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Teacher Perceptions of Global Citizenship Education in a Southern Elementary Public School: Implications for Curriculum and Pedagogy

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TEACHER PERCEPTIONS OF GLOBAL CITIZENSHIP EDUCATION IN
A SOUTHERN ELEMENTARY PUBLIC SCHOOL: IMPLICATIONS
FOR CURRICULUM AND PEDAGOGY

by

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DEDICATION

To my husband, James Jett, and our children, Taryn and Matthew, who have supported me unconditionally throughout this journey. To my parents, James and Sylvia, for providing me with a firm foundation. To my grandmother, Myrna, I know you are smiling from heaven. To all my students, former, present, and future, may you understand your role in this world and the part you play.

“For where your treasure is, there will your heart be also.” Matthew 6:21

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I would like to express my sincere gratitude to those who have both directly and indirectly contributed to this study and molded me as an educator and researcher. Without support from so many individuals this research would not have resulted.

Thank you, God, for providing me with such a supportive group of family, friends, co-workers, and mentors.

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I am deeply indebted to my husband, James. Without the sacrifices in time and his emotional support, I would not have been able to finish this journey. I love you much! As children, I believe Taryn and Matthew sacrificed the most. I want to thank them for understanding that Mommy needed quiet time to work on her paper, even when it meant I couldn't join them for family activities. Taryn and Matthew, I can only hope that one day you reflect on your childhood experiences and understand how those

experiences mold you and guide your journeys. Make those journeys a positive one. Never stop seeking to learn more. There aren't enough words to express my deepest appreciation to my parents, James and Sylvia Drennan. Thank you for all my experiences and opportunities in life. Most importantly, thank you for providing my children with the same style of educational experiences you gave me. There isn't any amount of money in the world that can buy authentic education.

To my team of coworkers, you are the best! Karen Able, Nancy Oldham, Cara Kropinski, Karen Lowe, Patricia Key, and Joshua White you have helped make this process easier through your love and support. I love what I do, but you all just make that love multiply!

Time is something teachers don't have a lot of. I am grateful to the teachers that participated in this study and gave of their time. This study would not have been complete without each of you.

I can't end this without acknowledging Dr. Darrel Barringer. Without him, I'm not sure that I would have thought about global citizenship education as being part of an authentic experience through a deliberate process in the school setting. His vision has created a desire in my own teaching to create global citizens. Dr. B, thank you for inspiration.

EDUCATIONAL AUTOBIOGRAPHY

While I have referred to myself as “the researcher” elsewhere in this dissertation, this portion of the dissertation is written in first person to reflect the autobiographical nature of this educational autobiography. Holley and Colyar explain, “The first-person point of view provides a sense of involvement for readers. Instead of viewing the events of a text from outside, through the voice of an omniscient narrator, [I] use first-person point of view to tell a story from the inside” (p. 116). Qualitative researchers (Creswell, 1998; Bogdan & Biklen, 2007; Patton, 2002; Mirriam, 1998) hold that the researcher’s values, interpretations, feelings and musings have a central place in social scientific inquiry. The educational autobiography has allowed me to reflect upon my own educational experiences.

By the time I entered first grade, without a doubt I wanted to be a teacher. I wrote my first teacher's manual that year. It was created out of notebook paper with yarn on the sides to string it together. At recess I would sit on the classroom stoop as my friends gathered around. I taught them from my manual. By third grade I had created a club that met at recess. We wrote our own puppet shows and made our own puppets. I specifically remember on one occasion the teacher had left me in charge of the classroom (maybe not, but it's how I remember the story) and my club performed one of the puppet shows while the teacher was out of the room.

At home I had put index cards in each of my books for library checkout. Sometimes, my friends would come over and “check out” my books. Other times, my

stuffed animals were my students and would check out and return my books. I had good students and not so good students. I loved creating the work and then grading it!

I know I was born with the calling to teach, and this passion was groomed by my parents. When other children were going to Myrtle Beach, we were camping at the state and federal parks listening to park rangers. The summer times were spent checking out books from the book mobile. My mother was always teaching my group of friends crafty things. She even had the boys making their own Cabbage Patch doll when we were in the fifth grade!

While other children were getting those new Atari video game players and playing games like Frogger and PacMan (which I was jealous of at the time), my daddy bought the family a Commodore 64 computer. He sent me to computer camp to learn how to write programs in DOS. By sixth grade, the programs I played were often programs I had typed into the computer from the Commodore magazine.

About every three years my family would take a "big" trip. Daddy worked hard and it would take him that long to save money and vacation days. Going into fifth grade it was my turn to choose where to go. I was a fan of Laura Ingalls Wilder and had read all of her books. I remembered in the back of *These First Four Years* there was a picture of a plate. It said it could be found in the museum at the Laura Ingalls Wilder Home in Mansfield, Missouri. This was before the days of the Internet, so my daddy had me plan the trip and write to the Chamber of Commerce. We pulled out a map and he taught me how to use a map scale and map out the distance and predict the time it would take up. We created an itinerary and a budget. Every meal was planned and every campground had been predetermined based on the places I had written to. After visiting the museum,

we had car trouble. We took it to a local garage. The man that worked on the old station wagon had been the groundskeeper for Rose Wilder Lane, Laura's daughter. He spent time talking with my family about his experiences with the Wilder family. To this day, I have copies of Laura's family photos, a family tree, and a recording of her voice during an interview. These were the items that a 10 year old kid picked out as souvenirs. I knew then that one day I would be able to share those items. Yes, I did get a t-shirt and have it safely stored in my cedar chest.

Pursuing higher degrees has afforded me so many opportunities to reflect on my personal experiences. The pursuit of my doctoral degree has been no different. While working on my dissertation I have been able to reflect about what has framed my own definition of "global citizenship." Again, it was the educational experiences my parents provided for me. When I was in the eighth grade, my family hosted our first exchange student from Germany. Although that experience only lasted a month, the next exchange student from Norway stayed for a school year. My family hosted a third exchange student from France.

My cultural experiences weren't limited to exchange students. During my family's first trip to the Grand Canyon, we made a quick trip into Mexico. Daddy hired a local tour guide to take us around the city. My first experience of Mexico was from inside a car. When I was 16 my family traveled up the north coast and into Canada. While there we ate at a Kentucky Fried Chicken (KFC). Because I worked at a KFC in South Carolina, my daddy tried to ask the girls at the counter if I could have my picture taken behind the counter. Someone in the restaurant was able to translate the request. My daddy wanted me to share the pictures of the French menu with my coworkers.

These are only a few of my experiences that have helped mold me into the teacher I am today. I have always believed that we have the power to make our own decisions. Despite my passion to be a teacher from an early age and the importance my parents placed on education, there is irony to my story. Right before going out on a date in the twelfth grade, Daddy sat me down and discussed with me my decision to be a teacher. He felt that I was making a mistake becoming a teacher. He said that teachers didn't make money and were always struggling. The turning point in the conversation was when he said, "You are too smart to waste it in a grammar school. You could be an engineer or computer programmer." I responded, "I wish I had some teachers who had wasted their smarts on me." That was the end of discussion. Although we didn't have that type of conversation again, he would make a comment here and there about other career choices. However, never again did he tell me I was wasting my "smarts" in the classroom. I have no doubt that my parents feel I am in the right place. After all, they molded me for my position as educator.

ABSTRACT

Curriculum for global citizenship education is gaining momentum as countries have experienced an increase in interdependence and interconnectedness through technology over the last century. Through qualitative research, this study employed a phenomenological methodology to understand how ten female elementary teachers in grades third- through fifth- at the site of the present study, located in Mundo Pax Elementary School (MPES), define global citizenship and how these teachers utilized their personal definitions to shape their curriculum within their classrooms. The data were collected through semi-structured personal interviews, the school-wide curriculum, teacher lesson plans, and final products projects. The researcher used the program Computer Assisted Qualitative Data Analysis Software NVivo 10 to assist in the coding process, providing the researcher with a way to view themes from selected research segments. Themes that emerged from the interview data answered the research questions and include: 1) teacher perceptions about global citizenship; 2) roles and responsibilities for preparing global citizens; 3) promoting global citizenship in the classroom; and 4) challenges in global citizenship education.

Overall the teacher participants felt that global citizenship involves the awareness of similarities and differences among cultures other than the cultures of their students. Some teacher participants also felt a global citizen is someone who is affected by or has an impact on the world. Most of the teacher participants in the present study felt there should be a shared responsibility when teaching global citizenship, although a few

teacher participants felt it was their sole responsibility. Lack of preparation and implementation time was reiterated as the largest barrier by the participants, many of whom also felt that resistance from other teachers created challenges when implementing a curriculum for global citizenship education. Participants also cited lack of support from parents/guardians and the effect parental attitudes have on students concerning other cultures. In addition, the impact technology has on students' interpersonal communication skills and a lack of monetary resources were cited as barriers.

Although many of the participating teachers used opportunities within the Common Core State Standards (CCSS) curriculum to teach about diversity or interdependence, the teachers also offered other suggestions. Suggestions included character studies, integration of curriculum through children's literature, and local and/or international field trips. Similar to a curriculum used during the 2011-2012 school year at MPES, teacher participants expressed a desire for their students to work with students from 'other' cultures on projects and/or problems.

This study afforded the teacher participants occasions for self-reflection and open dialogue about global citizenship and illuminates opportunities for the framing and implementation of a curriculum for global citizenship education.

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CHAPTER 1

RESEARCH OVERVIEW

Introduction

With technological advancements in transportation and communication, the nineteenth century experienced an intensification of globalization (Hyslop-Margison & Sears, 2006). According to Annan (2000), although globalization offers great opportunities, the benefits of those opportunities are unevenly distributed, even though everyone shares the costs. By the 1970s, the United Nations Environment Programme was established to lead global efforts in “environmental aspects of disasters and conflicts, ecosystem management, environmental governance, harmful substances, resource efficiency and climate change” (United Nations, 2012, para. 6). Rischard (2002) describes 20 current negative global issues including water shortages, poverty, deforestation, and biodiversity. Annan (2000) challenges the societies of the wealthier nations to ensure globalization becomes positive for all people.

A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. (Global Campaign for Peace Education, 2005, para. 3)

In 2002, the American Council on Education’s (ACE) Center for Institutional and

International Initiatives argued that a national policy needed to be in place to raise the awareness of the importance of global competence to the United States' interest (Beyond September 11: A Comprehensive National Policy on International Education, 2002). The objectives for those policies include: (a) producing international experts and knowledge to address national strategic needs; (b) strengthening the US's ability to solve global problems; and (c) developing a globally competent citizenry and workforce. The ACE explains that global competence in the US involves "foreign language proficiency and an ability to function effectively in other cultural environments and value systems, whether conducting business, implementing international development projects, or carrying out diplomatic missions" (Beyond September 11, 2002, p. 7).

The ACE argues that the US is not globally competent and should invest in an "educational infrastructure that produces knowledge of languages and cultures" (Beyond September 11, 2002, p. 7). For today's youth to achieve an understanding of global problems and have the skills necessary to reach global competency, a deliberate effort must be put in place. According to Howlett (2008), famed educator, John Dewey created a plan for peace education following the destruction he witnessed during World War I. Peace education was designed to encourage a curriculum that would use the social sciences to promote world patriotism. Howlett (2008) explains that Dewey applied his child-centered concepts to the subjects of geography and history in an effort to promote peace and universal citizenship. The focus was less on rote facts and more on a social science approach. Dewey challenged teachers to integrate the values of peace and global cooperation among nations in their curriculums. Rasmussen (1998) reiterates those challenges as children reach global competency, becoming global citizens.

Frazier defines a global citizen as “a person fully able to engage productively and effectively with the global academic, business, civic and cultural environments” (Frazier, et al., 2008, n.p.). A global citizen promotes the greater good for everyone, not just for “those of their nation-state (Global Citizenship Education, 2012, p. 1). Rasmussen goes on to say that,

Teachers . . . have discovered that global education gives focus to the curriculum so they can prepare their students to live in a global society. Some state and district curriculums and some national standards, including social studies and geography, incorporate global perspective. But global education is an approach to teaching, rather than an addition to the curriculum, says experts. (Rasmussen, 1998, p. 1)

Zuga (1992) described the influence of Progressive educators in the Deweyan tradition as promoting the belief that American students should be encouraged to reconstruct society as future global citizens. Cohen (1999) argued that in reaction to World War II, Theodore Bramfield founded a type of social reconstructionist schooling “that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy” (p. 2).

The quest for creating “global citizens,” and thus creating a better society, can be seen when observing programs and mission statements from universities, magnet schools, and private schools. For example, Webster University has the Global Citizenship Program for undergraduate students to help them confront global problems (Responsible Global Citizenship, 2011). The Academy for Global Citizenship is a Chicago public charter school created to promote global citizenship (Academy for Global Citizenship,

2012). Magnet schools promoting global citizenship are often part of the International Baccalaureate program which began in 1968 and currently can be found in 3,463 schools located in 143 countries (International Baccalaureate Organization, 2012).

In an effort to promote peace and universal citizenship, Dewey created a plan for peace education following the destruction of World War I. The plan included a challenge to the teachers to integrate the values of peace and global cooperation among nations into their curriculum. In reaction to World War II, Theodore Brameld founded a type of social reconstructionist schooling that set out to create a better society. After the terrorist attacks on at the World Trade Center on September 11, 2001, the ACE argued that a national policy needed to be in place to raise the awareness of global competence to the US's interest. Since then, technological advancements have created a greater interconnectedness across international boundaries and efforts are being made with educational programs across the US to create "global citizens."

Problem Statement

Contemporary globalization is a phenomenon characterized by rapid and increasing interconnectedness among people all over the world (Oxfam, 2008). Technological advances in the late twentieth and early twenty-first century have impacted globalization and as a result, schools in the US have begun to recognize the need to prepare students to think critically about what it means to be a citizen of the world or a global citizen. As the world's superpowers, the US and Europe, along with other emerging world leaders such as China and India have a responsibility to ensure that global citizens are good stewards of the earth; that includes not only social issues but also environmental issues.

Using schools to promote social changes involved in the production of global citizenship and the knowledge and skills associated with it are not new. Dewey (1918) understood the power schools had to create curriculum and pedagogy that enabled students to think about their place in the world. Moreover, putting policies or vision statements into place without properly preparing school personnel to address particular goals and objects is also not new. The vision statement of the school being studied, which I have given the pseudonym Mundo Pax Elementary School (MPES), reads as follows:

Students will become global citizens who are self-directed, creative, collaborative, caring, and multilingual and will flourish in a global, competitive 21st century.

While the vision statement's language implies that the curricular materials will promote global citizenship, in practice that can be challenging. There is a gap between the professional development provided for MPES personnel and how it relates to preparing students to become global citizens.

In short, MPES requires further preparation of its elementary school personnel (i.e., teachers, staff, and administrators) in order to enable students to reach the goal of becoming "global citizens." First, school personnel in MPES need to come to a consensus regarding the pedagogical techniques and curricular materials that are aimed at global citizenship and *aligned* with Common Core State Standards (CCSS). Second, school personnel need to be prepared to *integrate* the components of a global citizenship curriculum with the CCSS.

To address the understanding of the vision statement and the preparedness of the MPES personnel to meet the goals and objectives of that vision statement, the present

study aimed to understand the perceptions of ten female elementary school teachers about what it means to be a global citizen and the ways in which curriculum and pedagogy are aligned with the CCSS in order to enable students to become global citizens.

Purpose of the Study

Paulo Freire (2009) describes the banking method of schooling as being characterized by the act of teachers making deposits of facts and information into students' heads. Mandates such as the *No Child Left Behind* act (2001) (NCLB) and CCSS can drive teachers to engage in the banking method, making it difficult to integrate global citizenship education into the curriculum. However, educators can choose to become involved not only in reflection on one's practice but also social action. In other words, making curricula relevant to the life of a child so he or she can become a critical thinker and make changes in society that benefit him or her can occur when teachers also become critical thinkers, reflecting upon their own practice and having an understanding of their own global citizenship. When educators are afforded the opportunities to reflect on their own viewpoints, followed by "discussions of what actions need to be taken" (Glesne, 2011, p. 23) and the creation of an action plan, they become agents of change.

The present study explored the perceptions of global citizenship education as framed by ten female elementary school teachers in a rural setting who use a curriculum designed to focus insight into the factors that they wish to investigate for purpose of preparing students to become "global citizens." When educators take the time to reflect on the factors that influenced their practice in global citizenship education, then they can make sound decisions in reforming curriculum.

Therefore, the purpose of the present study was to conduct qualitative research investigating how ten female elementary teachers define global citizenship and how these teachers utilize their personal definitions of global citizenship to shape their curriculum within their classrooms. To meet this purpose, this researcher: (a) explored the participant's perceptions about global citizenship; (b) explored the participant's views about her roles and responsibilities for preparing elementary students to become global citizens; and (c) explored what challenges the participants considers to be most significant in preparing elementary students to become global citizens.

Rationale for the Study

Teachers often feel overwhelmed when asked to “cover” the standards (Rapoport, 2010; Carlsson-Paige & Lantieri, 2005). Rapoport (2010) established that although the participants had heard about “global citizenship,” the term was rarely, if ever, used in the classroom. When asked to define global citizenship, all six participants conceptualized the definition within examples of personal experiences through international travels, international projects, or internationally focused extra-curricular activities. Rapoport felt that there has been a lack of teacher preparation regarding citizenship education and global citizenship at the undergraduate level. Although it is often felt that adding global citizenship to the CCSS will better ensure its delivery, time and understanding are often seen as constraints by teachers (Rapoport, 2010). Moreover, teachers often lack confidence and training in the methodology and content of “global citizenship.”

Because students are the benefactors of the educational experience provided by the classroom teacher, the present study is valuable in identifying and reflecting on how teachers make meaning of global citizenship and how perceptions are integrated into a

curriculum to promote global citizenship. Expressing one's subjectivity through academic knowledge is how one links the lived curriculum with the planned one, how one demonstrates to students that scholarship can speak to them, how in fact scholarship can enable them to speak (Pinar, 2012).

For the purpose of the present study, curriculum theory defined by Pinar (2012, p. 1) as the "scholarly effort to understand the curriculum" is narrowed further to society-centered curriculum. Ellis (2004) explains that society-centered curriculum is grounded in progressive education theory created by Dewey. The society-centered curriculum emphasizes education for citizenship and real world social issues. The teacher acts as the facilitator while students experience problem-based learning (PBL). Barrett (2005) describes PBL as an education strategy requiring students to first be presented with a real problem. Students work in small groups to develop an action plan for working on the problem. The students participate in independent study as they learn more about the problem and create a solution.

The results of the present study can serve to further the understanding of what the teacher views as his or her role in preparing students to become global citizens. The present study identified what the ten classroom teachers considered to be challenges in preparing students to integrate into a global society. Furthermore, because the factors being addressed are relevant to the portion of Mundo Pax's district's mission statement, other schools in the Plaza Maria School District will be able to gain insight into potential factors to consider when addressing their curricular approach into global citizenship.

Validity

To ensure accuracy of the data, Merriam (1998) suggests that multiple techniques be utilized. The researcher triangulated the data. A retired teacher who experienced the same curriculum as the ten female participants functioned as a check on the understanding of the researcher by peer debriefing with the researcher. All ten teachers participated in member-check. The researcher transcribed the interviews of the ten participating teachers within a 24-hour period and emailed them to the participants. They had the opportunity to correct errors in the researcher's interpretations and verify that the transcript reflected their meaning.

Because the present study utilized action research, it is important there be sufficient detail in describing the phenomenon of teacher perceptions framing curriculum for global citizenship. This action research provided the participants with the opportunity to "examine their own educational practice systematically and carefully" (Ferrance, 2000, p. 1). Merriam (1998) suggested thick description to establish transferability. The factors being addressed are relevant to the portion of the school district's mission statement, which states that, "Our culture and our academics develop leadership and citizenship skills for the global world and for our democracy" (Lexington One's Mission and Vision, 2011). This allows other schools in the school district to gain insight or *transfer* potential factors when addressing their curricular approach into global citizenship.

Research Philosophy

Using qualitative methods, the present study embraces an interpretivist position. This position contends "in the social world it is argued that individuals and groups make

sense of situations based upon their individual experience, memories and expectations” (Flowers, 2009, p. 3). Those interpretations are constructed and reconstructed over time through experience (Flowers, 2009). The primary focus of this study is to discover how teachers define global citizenship and how teachers utilize their personal definitions of global citizenship to shape curriculum within the classroom. The researcher seeks to understand their meaning, their point of view. “In a qualitative study, you are interested not only in the physical events and behavior that are taking place, but also in how the participants in your study make sense of these, and how their understanding influences their behavior” (Maxwell, 2005, p. 22).

The present study is action research following the model created by The Education Alliance at Brown University, under the direction of the US Department of Education’s Office of Educational Research and Improvement (Ferrance, 2000). In the field of education, Stephen Corey was among the first to use action research, feeling that it would bring change because “educators would be involved in both the research and the application of information” (Ferrance, 2000, p. 7). Action research refers to “a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher’s environment on questions that deal with educational matters at hand” (Ferrance, 2000, p. 1).

When the primary researcher is an outsider, “difficulties in carrying out action research are often associated with defining the research focus, creating action groups where no formal organization exists, and knowing when and how to leave or end the research project” (Glesne, 2011, p. 23). Glesne (2011) explains that a researcher has

“much potential” when the researcher investigates his or her own “backyard” (p. 23). As an insider in this present study, the researcher was able to “couple research theories and techniques with action-oriented mode which can develop collaborative, reflective data collecting and analysis procedures for [his or her] own practice and thereby contribute to the sociopolitical context in which [he or she] dwells” (p. 23).

The results of this present study are of practical value to the school in which the study takes place because the data afford educators opportunities to act upon curriculum written for their school to promote global citizenship. Relevance and validity become part of the disciplined study when the research is done in a setting with which the teacher researcher is familiar (Ferrance, 2000). During the reflection phase of this study, the researcher “interpret[ed] the data and [will] communicate the multiple viewpoints to those with a stake in the process” (Glesne, 2011, p. 23).

Participant Selection

Patton (2002) explained that the purpose of criterion sampling is to “review and study all cases that meet some predetermined criterion of importance, a strategy common in quality assurance efforts” (p. 238). Because the researcher is interested in the teachers’ perceptions of global citizenship and how the teachers frame their curriculum for global citizenship, the research sampling included a group of ten female third- through fifth-grade teachers who have taught at least three years at MPES, the selected elementary institution, which uses a curriculum created to promote global citizenship. Although the teachers at the selected school in grades pre-kindergarten through second grade teach the same curriculum for global citizenship, they were excluded from the present study because their students do not participate in state and national assessments. Teachers who

are responsible for administering state and national assessments may perceive the global citizenship curricula and/or challenges with implementation differently than teachers in kindergarten through second grade who do not administer the assessments. The teachers identified as potential participants were given an explanation of the study and an invitation to participate.

