the Global High Schools network. The materials from the interviews would thus not be shared with anyone but the university in their raw form.
- That they would be made anonymous in the thesis and that, if they so requested, could receive a copy of the thesis before it was made available to the rest of the network.

The interview guide has the English translation of the questions in italics. These questions were supplemented by others in the interview situation depending on the teachers' answers and were not always asked in the same order.

1. Hvor længe har du arbejdet som lærer? *(How long have you been working as a teacher?)*
2. Hvad underviser du i? *(What subjects do you teach?)*
3. Hvad tænker du når jeg siger global undervisning? *(What comes to mind when I say global education?)*
- Definition? (*Definition*?)
- Værdi? (positiv/negativ(neutral) *(Is there a value to the concept - a positive, neutral or negative connotation?)*
4. Har du eksempler på hvordan det kan se ud*? (Do you have an example of what global education could look like?)*
5. Hvordan er en global underviser tænker du? *(What traits do you think are representative of a global educator?)*

6. *Ser du dig selv som en global underviser? Hvorfor/Hvorfor ikke? (Do you consider yourself to be a global educator? Why/Why not?)*

7. *Har du en ambition om at være global i din undervisning? Hvorfor/Hvordan/Hvorfor ikke? (Do you strive to be a global educator? Why/How/Why not?)*

8. *Synes du global undervisning er relevant? (Do you think global education is relevant?)*

9. *Kan du se fordele med at arbejde globalt i klasseværelset? (Do you think there are advantages with working globally in the classroom?)*

10. Er der ulemper? (*Are there disadvantages?*)

11. Oplever du at der er støtte at få til at arbejde globalt? Både på skolen og i form af materialer og efteruddannelse. *(Do you experience that you can get support to work globally in the classroom? Both at the school and in terms of materials and further training?)*

12. Er der noget i vejen for at kunne arbejde globalt/være en global underviser? *(Is there something standing in the way of global education and being a global educator in your opinion?)*

13. *Oplever du at din skole som helhed arbejder globalt? (Do you think that your school in general has the ambition of working with global education?)*

14. *Oplever du at ledelsen støtter op om global undervisning? (Do you feel like the management of the school supports and encourages global education?)*

Appendix 2

Coding tables

The following tables represent the outcome of the grounded theory coding process conducted for analysis of the interview material.

Open code / etiket	Indhold	Ord de bruger
Forståelse for global undervisning som specifikke emner/temaer	Globaliseringsprocessen som synonym, globale problemstillinger og problemer, mere repræsenteret i nogle emner end andre, specifikke temaer som ligner hinanden på tværs af grænser eller hænger sammen.	Globalisering, integrationsproblemer, flygtningeproblematik. klimaforandringer, migrationsproblematik, globaliseringsudfordringer, økonomiske udfordringer, "oplagt for mit fag". "tænker at det har med nogen temaer, nogen emner at gøre som rækker ud, som er globale, som omfavner flere lande og regioner "
Forståelse af global undervisning som en måde at forstå verden og mennesker andre steder	Kulturmøder, fokus på forskelle, sammenligne andre steder med Danmark, forstå globale forhold, forstå hvordan mennesker lever andre steder, gøre op med fordomme og stereotype billeder, nuancere forståelsen af verden og sin egen plads i den, en del af almen dannelse,	"Noget med identitet og kulturmøder", "undersøge en anden kultur og sammenligne med det der hjemme", "nogen af dem lige skulle se før, de skulle lige opleve det før det gik op for dem at folk er jo meget ens uanset om det er her eller hundrede kilometer væk", "en øjneåbner", "at de kommer ud over sin naive, lidt småracistiske, egocentriske forståelsesramme"
Forståelse af global undervisning som individuel dannelse og kompetencer	At eleverne har lyst til og tør rejse selv, at de tør søge sig udenfor sin hjemegn og studere, at udfordre sig selv, de skal udvide sin horisont	"Vi vil gerne åbne elevernes øjne for at man kan godt tage ud i verden". "For bare ti år siden så var der mange studerende eller mange elever fra Kalundborg der ikke rigtig turde at komme ud, de turde ikke tage at vælge Odense Universitet, eller syddansk eller Aalborg eller sådan noget, der er altså sket noget, tror jeg i deres, tror vi, ved at de rejser og får afmystificeret det med at drage ud". "det vi også som lærere tænker ind jo det er en ting at de har nogle eksamenskrav, men det