Research Site

Because the present study involved elementary school teachers from the same institution, which uses a curriculum designed specifically for developing global citizenship within students at that school, a purposeful site sampling was used (Merriam, 1998). Mundo Pax Elementary School (MPES) opened in 2007 to meet the needs of the rapidly increasing population in a rural, southern-area of the US. Within a five year time span, the school grew from a population of 726 students to over 900 students (School Improvement Council Minutes, September 2011). As new housing developments supporting a large number of single family homes continue to be settled, the population is expected to increase (School Improvement Council Minutes, April 2010). With over 60% of the students on free or reduced lunch, MPES qualifies as a Title I school; however, there are no funds available to provide extra support for additional programs or support staff (School Improvement Council Minutes, April 2010). MPES was chosen for this research study because; (a) this school has implemented a curriculum that promotes global citizenship; (b) the curriculum has been written specifically for that school; (c) the researcher's familiarity with the curriculum at the school; and (d) the teachers are accessible to the researcher.

Research Questions

“A global citizen is a person fully able to engage productively and effectively with the global academic, business, civic and cultural environments” (Frazier et al., 2008, n.p.). Because curriculum theory as defined by Pinar (2012) is a process that allows for change based on educational experiences, the present study enables participating teachers at MPES the opportunity to reflect upon their perceptions, curriculum, and pedagogy as it relates to “global citizenship.” The present study encouraged the participating teachers to reflect on, and possibly take any action necessary to enhance student learning in the area of “global citizenship.” The following research questions guided the study:

- 1. How do classroom teachers at MPES define global citizenship?*
- 2. How do classroom teachers at the MPES define their role and or responsibility in preparing students for “global citizenship?”*
- 3. What are examples of teachers at MPES promoting “global citizenship?”*
- 4. What are the challenges of teachers at MPES in preparing students for “global citizenship?”*

Data-Gathering Methods

To understand how elementary classroom teachers at MPES define “global citizenship,” the researcher used semi-structured personal interviews as the primary data collection method. Semi-structured interviews in a qualitative study enabled the researcher to “respond to the situation at hand, [and] to the emerging worldview of the respondent and to new ideas on the topic” (Merriam, 1998, p. 74). The semi-structured interviews lasted approximately 45 to 60 minutes each and took place in a space selected by the present study’s participating teachers. This space was either the participating

teacher's classroom or the researcher's classroom. Along with written notes recorded by the researcher, these interviews were recorded via a computer, using the program *Audacity*. The researcher immediately transcribed the recordings within 24 hours of each interview as part of the data collection process.

To ensure credibility in the research, the researcher utilized triangulation as a method of collecting data from a variety of sources to produce understanding (Guba & Lincoln, 1985). In addition to the semi-structured interviews, the researcher collected multiple artifacts including the school-wide curriculum, individual teacher lesson plans, and copies of final products projects created to promote global citizenship. Using "a single method can never adequately shed light on a phenomenon. Using multiple methods can help facilitate deeper understanding" (Guba & Lincoln, 1985, p. 3).

Data-Analysis Procedures

In order to analyze the collected data, the researcher made memos while listening to interview recordings and reading through transcriptions. The researcher also used the program NVivo, a Computer Assisted Qualitative Data Analysis Software (CAQDAS), to assist in the coding process. Bogdan and Biklen (2007) explained that a CAQDAS does not analyze the data, but rather provides the researcher with a way to select segments from the research for coding and retrieval. Maxwell (2005) explained that making memos and coding are strategies that allow the researcher to make meaning while looking for common themes and categories. Coding allows the researcher to look at data in different ways in order to develop theoretical concepts.

Using categories defined by Maxwell (2005), the researcher analyzed data using the organization and substantive categories. The organization category included policy,

teacher support system, and convergence. The substantive categories allowed the researcher to be descriptive of the teacher participants' concepts and beliefs.

The researcher entered the present study with the assumption that the data may fall under the theoretical framings of a society-centered curriculum that emphasizes the student understanding and ability to solve problems in the 'real world' outside the classroom through active engagement (Ellis, 2004). Similar to a society-centered curriculum, to be a global citizen, one must be aware of

[T]he wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place; and takes responsibility for their actions. (Oxfam, 1997, *What and Why*)

Since the opening of the MPES in 2007, the curriculum for global citizenship education has evolved through yearly curricular changes. The curriculum includes components that are society-centered and fall into the global citizen definition presented by Oxfam. Family and community members are invited to share their knowledge about the state or country being studied. The students are responsible for learning the flags, capital cities, geographic and map concepts, and environmental and geophysical concepts. Technology is used to present the information to the student body. Grade levels were partnered with schools from China, Egypt, Thailand, and Native American schools in the United States in an effort to work collaboratively to solve global problems.

A team of “international visitors” from the local university spends time sharing about their cultures with the students.

Limitations of the Study

The most important limitation lies in the fact that the researcher used a criteria sampling procedure from the research site, MPES. The criteria sampling limited the researcher to ten female teachers in Grades 3 through 5 who experienced the curriculum for global citizenship education for at least three years. These criteria served two purposes. First, by excluding the other grade levels in the research, it allowed the researcher to focus on teachers who were affected by SC State standards and testing and CCSS. Second, limiting the research to those teachers who had taught at MPES for at least three years was due to the fact the curriculum has changed each year, and those teachers who have experienced these changes. This enabled the research participants the opportunity to reflect not only on the current curriculum, but the past curriculum as well. Another limitation of the present study is it did not seek to investigate the overall effectiveness of the global citizenship curriculum at MPES. However, it does provide insight into what the participating teachers deem as strengths and weaknesses.

Data & Themes

The data from this study was collected from semi-structured personal interviews, the school-wide curriculum, teacher lesson plans, and final products projects. The researcher used the program Computer Assisted Qualitative Data Analysis Software NVivo 10 to assist in the coding process. NVivo enabled the researcher to select segments from the research data for coding and retrieval. Emergent themes within the data were then determined and include: 1) teacher perceptions about global citizenship; 2)

roles and responsibilities for preparing global citizens; 3) promoting citizenship in the classroom; and 4) challenges in global citizenship education.

Implication of the Findings

The findings of this study have a number of important implications for future practice. Despite the written curriculum for global citizenship education at MPES used during the prior years, the present research revealed that although the teachers were able to frame their definitions and curriculum for global citizenship, two of the ten teachers were unaware that the curriculum being used had been created for global citizenship education at MPES. The researcher can use the present research to begin a dialogue among the teachers and stakeholders at MPES. This dialogue would begin with educators at MPES engaging in a personal reflection of their own understanding and practice of global citizenship education, and how they can take action against their own oppression which may be inhibiting them from fully implementing a curriculum for global citizenship education. Debbie described her awareness:

[P]erhaps just self-reflecting as I have been thinking about these questions, I feel like personally I'm not prepared to teach my students about global citizenship. And I would like to see more opportunities to learn different strategies and how that we could integrate it into the curriculum that we have so that our students will be better prepared for when they go to middle school.

Teachers at MPES can be provided with an opportunity for dialogue and reflection that will allow them to frame a common definition for global citizenship. Teachers expressed a concern that a curriculum for global citizenship education was seen as a separate entity that demanded extra time they felt they did not have. Once a

common definition for global citizenship is established, professional development can be offered that allows for training in planning and integration of such a curriculum. Janet states, “The only barriers I would see are teachers being prepared...and making sure that we know what we are talking about. Making sure we are under the same understanding what a global citizen is of the curriculum we are implementing.”

The teacher participants are concerned with the lack of support from both their peers and from the community. Teachers and stakeholders should engage in school-wide and grade-level dialogue. The dialogue should include roles and responsibilities in implementing a global citizenship curriculum. With careful and deliberate planning for professional development, it can help gain the support of more teachers within MPES. Through collaborative efforts among the teachers and other school personnel such as art and music teachers, computer lab teachers, and physical education teachers an integration of the global citizenship curriculum can be implemented as part of a school-wide theme.

As often as possible, students should be exposed to persons from ‘other’ cultures and/or countries. Utilizing the school’s news program, videoing, or Skyping studio, guests can be interviewed and artifacts displayed. Whenever feasible, partnerships can be created to continue a dialogue among the students and guests.

The participating teachers expressed a desire to have their students work with students from ‘other’ cultures to create projects or work on problems. At the younger grades, there can be a focus on place-based education that partners the classrooms with the community. Students work with the community to solve local environmental problems. Sobel (2005) suggests curriculum exhibition events. This gives the community an opportunity to see how place-based education could impact the

community. At the upper grades students can work collaboratively with students from ‘other’ cultures and/or countries to solve real world problems.

Methodological Limitations

This present study relied on teacher interviews, lesson plans, and projects as a method of data collection for analysis. The design of this study did not include teacher observations in the regular classroom setting. Observations over an extended period of time may have yielded different results to the question, “Is there anything that you do differently or add to the curriculum at your school to promote global citizenship?”

Dissertation Overview

As technology increases the interconnectedness of the world, efforts are being made within schools to create curriculum for global citizenship education. For this study, chapter one presented an introduction, specified the problem, explained the purpose and rationale for this study, and described a brief overview of the methodology used. Chapter One concluded by describing some of the limitations of this study. Chapter Two presents a review of the related literature. It includes a historical overview of curriculum in the United States’ public schools. This is followed by a review of global citizenship education studies. The chapter concludes by describing the need for reflection among teachers when developing and implementing a curriculum for global citizenship education. Chapter Three presents a description of the research design, including the purpose and problem statement, the inherent bias within the study, the methodology for data collection, and the method by which the data was analyzed. Chapter Four presents the results of the investigation outlined in Chapter Three. It begins with a description of the past and present curricula materials used at the study site to promote global citizenship. This is followed by a description about each teacher participant, including

her international and/or cultural experiences, her hypothetical curriculum for global citizenship education, and the negative factors perceived in the implementation of a global citizenship curriculum. Chapter Five presents a summary of the research, its limitations, implications for further research, and recommendations. This research study is intended to investigate how ten female elementary teachers define global citizenship and how these teachers utilize their personal definitions of global citizenship to shape their curriculum within their classrooms. Themes that emerged from the interview data answered the research questions and include: 1) teacher perceptions about global citizenship; 2) roles and responsibilities for preparing global citizens; 3) promoting citizenship in the classroom; and 4) challenges in global citizenship education.

The results of the present study serve to further the understanding of what the teacher views as his or her role in preparing students to become global citizens. The present study also helps identify what the classroom teacher considers to be challenges in preparing students to integrate into a global society.

Definition of Key Words

Common Core State Standards is defined as “The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them”(Corestandards, 2012, p.1)

Global Citizenship is defined by Oxfam as someone who “is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social

injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place; and takes responsibility for their actions” (Oxfam, 1997, “What and Why”).

Global Perspective The National Council for Accreditation of Teacher Education (NCATE) (2008, p.54) defines *global perspective* as “an understanding of the interdependency of nations and peoples and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.”

Place-Based Education is defined by David Sobel (2005) as “the process by using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens” (p. 7)

Skype is defined as an internet service that allows video and voice communications (Skype, 2013).

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

As described in Chapter One of this dissertation, various institutions of learning address global citizenship through curriculum implemented by the classroom teacher. There is a growing amount of research addressing global citizenship in education. In this literature review, the history of American education as it relates to global citizenship is introduced. This is followed by a review of literature on policies that have impacted curriculum in the United States. Next, there is a review of literature on curriculums promoting global citizenship education. Chapter Two delineates studies and research as they pertain to teacher perceptions of global citizenship and concludes with a call for praxis in “global citizenship education.”

Essentialist Educational Theory

Public education in the US has experienced shifts in curricular focus in response to social and political events. Despite those curricular shifts, the framework in which the curriculum has been presented has essentially remained the same. Hardaway (1995; Frey & Whitehead, 2009) described the transition Americans saw in public education during the mid -1800s when Horace Mann introduced the Prussian model of schooling into the Massachusetts’ school system. This model did away with the multi-aged classroom, instead assigning students to grades according to age. This method was meant to provide

students with the same content in education and is still found in American public schools.

Cahn (2008) explained that by the late 1800s, education began to become part of the Progressive Movement. Educational theorist John Dewey led the Progressive Movement in education. Hyslop-Margison and Sears (2006) described how Dewey believed in opportunities that allowed individual empowerment and social progress through the process of constructing knowledge. He advocated education that would promote democracy by allowing students opportunities to partake in the learning process based on their own experiences, concerns, and interests. Teachers acted as facilitators, moving beyond learning a predetermined set of skills. Dewey's ideas in education were implemented in small experimental schools, but in general were not found in the public schools.

At the beginning of the 20th century, William Bagley (1938) challenged the Deweyan Progressive education philosophy. He insisted upon what he called an Essentialist framework within the public school system and believed in a back-to-basics approach (reading, 'riting, and 'rithmetic or the 3 Rs) to education that called for teachers to be in authority over their classrooms. Bagley stated that a Deweyan "project-method" of learning should only be supplemental and he described progressive educational theory as an activity-movement with "incidental learning" (Bagley, 1938, p 303).

Following World War II, the perceived threat of global communism as an economic system to free market capitalism caused another shift in US curricula. According to Frey and Whitehead (2009), the focus of social studies curriculum was not on "global citizenship," but on international education which invested in studies abroad

and foreign language programs. In 1955 the Progressive Education Association (PEA) closed, and two years later, so did the *Progressive Education Journal* (Bybee, 1997). Despite the decline in Deweyan progressive education theory, an educational reform took place following the launching of the Soviet satellite, *Sputnik*, in 1957. With the new challenges of beating the former Union of Soviet Socialist Republics (USSR) in the “space race,” the focus in US schooling shifted to mathematics and science (Spring, 2005). Instead of the textbooks framed by an Essentialist curriculum, an emphasis was placed on structures and procedures in mathematics and science. However, teachers expressed reluctance to incorporate this different approach to the mathematics and science curriculum because of their lack of training or outside support (Bybee, 1997).

Social Reconstructionist Educational Theory

Global citizenship began to formulate itself in American education through Social Reconstruction. During the time of reflection following World War I the desire for peace and how to achieve it began to plant roots in a deliberately constructed curriculum. Cohen (1999) explained that the philosophy of Social Reconstruction in education began to emerge after the destruction caused by World War I. Howelett (2008) illuminated this by explaining that Dewey constructed a new curriculum, Peace Education, to promote world patriotism. This Peace Education curriculum emphasized using the social sciences, specifically geography and history, as a means for understanding different cultures. According to Howelett (2008), a curriculum for Social Reconstructionism focused on social reform that benefited society through human compassion and technology. This curriculum focused on student experience and social actions and the teacher would act as a facilitator as the student became intellectually informed.

Schiro (2008) declared the attempt to reconstruct society was embedded in the school curricula, allowing the schools to become “the social institution through which leadership is provided and action is initiated to reconstruct society” (Schiro, 2008, p. 148). Counts (1932) described the positive transition that would take place in the social attitudes, ideals and behaviors if curricula were fashioned to promote social reconstruction. Dewey (1897) explained education was part of the process of sharing in the social consciousness, “that the adjustment of individual activity on the basis of the social consciousness is the only sure method of social reconstruction” (Dewey, 1897, pp. 6, 16). Education thus has the role of preparing people to transform society.

A Nation at Risk: Moving Towards Policies and National Standards

The 1983 report, *A Nation at Risk* (ANAR), brought about public demand to reform education in America and was released by the National Commission on Excellence in Education (NCEE) that recognized globalization by calling the world “one global village” (NCEE, 1983, p. 103). ANAR challenged government at all levels to take responsibility in nurturing the intellect of students, noting that it was education that ties the US to other cultures around the world. It went on to explain that in order for the US to remain competitive in the world market, reform in education had to take place. ANAR called for an increase in academic rigor in mathematics and science, or a focus on what was deemed “essential.” When making recommendations in the area of social studies, there was a focus on the student being able to place himself or herself within the “larger social and cultural structure” (*A Nation at Risk*, 1983, p. 115). It is unclear whether this placement would be at a national or global level. ANAR also stated that students should have an understanding between the differences of free and repressive societies as an

essential to exercise citizenship within US society. ANAR failed to propose a curriculum that would challenge students to not only to grasp the difference between free and repressive societies but to call for them to be agents for positive change.

No Child Left Behind act(NCLB)

As a result of the 2001 *No Child Left Behind* act, the National Core Standards were created (Spring, 2010). Although creating a global citizen prepared for the 21st century is a common theme among these directives, a curriculum or guide for global citizenship is missing from the frameworks. NCLB follows an Essentialist, back-to-basics curriculum model first articulated by Bagley, and today places an emphasis on the Core Curricular State Standards (CCSS) subjects of mathematics, English language arts, social studies, and science. Yearly testing ascertains academic “excellence.” NCLB describes how funding is made available for character education.

Today, the current United States Secretary of Education at the time of this writing, Arne Duncan, argues that the emphasis on test scores “as the primary measure of school performance has narrowed the curriculum” (Duncan, 2012, para. 3). Duncan acknowledges that subjects such as civics, history, the arts, and physical education will continue to suffer or be left out of the curriculum in an effort by districts and states to demonstrate student achievement growth on standardized tests.

Common Core State Standards (CCSS)

E. D. Hirsch (2001) became influential in proposing a back-to-basics education, similar to the Essentialist approach Bagley (1938) expressed earlier but more focused on the canon of Western civilization. Hirsch believed a knowledge-centered curriculum is essential in the individual student’s ability to move forward into the next grade level and

to attain post-secondary schooling. Hirsch's curriculum does not address global citizenship, but he insisted that his curriculum provides for multicultural education because "people of good will from many ethnic groups participated in its formation, the curriculum is a consensus document that is multicultural in flavor" (Hirsch, 1992, p. 4).

Similar to the approach Hirsch has taken with his knowledge-centered curriculum, the public education system in America has seen a shift to Common Core Standards.

Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. (Common Core, 2012, p. 1)

CCSS emphasizes preparing students for careers within a global economy. The mission statement mentions that the CCSS are "relevant to the real world." However, there is nothing within the grade-level specific standards explicit to teaching about humanity or solving world issues. CCSS has a language arts and mathematics component. Social studies and science are intertwined within the frameworks of the language arts, with students being expected to read nonfiction text. According to Hyslop-Margison and Sears, "An education system designed to respond to the needs of the market place predictably appears radically different from one focused on preparing students for the responsibilities of democratic citizenship" (2006, p. 14).

In a comparative quantitative study conducted by Porter, McMaken, Hwang, and Yang (2011), the researchers called the standards “the content of the intended curriculum” (p. 103). They later claimed that the CCSS “represent an opportunity to create national curriculum in mathematics and in English language arts and reading” (p. 103).

Although Arne Duncan (2012) did not mention CCSS, it is important to note he explained NCLB has narrowed the curriculum to the skills that are tested. With CCSS, a national assessment is implemented to test the mathematics, science, social studies, and English language arts standards.

Hyslop-Margison and Sears (2006) explain that by allowing academics and curriculum specialists to create academic content standards incorporated into textbooks, every lesson will focus on a standard. “Policies such as centralized curricula development enforced by rigid testing and teacher accountability are designed more to constrain teachers than they are to define and measure student achievement” (pp. 16-17). Ideally, test scores should rise because the teachers are not only covering the required content, but are also receiving professional development. However Wagner (2010) describes this type of approach as making it more difficult for teachers to focus on analysis and inquiry and argues that it also limits teachers from being trained to teach students how to “to reason, hypothesis, analyze and so on” (pp. 63-64).

Before the CCSS, Andrzejewski and Alessio (1999) echoed their concerns that issues pertaining to global citizenship were not major components in the curriculum of PK-12 schools. Not only were the issues not within curriculum, they were rarely addressed by educational stakeholders. However, they did feel that when “global issues

are addressed, they are often approached through the biased perspectives of ethnocentrism, national chauvinism, and global economic dominance” (p. 6). They suggested various reasons the curricula lacked global citizenship. First, they stressed that it is possible for educators and policy makers in the US to distance themselves from problems if they do not “experience or see the immediate consequences of these problems” (p. 6). Another reason, they suggested, was the corporate public relation campaigns that set out to convince the American public that the problems are nonexistent or are not severe and do not require instantaneous action.

Rapoport (2010) proposed another reason why global citizenship was not taught calling it “curricular insecurity” (p. 180). He explained that with the possible exception of economic education, the conceptual frameworks of global citizenship that include “international education, global education, multicultural education, peace education, or human rights education” (p. 180) are often missing from the school curricula.

Using a comparative case study, Frey and Whitehead (2009) investigated the trends in Ohio and Indiana to “interrogate how global citizenship is conceptualized within state and local policy” (p. 269). They argued that at the national level, the curriculum within the US has been standardized. The ideals of international and global education have been contingent upon how the policy-makers framed their intent. Frey and Whitehead explained that some educators and policy-makers view an international curriculum as a venue to teach about difference, instead of teaching about “shared responsibility in environmental and human rights problems” (p. 286). These researchers posited that even though both states were heavily industrialized, the two states have lost jobs as companies have increased in automation and begun outsourcing (2009). Frey and

Whitehead (2009) also reason that global concerns have not driven the international education policies in Ohio and Indiana as much as “economic development priorities, national security, and domestic diversity” (p. 285). They suggest that international education be expanded beyond the nation-state borders.

The Association of International Educators (NAFSA) (2007) is concerned that contemporary problems that appear to be domestic problems are also often international problems as well. NAFSA’s study described the unpreparedness of US graduates to compete in the global workforce. NAFSA called for an international education policy that promotes international studies. “To be an educated citizen today is to be able to see the world through others’ eyes and to understand the international dimensions of the problems we confront as a nation – skills that are enhanced by international experience” (NAFSA, 2007, p. 4).

Although curriculum promoting global citizenship has been absent from the spotlight at the national level, that has not deterred other nations, states, and local and independent schools from creating their own. Banks (2004) shared the notion that the process of globalization has affected all nation-states since the late 20th century. He attributed these changes to the “transnational networks in the economic, cultural, political, and social spheres” (Banks, 2004, p. 21; Rifkin, 2009). Rifkin (2009) also explained that even parts of the world without electricity and “unconnected to the globalization process” (Rifkin, 2009, p. 424) are still affected by the workings and externalities of globalization.

Curriculum for Global Citizenship Education

Martin, Smolen, Oswald, and Milam (2012) recommend using global literature as one way to promote global citizenship. Global literature is defined in terms that celebrate diversity. The researchers suggested that global literature allows students the opportunity to question injustice and take a critical stance on issues that occur in the world. It also allows the students to “develop a respect and understanding of politically and socially oppressed people and why it is important to promote social justice” (Martin, et al, 2012, p. 163). The researchers advocated for teachers to create reflective activities when students participate in social action activities so students can think in depth about their actions and the importance thereof.

Evans (1987) determined that broad global concepts can be learned at an early age. Her study involved 3,300 students from 11 parts of the world. It concluded that the perceptions of other countries by 14 year olds were negative. However, these same children at the age of 10 were interested in studying people from other countries. Her study found that a social studies program at a primary school could considerably influence student attitudes and understanding in a positive manner.

Anderson (2001) conducted an anthropological study in which she studied how global education was being taught in the classrooms. She concluded the most effective lessons were those that gave students the opportunity to understand how they were linked with people around the world. She explained that often at the elementary level, these links were created within the students’ local community; whereas, at the middle and high school levels, the teachers were more apt to utilize international links.

Canada has approached global citizenship within the classrooms through an initiative from the Elementary Teachers' Federation of Ontario (ETFO). Despite the creation of curriculum and resources for educators, Evans, Broad, and Rodrigue, (2010) argued there was a lack of understanding of how global citizenship education is applied in schools because little attention has been given to examining the practices. The researchers also explained there is a wide array of perspectives and practices in regards to global citizenship education.

Oxfam (2006) published a curriculum in the United Kingdom in 1997 to promote global citizenship education. They maintain that the curriculum is fluid, changing as needed to meet the needs of the changing world. Oxfam believes that global citizenship education should start at an early age, encompassing all curricular areas within the school and offering programs and resources for teachers worldwide to utilize in their classrooms in support of global citizenship education (2006).

The International Baccalaureate Diploma Program

The International Baccalaureate Diploma Program (IB) is another example of a curriculum created to promote global citizenship education. The program began in 1968 and currently can be found in 3,463 schools located in 143 countries (IB World, 2012). The IB program defines its own Theory of Knowledge (TOK) curriculum in which students are expected to develop inquiry and critical thinking skills as they prepare for higher education. The focus of TOK is not on *what* an individual believes, but rather on *how* that individual believes. The TOK states that it is how the individual believes that shapes him or her as a person, defining his or her actions. To earn an IB diploma, students must pass a series of assessments (Lagemaat, 2007).

Perceptions of Global Citizenship Education in the Literature

According to Andrzejewski & Alessio, (1999),
Educators have not usually been taught about issues of social and global responsibility in our own school experiences. If we don't feel we have the confidence, knowledge and skills necessary to make a positive contribution ourselves, how can we expect to encourage these attributes in our students? Furthermore, teachers will not learn to value and include issues of socially responsible global citizenship if teacher educators, administrators and policymakers do not. If teachers/faculty are not aware of global issues, if we are not active citizens ourselves, if we do not question, investigate and critically analyze the social and economic institutions in our lives, it will be difficult for us to foster these behaviors in others. Therefore, as we continue to re-educate ourselves about issues of race, class, gender and disability, we must face the challenge of global issues on the horizon. (p. 4)

Similar to the research conducted by Evans (1987), Oberman, Waldron, and Dillon (2012) posited a global citizenship perspective should be introduced into early childhood education, using open-ended and active methodologies. The authors stated that this early introduction supports the development of global citizenship skills, attitudes and understanding. Children are able to develop prejudice against gender and race at an early age, therefore education for global citizenship should begin also at an early age. A study conducted in Dublin found teachers had the negative potential to “reaffirm a deficit model of development and impose dominant value systems” (Oberman, Waldron, & Dillon, 2012, n.p.) when exploring the concept of fairness.

Davies, Harber, and Yamashita (2004) reported on a study conducted in the UK by the Department for International Development (DFID) through the Centre for International Education and Research (CIER) that had three goals: (a). to identify the needs of teachers in the implementation of global citizenship education; (b). to identify the needs of primary and secondary school pupils in terms of what they want to know or understand with regard to global citizenship and world events; and (c). to identify the needs of teacher trainers and trainees in their preparation for teaching global citizenship (p. 1). This qualitative study took place over a span of two years, 2002-2004 and included six primary schools, six secondary schools, 13 local education authorities, and three initial teacher training institutions. The study focused on three distinct groups of people who could have been treated as three independent studies, instead of clustered together as one conclusive study (2004). Focusing on the findings with the teachers, the researchers found there was no “single definition of global citizenship or education for global citizenship” (2004, p. 3). Because there was a national curriculum for global citizenship separate from the regular curriculum, the teachers found it difficult to integrate which caused problems with time constraints. Teachers also felt too unprepared and lacking in knowledge to teach some of the content in the curriculum and that there was too much emphasis placed on language arts, mathematics, and assessments (2004). Also of concern was the notion that with a national curriculum on global citizenship there may be an assessment and what might that assessment look like (2004).

Rapoport (2010) shared the feelings of educators from Hong Kong and Shanghai who supported global citizenship education. Those teachers also felt pressure from exam-oriented curriculum, their lack of preparation or training, and the lack of support

from government officials and school administration. Rapoport (2010) conducted an interpretive case-study research using in-depth interviews with six secondary teachers from Indiana to collect data. The participant selection was based on a theoretical paradigm using a criterion-based sampling. The criteria required that: (a). all participants must have had some international experience; (b). all participants must be experienced teachers with at least five years of classroom experience; and (c). the participants' interest in incorporating an international perspective into their instruction must be known beyond their school or school cooperation (2010). The researcher contacted the Indiana Department of Education for a list of teachers who had expressed interest in international projects and incorporated international and global perspectives into their teaching practice (2010). His interviews took place at sites selected by the participants and lasted 60-100 minutes and the teachers were sent the interview questions two to three weeks prior to the interview.

Teachers often feel overwhelmed when asked to “cover” the standards (Rapoport, 2010; Carlsson-Paige & Lantieri, 2005). Rapoport (2010) established that although the participants had heard about “global citizenship,” the term was rarely, if ever, used in the classroom. When asked to define global citizenship, all six participants conceptualized the definition within examples of personal experiences through international travels, international projects, or internationally focused extra-curricular activities. Rapoport felt that there has been a lack of teacher preparation regarding citizenship education and global citizenship at the undergraduate level. Although it is often felt that adding global citizenship to the CCSS will better ensure its delivery, teachers often see time and

understanding as constraints (Rapoport, 2010). Moreover, teachers often lack confidence and training in the methodological and content of “global citizenship.”

In a qualitative study conducted in Jordan, 15 secondary school social studies teachers from six different schools were interviewed about their perceptions of teaching global citizenship (Alazzia, 2011). Similar to the objectives in the US, Alazzia (2011) stated the social studies objective in Jordan was to “prepare students for global world in 21st century” (Alazzi, 2011, p. 2). He explained that teachers are required to teach very little global education. The teachers reported they had little, if any, preparation while in college for teaching global citizenship. The teachers also felt pressured to prepare students for the state tests. Alazzia (2011) concluded that the Jordanian secondary school social studies teachers had very little understanding of global citizenship education and how to implement it within their classrooms.

In a qualitative study conducted by Skerrett (2009), data were collected through interviews with English teachers from two different high schools. Skerrett concluded that although both English departments had mission statements that emphasized using diverse genres in literature to promote culturally responsive citizens, pressures to prepare students for high stakes testing superseded the mission statement, often eliminating the cultural curriculum in favor of a traditional Anglo-centric curriculum.

Osler (2011) conducted an empirical qualitative study with eight teachers in the north of England. In 2008 England implemented a national citizenship curriculum in the secondary schools. The teachers in this study had recently completed a short series of lessons focusing on citizenship education curriculum. The researcher sought to examine teacher perceptions of “their students’ needs and identities as learner-citizens, with the

aim of understanding how these perceptions influence pedagogical choices and preferences” (Osler, 2011, p. 3). Osler was concerned to what degree teachers were able to transfer the concepts of citizenship education to the frameworks of cosmopolitan education. Teachers shared frustrations with student ethno-nationalist and racist sentiments. Osler concluded that the teachers encouraged active citizenship at the local level, but was unable to find evidence that supported citizenship at the cosmopolitan level.

When comparing the studies presented in this literature review, educators shared frustrations with mandates stemming from standards-based curriculum and assessments. This has created restraints when the educators are expected to include global citizenship education within their curriculum area. The approach to teaching and the understanding of global citizenship education varies according to the educator’s personal experiences and/or professional development. Bottery (2006) argued there needed to be a radical change in professionals’ understanding of their responsibilities and the nature of their work in relation to globalization and global citizenship. Educators have seen recent changes in policies of nation-states because of globalizing forces (Bottery, 2006; Bybee, 1997). He named the works of educators as being “increasingly controlled and increasingly fragmented” (Bottery, 2006, p. 95).

Hanvey (2004) explained perspectives become part of the school curriculum. Thus, it becomes necessary to understand what a global perspective is in order to cope with the challenges of the world. He suggests various dimensions in global perspectives. The first is perspective consciousness, where there is recognition that one’s own perspective may be different than others. The next dimension is the “State of the Planet”

(p. 7) awareness. This is the awareness of what is occurring globally. It is also the understanding that media play a role in desensitizing or distorting events. The third dimension is cross-cultural awareness. Hanvey argued this is the most difficult to obtain. He explained that it goes beyond realizing cultural differences, into having empathy for other cultures. Knowledge of global dynamics is the fourth dimension. That is the understanding of the complexity of the world as a system. Dimension five is the awareness of the human choices that impact the global system.

Summary

This literature review details public education in the US and the modifications in curricular focus in response to social and political shifts. Despite those curricular shifts, the framework in which the curriculum has been presented in the public education classroom has essentially remained the same. Horace Mann introduced the Prussian model of school into the US school system. This method was meant to provide students with the same content in education and is still present in American schools (Frey & Whitehead, 2009; Hardway, 1995).

As a result of the 2001 *NCLB* the National Core Standards were created (Spring, 2010). It places an emphasis on the CCSS for mathematics, English language arts, social studies, and science. Yearly testing ascertains academic “excellence.” The CCSS (2012) emphasizes preparing students for careers within a global economy. However, there is nothing within the grade-level specific standards explicit to teaching about humanity or solving world issues. Various institutions of learning address global citizenship through curriculum implemented by the classroom teacher. There is a growing amount of research addressing global citizenship in education.

When comparing the studies presented in the literature review of this study, educators shared frustrations with mandates stemming from standards-based curriculum and assessments. This has created restraints when the educators are expected to include global citizenship education within their curriculum area. The approach to teaching and the understanding of global citizenship education varies according to the educator's personal experiences and/or professional development. Bottery (2006) argued there needed to be a radical change in professionals' understanding of their responsibilities and the nature of their work in relation to globalization and global citizenship. Educators have seen recent changes in policies of nation-states because of globalizing forces (Bottery, 2006; Bybee, 1997). He named the works of educators as being "increasingly controlled and increasingly fragmented" (Bottery, 2006, p. 95).

Paulo Freire (2009) described the banking method of schooling as being characterized by the act of teachers making deposits of facts and information into students' heads. Mandates such as the NCLB (2001) and CCSS can drive teachers to engage in the "banking process," making it difficult to integrate global citizenship education into the curriculum. However, educators can choose to become involved not only in reflection of one's practice but also social action. In other words, making curricula relevant to the life of a child so he or she can become a critical thinker and make changes in society that benefit him or her can occur when teachers also become critical thinkers, reflecting upon their own practice and having an understanding of their own "global citizenship." When educators are afforded the opportunities to reflect on their own viewpoints, followed by "discussions of what actions need to be taken" (Glesne, 2011, p. 23) and the creation of an action plan, they become agents of change.

Based on the scholarly literature, the present study explores the perceptions of global citizenship education as framed by elementary school teachers in a rural setting who use a curriculum designed to focus insight into the factors that they wish to investigate for purpose of preparing students to become “global citizens.” When educators take the time to reflect on the factors that influenced their practice in global citizenship education, then they can make sound decisions in reforming curriculum.

CHAPTER 3

METHODOLOGY

Introduction

In Chapter Three of this dissertation, the methodology used to conduct the present study is delineated. “A global citizen is a person fully able to engage productively and effectively with the global academic, business, civic and cultural environments” (Frazier et al., 2008, n.p.). Because curriculum theory defined by Pinar (2012) is a process that allows for change based upon educational experiences, the present study enabled participating teachers at MPES the opportunity to reflect upon their perceptions, curriculum, and pedagogy as it relates to “global citizenship.” The present study also encourages the participating teachers to reflect on, and possibly take action to enhance student learning in the area of “global citizenship.

Research Questions

Research questions that guided the study are as follows:

- 1. How do classroom teachers at MPES define “global citizenship?”*
- 2. How do classroom teachers at MPES define their role and or responsibility in preparing students for “global citizenship?”*
- 3. What are examples of teachers at MPES promoting “global citizenship?”*
- 4. What are the challenges of teachers at MPES in preparing students for “global citizenship?”*

Research Design

To answer these research questions, the present study utilized a qualitative research design. Qualitative research is based on the philosophical assumption “that reality is constructed by individuals interacting with their social worlds” (Merriam, 1998, p. 5). The present study fits within the five components of qualitative research described by Merriam (1998). First, the present study sought to discover how teachers define global citizenship and how their definitions shape their curriculum and pedagogy. Second, the researcher in the present study was the primary instrument for data collection and analysis. Third, the present study involved fieldwork whereby the researcher collected data from teachers in their personal classroom settings. Fourth, the present study did not set out to test an existing theory; instead, the researcher considered themes and categories. Fifth, the present study was richly descriptive as the researcher used words to convey what has been learned about the phenomenon. The present study contains other common characteristics found in qualitative research as described by Merriam (1998): for instance the sample selection of participants in the research is nonrandom, but purposeful and small.

The present study fits into an interpretivist paradigm. In the present study, the researcher accessed “others’ interpretations of some social phenomenon and of interpreting, themselves, other’s actions and intentions” (Glesne, 2011, p. 8). The researcher focused on a criterion-selected group of teachers within the same setting because “accessing the perspectives of several members of the same group about some phenomena can begin to say something about cultural patterns of thought and action for that group” (p. 8). Within this interpretivist paradigm, the researcher analyzed, through a

phenomenological lens, how the MPES classroom teachers defined and perceived “global citizenship.” The researcher made every effort to put aside or bracket her prior beliefs about the phenomena of “global citizenship” curriculum and pedagogy as well as her perspectives of and experiences with “global citizenship.”

Action Research

The present study also utilized action research following the model created by The Education Alliance at Brown University, under the direction of the US Department of Education’s Office of Educational Research and Improvement (Ferrance, 2000). In the field of education, Stephen Corey was among the first to use action research, feeling that it would bring change because “educators would be involved in both the research and the application of information” (p. 7). Action research refers to “a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher’s environment on questions that deal with educational matters at hand” (p. 1).

When the primary researcher is an outsider, “difficulties in carrying out action research are often associated with defining the research focus, creating action groups where no formal organization exists, and knowing when and how to leave or end the research project” (Glesne, 2011, p. 23). Glesne (2011) explains that a researcher has “much potential” when the researcher investigates his or her own “backyard.” As an insider in this present study, the researcher is able to “couple research theories and techniques with action-oriented mode which can develop collaborative, reflective data collecting and analysis procedures for [his or her] own practice and thereby contribute to the sociopolitical context in which [he or she] dwells” (p. 23).

The results of this present study are of practical value to the school in which the study takes place because the data afford educators opportunities to act upon curriculum written for their school to promote global citizenship. Relevance and validity becomes part of the disciplined study when the research is done in a setting with which the teacher researcher is familiar (Ferrance, 2000). During the reflection phase of this study, the researcher “interpret[ed] the data and communicate[d] the multiple viewpoints to those with a stake in the process” (p. 23).

Purpose of the Study

Paulo Freire (2009) described the banking method of schooling as being characterized by the act of teachers making deposits of facts and information into students’ heads. Mandates such as No Child Left Behind (NCLB) and Common Core State Standards (CCSS) can drive teachers to engage in the “banking process,” making it difficult to integrate global citizenship education into the curriculum. However, educators can choose to become involved not only in reflection on their own practice but also social action. In other words, making curricula relevant to the life of a child so he or she can become a critical thinker and make changes in society can occur when teachers also become critical thinkers, reflecting upon their own practice and having an understanding of their own “global citizenship.” Educators become agents of change when they are afforded the opportunities to reflect on their own viewpoints, followed by “discussions of what actions need to be taken” (Glesne, 2011, p. 23) and the creation of an action plan.

The present study explored the perceptions of global citizenship education as framed by elementary school teachers in a rural setting who use a curriculum designed to

focus insight into the factors that they wish to investigate for purpose of preparing students to become “global citizens.” When educators take the time to reflect on the factors that influence their practice in global citizenship education, then they can make sound decisions in reforming curriculum.

Therefore, the purpose of the present study was to conduct qualitative research investigating how ten female elementary teachers define global citizenship and how these teachers utilize their personal definitions of global citizenship to shape their curriculum within their classrooms. To meet this purpose, this researcher: (a) explored the participant’s perceptions about global citizenship; (b) explored the participant’s views about his or her roles and responsibilities for preparing elementary students to become global citizens; and (c) explored what challenges the participants considers to be most significant in preparing elementary students to become global citizens.

Problem Statement

Contemporary globalization is a phenomenon characterized by rapid and increasing interconnectedness among people all over the world (Oxfam, 2008). Technological advances in the late twentieth and early twenty-first centuries have impacted globalization and as a result, United States schools have begun to recognize the need to prepare students to think critically about what it means to be a citizen of the world or a “global citizen.” As the world’s superpowers, the US and Europe, along with other emerging world leaders such as China and India have a responsibility to ensure that “global citizens” are good stewards of the earth and that includes not only social issues but also environmental issues.

Using schools to promote social changes involved in the production of global citizenship and the knowledge and skills associated with it are not new. Dewey (1918) understood the power schools had in creating curriculum and pedagogy that enabled students to think about their place in the world. Moreover, putting policies or vision statements into place without properly preparing school personnel to address particular goals and objects is also not new. The district of MPES currently has a vision statement that reads as follows:

Students will become global citizens who are self-directed, creative, collaborative, caring, and multilingual and will flourish in a global, competitive 21st century.

While the vision statement's language implies that the curricular materials will promote "global citizenship," in practice that can be challenging. There is a gap between the professional development provided for MPES personnel and how it relates to preparing students to become "global citizens."

In short, MPES requires further preparation of its elementary school personnel (i.e., teachers, staff, and administrators) in order to enable its students to reach the goal of becoming "global citizens." First, school personnel in the MPES need to come to a consensus regarding the pedagogical techniques and curricular materials that are aimed at global citizenship and *aligned* with CCSS. Second, school personnel need to be prepared to *integrate* the components of a global citizenship curriculum with the CCSS.

To address the disconnect between the overt vision statement and the preparedness of the MPES personnel to meet the goals and objectives of their vision statement, the present study aimed to seek the perceptions of ten female elementary

school teachers regarding what it means to be educate a “global citizen” and the ways in which curriculum and pedagogy can be aligned with the CCSS in order to enable students to become global citizens vis-à-vis Freirean praxis.

Trustworthiness

According to Lincoln and Guba (1985) credibility, transferability, dependability, and confirmability are components involved in establishing trustworthiness in a research study. To build credibility, the researcher had established trustworthiness in the present study through prolonged engagement. A rich, thick description was utilized to create opportunities for transferability. However, peer debriefing and reflexive practices were also used to create dependability and confirmability in the study.

Position Statement

The researcher in the present study acknowledges that she is part of the setting in which she is researching. Relevance and validity become part of the disciplined study when the research is done in a setting with which the teacher researcher is familiar (Ferrance, 2000). Reflexivity involved a critical reflection on how the “researcher, research participants, setting, and research procedures interact and influence each other” (Glesne, 2011, p. 151). As the researcher gleans data from the research participants, she was reflexive of her own questions and discussions during the interview process through bracketing her experiences, peer debriefing, and maintaining a reflexive journal. Maxwell (2005) suggests that “you understand how you are influencing what the informant says, and how this affects the validity of the inferences you can draw from the interview” (Maxwell, 2005, p. 109). This is useful to establish transferability. A retired fifth-grade-teacher whose students acted as the “Passport Agents” assisted the researcher

during the peer debriefing. As suggested by Lincoln and Guba (1985), peer debriefing allows for discussions throughout the research process to aid in minimizing bias. Lincoln and Guba (1985) explain that a reflexive journal aids the researcher in personal reflections of one's own interests and values. The researcher attempted to avoid asking leading questions during the interview process.

Patton (2002) describes a triangulated inquiry that includes those studied, those receiving the study and the researcher as the qualitative inquirer. The dimensions are informed by reflexive screens. The researcher of this present study concedes that like the researcher, the research participants are similar in age or older, White, middle class, and female. The participants have families that include children and all speak English as their primary language. Unlike the research participants, the researcher holds an Education Specialist degree and has been National Board Certified for over 12 years.

The researcher has been employed at MPES since its opening in 2007, and she has been working with the participants who will be involved in the study. Trust between researcher and participants had already been established. The researcher is familiar with and has experience with the curriculum used to promote global citizenship at MPES and that has evolved at the research site. The familiarity and experiences will allow for a rich, thick description within action research. Merriam (1998) suggests that a rich, thick description is useful to establish transferability.

Transferability

The factors addressed in the present study are relevant to the portion of the school's district's mission statement that reads: "*Our culture and our academics develop leadership and citizenship skills for the global world and for our democracy.*" The

present study allows other schools in the district to gain insight or *transfer* potential factors when addressing their curricular approach into “global citizenship.”

Insider and Outsider Status

Merriam (2001) suggests there is complexity in both insider and outsider statuses that can make boundaries unclear. The researcher in the present study is both an insider and an outsider with the study participants. The researcher in the present study is an insider because, like the participants in the study, she has taught within the school since its opening. However, when the school first opened in 2007, even with the large faculty, the researcher was only one of two who came from another school district; thus, making the researcher also an outsider. The researcher is also teaching the same curriculum the other teachers are teaching. Many of the teachers are close to the researcher’s age or older. Like the researcher in the present study, all of the teachers involved in this study are White females. However, the researcher holds multiple degrees, unlike the participant teachers which may have created uneasiness when interviewing.