48

		er bare vigtigt for dem at få noget undervisning de så kan omsætte videre når de kommer ud herfra."
Forståelse af global undervisning som forbundenhed (interconnectedness) mellem lande og individer.	Eleverne skal finde sin plads i verden, blive globale medborgere, lære om fælleskaber de er en del af, lære hvordan verden hænger sammen, synliggøre koblinger mellem lokalt og globalt	"gøre mine elever opmærksomme å at de er globale medspillere i en global verden" "hvor eleverne skal lære noget om og være en global medborgere" "de skal forstå hvordan det er at bo alle mulige andre steder og hvordan påvirker det os at der er u-lande"
Betingelser og forhindringer for global undervisning	Det er bare en af mange ting, bekendtgørelsen sætter rammerne, det har været og er travlt, kommer fra en top down styring, tager tid fra andre ting, passer ikke altid med egne ideer eller læreplanen. Global undervisning som svært at sætte ord på, Ujævnt hvem der arbejder globalt og hvem der ikke gør på en skole, nogle lærere synes det er fremmed og irrelevant, det er svært at sætte ord på hvad det betyder, svært at kommunikere	"det bliver sådan noget buzz-agtigt noget som skal presses ned over hovedet på ens undervisning. og det er ikke altid det passer ind i den del af ens læreplan man er i gang med". "Ulempen ved globaliserings-tanken er måske at man vil for meget på for kort tid, at man har ikke taget nok fra, man har også taget ud, men et eller andet sted er forventningen at de skal kunne det samme kompetencemæssigt", "man have tid til det i skemaet" "sværere for kemi og fysik",

Table 1: *The open codes created from the interview material and how they were constructed.*

Open codes	Axial codes	Selective code
Forbundenhed, kobling mellem det globale og det lokale. Gensidig afhængighed.	*Undervisning som er global*	**Global undervisning**
Specifikke temaer - globalisering. Migration, klima etc.		
Personlig fordel for eleverne: Globale kompetencer – studier, arbejde liv i global verden. Kritisk tænkning, mod på at komme ud og rejse/studere/arbejde.	*Undervisning til at være global*	
Forstå verden og andre mennesker og kulturer, nedbryde stereotyper, tolerance, åbnehed, respekt, nysgerrighed.		
Udfordrende, tænke nyt, svært, tager tid og ressourcer, ekstra arbejde, fællestrategier og tværfaglighed	*Lærerrollen og organisering*	

Table 2: *Open codes and axial code categories derived from the interview material.*

Appendix 3

Survey

Edit this form

Global undervisning i Globale Gymnasier

Det følgende spørgeskema er en del af en bacheloropgave om global undervisning i samarbejde med Globale Gymnasier. Den tager ca 5 minutter at besvare, og dit svar er anonymt. Jeg håber, at du vil deltage i undersøgelsen, og på den måde bidrage til netværkets arbejde med at udvikle global undervisning på skolerne.

Jeg, som skriver opgaven, er studerende ved Lunds Universitet og studentermedhjælper på Globale Gymnasiers sekretariat i København.

Mange tak på forhånd,
Ida Andrea Nilsson

Jeg har tidligere deltaget i interview-delen af dette projekt

☐ Ja
☐ Nej

1. Jeg er:

☐ Mand
☐ Kvinde

2. Hvilken skole arbejder du på?

3. Hvad underviser du i?

4. Hvor længe har du været gymnasielærer?

5. Jeg synes, jeg har en tydelig opfattelse af, hvad global undervisning er

	1	2	3	4	5	6	7	8	9	10	
Meget uenig	○	○	○	○	○	○	○	○	○	○	Meget enig

Hvor enig er du i følgende udsagn?

I hvilken grad stemmer disse udsagn overens med din forståelse af global undervisning?

6. Global undervisning handler om, nogle specifikke emner relaterede til globalisering, fx. migration eller klimaproblematikker

	1	2	3	4	5	6	7	8	9	10	
Meget uenig	○	○	○	○	○	○	○	○	○	○	Meget enig

7. Global undervisning handler om at synliggøre koblingen mellem det globale og det lokale

	1	2	3	4	5	6	7	8	9	10	
Meget uenig	○	○	○	○	○	○	○	○	○	○	Meget enig

8. Global undervisning hander om, at skabe forståelse for andre mennesker og kulturer

	1	2	3	4	5	6	7	8	9	10	
Meget uenig	○	○	○	○	○	○	○	○	○	○	Meget enig

9. Global undervisning handler om, at gøre eleverne klar til et globalt arbejdsmarked

	1	2	3	4	5	6	7	8	9	10	
Meget uenig	○	○	○	○	○	○	○	○	○	○	Meget enig

10. Jeg synes, der er plads til at min undervisning kan være global indenfor de nuværende rammer

○ Meget uenig
○ Uenig

○ Enig
○ Meget enig

11. Jeg oplever at jeg har de kompetencer jeg skal bruge for at være en global underviser

○ Meget uenig
○ Uenig
○ Enig
○ Meget enig

12. Jeg oplever at jeg får den støtte jeg har brug for, for at kunne lave global undervisning

	1	2	3	4	5	
Uenig	○	○	○	○	○	Enig

13. Har du en ambition om at være en global underviser?

☐ Ja altid
☐ Nogen gange
☐ Nej

14. Oplever du, at betydningen af global undervisning er tydeligt kommunikeret på din skole?

○ Ja
○ Nej

15. Oplever du, at I har en fællesstrategi for global undervisning på din skole?

○ Ja
○ Nej

16. Hvordan oplever du at det er at lave global undervisning i klasselokalet?

○ Meget let
○ Let
○ Krævende
○ Meget krævende

17. Jeg er global koordinator på min skole

☐ Ja
☐ Nej

[Submit]

Never submit passwords through Google Forms.

Powered by

This content is neither created nor endorsed by Google.
Report Abuse - Terms of Service - Additional Terms