Inherent Bias

Maxwell (2005) explains a qualitative researcher’s bias is impossible to completely eliminate from the research, but how those biases will be dealt with should be explained. For the purpose of the present study, the researcher described her subjectivity and preconceived assumptions. During the research, the researcher used peer debriefing and maintained a reflexive journal to assist in separating biases from the research. Peer review throughout the process ensured theoretical positions in the research data were not overlooked because of personal theories or biases.

The researcher entered this study with the belief that all teacher participants understood the MPES curriculum that involved other nationalities was for the purpose of global citizenship education. The researcher also believed the teacher participants would take components from the various curricula and integrate it into their hypothetical curriculum for global citizenship. Because of the different approaches to the curriculum for global citizenship education at MPES each year, the researcher felt the participating teachers would openly discuss their personal feelings about the different components.

Generalizability

The present study lacks external generalizability. Maxwell (2005) describes external generalizability as the ability of the study results to go beyond the group studied. The present study involved purposefully selected participants from a single research site who have had experience over multiple years with a global citizenship curriculum written explicitly for their school.

Triangulation of Data

During the research process of the present study, the participants were informed about the purpose of the research. The researcher described the purpose of the research at a faculty meeting. Participants were emailed, inviting them to participate in the research. Each participant was made aware that participating in the research was voluntary, and there would be no pressure or negative consequences should she refuse to participate or wish to drop out of the research. Prior to the interview, the participant was given the opportunity to sign a consent form (see Appendix A) permitting the session to be taped and transcribed and to be ended at any time the participant sees fit.

To understand how elementary classroom teachers at MPES define “global citizenship,” the researcher used semi-structured personal interviews as the primary data collection method. Semi-structured interviews in a qualitative study enabled the researcher to “respond to the situation at hand, [and] to the emerging worldview of the respondent and to new ideas on the topic” (Merriam, 1998, p. 74). The semi-structured interviews lasted approximately 45 to 60 minutes each and took place in a space selected by the present study’s participating teachers. This space was either the participating teacher’s classroom or the researcher’s classroom. Along with written notes recorded by the researcher, these interviews were recorded via computer, using the program *Audacity*. The researcher immediately transcribed the recordings within 24 hours of each interview as part of the data collection process.

To ensure credibility in the research, the researcher of this present study utilized triangulation as a method of collecting data from a variety of sources to produce understanding (Guda & Lincoln, 1985). In addition to the semi-structured interviews, the researcher collected multiple artifacts including the school-wide curriculum, individual teacher lesson plans, and copies of any final products projects created to promote global citizenship. Using “a single method can never adequately shed light on a phenomenon. Using multiple methods can help facilitate deeper understanding” (p. 3).

Data Analysis

In order to analyze the collected data, the researcher made memos while listening to interview recordings and reading through transcriptions. The researcher also used the program NVivo, a Computer Assisted Qualitative Data Analysis Software (CAQDAS), to assist in the coding process. Bogdan and Biklen (2007) explain that a CAQDAS does not

analyze the data, but provides the researcher with a way to select segments from the research for coding and retrieval. Maxwell (2005) explains that making memos and coding are strategies that allow the researcher to make meaning while looking for common themes and categories. Coding allowed the researcher of this study to look at data in different ways in order to develop theoretical concepts.

Using categories defined by Maxwell (2005), the researcher analyzed data using the organization and substantive categories. The organization category included policy, teacher support system, and convergence. The substantive categories allowed the researcher to be descriptive of the teacher participants' concepts and beliefs.

The researcher entered this study with the notion that the data may fall under the theoretical framings of society-centered curriculum. The society-centered curriculum emphasizes student understanding and ability to solve problems in the real world through active engagement (Ellis, 2004). Similar to the society-centered curriculum, to be a global citizen, one must be aware of

[T]he wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place; and takes responsibility for their actions. (Oxfam, 1997, *What and Why*)

Since the opening of MPES in 2007, the curriculum for global citizenship education has evolved through yearly curricular changes. The curriculum includes components that are society centered and fall into the global citizen definition presented

by Oxfam. Family and community members are invited to share their knowledge about the state or country being studied. The students are responsible for learning the flags, capital cities, geographic and map concepts, and environmental and geophysical concepts. Technology is used to present the information to the student body. Grade levels were partnered with schools from China, Egypt, Thailand, and Native American schools in the United States in an effort to work collaboratively to solve global problems. A team of “international visitors” from the local university spent time sharing about their cultures with the students.

Research Site

Because the present study involved elementary school teachers from the same institution, which uses a curriculum designed specifically for developing global citizenship within students at that school, a purposeful site sampling was used (Merriam, 1998). Merriam explains that a purposeful sampling is “based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 1998, p 61).

MPES opened in 2007 to meet the needs of the rapidly increasing population in a rural area. Within a five year time span, the school grew from a population of 726 students to over 900 students (School Improvement Council Minutes, September 2011). As new housing developments supporting a large number of single-family homes continue to be settled, the population is expected to increase (School Improvement Council Minutes, April 2010). With over 60% of the students on free or reduced lunch the school qualifies as a Title I school; however, there are no funds available for extra support (School Improvement Council Minutes, April 2010). The reasons for choosing

the setting for this research include; (a) this school has implemented a curriculum that promotes global citizenship; (b) the curriculum has been written specifically for that school; (c) the researcher is familiar with the curriculum at the school; and (d) the teachers are accessible to the researcher.

Participant Selection

Patton (2002) explains that the purpose of criterion sampling is to “review and study all cases that meet some predetermined criterion of importance, a strategy common in quality assurance efforts” (p. 238). Because the researcher is interested in the teachers’ definitions and perceptions of global citizenship and how the teachers frame their curriculum for “global citizenship,” the research sampling included a group of ten female third- through fifth-grade teachers who have taught at least three years at the selected elementary institution, which uses a curriculum created to promote “global citizenship.” Although the teachers at MPES in grades prekindergarten through second grade teach the same curriculum for “global citizenship,” they were excluded from the present study because their students do not participate in state and national assessments. The teachers identified as potential participants were given an explanation of the study and an invitation to participate (see Appendix B).

Summary

Chapter Three presents a description of the research design, including the purpose and problem statement, the inherent bias within the study, the methodology for data collection, and the method by which the data was analyzed.

The site of the present study is located in South Carolina. MPES opened in 2007 to meet the needs of the rapidly increasing population in a rural area. The reasons for

choosing the setting for this research include; (a) this school has implemented a curriculum that promotes global citizenship; (b) the curriculum has been written specifically for that school; (c) the researcher is familiar with the curriculum at the school; and (d) the teachers are accessible to the researcher.

The vision statement reads as follows:

Students will become global citizens who are self-directed, creative, collaborative, caring, and multilingual and will flourish in a global, competitive 21st century. While the vision statement's language implies that the curricular materials will promote "global citizenship," in practice that can be challenging. The researcher found that there was a detachment between the professional development provided for MPES personnel and how that related to enabling teachers to prepare students to become global citizens.

MPES requires further preparation of its elementary school personnel (i.e., teachers, staff, and administrators) in order to enable its students to reach the goal of becoming global citizens. First, MPES school personnel need to come to a consensus regarding the pedagogical techniques and curricular materials that are aimed at global citizenship and *aligned* with the CCSS. Second, school personnel need to take ownership and responsibilities in the development of a global citizenship curriculum for MPES. Third, school personnel need to be prepared to *integrate* the components of a global citizenship curriculum with the CCSS.

To address the understanding of the vision statement and the preparedness of the MPES personnel to meet the goals and objectives of their vision statement, the present study reveals the perceptions of ten elementary school teachers regarding what it means

to be a “global citizen” and the ways in which curriculum and pedagogy can be aligned with the CCSS in order to enable students to become global citizens.

The purpose of this qualitative study was to investigate how ten female elementary teachers perceived global citizenship and how these teachers used their personal definitions of global citizenship to shape their curriculum within their classrooms. The data from this study were collected from semi-structured personal interviews, the school-wide curriculum, teacher lesson plans, and final products projects. The researcher used the program CAQDAS NVivo 10 to assist in the coding process. NVivo did not analyze the data, but provided the researcher with a way to select segments from the research for coding and retrieval. This process allowed the researcher to view themes within the data.

Themes that emerged from the interview data answered the research questions and are reported in Chapter Four and include: (a) teacher perceptions about global citizenship; (b) roles and responsibilities for preparing global citizens; (c) promoting global citizenship in the classroom; and (d) challenges in global citizenship education.

CHAPTER 4

PRESENTATION OF RESEARCH FINDINGS

Introduction

The present study explored the perceptions of global citizenship education as framed by ten female elementary school teachers in a rural, southern setting who used a curriculum designed to prepare students to become “global citizens.” The ten female teachers are described under the pseudonyms Angie, Brittany, Christy, Debbie, Evelyn, Fran, Grace, Holly, Iva, and Janet. When educators take the time to reflect on the factors that influence their practice in global citizenship education, then they can make sound decisions in reforming curriculum.

The purpose of the present study was to conduct qualitative research investigating how ten elementary teachers defined global citizenship and how these teachers utilized their personal definitions of global citizenship to shape curriculum within their classrooms. To meet this purpose, the researcher: (a) explored the participants’ perceptions about global citizenship, (b) explored the participants’ views about her roles and responsibilities for preparing elementary students to become global citizens, and (c) explored what challenges the participant considered to be most significant in preparing elementary students to become global citizens.

The data from this study were collected from semi-structured personal interviews, the school-wide curriculum, teacher lesson plans, and final products projects. The researcher used the program CAQDAS NVivo 10 to assist in the coding process. NVivo

enabled the researcher to select segments from the research data for coding and retrieval. Emergent themes within the data were then identified and arranged into categories that included: (a). teacher perceptions about global citizenship; (b). roles and responsibilities for preparing global citizens; (c). promoting global citizenship in the classroom; and (d). challenges in global citizenship education.

The first section of Chapter Four: Research Findings provides information on the curriculum for global citizenship education at Mundo Pax Elementary School (MPES). The second section provides a summary of the interviews conducted with the ten elementary teachers. The teachers' perceptions of global citizenship education are presented in the third section. This is followed by the participants' views about their roles and responsibilities for preparing elementary students to become global citizens. The last section concludes with challenges the participant teachers expressed about teaching global citizenship.

When discussing the data in this chapter, the school site and the teachers interviewed are referred to by pseudonyms. To maintain the confidentiality of each participant, explicit details have been limited and names and locations broadened.

Curriculum for Global Citizenship Education at MPES

Since the opening of MPES in 2007, the curriculum for global citizenship education has gone through yearly curricular changes. In 2009, a written curriculum was developed and presented to the faculty by the principal, complete with an informational binder that was utilized weekly by classroom teachers. The theme, "MPES Goes Global: Around the World in 180 Days," represented a study of 32 countries (Appendix D). The listing of the countries was distributed among the students in an effort to bring in family

or community members to share. When visits could not be coordinated with the country's presentation week, the interviews were prerecorded. The students were responsible for learning the flags, capital cities, geographic and map concepts, and environmental and geophysical concepts. All students in kindergarten through fifth grade were expected to take a weekly quiz. A fifth grade class, the Customs Agents, recorded each student's score in the student's passport. The passports were preprinted with the countries and their flags. Each week that the school studied a country, that country's flag was flown alongside our school, state, and USA flag. Information was presented daily that included guests and artifacts. The center of the school displayed clocks that were set to Eastern Standard Time and the time of the country being studied.

Continuing with a similar format the following year, more countries were added. The theme for the year became "Around the World, Island Style" (Appendix E). Students were still expected learn basic facts about each island. However, instead of all the material being presented by the school's news show, each class adopted an island and became responsible for utilizing technology to present the information to the student body. Students were still responsible for weekly tests. Their scores were recorded in their passports (Appendix F). A flag representative of that island hung from the ceiling outside the classroom that was responsible for the teaching.

A different approach to global citizenship education was introduced to the faculty of MPES during the 2011-2012 school year (Appendix G). Using international connections, grade levels were partnered with schools from China, Egypt, Thailand, and Native American schools in the United States. Before the school year started, each grade-level team of teachers selected a problem that most closely aligned with the grade-

level standards. The problem selected came from the book, *High Noon: Twenty Global Problems, Twenty Years to Solve Them*, by J. F. Rischard (2010). Communications between the schools involved multiple uses of technology including, but not limited to, webpages set up specifically for the collaborative efforts, Skype and video sharing. The weekly quiz became bi-weekly and was still recorded in the students' passports. Toward the end of the school year, a team of "international visitors" spent one day sharing in each classroom. The visitors were principals, assistant principals, and teachers who were post-graduate students involved in a program at a local university.

The 2012-2013 school year saw another change to the global citizenship curriculum at MPES. In an effort to make students more aware of their own country, the first half of the year focused on the eastern region of the US. Each class was responsible for utilizing technology to create a presentation of facts for the student body. Students were still administered a weekly quiz that was recorded in their passports. The last half of the year focused on the countries that represented the homes of the international visitors. Preplanning at the beginning of the school year for the countries was not possible because it was not yet known from which countries the visitors would be coming.

Participant Profiles

Angie

Angie is a mathematics and science teacher with over twenty years of teaching experience. She identifies as White and middle class. Educated in the South, her personal travels have been limited to local areas, including the beaches of South Carolina. She frequently shares her travel experiences with her students, making connections with

their science curriculum. Her own limited contact with the world outside of SC is reflected in her simplistic view of what she expects her students to understand and know about global citizenship.

Personal Experiences

Although Angie has not traveled to other countries, her mother travels abroad on leisure trips. Whenever possible, Angie shares her mother's experiences with the students.

If one of Angie's students were to ask her what a global citizen is, she would define it as someone who is aware of where other countries are and has an awareness of other cultures. Based on her definition of global citizenship, she does not feel that the current curriculum taught at MPES fits with her personal definition. She explained to the researcher in one interview that the school is too focused on the southeast and eastern parts of the US. However, she feels she has the flexibility within her own science curriculum, and she can talk about locations and global issues she deems important.

Curriculum for Global Citizenship Education

If Angie had an opportunity to write curriculum content for global citizenship education, her goal at the elementary level would be for the students to be able to name the seven continents, know their locations, and which countries are on those continents. She feels that her students are "so unaware of what is outside their immediate state and country." Angie states,

Students need to know they're not the only people in the world in South Carolina. They need to know there are places outside of South Carolina, especially with things going on that involve family members and military who are placed overseas. They need to know where it is. They need to know how those places affect them.

Angie also wants her students to have some knowledge about the basic cultural dress or activities people from other countries participate in, such as sports. The purpose for this knowledge would be to give students some sort of understanding “when they watch T.V.” Angie expressed that at the elementary level the students need to know just the “basic stuff.” This would include being able to name of couple of dishes that are eaten in another country and recognize traditional clothing. She also feels her curriculum should include basic vocabulary in foreign languages, such as being able to say hello, goodbye, and “maybe some numbers.” As students reach the upper grades, the information learned would become more detailed and specific. Angie feels that learning this basic information will give students a sense of identity, not only for themselves, but for other places. She articulated that even though modernized parts of the world “all dress alike,” there are rich cultures within each country that she believes are important for her students to recognize.

According to Angie, every teacher would be responsible for implementing her curriculum because it would be “very basic.” She feels that the curriculum should be able to include anything that is being talked about in what she refers to as the “regular” classroom. For example, in mathematics the students would talk about numbers and how those numbers are spoken in other languages. In social studies, the students would be introduced to state names and capitals or countries’ names and capitals. Culture and food would be shared through the science curriculum. She stated the implementation of a global citizenship curriculum should not “be assigned to any particular related arts” because the classroom teacher should be able to incorporate it into what she is already teaching.

Angie explained that the teachers responsible for implementing the global citizenship curriculum would need a guideline from the person who created the curriculum, explaining what would be expected of the teachers to have learned by the end of a certain time. Angie's view is simplistic, illustrating the teacher as the vessel of knowledge pouring information into her students. As long as the classroom teacher is able to achieve the goal of his or her students becoming global citizens, Angie feels that how the classroom teacher chooses to implement the curriculum should be up to him or her because teachers "are pretty creative."

Angie does not see any negative factors when trying to implement her curriculum for global citizenship education because "kids are like sponges." She feels they will pick up on things more quickly than older students or adults. She expressed that simple curricular content should be implemented at a younger grade. As students progress through the elementary grades, they can be exposed to more difficult curricular content.

MPES Global Citizenship Curriculum

Angie feels prepared in implementing the current curriculum for global citizenship education at MPES. She explains that although she feels that more could be added to the curriculum, it is a simple introduction that her students pick up quickly. She believes it is important that her students learn the countries' flags, locations on the map, and capitals. She described a time during previous years when parents/guardians or other people in the community were invited to come in and share with the students about their countries via the school's news show. She felt this was a "nice touch," and suggested that a global event could be set up at the school that would allow students to rotate around stations.

Barriers to Preparing Students to Become Global Citizens

Angie feels one barrier in preparing students to become global citizen is their lack of knowledge, such as the location of the seven continents. Although Angie only names the lack of knowledge of the basic facts as being a barrier, it is illuminated throughout her interview.

Brittany

Brittany is a young female who identifies as White and middle class. She has been teaching for fewer than ten years. Having taught mathematics and science in the past, this year she is teaching only mathematics. Each year her homeroom is comprised of “accelerated” students because she teaches the accelerated mathematics class for her grade level. Many of her homeroom students are classified as gifted. In the afternoons, Brittany instructs her Zumba fitness class of adults at MPES’ gym.

Personal Experiences

Brittany lived in the Philippines when she was young because her father was in the US Air Force (USAF). She does not remember anything about the culture. However, she is familiar with the artifacts her parents purchased while in the Philippines, Hong Kong, and other countries.

Brittany shared a personal story her parents had shared with her about the time her father was stationed in the Philippines. She recalls that in the 80s, there were riots that caused the entrances to the USAF base to be blockaded. Since her family lived off base, her parents began to panic because she and her brothers were young children, and her parents were unable to acquire supplies, fresh water, and diapers for seven days. She said

that the base finally reopened because the Filipino women were not getting any “business” from the American soldiers.

Brittany teaches only mathematics and she feels that she therefore cannot include her own experiences in her mathematics classroom. She stated,

If I taught social studies or even going back to science when I did teach science, I'd think about the landforms and where you have different volcanoes and where you have different landforms in other continents and how that affects their kind of economy and businesses and things like that.

When talking about her experiences outside of the classroom, Brittany describes her involvement as an instructor for the Hispanic fitness program, Zumba. During her initial local training to become an instructor, she had the opportunity to interact with instructors from other countries, such as Colombia. Brittany felt like an outsider during her training. Although she found the Colombians interacting with each other to be interesting, they spoke in Spanish. She didn't speak the language.

Brittany does feel that her experiences have made her more aware of how she treats her students. She states, “When you have other students from other cultures you treat them with respect because you don't want to interfere with making them feel uncomfortable.” When asked to explain global citizenship, Brittany responded,

A global citizen I would probably say [is] someone who might be a little more knowledgeable about things going on in other countries, and they are aware of different aspects of the cultures and if somebody from a different country were to come they would be able to kind of show them how we are in the United States and possibly know how to treat others from their different standpoints, their different cultures so they would know their customs. . . to be able to show others that we can be respectful, too.

An example was given to illustrate what Brittany meant by her definition. She explained that a group of international teachers came to America last year as part of a class. One of the international visitors explained that it was customary in Egypt to stand

whenever an adult walks into the room. The teacher felt that the Egyptian custom could have been honored had she been aware.

Brittany feels that MPES is trying to make students more aware of the world around them, going beyond their state and the US, but not putting an emphasis on customs. Brittany explains that many of the students at the school have not been “anywhere outside of our town,” making it hard for them to understand that “there’s another world out there.” Although Brittany believes the school is trying to make students aware they should be respectful of others, even if they do not have the same thoughts, she suggests that students need to be “less selfish and be cognizant of the fact there [are] other religions, there’s other languages, there’s other businesses, there’s other economic issues, too.” Brittany described these as something she feels can be focused on in the future.

Curriculum for Global Citizenship Education

If given an opportunity to create a curriculum for global citizenship education, Brittany said that she would focus on providing experiences for students to learn about and actually visit one country. While visiting the country, the students would experience the country both as a tourist and a native of the land. The purpose for both experiences would be for students to make comparisons about how tourists and natives have different understandings. To achieve the experience as natives, students would spend a typical day with a family, including going to school and observing the religious customs. Brittany felt that students would not receive a “true picture” of another country unless they were afforded the opportunities to visit. By experiencing daily life in another country with a native, Brittany believes that the students would have a more accurate depiction, allowing

them to be able to form their own opinions about what life is like in the other country.

She said:

I would want the student basically at the end to realize that there are some similarities between countries, but there are vast differences as well, and even though there are differences that they still need to have respect for that country and still learn about that country or language. You never know when you have to work with somebody or somehow be involved with another person of another culture.

According to Brittany, students would not focus on the basic facts as they are doing with the current school curriculum for global citizenship education. Instead, the students should focus on research that would expose them to information that would be more global than factual. She describes factual information as being able to recall the capitals, flags, and the names of rivers or mountains. She does feel that the school is taking the right steps with introducing students to other cultures. She states, “I think the earlier they are exposed to it the more willing they are to accept students from other nationalities or maybe more open to students more different from them.”

The greatest part of the responsibility for implementing the school’s global curriculum according to Brittany would be to include herself as the creator of the curriculum, but she feels that the pedagogical implementation would also include the principal and support from her fellow teachers who she refers to as her “teammates.” She feels her teammates would give her better ideas, while her principal would assist with making connections with other schools.

As the person mostly responsible for pedagogy, Brittany feels she should be the liaison person persons in other countries and her students. Because this should require communication, she feels she would need to know information about that country to prepare the students.

Because many students in Brittany's community do not have opportunities to leave the area, including the beaches that are two hours away, she feels that her curriculum would broaden her students' horizons. She states, "I think having a curriculum for global citizenship makes them more aware and makes them more global, too."

When trying to implement Brittany's curriculum for global citizenship education, she feels that there will be students who question its purpose because they think they do not need to know anyone else's culture. She feels that they are not thinking of the future or the possibilities of working with someone else. Brittany expressed the idea that parents pass the lack of wanting to learn about other cultures to their children. She hopes that in the future as "[students] see more and more immigrants come into our country and as they get older and as they see more and more students that are different than them, then they'll get over the negative attitude about foreign languages."

Mundo Pax Elementary School Global Citizenship Curriculum

Brittany does not feel prepared to teach the global citizenship curriculum because much of the information comes from the small group of students who produce the daily news show. The focus is only on basic facts. Her current responsibility is having her students present information about one state during an assigned week. She does not add anything more to the school's curriculum, but feels she should be doing more.

Barriers to Preparing Students to Become Global Citizens

Students becoming frustrated and giving up is seen by Brittany as a barrier in preparing students to become global citizens. She feels that students might "get to a point

where they might disagree with somebody who believes in something else or disagree with the way another family does things and that might become a barrier for them.”

Christy

Christy is an older female who identifies as White and middle class. Having taught fewer than ten years, she entered the teaching profession as a second career. Christy is from Arkansas, but moved to SC after she finished college. She has a passion for history and travels around the US visiting historical sites. When she is at home, she enjoys spending time with her family and her chickens.

Personal Experiences

Outside of the classroom, Christy’s personal experiences have included singing songs written in Spanish with her church’s praise team. She also shared that she has had some involvement in her church’s Hispanic outreach program.

Although her personal experience has been limited, she does feel that her church experience has made her a little more aware of cultural differences within the Hispanic community. However, Christy does not integrate those experiences into her classroom.

When asked to explain global citizenship to a student, Christy replied, “A global citizen is someone who is aware of what’s going on in different parts of the world.” She continued by explaining that a global citizen knows how to gain access to different parts of the world through email, and is aware of what happens in other parts of the world and how it affects him or her.

When asked about the current curriculum at MPES, Christy explained that in the past, the students have done reports on different countries, with grade levels focusing on one country. There were attempts to connect with a school in another country through

email and technology, but she questioned the lack of response and connection from the other country because of cultural differences. Currently she feels there really is not a curriculum for global citizenship education, but a directive that teachers are to teach students to become global citizens. Using resources such as newspapers and the internet, she tries to make connections through social studies or science whenever possible by making the students aware of events that happen in other parts of the world.

Curriculum for Global Citizenship Education

If Christy were to create a curriculum for global citizenship education, her goal would be for the students to travel to different countries and interact with students to see how their worlds are alike and different. Once they have met and visited, she would like for the students to Skype, and eventually complete a project with another student. By creating a project, she feels the students would have an opportunity to “bond and create meaning together.” It would allow opportunities for discussion and understanding. It would also allow them to “learn together on a project as they would in the adult workforce.”

Christy wants the students to understand their personal cultures, as well as the culture being visited. She encourages the use of technology to maintain communication with the schools being visited and to develop friendships. She wants the learning of cultures to be expanded in order for the students to have connections with other places in the world and businesses

The classroom teacher would have the greatest part of the responsibility for implementing the curriculum created by Christy. However, she feels the district would have to create a time for the curriculum. She believes that to be prepared to teach her

curriculum for global citizenship education, the classroom teacher should complete a personal plan of action before using it with his or her students. To implement Christy's curriculum for global citizenship education, she feels that time and money are negative factors. She wonders from which subject areas the teacher should pull time because everything currently is "crammed in."

MPES Global Citizenship Curriculum

Because MPES is currently focusing on the states within the United States, Christy does not believe that the school has a curriculum for global citizenship education. She is confident in her ability to teach US history and how it affects Americans, but she does not feel as prepared to explain things by connecting it to the "wide world." She states that it takes time to look for those connections, and it is through luck or other teachers sharing that she finds things to share.

When Christy finds out about something going on in other parts of the world that fits into the history curriculum, she takes advantage of the opportunity to share it with her students. She feels this engages them. She also tries to engage and encourage student conversations with those that have cultural connections to lessons being taught.

Barriers to Preparing Students to Become Global Citizens

According to Christy, the barriers to preparing students to become global citizens include language, meeting basic needs, and parental support. She states that although "we are working on expanding our kids' horizons where they will be able to learn a different language," the program that is being used to achieve this is not a strong one. Christy believes that speaking another language makes the student "more of a global citizen." However, she stresses that she doesn't view "our kids as seeing another

language as being important because all they hear is English all around us . . . It's not very important in our kids' eyes or their parents' eyes." Christy tries talking to her students about learning to speak at least Spanish because of the growing Hispanic community. Learning the language and understanding the culture will make the students more valuable in the job market.

The focus on meeting basic needs is another barrier expressed by Christy. She describes the needs of the students as being food and survival and not what is going on in the world. Socio-economic issues can also play a role in limiting access to home computers for students.

The lack of parental support and understanding of preparing students to become global citizens is a barrier that Christy feels is expressed by the parents with comments such as, "Why don't you just teach them the reading and the mathematics and stuff?" She articulates the parents' lack of knowledge and exposure as limiting to their children. She feels that teachers are limited with time, but parents can take on a more active role by talking about events that are watched on television.

Debbie

Debbie is an older female who identifies as White and middle class. She was raised by her mother and had yearly visits with her father in California. She has been teaching for over twenty years. Debbie started her teaching career with a psychology degree instead of a teaching degree. She taught Hispanic students in a private school in Florida for one year before teaching in a public school.

Personal Experiences

The personal experiences outside of the classroom with other cultures have been limited to holiday visits with French Canadian family members for Debbie. During those visits she ate foods that were different than what she has been accustomed. She also described how her stepbrothers and stepsisters spoke French, leaving her out of their conversations. Because the visits had been limited to once a year, Debbie has not shared the experiences in her classroom. However, she has shared with her students that she took French as her choice of foreign language in high school.

If one of Debbie's students asked her what a global citizen is, she would say, "It is somebody who is well rounded and has knowledge of other cultures and is able to communicate with people from other countries." She would go on to explain to the student that it is important for him or her to have knowledge in order to better function in society because our country is populated with people from other countries.

Debbie does not feel that the current curriculum at MPES fits that definition. She articulated that the curriculum she teaches in social studies is United States history. Within that social studies curriculum she does not go into depth about different cultures and how they affect us until the students get into the present-day history.

Curriculum for Global Citizenship Education

If given an opportunity to create her own curriculum for global citizenship education, Debbie would want her students to have a "better understanding of what global citizenship is and why it is important in [their] day and time." Exposure and interaction with different cultures would be important in a curriculum for students to develop understanding, especially socially and career wise. Communication with people in different cultures would allow the students to see how "their lives are different and how they are the same and how we are all interdependent on each other."

The responsibility for implementing Debbie's newly created curriculum would be hers because she created it. To prepare herself, she feels she should have to become more of an expert through her own research and experiences.

A negative factor Debbie may encounter could be the lack of parent support. She feels parents believe that the teachers and students should focus on what is going on in our own country because they don't see an importance in global citizenship education. Debbie expressed the lack of understanding by the parents could be because they did not grow up with it; therefore, the parents are not supporting that "kind of change."

MPES's Global Citizenship Curriculum

According to Debbie, there "really isn't" a curriculum in place to teach global citizenship education at MPES. She feels she is not prepared to teach her students about global citizenship education and would like to see more opportunities to learn different strategies for implementation. She would also like to learn how to integrate global citizenship education into the current curriculum in order for the students to be better prepared for middle school. Debbie explained that the school currently has a Spanish language program that is not popular or liked by the students. She tries to explain to students the importance of being multi-lingual as the students are choosing colleges or careers.

Barriers to Preparing Students to Become Global Citizens

Debbie reiterates the belief that parents are non-supportive of a global citizenship curriculum. This lack of support may also be affected by the families' socio economic status. She feels that parents are not knowledgeable about current events that could possibly better their children. Children's attitudes towards learning other cultures may also be influenced in a negative manner by their parents.

Another barrier Debbie describes is the lack of teacher involvement. She feels that the teachers must be “on board” from grade level to grade level.

Evelyn

Evelyn is a quiet older female who identifies as White and middle class. She has always lived in SC. She taught for a few years before taking time off to raise her children. She returned back to teaching when MPES opened in 2007.

Personal Experiences

Evelyn experienced other cultures during a month-long trip as a student ambassador with the People to People organization following high school graduation. She visited Greece, Italy, Austria, Yugoslavia, and Germany. She lived with three families from Greece, Austria, and Germany over five day periods. She felt the experience was “eye opening” because even the “everyday ordinary things” were different than what she expected. She ate the foods, visited historical regions, and had the chance to attend school for one day because the students went for short periods of time year round.

Because Evelyn teaches US history from the early ages to the American Civil War, she does not integrate her personal experiences into her teaching often. When she has an opportunity, she will make a connection to something that may have occurred or how the children are in the other countries. She explains that the foods and learning environment are different, but the children are similar in many ways.

Curriculum for Global Citizenship Education

If one of Evelyn’s students asked her what a global citizen is, she would explain that a global citizen is “someone who has respect for the diversity present in our world

today.” This explanation would include awareness about differences and similarities between other cultures and their own. Evelyn would also explain that everyone is unique and should be tolerant of others.

Evelyn feels that the school’s morning news program and Spanish Kite-II instruction fits her definition of global citizenship. She explained that the Spanish program introduces students to different Hispanic cultures, including those from South America and Spain. Evelyn explained that the school has international visitor that speak with students about their cultures. Last year her grade level was partnered with classes from an Egyptian school. Her students were able to communicate with the students from Egypt utilizing a Wiki page, and a Wall Wisher that allowed both groups of students to post questions and comments.

If Evelyn had an opportunity to create her own curriculum for global citizenship education, she would give students “an opportunity to engage in activities and experiences that put them in contact with people or students from other countries, and putting them in touch with people living in [their] local community” who have also lived in other places.

Within her curriculum she would want to provide hands-on activities that would give her students the opportunity to interact as her former students did with the Egyptian school. To achieve that interaction, Evelyn recommends using Skype, websites such as a Wiki page for communication, or a blog. She believes these resources would provide the students with opportunities to interact with other cultures. According to Evelyn, providing students with hands-on activities would give them a better idea of what being a global citizen is versus a “teach and preach” style format.

Evelyn feels that holding the classroom teacher responsible for teaching her newly created curriculum would put extra strain on him or her because covering the English language arts and social studies CCSS is already overwhelming. She believes there is not enough time available with the already “challenged academic schedule.” However, she does feel that everyone should have a part in the implementation of the curriculum. Everyone would include the classroom teachers, media specialist, guidance counselors, administrators, technology teachers and the related arts teachers.

To prepare for Evelyn’s global citizenship education curriculum, she feels there should be collaborative planning among teams during in-service meetings. This would allow everyone to put “their heads together and come up with ideas.” However, Evelyn believes that there may be teacher resistance. There will be those teachers who “don’t want to put any more effort into it than [they] have to.” Evelyn personally feels “any effort that we are making to make students aware about cultural diversity and global citizenship is beneficial.”

MPES Global Citizenship Curriculum

Evelyn feels that what is prepared at MPES to teach global citizenship education is worthy, but more needs to be done. She does not feel prepared in implementing the current curriculum, although the focus is on one activity per classroom. She explained that if she were going to teach specifically about a particular culture, she would need additional instruction and preparation. According to Evelyn, the current curriculum could be more in depth, but “time to meet the basic needs” of what has to be covered hinders the classroom teachers.

Barriers to Preparing Students to Become Global Citizens

Evelyn explains that there has to be a willingness to want to share with the students and knowing about other cultures is important. She expressed concerns that students don't have opportunities to travel, but if teachers could teach the students about other cultures, "they can at least learn about diversity in our world."

Fran

Fran is a young female who identifies as White and middle class. She has fewer than five years of teaching experience. She is currently working on her Master's degree in Divergent Learning.

Personal Experiences

Fran's experiences outside of the classroom with other culture have been limited to her high school and college experiences. She had opportunities to work with college students from other cultures in her education classes. Her experiences outside of the classroom were described as "interacting or mingling" with people of other cultures when she would go out. Fran has not integrated those experiences into her teaching because she feels she is limited in her knowledge of other cultures.

Curriculum for Global Citizenship Education

Fran explains, "A global citizen is someone who is aware that they make an impact in the world, but that they are not the only person in the world or type of person in the world. Our culture is not the only one that exists." She wants her students to be aware that there are other cultures and social norms outside of their community and outside of the United States. She feels that it is the role of a global citizen to be accepting of differences.

If Fran had an opportunity to create a curriculum for global citizenship education she would want her students to see “the similarities between other cultures and also gain a new appreciation for other cultures, what their values bring to the table since we are all interdependent.”

Because Fran wants her students to realize that they are interdependent on other cultures, she would use the current social studies curriculum. Some of her examples included teaching the students about imports and exports, natural resources, and how other economies within the countries “impact our own economy with what we buy and trade.” She also believes a character study would be important in teaching about cultural traditions and customs which may be similar or different because it would teach acceptance. Fran thinks this would break stereotypes and lead the students to be better informed than many of their parents.

Fran also articulates the importance of humility by stating,

I think humility in the global context is something that would benefit them in the long run because they will be interacting with all different types of cultures when they get to college like I did. Or even may be before then or later in life in a work experience and for them to have those life skills of understanding different cultures and having the understanding that not everyone thinks or believes as we do would let them be open to ideas and ways of doing things.

To implement Fran’s curriculum, she believes that the support of the other teachers is needed to make sure they felt the curriculum was valuable to their students and was tied into the curriculum already being taught. Fran feels that teachers struggle with being told to do something while trying to figure out where it ties in to what is being taught and how it “would benefit or impact” the students.

The teachers responsible for implementing Fran’s curriculum would be expected to collaborate as grade-level teams. The teams would integrate grade-level standards and

standards for global citizenship by making connections or modifications to existing lessons.

Fran believes her curriculum for global citizenship education is a good one because it teaches the students' acceptance and an understanding that their ideas and values are not the most important values in the world because they are not the only persons in the world. She also expresses the importance of students learning humility.

Support and time are two negative factors Fran identifies when trying to implement her curriculum. According to Fran, if there is not support from the people who need to be implementing the curriculum for global citizenship education, then it will not be taught. She also feels there is not enough time to collaborate and "figure out a way to truly integrate it into teaching." She believes the excuse will become, "There's no time to teach it."

MPES Global Citizenship Curriculum

When thinking about the curriculum for global citizenship education at MPES, Fran felt that although it is important to learn about the different states within the US, MPES should not limit the current theme to just the United States and facts about the states, but instead look at how the US interacts with other countries. She shared that last year there was a school-wide study of the different countries abroad, and her class was somewhat successful in its relationship with a class at an Egyptian school. She felt that communicating with teachers and students from Egypt was important to her students learning about the Egyptian culture. Fran expressed that the current social studies curriculum better prepares her students as global citizens than the current school theme

because her students are learning about democracy and how the “idea of democracy came from the French and the Greeks.”

Fran does feel that she takes extra opportunities in her social studies curriculum to discuss government and democracy, opening those discussions up to current events and what kinds of things are going on with the American government affecting the world today. She also shared that some of her students who watch the news will bring up topics such as disagreement among the legislators. She uses those conversations to discuss differing viewpoint.

Working with a family friend living in West Virginia, Fran conducted research and prepared for her class’s school presentation on West Virginia. She felt that she had taken the responsibility of being prepared by making those connections and looking for resources. She felt it was easier the previous year when an administrator had already made the connection and had given ideas on the type of interaction that could be made with the partnering schools.

Barriers to Preparing Students to Become Global Citizens

Fran believes that parents do not take the time to engage their children in discussions about current events, creating barriers in preparing students to become global citizens. She shared her own personal conversations that were shared with her parents as she grew up. One story she remembers was a family discussion about the Russian astronauts interacting with the International Space Station. Reflecting on her own personal experience, Fran believes that “if the parents aren’t educated to a point or are part of the process, working as a team with the teachers to teach global citizenship, I

think that what we do in the classroom would come to a halt, if the conversation isn't continued."

Grace

Grace is an older female who identifies as White and middle class. Her husband has been the pastor of a local community church for more than ten years. On occasion, he will surprise Grace's students with special treats at lunch time. Grace has been teaching fewer than fifteen years.

Personal Experiences

Grace has had personal experiences outside of the classroom that involved other cultures. Those experiences have been mission trips to Brazil and New Orleans and a pleasure trip to Jamaica. She went to Brazil for five days. While there, she had opportunities to build relationships through worship services and home visits. She has not shared much of her experiences with her students. She has taken the opportunity to share comparisons of the differences in time and school day and the time zones of North America and South America.

Current Curriculum

If Grace was asked to explain what a global citizen is, she would articulate that it is "someone who realizes we are all part of the same world. It is important to have experiences with other people to appreciate their uniqueness and different characteristics from themselves." She does feel that the curriculum for global citizenship education at MPES fits her definition when learning about other countries, but not the states because the students are not learning about the people. They are learning facts about the states.

Curriculum for Global Citizenship Education

If given the opportunity to create a curriculum to teach global citizenship education, Grace wants the curriculum to give students exposure to “real students” in other countries. This exposure would be achieved through videos and spending “a week in the life of children from other countries” by visiting those countries. She feels the curriculum should include traditions with food, education, and expectations.

Grace feels that exposure to students from other countries would help American students “relate and understand the uniqueness of other people.” Grace believes that even if a student is “told” about culture differences, a student cannot really appreciate the uniqueness or differences of others unless he or she has actually heard or experienced another child’s life. She believes it is important for students to have experiences with other countries to develop friendships, relationships, and to learn from each other. Grace explains that America is “so multicultural that most children are going to be working in the future with people from other countries, so learning how to get along is going to be important.”

According to Grace, the responsibility for implementing her newly created curriculum would be a joint effort among the administrators, classroom teachers, related arts teachers, and the media specialist. She explains that the related arts teachers could make connections to different cultures and places through the arts.

To prepare for the implementation of the curriculum, Grace believes there should be a written curriculum that outlines expectations and activities “to help children make connections with the other countries.” The activities would include videos and partnerships with other children so that actual relationships could be built.

With implementing Grace's curriculum she feels that time would be a negative factor because of the expectations and standards that are required for each grade level. She expresses that teachers are "desperately" trying to cover these standards and have children master them, and that a curriculum for global citizenship education would be adding "one more thing."

MPES Global Citizenship Curriculum

When thinking about the global citizenship currently being taught at MPES, Grace feels that she is not very prepared to teach it because there are not any materials. There is a brief introduction on the morning news show, but she is not exposed to the information ahead of time. She explains that she tries to write down the information on the board that is shared on the news show, but that information is limited. She believes the weekly quizzes are not really useful because they are testing facts about the states, and this does not expose the students to different cultures and other people. Grace did share how the partnership her class had with another class in Egypt the previous year better achieved the goal of global citizenship.

Barriers to Preparing Students to Become Global Citizens

Grace feels that students have limited exposure with the other cultures. Whether through lack of teaching or being shown, this lack of exposure makes it difficult for students to relate to people who are different. She is concerned that parental influence gives the students preconceived ideas about people who are different in their actions or looks, creating a prejudice that is hard for a teacher to "break through."

Grace expressed that it would be helpful if there were a set of standards or expectations of what should be done to help students become global citizens. She feels

this should be done through the integration of the existing social studies and science curriculum because common core is about integration, and students do not need to experience it as a separate subject in order for it to be meaningful. Although it would take time and effort for someone to plan this integration, Grace feels that it may help with the time teachers already feel they do not have enough of. Grace also articulated a concern that the district's current focus on creating multilingual students may be seen as global citizenship education. She expressed that learning a foreign language does not create an appreciation for other cultural differences.

Holly

Holly is a young female who identifies as White and middle class. She has fewer than ten years of teaching experience. She is currently finishing her Master's degree in Divergent Learning. Holly is passionate about her church and mission's involvement. She talks freely at faculty meetings and in personal conversations about her experiences. Holly also has a passion for teaching the children who struggle academically and/or financially. Each year she has most of the grade-level children with Individualized Education Plans. It is her desire to see her students to become successful.

Personal Experiences

Holly has been afforded the opportunities to travel to Honduras and India on mission trips. She explained that her church's philosophy on missions is to support a "national who knows the culture of that country and help equip [him or her] to minister to those people." Before traveling to the countries, the mission teams focused on studying the culture and meeting with people who had been there or were currently there. The

trips were in support of the “national” person. She described both her experiences as being “humbling.”

Holly visited schools in India and Honduras. She slept in a school building for a while in India. She described the schools from both countries as one room with dirt floors. In India the teacher was described as the “leader of the village, keeping everything together.” According to Holly the teacher would teach all the students in the village with limited supplies such as chalk and a chalkboard. Holly began to make comparisons to the biggest technological cities in the country being next to this small village. She states that the United States brings those “brilliant people” into America to work for our computer companies, and yet they are taught in a one-room school house.

Holly has also worked in an inner-city community that was predominately Hispanic. She felt that experience gave her insight into the culture and how they cared for their children. Holly explained that parents of the Hispanic children wanted to help their children, but did not know how to help.

Holly thinks that one of the biggest ways she has integrated her personal experiences into her teaching is how she relates to parents. She explains that when she has parents who are from different backgrounds than the typical backgrounds of her middle class to lower middle class of Caucasian students, she uses her experiences to “filter or think” about what it is that parent may need or how that parent views her as the child’s teacher. Holly described the way in which cultures such as some she has taught who identify as being of a Hispanic culture have a high respect for teachers. She states, “They kind of let you do what they feel like you need to do, and they are not going to

step on your toes.” She goes on to say that it is not that the parents are not getting involved, but rather the parents have that level of respect.

When sharing her experiences from other countries with her students, Holly explains that she has never done a geography lesson, but has focused on the cultural aspect. She maintained blogs and took pictures that she shares with her students. She tries to teach her students to be thankful for what they have, knowing that people do things differently in other cultures. Holly’s experiences with other cultures have given her the philosophy that “you can teach kids to read and write with stick and dirt.” She explains that having the other things are great and make learning fun, but teachers should not allow the lack of things to hold them back.

Curriculum for Global Citizenship Education

If a student asked Holly to explain what a global citizen is, she would say that it is “someone who is globally aware.” She stated that she believes everyone is a global citizen whether they realize it or not, because things are used from all over the world and everyone is surrounded by people from other cultures. To be a global citizen Holly believes that a person must embrace those understandings. She also says that a global citizen has an awareness about different cultural and countries that goes beyond geography and knowing where a country is. Holly stated that she does feel geography is important, but she wants a student to become more compassionate and have desires that would lead them to career choices that influence other areas.

If Holly had an opportunity to create a curriculum to teach global citizenship education, she would want the students and adults to have such a “hunger to experience another culture” that there would be a willingness to sacrifice time and money to allow

for an extended international visit. Her desire would be for the international visits to not be to “fancy places,” but to places that would allow for authentic experiences with cultures.

Holly’s curriculum would take a scaffold approach beginning in kindergarten to fifth grade. She would start with an awareness of students’ own personal state through field trips. This would be expanded to include “highlights” of the US. The curriculum would then move through the locations of the continents to learning about cultures within other countries. Holly wants students to understand which countries have good relationships with the US and which do not and why. Student experiences would include interviews and real life experiences with people from other countries. She also wants to include local citizens from the countries being studied. Technology such as Skype would be utilized to provide exposure to people from other countries. Holly also feels there are different genres of books from other countries that could be integrated into the curriculum at each grade level. Her goal is not to “force a passion on the students, but allow them to develop that passion.”

Holly feels the administrator or curriculum leader at the school should be responsible for the initial implementation of her curriculum for global citizenship. She explains that the “vision needs to come from somewhere and be continually casted out to the people so that it is clear.” She feels that there needs to be a team of teachers to help lead the effort of implementation.

According to Holly, to prepare for implementing the curriculum, the person would need to be a “passionate global citizen who is aware.” She explains this cannot be someone who “has no desire to stay in one spot.”

Holly expressed that getting people on board with her curriculum would be a barrier. Based on comments that have been made to her concerning her desire to go on mission trips, she believes there are teachers, parents, and students who do not see a need for a global citizenship curriculum.

MPES Global Citizenship Curriculum

Based on the scaffolding approach that Holly described as her newly created curriculum, she does feel that the curriculum she currently teaches fits that definition. She teaches South Carolina history which begins with a focus on location. The school-wide curriculum exposes students to the location of other states and countries. She believes that this is only the first step because students need to be exposed to harder and more challenging things. She stated that she does feel the international visitors are a powerful part of the curriculum.

Outside of her personal cultural experiences, Holly does not feel prepared to teach the global citizenship curriculum currently at MPES. Because resources are not given, the research of other places looks different from teacher to teacher and grade level to grade level. She feels that students begin to “check-out” when learning about states or countries they are not responsible for researching.

Barriers to Preparing Students to Become Global Citizens

Despite the connections that technology creates, Holly feels that it is also a barrier. She explains that students are dependent on technology to the extent they lack relational skills with their families, peers, and people from other cultures. She also expresses that a lack of awareness of how individuals play a role in the global picture

creates challenges. Another concern is the lack of goals for teachers with global citizenship education.

Iva

Iva is a young female who identifies as White and middle class. She has fewer than ten years of teaching experience. Iva grew up in a rural community local to her place of employment. She attends the same church she attended as a child. Iva's large extended family also attends the same church.

Personal Experiences

Iva believes that her personal experiences outside of the classroom with other cultures have been limited. She states there are "Hispanics at her church." She also said that she went on a weeklong mission trip when she was 15 years old. While there, she did go into the community and speak with homeless people. The people who she encountered "spoke English." Iva said that she has not integrated those experiences into her teaching because she has never really thought about them. She interjected that the interview questions now have her thinking.

Curriculum for Global Citizenship Education

If a student asked Iva what a global citizen is, she would explain that it is "someone who is aware of other cultures and other places that are not the same as us." She would go on to explain that those people from other cultures do not do the same thing, but the student must be respectful of differences and include that within his or her thinking.

If given a chance to create a curriculum to teach global citizenship education, Iva would want the students to see a variety of different cultures and somehow relate to those

cultures. She believes that because others speak another language and do things differently, students have trouble understanding that the goals in life are still similar. Iva wants the students to think of others as they would think of themselves and to understand that there is an “equalness.”

To achieve global citizenship, Iva’s curriculum would include opportunities for students to see students from other cultures and the things they learn in the school setting. She would also want the students to see adults in their workplace because it would be different. She feels that the students should understand “the things they [students from other countries] do for fun because I think they would see that it’s very similar to what they do. They want to come home and sit and play video games.”

Iva expressed that the experiences of seeing students from “other” cultures in their school setting and free time setting would allow American students to see them as equals and develop a respect for them. She elaborated and explained that the students would be able to compare themselves and gain a respect for the problems that those from other cultures may have.

Iva explains why her curriculum for global citizenship education is a good one by relating it personally. By meeting and talking to people who are from other places, she gains respect for them. She goes on to give an example by saying, “I have friends from Peru as missionaries and talking to them and hearing about the way people live there and how different it is helped me to gain a bigger respect for them. I think the more we learn about people and other places, the more we can be good global citizens.”

To implement Iva’s curriculum, she feels that the computer lab teachers would be the “jumping off point” because they can integrate their teaching objectives with

activities and software presentation packages such as Microsoft PowerPoint. She does not feel that the global citizenship curriculum should take over the art or music program because they have standards to cover, but she does feel they could integrate some components within their curriculum. Iva expressed that the guidance counselor and media specialist could also help with implementation of the curriculum.

To prepare for implementation Iva explained that the persons responsible would have to study the information. She used an analogy that describes how she must study history before she teaches it, and her interns must study the curriculum before they teach it. She states, “As teachers, that’s what we do with everything.”

When trying to implement Iva’s curriculum, she points out that time, support, and money would be negative factors. She explained that with the current standards, there would be no time to fit it in. She described how adults might find the curriculum unimportant, so getting everyone to agree that it should be important would be difficult. Last, money would be needed.

MPES Global Citizenship Curriculum

Based on Iva’s definition of global citizenship, she does not feel the current curriculum for global citizenship education at MPES completely fits her definition. The current study of states does not show how others are different. However, the international visitors will achieve that by giving the students “a better appreciation for other people and places.” She felt the curriculum from the previous year was a “great idea” because the students were able to communicate with other cultures. She explained that it was an “idea” because not every grade level or class was successful in communicating. Iva wanted to make that experience more meaningful, but felt that

trying to cover the standards and trying to set up the communication with the partnering school made it difficult to find the time. She felt that if someone other than the classroom teacher, such as the guidance counselor made it their priority the curriculum would be more successful.

Iva does not feel prepared in teaching the MPES curriculum for global citizenship because she does not have the “things needed” to implement it. She feels that some teachers have done a great job with their presentations, but it has been a last minute afterthought by others because of the time constraints. If the responsibility was not on one person, but was a team effort, Iva feels this would be helpful.

In Iva’s classroom she described how she has added to the current curriculum at MPES through building community with classroom discussions that came up naturally. She explained that the conversations were open and honest. She included a description about a discussion on slavery. She helped the students to understand why people during that time period thought it was tolerable and why it was not acceptable. She related the conversation to how everyone is different, and everyone deserves respect.

Barriers to Preparing Students to Become Global Citizens

Iva believes that parents are barriers in preparing students to become global citizens. According to Iva, parents are doing what they can to get by, so the focus in “society is on every man for themselves.” This causes the “adults” to not care about others. Iva feels this mindset creates less respect among adults and students towards others and their cultures.

Janet

Janet is a young female who identifies as White and upper middle class. She has been teaching approximately fifteen years. She grew up in SC and graduated from a rural high school. Janet is actively involved in her own children's extracurricular activities.

Personal Experiences

Janet's experiences have been limited to people she has encountered on a honeymoon cruise and an anniversary trip to Antigua. She observed different languages and ways of dress during her trips. Although she has not integrated those experiences into her classroom, she feels that as a teacher she has always respected everyone's culture and makes sure she keeps in mind that the world is diverse. According to Janet, she makes sure "to welcome all students and their cultures into [her] classroom to ensure all [her] students feel safe and loved.

Current Curriculum

If a student were to ask Janet what a global citizen is, she would explain, "A global citizen is one who respects and values diversity and are aware of our huge world and of their role in this world." Janet wants her students to participate in their community and be willing to take responsibility for their actions. She also wants them to "appreciate others' cultures and stand up for others even if they notice cultural differences among them." She goes on to explain that she wants her students to understand they must take care of the world they live in and aim to protect it and its resources.

Janet feels that MPES does an "excellent job of teaching global citizenship and reinforcing those values." At her grade the students are taught Spanish through the

KITE-II curriculum. In science the students are taught about conservation and taking care of natural resources. She believes it is important that a student is taught to be “a better citizen” in the whole world.

Curriculum for Global Citizenship Education

If Janet had the opportunity to create a curriculum that teaches global citizenship education she “would allow students opportunities to develop relationships and actively engage in a project” that reinforces global issues and respect for the world in order to help promote diversity and global citizenship. When partnering with a country, she explains that she would need to be “mindful of what was going on in that country at the time and what issues they were facing globally.” Based on those criteria, she would develop a project that students from both countries could work on together. She believes that words global citizenship should be used and defined to the students as often and through as many subjects as possible.

To make sure the project aimed at reinforcing global issues and respecting diversity was successful, Janet feels that it is necessary to involve the community. She explains that bringing in the community would allow for more ideas. She also feels encouraging community involvement may also inspire parents to reinforce the project, thus making it more successful. By encouraging community involvement, students will have the opportunity to learn about themselves and their own communities, which may bring about “family traditions that they really didn’t even know were traditions until they start learning about other cultures and their traditions.”

Ideally, Janet believes the whole school should be involved in implementing the curriculum. She feels a curriculum for global citizenship education would be “extra

hard” on the homeroom teachers because of the responsibility of teaching the core curriculum and standards. She suggests that special area teachers, the computer classroom, and the learning commons (media center) could be responsible for some of the ideas and reinforcing them. She feels that most of the weight should not be on the homeroom teacher because of the overwhelming feeling during the planning and implementation process of already trying to “incorporate every subject area.”

To prepare for implementation of the curriculum, Janet believes that there needs to support from administrators and from other sources that have created the new curriculum. She also expresses the need for “a lot” of professional development. Time constraints are seen as a negative factor when implementing Janet’s curriculum. She also expresses the lack of a “clear set definition, a clear curriculum, and ways to integrate it.” She feels the students need to be able to relate to the curriculum, which can be achieved through integrating it with social studies and science.

MPES Global Citizenship Curriculum

When asked to describe how prepared Janet felt about the MPES curriculum for global citizenship education, she expressed concerns that she wants to feel fully prepared and confident in the curriculum before teaching it; therefore, she desired more professional development. She felt that her few personal experiences have not prepared her.

Janet feels that because of the diversity in her classroom, including the ESOL students, it is important to make a conscious effort each day to model acceptance of those students and allow them to share their background experiences about their cultures. She

believes that the history lessons allow her to pull in differences and demonstrate acceptance each day.

Janet described how she made sure to include facts in her newsletter each week about each country that was studied as part of the school-wide international theme the previous year. She also explained how the class participated with pen pals for the Arapahoe Native American tribe. Letters were exchanged discussing culture differences from food, clothing, holidays, family traditions, etc. She felt this was a valuable lesson to many of her students “who had never spoken with anyone else from a different culture before.” Re-emphasizing the initial idea that had been planned for last year, but not developed, Janet thinks it would be good if MPES “was able to start a school project or grade-level project where we could encourage our students to become involved in a certain global issue to raise more awareness.” She stated that last year there was not a uniform focus as a school and much of the responsibility rested with the classroom teacher, versus a shared responsibility with other members of the school community.

Barriers to Preparing Students to Become Global Citizens

Janet was asked to describe barriers to preparing students to become global citizens. She emphasized time constraints and lack of teacher understanding and preparation for global citizenship education . She feels that the understanding of global citizenship varies from teacher to teacher, which makes it difficult for students to understand what it means to be a global citizen.

Each Teacher’s Perception of Global Citizenship

All the teacher participants shared the view that a global citizen must be aware of other cultures. However, the depth of awareness varied among the teachers.

Similarities and Differences between Cultures

Six of the female, elementary teacher participants felt a global citizen was someone who had an awareness of the similarities and differences among other cultures. Angie simply stated that a global citizen has “an awareness of where other cultures are, and they are aware about other cultures.” Although Iva described this awareness as a realization of “other cultures and other places” not being “the same as us,” Evelyn and Grace described this awareness of the differences and similarities in individuals as “unique.” Evelyn, Iva, and Brittany stated that through this awareness of similarities and differences a global citizen has respect. Grace named this as an appreciation.

A global citizen is someone who has respect for the diversity present in our world today and that they have an awareness that there are some differences and similarities between other cultures and our own. We need to learn to accept that we are all unique and be tolerant of people from different places. Evelyn

I would say that it is someone who realizes we are all part of the same world. It is important to have experiences with other people to appreciate their uniqueness and different characteristics from themselves. Grace

Someone who is aware of other cultures and other places that are not the same as us. They don't do the same things that we do. Being respectful of differences and always trying to include that in your thinking. When you think about things you think about them and their culture and how everyone is different. Iva

A global citizen I would probably say someone who might be a little more knowledgeable about things going on in other countries. And they are aware of different aspects of the cultures. And if somebody from a different country were to come, they would be able to kind of show them how we are in the United States. And possibly know how to treat others from their different standpoints, their different cultures, too. They would know their customs. Yes to be able to show others that we can be respectful, too. Brittany

Well, I would probably say that it is somebody who is well rounded and has knowledge of other cultures and is able to communicate with people from other countries. And since our country is made up of people from

other countries, I would explain to them that it is important for them to have that knowledge so they could better function in our society today.
Debbie

Debbie does not describe respect or appreciation, but does explain that students need to be able to communicate with people from other countries. Reflecting on Debbie's response to her personal experiences with other cultures, she had described her inability to understand the conversations of her French-Canadian family members.

Creating Curriculum for Global Citizenship Education

After defining a global citizen, the teacher participants were challenged to create a curriculum for global citizenship education. Few themes emerged from the hypothetical curricula created by the teachers who believed global citizens understood there were similarities and differences among cultures. Angie felt that the curriculum for global citizenship education should focus on learning basic facts and common words in other language. She expressed that this was important because "it helps give students a sense of identity." The remaining teachers expressed a need for real life experiences with people from other cultures. Grace suggested traveling to other countries and experiencing the culture authentically. Evelyn was more in depth in her description of a curriculum and explained that students would need an opportunity to interact through hands on activities, computer activities, and "putting them in touch with people living in our local community that have lived in different places."

Global Citizens Impacting the World

Holly, Christy, Fran, and Janet went beyond describing a global citizen as someone who understands the similarities and differences among cultures or someone

that has respect or an appreciation for other cultures. They also explained that a global citizen is affected by or has an impact on the world.

I think that I would say that a global citizen, I think of the first thing I think of is someone who is globally aware. I think maybe we are all global citizens whether we realize it or not because we use things from all over the world and we are surrounded by people from other cultures, but maybe embracing that. Sometimes they are better than ours and we may not want to admit that and that that is a good thing, and where can I play a role in that. I think that global citizenship is about being aware about different cultural and countries and that needs to go beyond geography, knowing where a country is. I think that's important, too. But I'm just saying that I want to go to the next level, and just that a child would desire like I really want to do something with technology, or I really want to study health and be a doctor. How can this influence other areas just as they grow up? They'll become more compassionate and have desires about those types of things. Holly

To me a global citizen is someone who is aware of what's going on in different parts of the world. A person who is aware of how what they do affects other citizens around the globe. Christy

I would say that a global citizen is someone who is aware that they make an impact in the world but that they are not the only person in the world or type of person in the world. That our culture is not the only one that exists. That they are aware of other cultures and other social norms within those cultures that exist outside of the United States. Fran

A global citizen is one who respects and values diversity and aware that of our huge world and of their role in this world. I want my students to participate in their community and be willing to take responsibility for their actions. I want my students to appreciate others' cultures and stand up for others even if they notice cultural differences amongst them. I also want my students to understand that we must take care of this world we live in and aim to protect it and its resources. Janet

Although Christy and Fran stated that a global citizen is aware of how his or her actions impact the world, they were vague in their responses. Holly gave examples that included careers that would influence others. Janet explained what she felt a global citizen is through her desires for her students. She gave specific behaviors that she wanted her students to possess.

Creating Curriculum for Global Citizenship Education

The hypothetical curriculum designed by these four teachers involved international field trips. Holly suggested starting with local field trips within the state in order for students to understand where they are in the scheme of the world. The rationale given by the participant teachers for the field trips was to give authentic experiences and provide opportunities to create bonds. Christy, Holly, and Janet wanted the students to work on projects with students from other countries or cultures. All three teacher participants felt that projects would afford the students the opportunities to build relationships. Janet also expressed that there should be community involvement with the projects.

I think it is important to bring the community because with any project, the more ideas the better. I think that if the community jumps on board, the parents will reinforce it with the students, and the project will be more of a success. Janet

Fran and Holly also suggested integration within the regular classroom curriculum. Fran felt that aiding students in the realization they are interdependent with other countries could be achieved through her current social studies content. She also suggested that a character study would allow students to learn about other cultures and learn acceptance of those cultures. Holly suggested studying book genres from other countries. She felt the book studies would not be a “forced passion,” but would allow for students to get involved with topics that interest them.

Roles and Responsibilities for Preparing Global Citizens

Responsibility for Teaching a Curriculum for Global Citizenship

When asked, “Who would be responsible for implementing your newly created curriculum?” there was a strong feeling among the teacher participants that the

implementation of a curriculum should not remain solely with the classroom teacher, but should be an effort supported by all stakeholders. Evelyn described why she felt implementing the curriculum should not be left to the classroom teacher. She stated, “I think it puts a lot of strain on classroom teachers when we already have a lot on our plates with the newly coming Common Core and the Standards we try to meet every day with ELA and social studies.”

Fran described her personal feelings. “I feel like that is a struggle with certain things, when you are told to do something, and you are trying to figure where it ties in to what I am teaching my students and how would that benefit or impact their ability to learn about such situations.”

Although many of the teacher participants described the responsibility for implementation of a curriculum as a shared one, three teachers were not collective in that rationale. Christy and Debbie both felt that the responsibility was with the classroom teacher. Iva did not acknowledge the classroom teacher at all within her response. She stated:

I think that the guidance because that is the first person that pops in my head, the media specialist can help with that. The computer lab. I know they have skills they have to teach in there, but they can use this as their jumping off point, you know like we are going to do a PowerPoint. Use this as their learning objectives. I even feel like in music, I don't think it should take over the music program or the art program, but it could be in their curriculum as well because I know that they have standards to cover, too. Iva

Interestingly, while Iva was explaining what she would leave out of her newly created curriculum that was currently in the curriculum at her school, she explained, “I think if there is some way to make that more meaningful because it is really hard when we have standards to cover and so much to get done. It's hard to find time to do that. If

someone, I don't know, guidance, if someone could make it their priority. It's hard for us."

Current Teacher Preparation

Each teacher participant was asked how prepared she felt about implementing the current curriculum for teaching global citizenship education at MPES. Two teachers felt they were prepared. Angie described the curriculum as "simple," stating the students picked up on it quickly. However, she felt more could be added to the curriculum.

Fran felt she was prepared to teach the curriculum because she had conducted research over the summer and had also established a partnership with a classroom teacher living in the state her class had been assigned to study. Fran did share that she felt like "it" was all put on her instead of being provided with resources and/or personal contacts. Although Fran described her preparation for the state for which her class would be responsible, she did not describe or reference her preparation for teaching the other states and countries that are taught during the school year.

Eight of the teacher participants did not feel prepared to teach the current curriculum for global citizenship.

I don't feel too prepared because it is not something that I'm teaching. It's been mostly our media arts, and then we have one week assigned throughout the whole year. During the morning show they showcase whatever country or state it is. I do my best to have my students pay attention. They do only the basic facts and it's hard to make students understand when they are trying to be global. Brittany

Other than the little bit that we do for Howling TV (pseudonym), we have one activity. I feel if I was going to teach specifically about a particular culture, I would need some instruction myself before I tried to implement that. Take some time preparation to study about other cultures. I do think that what we do is good. I think we could do more. The kids really enjoy doing the activities learning about the different places. Evelyn

I don't feel very prepared to implement it mainly because I don't see the materials. It is a very brief introduction, and I'm not really exposed ahead of time much. I try to listen while they are doing something on Howling TV. I even write it down on the board the things that I can hear, but that is limiting my exposure to it. Grace

I guess I don't feel that prepared because I don't feel we have the things we need to be able to implement it. Like last year and the year before. Some people did a great job, but it was more of an afterthought. It's like oh gosh we have to get this PowerPoint put together, something put together. Iva

Even with the few background experiences that I had...I feel no way prepared to truly implement a global curriculum in my classroom. Janet

No preparation except a little scouting on the internet. We just picked a country and looked up stuff about it. I am not prepared as I would wish to be. Christy

I do not feel prepared to teach it. Debbie

I think I am in a fortunate place just because of my experience. Outside of that, I don't feel very prepared. I think it's nice as a teacher I was only given the responsibility you know for one country or as a grade level. However, the other places, we kind of check-out because we aren't responsible for them. We weren't given any resources so the research taking place amongst the different grade levels looked very different. Holly

Some grade levels might have taken it more seriously than others. Unfortunately we got some Native American tribe that didn't want to communicate with us... But other than that, I think it might have been a little bit more, I don't want to say rigorous, but more rigorous. Because if you weren't responsible for researching and presenting it well then you didn't go and research other countries because we have so many other things. There was a curriculum, but there wasn't. It was more like it was an outline. From there we were kind of creating the curriculum, if you think about it. Holly

The reasons for not feeling prepared to teach the current curriculum for global citizenship education at MPES varied among the eight participating teachers. Two teachers expressed concern about a lack of materials. Other teachers felt there was not enough personal background knowledge. Another concern was the limit to what a class was responsible for presenting to the student body at MPES. One teacher also expressed

concerns over being limited to one country or state for the year, and did not feel prepared because it was not something that is taught.

Recommendations for Teacher Preparation

When teacher participant responses concerning how prepared they felt in teaching the current curriculum for global citizenship at MPES were reflected upon, there appeared to be a concern about curriculum, expectations, or lack of exposure. These thoughts become more evident when each teacher participant was asked to describe how the person responsible for implementing the curriculum that she “created” would be prepared to teach that curriculum.

Expanding the Current Curriculum for Global Citizenship Education at MPES

Each teacher has worked with her students to create a visual presentation that was presented on Howling TV over the 2012-2013 school year. As with the projects of the prior years, all of the visuals were a representation of facts about the assigned region. Debbie, Fran, Iva, Janet, and Holly described how they integrated their own travel or life experiences or utilized opportunities within the regular curriculum to teach about diversity and/or interdependence. Fran is the only teacher that spent time before the school year of this present study to make contact outside of the school with the goal of establishing a partnership between her students and the students from the state her class had been assigned. Fran also described how she has used opportunities within the social studies curriculum to demonstrate interdependence among countries and cultures. In contrast, her coworker stated that the portion of the US history she teaches limited her abilities to integrate global citizenship curriculum.

Challenges in Global Citizenship Education

Time

Lack of time was a common concern among teachers when asked to express challenges in global citizenship education. When thinking about curriculum for global citizenship education, the teachers did not want to view it as a separate entity that was going to take more time away from an already demanding academic schedule that included covering the CCSS.

I just think time. We have so many expectations and standards that are already required for each grade level that we are trying to desperately cover and have children to have mastery, so adding on more thing. Grace

Fran expressed her concerns beyond the time to teach the curriculum: “If there’s not enough time to sit down and collaborate and figure out a way to truly integrate it into your teaching, then the excuse will be, ‘There’s no time teach it.’”

Lack of Support

The teacher participants felt that a lack of parental support for a global citizenship curriculum had a negative effect on students and their attitudes towards global citizenship.

I could possibly foresee some of my parents not being on board. I feel like a lot of parents believe that we should focus on what is going on in our own country. That is not something that should be shoveled down their children’s throats at this age. They don’t necessarily see the importance in it. Debbie

I don’t think parents are as up on current events and don’t see that as possibly something that could better their children. And another thing is the children’s attitude which is influenced by their parents. They are negative about learning other cultures at times because of the influence of their parents. Debbie

I still have students in my class question why [Spanish language] and to me that’s just being ignorant. That is just a negative factor because you have students learn from their parents, and it’s just passed down. Brittany

In addition to opposition from parents, four teacher participants expressed a concern about resistance from other teachers as being a challenge with global citizenship education. Three teachers used the same expression, “Getting people on board.” They went on to explain the statement more clearly, so it was understood that people meant teachers. There were comments made by other teacher participants such as: “If you don’t have the support of the people that need to be implementing that, then it won’t be taught,” and “You may have teacher resistance, too. You know, people that don’t want to put any more effort into it than what we already have.”

A few teachers mentioned a lack of money, but there was little elaboration. Another teacher felt that technology has taken away students’ interpersonal communication skills. One teacher participant did not feel there were any negative factors when implementing a global citizenship curriculum.

Summary

This chapter began with a description of the curriculum used to teach global citizenship education at MPES. This was followed by the profile interviews from each of the teacher participants. The teacher’s perception of global citizenship education, her view about her roles and responsibilities in implementing the curriculum for global citizenship, and the teacher’s perceptions of barriers with the curriculum were also described. Chapter Five: Summary and Discussion will provide a discussion of the findings and connections to the scholarly literature.

CHAPTER 5

SUMMARY AND DISCUSSION

Introduction

Global citizenship curriculum encourages people in schools and in the educational system to think in new ways about schooling and learning and encourages students to be globally competent citizens and to be prepared for a global 21st century workforce. This chapter discusses the findings of the present study, outlines the implications of the findings for classroom teachers in the United States, and illustrates the potential impact further research can have on the teacher preparation and curriculum for global citizenship education at MPES.

The site of the present study is located in South Carolina. Mundo Pax Elementary School (MPES) opened in 2007 to meet the needs of the rapidly increasing population in a rural area. Within a five-year time span, the school grew from a population of 726 students to over 900 students (School Improvement Council Minutes, September 2011). As new housing developments supporting a large number of single-family homes continue to be settled, the population is expected to increase (School Improvement Council Minutes, April 2010). With over 60% of the students on free or reduced lunch the school qualifies as a Title I school; however, there are no funds available for extra support (School Improvement Council Minutes, April 2010). The reasons for choosing the setting for this research include; (a) this school has implemented a curriculum that

promotes global citizenship; (b) the curriculum has been written specifically for that school; (c) the researcher is familiar with the curriculum at the school; and (d) the teachers are accessible to the researcher.

The vision statement:

Students will become global citizens who are self-directed, creative, collaborative, caring, and multilingual and will flourish in a global, competitive 21st century.

While the vision statement's language implies that the curricular materials will promote "global citizenship," in practice that can be challenging. The researcher found that there was a detachment between the professional development provided for MPES personnel and how that related to enabling teachers to prepare students to become "global citizens."

MPES requires further preparation of its elementary school personnel (i.e., teachers, staff, and administrators) in order to enable its students to reach the goal of becoming "global citizens." First, school personnel in the MPES need to come to a consensus regarding the pedagogical techniques and curricular materials that are aimed at global citizenship and *aligned* with Common Core State Standards (CCSS). Second, school personnel need to take ownership and responsibilities in the development of a global citizenship curriculum for MPES. Third, school personnel need to be prepared to *integrate* the components of a global citizenship curriculum with the CCSS.

To address the understanding of the vision statement and the preparedness of the MPES personnel to meet the goals and objectives of their vision statement, the present study reveals the perceptions of ten elementary school teachers regarding what it means

to be a “global citizen” and the ways in which curriculum and pedagogy can be aligned with the CCSS in order to enable students to become global citizens.

Public education in the US has experienced modifications in curricular focus in response to social and political shifts. Despite those curricular shifts, the framework in which the curriculum has been presented in the public education classroom has essentially remained the same. Horace Mann introduced the Prussian model of school into the US school system. This method was meant to provide students with the same content in education and is still present in American schools (Frey & Whitehead, 2009; Hardway, 1995).

As a result of the 2001 No Child Left Behind act, the National Core Standards were created (Spring, 2010) and it placed an emphasis on the CCSS of subjects of mathematics, English language arts, social studies, and science. Yearly testing ascertains academic “excellence.” CCSS (2012) emphasizes preparing students for careers within a global economy. However, there is nothing within the grade-level specific standards explicit to teaching about humanity or solving world issues. Various institutions of learning address global citizenship through curriculum implemented by the classroom teacher. There is a growing amount of research addressing global citizenship in education (Alazzi, 2011; Banks, 2004; Evans, 1987; Hanvey, 2004; Hughes, 2006; Ladson-Billings, 2005; Oberman, et. Al., 2012; Rapoport, 2010; Rasmussen, 1998; Skerrett, 2009; Theobald & Siskar, 2010; Wagner, 2010).

When comparing the studies presented in the literature review of the present study, educators shared frustrations with mandates stemming from standards-based curriculum and assessments. This has created restraints when the educators are expected

to include global citizenship education within their curriculum area. The approach to teaching and the understanding of global citizenship education varies according to the educator's personal experiences and/or professional development. Bottery (2006) argued there needed to be a radical change in professionals' understanding of their responsibilities and the nature of their work in relation to globalization and global citizenship. Educators have seen recent changes in policies of nation-states because of globalizing forces (Bottery, 2006; Bybee, 1997). Bottery (2006) named the work of educators as being "increasingly controlled and increasingly fragmented" (p. 95).

The purpose of this qualitative study was to investigate how ten female elementary teachers perceived global citizenship and how these teachers used their personal definitions of global citizenship to shape their curriculum within their classrooms. The data from this study were collected from semi-structured personal interviews, the school-wide curriculum, teacher lesson plans, and final products projects. The researcher used the program CAQDAS NVivo 10 to assist in the coding process. NVivo did not analyze the data, but provided the researcher with a way to select segments from the research for coding and retrieval. This process allowed the researcher to view themes within the data.

When discussing the data in this chapter, the school site and the teachers interviewed are referred to by pseudonyms. To maintain the confidentiality of each participant, explicit details have been limited and names and locations broadened.

Research Questions

Research questions that guide the present study are as follows:

1. How do classroom teachers at MPES define "global citizenship?"

- 2. How do classroom teachers at MPES define their role and or responsibility in preparing students for “global citizenship?”*
- 3. What are examples of teachers at MPES promoting “global citizenship?”*
- 4. What are the challenges of teachers at MPES in preparing students for “global citizenship?”*

Themes that emerged from the interview data answered the research questions and are reported in Chapter Four and include: 1) teacher perceptions about global citizenship; 2) roles and responsibilities for preparing global citizens; 3) promoting global citizenship in the classroom; and 4) challenges in global citizenship education.

Theme 1: Teacher Perceptions about Global Citizenship

To recognize how the participating teachers define global citizenship, the researcher asked the participating teachers, “If one of your students asked you what is a global citizen, how would you respond?” The participating teachers responded to the question with a common definition of awareness of similarities and differences among cultures. However, some teachers expanded their definitions to include a respect or appreciation for ‘other’ cultures.

The teacher participants feel global citizenship involves the awareness of ‘other’ cultures. This awareness is not limited to international cultures. It also involves cultures within the US that are different from their students’ rural southern culture. Evelyn stated, “A global citizen is someone who has respect for the diversity present in our world today and that they have an awareness that there are some differences and similarities between other cultures and our own.”

Hanvey (2004) explained that “perspective consciousness” is the first dimension that schools can take to develop an awareness of other cultures. The teacher participants

expressed the desire for students to recognize while there are differences between cultures, there must be a level of respect and tolerance. Some of the teacher participants described how they modeled respect for students with different cultural backgrounds within their personal classrooms. Janet stated,

As a teacher I have always respected everyone's culture, and I am mindful of making sure I keep in mind that we live in a diverse world. I make sure to welcome all students and their cultures into my classroom to ensure all my students feel safe and loved.

Since its establishment as Oxford Committee in 1942 to combat poverty, Oxfam (2013) continues to be a global movement fighting against poverty. Oxfam provides educators with resources for global citizenship education. Oxfam (2012) took the participating teachers' descriptions of understanding similarities and differences of other cultures as a step further to explain how people should have an understanding of discrimination and prejudice, "how to combat these issues and how students can ensure they live a life that is deeply committed to diversity throughout the world" (p. 2).

Four of the teacher participants went beyond describing a global citizen as someone who understands the similarities and differences among cultures or someone who has respect or an appreciation for other cultures. They also describe a global citizen as someone who is affected by or has an impact on the world. Fran explains, "I would say that a global citizen is someone who is aware that they make an impact in the world but that they are not the only person in the world or type of person in the world. That our culture is not the only one that exists." Holly also expressed this impact as a compassion and desire for impacting other areas of the world. Banks (2007) states that the biggest challenge in the US is creating "reflecting and effective citizens" (p. 11). Oxfam (2012) explained that students should learn to be critical thinkers in a global citizenship

education. This skill is important to Freire (2009) who believed that we must look critically at what is presented to us to see the influence of power relations. These four teachers also included international field trips in their hypothetical curriculum.

Overall the teacher participants felt that global citizenship involves the awareness of ‘other’ cultures. They want their students to be able to understand that although ‘other’ cultures have differences, they also have similarities. Four of the teacher participants expanded their definitions of a global citizen to describe someone who is affected by or has an impact on the world.

Theme 2: Teacher Roles and Responsibilities for Preparing Global Citizens

Participating teachers were asked to create a hypothetical curriculum for global citizenship education. They were asked to explain who would be responsible for implementing the curriculum and how the person responsible would be prepared to teach the curriculum. The participating teachers were later asked to describe how prepared they felt implementing the global citizenship curriculum currently taught at MPES.

Although a few teacher participants felt it was their sole responsibility to implement a curriculum for global citizenship education, most of the teacher participants felt there should be a shared responsibility when teaching global citizenship. Rapoport (2010) warned against conceptualizing global citizenship within the frameworks and discourses of the subject a teacher teaches. He expresses a concern that this approach has potential to create a bias with limited understanding of global citizenship. Rapoport’s warning is illustrated through Brittany’s comment about integrating her personal cultural experiences into her classroom. She states,

As far as curriculum I just teach mathematics, so I don’t have any kind of way to include that in my curriculum because it is pretty you know laid out for me. But If I taught social studies or even going back to science when I did teach science, I’d

think about the landforms and where you have different volcanoes and where you have different landforms in other continents and how that affects their kind of economy and businesses and things like that.

Suggestions were made by the teacher participants to include the art and music teachers, the media specialist, the technology integration specialist, the computer lab instructors, and one suggestion for including the guidance counselors. Although the teachers advocated this shared responsibility, there was an expressed concern that the music and art teachers also had demanding standards that had to be covered. For example, Iva suggested that the computer lab instructors integrate the curriculum for global citizenship into their “learning objectives” using computer programs such as *PowerPoint*.

While two participating teachers in this study felt they were prepared to teach the current curriculum for global citizenship, the remaining teachers in the present study expressed a lack of preparedness. According to one teacher, she felt unprepared because MPES did not have prepared curricular materials designed to address global citizenship education. The remaining participating teachers were also concerned about the lack of curricular materials for global citizenship education at MPES, as well as expectations of administrators and unfamiliarity of the ‘other’ cultures. Evelyn explains,

Other than the little bit that we do for Howling T.V., we have one activity. I feel if I was going to teach specifically about a particular culture, I would need some instruction myself before I tried to implement that. Take some time preparation to study about other cultures.

Brittany, Grace, Holly and Iva made similar comments to Evelyn’s. Janet stated, “Personally, I would need more professional development before fully implementing it. It’s just how I am. I want to make sure I am fully prepared and confident in the curriculum before teaching it.”

Rapoport (2010) shared the feelings of educators from Hong Kong and Shanghai who supported global citizenship education. However, the educators in Rapoport's study felt they lacked preparation or training. Devlin-Foltz (2008) explained that few teachers are well prepared to teach students to become global citizens of the 21st century and suggests that there should be a shared responsibility in preparation "by all who instruct future teachers" (p. 2).

Most of the teacher participants in the present study felt there should be a shared responsibility when teaching global citizenship, although a few teacher participants felt it was their sole responsibility. The teacher participants made suggestions to include other school personnel, such as the media specialist, technology integration specialist, computer lab instructors, and guidance counselors. The teacher participants expressed a lack of preparation, lack of training, and/or a lack of materials as a concern with the curriculum for global citizenship education at MPES.

Theme 3: Promoting Global Citizenship in the Classroom

Participating teachers were given the opportunities to describe their personal experiences outside of the classroom that they have had with 'other' cultures. The teachers were asked to describe how those experiences were integrated into their teachings, and if they were not, the participating teachers were asked to explain why those experiences were not integrated. The participating teachers were also asked to describe how the current curriculum at MPES fits into their definition of what a global citizen is. The participating teachers were given the opportunity to share anything they felt they do differently or add to the curriculum at MPES to promote global citizenship.

Six of the participating teachers used opportunities within the regular school curriculum to teach about diversity and/or interdependence. This was expressed more

frequently in the context of the social studies curriculum. Although Evelyn and Grace utilize the same social studies curriculum as Fran, they did not recognize the same opportunities for global citizenship education within the social studies curriculum as Fran. Fran explained,

I almost feel like what I'm teaching with the social studies curriculum better prepares my students as global citizens because we are learning about democracy and how that idea of democracy came from the French and the Greeks and other cultures and things like that, more so than them learning interesting facts about states within our own country.

Rapoport (2010) warned that social studies standards are lacking in global citizenship issues. He feels that including global citizenship within the standards would have benefits because it would provide content support. Duncan (2012) expressed concerns that NCLB has narrowed the regular classroom curriculum to the skills that are tested.

Utilizing the regular classroom curriculum, one teacher participant suggests integrating character studies within the curriculum. Another teacher participant suggested utilizing literature studies to promote global citizenship. She described the utilization of children's picture books as "an ideal genre to integrate character education for global understanding." She feels that her approach enables children the opportunity to see the "sameness in humankind." Martin, Smolen, Oswald, and Milam (2012) recommended using global literature as a way to celebrate diversity and promote global citizenship.

Angie felt that the curriculum for global citizenship education should focus on learning basic facts and common words in 'other' languages. She expressed that this was important because "it helps give students a sense of identity." Evelyn was more detailed in her description of a curriculum and explained that students would need an opportunity

to interact through hands-on activities, computer activities, and “putting them in touch with people living in our local community that have lived in different places.” However, she did not describe examples of hands-on or computer activities.

Some of the teacher participants suggested students should be provided with authentic experiences through local and international field trips in order to assist students in their understanding of the world. International experiences would also provide students with opportunities to create bonds. People to People (2013) Ambassador Programs' educational trips have been in existence for over fifty years. The program was created in an effort to create “intelligence for a global society” through international cultural experiences. The cost of a People to People field trip ranges in the upward thousands of dollars. Whether a field trip is local or international, money is a factor that is often lacking.

Holly spent time short periods of time overseas living among other cultures as a missionary. She expressed a desire for her students to immerse themselves in other cultures. Like Holly, two other teachers shared their experiences as missionaries. Hanvey (2004) described Dimension Three: Cross-cultural Awareness as being one of the most difficult to obtain. He described a sequence of events that often have elements missing. Missing one or more of these elements could be true for missionaries conducting fieldwork in other cultures and/or countries. Mi (2007) felt that missionaries are not effectively prepared and motivated “with the awareness of the crucial need for language and culture acquisition in culture adjustment before their entry onto the cross-cultural field” (p.1). Those events include, “initial willingness to respect local ways and viewpoints, participation (which is a concrete demonstration of respect), advanced

participation: living the culture, and depth understanding: ‘inside the head’ of the host society” (Hanvey, 2004, p. 14) Hanvey (2004) defined cross-cultural awareness as the

awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one’s own society might be viewed from other vantage points (p. 10).

Hanvey (2004) explained this dimension as the most difficult to attain because it is an awareness that that cultures are uniquely different and acceptance of those differences.

During the 2012-2013 school year, MPES students created class projects about a state selected by the classroom teacher. Teachers felt there was disconnect between the information their students were gleaning from the other states, when it was not their classroom’s assigned state being taught for that week. Brittany explained,

We have one week assigned throughout the whole year. During the morning show they showcase whatever country or state it is. I do my best to have my students pay attention. They do only the basic facts, and it’s hard to make students understand when they are trying to be global.

The 2011-2012 school year curriculum for global citizenship education included having students work with students of other cultures on a global problem. Only a few participating teachers had the opportunity to make connections with an international or other cultural school during the prior school year. However, even those who didn’t felt the opportunity provided a more authentic experience for global citizenship education. Janet described the experience,

Last year we were hoping to be more involved with our partners in a global project but were unable to maintain contact due to our partnership school having circumstances beyond their control. I think it would be good if our school was able to start a school project or grade level project where we could encourage our students to become involved in a certain global issue to raise more awareness.

Some teacher participants want their students to work on projects with students from other countries or cultures. As with the international experiences, these teachers feel working on projects with students from other countries and cultures would afford them the opportunity to build relationships. One teacher participant suggested the students work with others to solve problems. Hanvey (2004) described the awareness of world conditions as Dimension Two: State of the Planet Awareness. He suggests that students begin at an early age to “puzzle over” the cause and effect of human impact on the local environment and how it affects the global environment. According to Wagner (2010), Karen Bruett, a manager for Dell Computer Corporation, explained how corporations today are organized with networks of teams who must possess critical thinking and problem solving skills to work a task, solve a problem, or reach an end goal.

In an effort to build reinforcement, one teacher participant recommended that the community also be involved in the projects. Theobald (1997) explained the importance of curricular and pedagogical work of a school revitalizing a community. He stated, “A community is a place where people [who] may not like one another nevertheless work together to advance the welfare of that which they hold in common” (p. 121). Sobel (2005) argued that the “high-stakes standards movement” (p. 16) increases seat time and eventually “separates the students from the community, from their inner selves, and from the real world” (p. 16).

By expressing a desire for students to participate in problem solving or project based learning, the participating teachers are describing a society-centered curriculum. Ellis (2004) explained that a society-centered curriculum is grounded in the progressive education theory created by famed educator, John Dewey. The society-centered

curriculum emphasizes education for citizenship and real world social issues. The teacher acts as the facilitator as students experience problem-based learning. Barrett (2005) described problem-based learning as an education strategy requiring students to first be presented with a real problem. Students work in small groups to develop an action plan for working on the problem. The students participated in independent study as they learned more about identifying problems and creating solutions.

Although six of the participating teachers used opportunities within the CCSS curriculum to teach about diversity or interdependence, the teachers offered other suggestions. One participating teacher suggested character studies within the curriculum. Another teacher participant suggested integration through children's literature. Using a story model framework in education, Susan Drake (1998) described how a story allows students the opportunity to make connections. Drake (2010) explained "stories are filtered through personal, cultural, global, and universal frames" (p. 3). Drake defined the two major objectives of the story model as personal growth and social change. She stated, "To change actions, we have to become conscious of our cultural values, beliefs, and assumptions" (p. 100).

Some of the teacher participants would like to include local and international field trips to provide authentic experiences. One teacher participant differed from the others, and explained the focus should be on basic facts. Similar to a curriculum used during the 2011-2012 school year at MPES, teacher participants expressed a desire for their students to work with students from 'other' cultures on projects and/or problems.

Theme 4: Challenges in Global Citizenship Education

The participating teachers were asked to describe what they perceived to be negative factors when trying to implement their hypothetical curriculum for global

citizenship education. They were later asked to describe what they felt were barriers in preparing students to become global citizens.

The participating teachers shared the belief that a curriculum for global citizenship education was important, but the lack of time concerned the teachers. Fran stated, “If there’s not enough time to sit down and collaborate and figure out a way to truly integrate [global citizenship education] into your teaching, then the excuse will be, ‘There’s no time to teach it.’” Evelyn explained, “I would say time would be the biggest negative factor. I feel that I don’t have enough time to add one more thing to my already challenged academic schedule.” Janet stated, “Don’t misunderstand me, I do believe that we should help in implementing and teaching [a curriculum for global citizenship], but there are time constraints and the lack of integration with what we have tried to implement before.” The mandates to cover CCSS were factors mentioned frequently.

The researcher holds that CCSS provides teachers with standards that are “consistent, clear understanding of what students are expected to learn” (CCSS, 2012, p. 1). Porter, McMaken, Hwang, and Yang (2011) called the CCSS “the content of the intended curriculum” (p. 103). Teachers often feel overwhelmed when trying to complete the standards for testing (Carlsson-Paige & Lantieri, 2005; Rapoport, 2010). The CCSS does not provide the teacher with a curriculum or guidelines for teaching global citizenship education. Grace sums up the challenges by stating,

I think it would be helpful if we did have at least some standards or expectations of what the district or whoever wants us to help these children to be global citizens and ways that can be implemented within the curriculum we already have, within social studies, within science. We talk about common core and how it all relates and integrate . . . I think that would take time and effort for someone to figure out how we can do that [integrate a global citizenship curriculum]. That might help with the time that we are already feeling we don’t have enough of.

That's the only way it's going to be meaningful if they see it as a part of their life and not just one more subject.

The teachers of the present study appeared to be willing to teach a curriculum for global citizenship, but due to lack of time they desired a curriculum that has already been integrated into their current core curriculum that does not take away from the objectives of the CCSS. With a change in administration, the year the study was implemented, MPES did not have a written curriculum, only a list of states and countries that were to be taught through the Howling TV program and classroom presentations. Iva references MPES's written curriculum from prior years, "I don't feel we have the things we need to be able to implement [a global citizenship curriculum], like last year and the year before." Grace explains the desire to be given a directive,

I think it would be helpful if we did have at least some standards or expectations of what the district or whoever wants us to help these children to be global citizens and ways that can be implemented within the curriculum we already have, within social studies, within science. In some way, just making it more part. We talk about common core and how it all relates and integrates . . . I think that would take time and effort for someone to figure out how we can do that. That might help with the time that we are already feeling we don't have enough of.

The participating teachers also felt that resistance from other teachers created challenges when implementing a curriculum. To understand why there is resistance to teaching a global citizenship education, further exploration is needed. Their resistance may be the same as or similar to the "negatives" that were expressed by the teacher participants in the present study. Rapoport (2010) suggested that a passive or skeptical attitude towards global citizenship may result in the neglect of a curriculum for global citizenship education. Hanvey (2004) explained that a school curriculum is framed by perspectives that have various dimensions. If teachers are being expected to teach global

citizenship education, there needs to be an awareness of the differing perspectives and the implications. Janet illustrates the point,

The only barriers I would see are teachers being prepared and time constraints and making sure that we know what we are talking about. Making sure we are under the same understanding what a global citizen is of the curriculum we are implementing. I think if it varies from one teacher to the next, then our students are not going to truly understand what it means to be a global citizen. They are going to get hit and miss pieces from different teachers.

Teachers were concerned with the lack of support from parents/guardians. It was felt that some parents/guardians did not understand the value in teaching about other cultures or teaching for global citizenship. It was alleged that student attitudes were a reflection of their parents/guardians. Debbie explained,

I don't think parents are on board with having that [global citizenship education] included in our curriculum, just because it is different, and they are not used to it... And another thing is the children's attitude[s] which is influenced by their parents. They are negative about learning about other cultures at times because of the influence of their parents. So that could be barriers.

Some participating teachers were also concerned that a low socio-economic status within a family contributed to negative attitudes towards global citizenship education or people from “other” cultures. According to Oberman, Waldron, and Dillon (2012) children begin to develop prejudices at an early age. The prejudices relate to gender and race. Children also begin to have conceptions of fairness and “a capacity for empathy.” Theobald and Siskar (2010) suggest that if the goals of diversity and community are to be met, educators need to embrace a constructivist pedagogy so students will “experience and become comfortable using processes that are democratic and that require critical analysis” (p. 213).

A teacher participant expressed a concern about how the use of technological devices in contemporary society has created a digitally interconnected world, but it has

also created children who have difficulty with interpersonal communication skills. Mazza (2013) explained that technology “cannot replace the eye contact, empathy, and mutual respect that speaking with someone face-to-face provides us as humans” (p. 34).

Teacher participants saw the lack of money as being a negative factor. The teachers who wanted to plan field trips or international experiences as part of their curriculum were the ones to express the lack of money more frequently. Holly, for example, felt that students and adults should have such a desire to authentically experience another culture, they would be willing to “sacrifice time and money.” Ladson-Billings (2005) explains that often a school’s curriculum assumes a White, middle-income identity without understanding the challenges of poverty. She argues that the costs of school supplies and even field trips often creates such a burden on families and that as a result they can begin to feel less than US citizens.

Although the teacher participants want their students to understand there are similarities and differences among cultures, it became evident some of the teacher participants themselves lacked an awareness. This lack of awareness can create a negative barrier when implementing a curriculum for global citizenship education. When asked, “Thinking about the global citizenship curriculum you currently teach at your school, how prepared do you feel in implementing it? Describe,” the teachers addressed their lack of knowledge of the countries or states being studied outside of their assigned country or state. Evelyn stated, “I feel if I was going to teach specifically about a particular culture, I would need some instruction myself before I tried to implement that. Take some time preparation to study about other cultures.” When asked “What would be

included in the curriculum [that you created for global citizenship education],” Iva responded,

I think it would be really cool for [my students] to be able to see other [international] kids in school and see the things that they are learning. I would want to see the adults and the jobs they have. That’s not where my kids are coming from, so I would want them to see their point of view. And the things they do for fun because I think they would see that it’s very similar to what they do. They want to come home and sit and play video games. Their parents might not let them as much as American parents do.

Iva makes the assumption that children in “other” developed countries probably do come home and play video games, although the time spent playing may not be “as much as” many American children.

Lack of time was the largest barrier reiterated by the participating teachers. They also felt that resistance from other teachers created challenges when implementing a curriculum for global citizenship education. The participating teachers were also concerned with the lack of support from parents and the effect parents’ attitudes have on students concerning “other” cultures. A teacher participant expressed the impact technology has on students’ interpersonal communication skills. Some teacher participants saw the lack of money as being a negative factor. The researcher of this study felt teacher understanding of the similarities and differences among other cultures were also barriers when implementing a curriculum for global citizenship education.

Summary of the Findings

Themes that emerged from the interview data answered the research questions and include: (a) teacher perceptions about global citizenship; (b) roles and responsibilities for preparing global citizens; (c) promoting global citizenship in the classroom; and (d) challenges in global citizenship education.

Overall, the teacher participants felt that global citizenship involves the awareness of similarities and differences among “other” cultures. Some teacher participants also felt that a global citizen is someone who is affected by or has an impact on the world. Most of the teacher participants in the present study felt there should be a shared responsibility when teaching global citizenship, although a few teacher participants felt it was their sole responsibility. The teacher participants expressed a lack of preparation, lack of training, and/or a lack of materials as concerns with the curriculum for global citizenship education at MPES.

Although many of the participating teachers used opportunities within the CCSS curriculum to teach about diversity or interdependence, the teachers offered other suggestions. Suggestions included character studies, integration of curriculum through children’s literature, and local and/or international field trips. Similar to a curriculum used during the 2011-2012 school year at MPES, teacher participants expressed a desire for their students to work with students from ‘other’ cultures on projects and/or problems.

The lack of time was the largest barrier reiterated by the participating teachers. They also felt that resistance from other teachers created challenges when implementing a curriculum for global citizenship education. The participating teachers were also concerned with the lack of support from parents and the effect parents’ attitudes have on students concerning other cultures. A teacher participant expressed the impact technology has on students’ interpersonal communication skills. Other teacher participants saw the lack of money as being a negative factor. The researcher of this study felt that teacher understanding of the similarities and differences among other

cultures were also barriers when implementing a curriculum for global citizenship education.

Limitations of the Study

The most important limitation lies in the fact that the researcher used a criterion sampling approach from the research site, MPES. The criterion sampling limited the researcher to ten female teachers in Grades 3 through 5 who experienced the curriculum for global citizenship education for at least three years. These criteria served two purposes. First, by excluding the other grade levels in the research, it allowed the researcher to focus on teachers who were affected by SC state standards and testing and CCSS. Second, the reason for limiting the research to those teachers had taught at MPES for at least three years was due to the fact the curriculum has changed each year, and those teachers who have experienced these changes. This enabled the research participants the opportunity to reflect not only on the current curriculum, but the past curriculum as well. Another limitation of the present study is it did not seek to investigate the overall effectiveness of the global citizenship curriculum at MPES. However, it does provide insight into what the participating teachers deem as strengths and weaknesses.

Implication of the Findings

The findings of this study have a number of important implications for future practice. Despite the written curriculum for global citizenship education at MPES used during the prior years, the present research revealed that although the teachers were able to frame their definitions and curriculum for global citizenship, two of the ten teachers were unaware that the curriculum being used had been created for global citizenship

education at MPES. The researcher can use the present research to begin a dialogue among the teachers and stakeholders at MPES. This dialogue would begin with educators at MPES engaging in a personal reflection of his or her own understanding and practice of global citizenship education, and how s/he can take action against his or her own oppression which may be inhibiting him or her from fully implementing a curriculum for global citizenship education. Debbie described her awareness,

[P]erhaps just self-reflecting as I have been thinking about these questions, I feel like personally I'm not prepared to teach my students about global citizenship. And I would like to see more opportunities to learn different strategies and how that we could integrate it into the curriculum that we have so that our students will be better prepared for when they go to middle school.

Teachers at MPES can be provided with an occasion for dialogue and reflection that will afford them the opportunity to frame a common definition for global citizenship. Teachers expressed a concern that a curriculum for global citizenship education was seen as a separate entity that demanded extra time they felt they did not have. Once an understood common definition for global citizenship is established, professional development can be offered that allows for training in planning and integration of such a curriculum. Janet stated, "The only barriers I would see are teachers being prepared . . . and making sure that we know what we are talking about. Making sure we are under the same understanding what a global citizen is of the curriculum we are implementing."

The teacher participants are concerned with the lack of support from both their peers and from the community. Teachers and stakeholders should engage in school-wide and grade-level dialogue. The dialogue should include roles and responsibilities in implementing a global citizenship curriculum. With careful and deliberate planning for professional development, it can assist in gaining support of more teachers within MPES.

Through collaborative efforts among the teachers and other school personnel such as the art and music teachers, computer lab teachers, and physical education teachers an integration of the global citizenship curriculum can be implemented as part of a school-wide theme.

As often as possible, students can be exposed to persons from “other” cultures and/or countries. Utilizing the school’s news computer software programs, videoing, and/or Skyping studio, guests may be interviewed and artifacts displayed. Whenever feasible, partnerships can be created to continue a dialogue among the students and guests.

The participating teachers expressed a desire to have their students working with students from other cultures creating projects or working on problems. At the younger grades, there can be a focus on place-based education that partners the classrooms with the community. Students work with the community to solve local environmental problems. Sobel (2005) suggests curriculum exhibition events. This gives the community an opportunity to see how a place-based education could impact the community. At the upper grades students can work collaboratively with students from other cultures and/or countries to solve real world problems.

Methodological Limitations

This present study relied on teacher interviews, lesson plans, and projects as a method of data collection for analysis. The design of this study did not include teacher observations in the regular classroom setting. Observations over an extended period of time may have yielded different results to the question, “Is there anything that you do differently or add to the curriculum at your school to promote global citizenship?”

Recommendations for Future Research

The global citizenship curriculum is used throughout the grade levels at MPES. However, this study did not allow for teachers outside of the criterion-referenced group in Grades 3 through 5 to have an opportunity to participate. Additional studies can be conducted school-wide, while also including related arts teachers such as art, music, and media specialists.

The present study sought to discover how participating teachers perceive global citizenship at MPES. However, a similar study could be conducted with the students from MPES. If educators had a better overall understanding of the factors that influence student perceptions of global citizenship, then improved efforts can be made in the framing of a curriculum for global citizenship at MPES.

The purpose of this present study was not to evaluate the current curriculum for global citizenship education at MPES. However, further research can be done to evaluate not only the curriculum used during the time of this study, but also past curriculum for global citizenship education. Future research should be conducted with the curriculum specialists who can engage in open dialogue and collaborative efforts amongst school personnel to encourage for global citizenship education among the various teachers and stakeholders at MPES.

Conclusion

As technology increases the interconnectedness of the global world, efforts are being made within schools to create curriculum for global citizenship education. For this study, Chapter One presented an introduction, specified the problem, explained the purpose and rationale for this study, and described a brief overview of the methodology

used. Chapter One concluded by describing some of the limitations confined within this study. Chapter Two presented a review of the related literature. It included a historical overview of the various curricular development in US public schools. This was followed by a review of global citizenship education studies. Chapter Two concluded with a description of the literatures recommendations and needs for reflection amongst teachers when developing and implementing a curriculum for global citizenship education. Chapter Three presented a description of the research design, including the purpose and problem statement, the inherent bias within the study, the methodology for data collection, and the method by which the data was analyzed. Chapter Four presented the results of the investigation outlined in Chapter Three. Chapter Four began with a description of the past and present curricula materials used at the study site to promote global citizenship and included a description about each teacher participant, including her international and/or cultural experiences, her hypothetical curriculum for global citizenship education, and the negative factors she perceived in the implementation of a global citizenship curriculum. Chapter Five discussed a summary of the research, its limitations, implications for further research, and recommendations.

Overall, this research study is intended to investigate how ten female elementary teachers define global citizenship and how these teachers utilize their personal definitions of global citizenship to shape their curriculum within their classrooms. Categories that emerged from the interview data answered the research questions and include: (a) teacher perceptions about global citizenship; (b) roles and responsibilities for preparing global citizens; (c) promoting global citizenship in the classroom; and (d) challenges in global citizenship education.

EPILOGUE

While I have referred to myself as “the researcher” elsewhere in this dissertation, this portion of the dissertation is written in first person to reflect the autobiographical nature of this Epilogue. Holley and Colyar explain, “The first-person point of view provides a sense of involvement for readers. Instead of viewing the events of a text from outside, through the voice of an omniscient narrator, [I] use first-person point of view to tell a story from the inside” (p. 116). Qualitative researchers (Creswell, 1998; Bogdan & Biklen, 2007; Patton, 2002; Mirriam, 1998) hold that the researcher’s values, interpretations, feelings and musings have a central place in social scientific inquiry. In order to organize and summarize this research, an Epilogue provides a meaningful account of the ways in which I have made sense of the 10 participants stories and reflections about global citizenship.

Puzzle pieces are cut to fit perfectly in a final product, whether it is small or a three-dimensional masterpiece that leaves you standing in awe. But sometimes, those pieces do not always fit so effortlessly. You have to turn them in directions you weren’t expecting. Other times, more than one piece can fit in the same area, but in the end, you need the piece that best finishes your project. And there are those times, you can’t make a piece fit, no matter how hard you try.

As I started my journey in the doctoral program, I expected all the pieces of my puzzle to fit perfectly, easily, without many twists or turns. My professors told me

repeatedly to find a topic that interested me, something that I could embrace over the long term and that I would remain passionate about until the end of the dissertation process. That was easy. My administrator was interested in slowly converting my school into an International Baccalaureate school. Fair enough. I loved what we were doing. I took my puzzle pieces out of my personal box. Just like any good puzzle, my puzzle, too, had a picture on the box to help guide me in the process.

Without a doubt, I knew the first puzzle piece was going to fit. I practiced conducting a semi-structured interview with my grade level team. I asked my fellow teachers questions about multiculturalism. Because three of my teammates had at least 20 years of teaching experience, I also asked them to describe activities they had done personally in their classrooms and in the schools to promote multicultural education. I have to admit, it was hard trying not to interject leading questions. After all, I could relate to the experiences my team was sharing. I laid that first piece of my puzzle down. Proud. I was one piece closer to the picture on my box.

In the class, Advanced Study of Diversity and Curriculum, I just knew I had so many of my pieces ready to fit. I created a pilot study, "Taking a Global Approach to Diversity." I felt I was able to successfully demonstrate my understanding of policy, practice, and theory of global citizen education. I understood that there needed to be a policy in place that would ensure there was deliberate planning to promote global citizenship education. I also knew the mission statement of my school district was part of a theory. I strongly felt there needed to be a practice and was proud that my school created and provided one. In my final project I reflected, "The practice of students working together collaboratively with students from other nations takes on a decision

making and social action approach. Students are able to see concepts from other cultures and ethnic perspectives. By giving the students a global problem to work through with students from another culture, they are taking on a different approach to multicultural education that promotes global citizenship.” There it was. The first time I really think I used the word, “global citizenship.” I looked at it; I examined it!

I continued to place the puzzle pieces down. The more I began to look at my freshly placed pieces, the more they did not really seem to fit. Something wasn’t quite right. I couldn’t put my finger on it, but since the pieces filled in the empty spaces, I decided not to worry.

In a qualitative research class, I began to focus on the literature review that would support my topic of interest. I was confident I was becoming an expert on global citizenship education. Dr. Schramm-Pate told us often to read as much as possible from our personal favorite authors who spoke to us and supported our chosen topic of interest. I was paying attention in class. In my quest for learning as much as conceivably possible about global citizenship education, James Banks had become one of my favorite authors. I read as much as I could from his books on multiculturalism. Another puzzle piece! My brain was finally beginning to fill with information that I was able to articulate in writing. My puzzle was coming along.

I submitted what I had constructed as part of my dissertation proposal to my advisor only to be told quickly that my puzzle pieces didn’t fit. In fact, they weren’t even close. I had created confusion by interchangeably using global citizenship and multiculturalism to mean the same in my papers. Instead of starting my puzzle over, I had to examine my pieces more closely and make decisions on the direction my pieces

needed to be turned for a better fit. I read and researched. The focus became global citizenship education. Perfect. The puzzle was beginning to match the picture on the box, but it was missing sections. I couldn't figure out what those sections were supposed to be, but I knew something needed to be in those empty spaces.

As often as possible I bring in current news articles to help students compare and contrast the current events to the past. I frequently tell my students that our past frames our present and that can affect our future. In November 2012, I believed that I had found the perfect connection for my students. It was an article from The State newspaper (2012) on a factory fire in Bangladesh that killed 117 workers. The deaths were blamed on poor working conditions in the garment factory. This mirrored what the students had learned about the working conditions of the 1911 Triangle Shirtwaist Factory fire in the New York City (PBS, 2010, "Triangle Fire). It was something written in the Bangladesh article that was my "ah-ha" moment as an educator. The article shared a survey that had been conducted with shoppers. It asked the shoppers if they would continue buying products from the stores that contracted with the garment factory where the deadly fire had occurred. The conclusion from those surveyed was people were upset a fire had occurred that took so many lives, but they were not willing to stop shopping the stores. The participants in the survey were interested in the lower prices of the products.

I finally understood what I had invested so much time studying; global citizens and global citizenship education. For me, global citizenship was more than recognizing and respecting differences among cultures. I felt it was my responsibility, not as a teacher but as a person concerned about how my actions affect others, to have my students recognize why the garment factories in Bangladesh and other countries in the

world were experiencing poor working conditions, and empower the students to make personal decisions to take an active role. For the first time the phrase “global citizens” was used in my classroom in a manner that became a natural part of the conversation.

For me, global citizenship education has gone beyond a scripted curriculum. It has gone beyond the pages in my dissertation research. The desire for global citizenship education resides within me. It has become my passion and desire for my students. I’m looking within the mandated curriculum with purposeful intent of guiding my students to thinking critically about causes and effects, thinking of ways to resolve issues, and taking personal action.

I had set out to understand the perceptions of ten female elementary school teachers in Grades 3 through 5 on global citizenship education. In the end, I have gained clarity in my own perceptions of global citizenship and realized what role I must play in preparing my students to become global citizens in an interconnected world. My puzzle isn’t nearly finished, but it already looks better than the original picture on the box.

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APPENDIX A – REQUESTING PARTICIPATION LETTER

Dear Teacher,

I am a doctoral student at University of South Carolina. I am writing to ask you to be part of a qualitative research study on teacher perceptions of global citizenship education. This is part of the requirements for a doctoral degree in Curriculum and Instruction with an emphasis in Curriculum Studies. I hope you will agree to participate.

Participating in this study will include:

An interview conversation that should last approximately 45-60 minutes and that will be conducted during your selected times at the location of your choice within the school building. Prior to this conversation, I will submit the interview questions to you and request your responses in advance that I might review them. This conversation will be recorded using my computer, and I will also be taking written notes. If needed, a follow up meeting may occur which will allow me to check for accuracy of my notes and to ask any follow up questions I had after reviewing the transcripts of our first meeting.

Participation in this study is completely voluntary and there is no penalty for not participating or for withdrawing from the study. If you agree to participate in this study, your identity will be kept strictly confidential. Your name and school will not appear in the study. Your stories will be referenced by a pseudo name. All transcripts will be kept on a flash drive in the researcher's home.

Please contact me by replying by email to tjett@lexington1.net.

Sincerely,

Tamela Jett

APPENDIX B – CONSENT DOCUMENT

Curriculum and Instruction
Tamela Jett, Student Researcher
Teacher Perceptions of Global Citizenship Education in a Rural Elementary Public School

You are invited to participate in a study examining “Teacher Perceptions of Global Citizenship Education in a Rural Elementary Public School.” This study is being conducted by Tamela Jett, classroom teacher at Carolina Springs Elementary and a doctoral student in the Curriculum and Instruction doctoral program at University of South Carolina, under the supervision of Dr. Susan Schramm-Pate, her dissertation committee chair.

The following information is being provided for you to determine if you wish to participate in this study. In addition, you are free to decide not to participate in this research or to withdraw at any time without affecting your relationship with the researcher or University of South Carolina.

The purpose of this study is to examine the perceptions of teachers on global citizenship. If you decide to participate you will be asked to participate in an interview lasting between 45-60 minutes. *To help in your preparation, you will be given eight questions for you to reflect upon prior to the interview.* These interviews will be audio recorded to ensure the accuracy of the collected information and all interviews will be transcribed into a written record. You would be able to ask the interviewer to turn off the audio recording equipment at any time during the interview.

Please do not hesitate to ask questions about the study before participating or while the research is taking place. I will be happy to share the results with you at the completion of the study. *Ensuring the confidentiality of data is the norm in research. Your name or school name will not be used in the dissertation dissemination process;* rather it will only be known to the researcher.

Pseudonyms will be used for participants (i.e. Teacher 1, Teacher 2, and so on) and general terms will be used in reporting results (i.e. “Five of the teachers commented...,” “Two teachers reported that...,” etc.).

Written transcripts will be stored in a locked filing cabinet in the home of the researcher for one year following the completion of the study

The audio transcripts will be destroyed once the transcription process has been completed and a written record is produced and you are confident that the written transcript accurately reflects your comments during the interview. There are no other known risks/discomforts associated with participating in this study.

There are several expected benefits from participating in this study. They are: 1) allowing the opportunity to reflect on his or her roll in preparing students to become global citizens; 2) providing insight into factors he or she may wish to investigate for the purposes of preparation,

implementation, and reflection of curriculum created for the purpose of preparing students to become global citizens; and 3) the ability for the researcher to participate in a qualitative study.

If you have any questions about this study, please contact Tamela Jett, the student investigator at (803)315-8468 (cell) or via email at tjett@lexington1.net. You may also contact the Chair, Susan Schramm-Pate via email sschramm@mailbox.sc.edu if any questions or issues arise during the course of the study.

A signed copy of this consent form will be given to you for your records.

Participant

Date

Consent obtained by: _____
Interviewer/Student Investigator

Date

APPENDIX C – INTERVIEW PROTOCOL

Project: Teachers' Perceptions of Global Citizenship Education in a Southern Elementary Public School

You are being invited to participate in a study examining “Teacher Perceptions of Global Citizenship Education in a Southern Elementary Public School” because you have taught at the school research site for at least three years, teach in grades three, four, or five, and have experience with the curriculum that is used to teach global citizenship education. I will be conducting the research. I am a classroom teacher at Carolina Springs Elementary and a doctoral student in the Curriculum and Instruction doctoral program at University of South Carolina, under the supervision of Dr. Susan Schramm-Pate, my dissertation committee chair.

Participating in this study will include:

An interview conversation that should last approximately 45-60 minutes and that will be conducted during your selected times at the location of your choice within the school building. This conversation will be recorded using my computer, and I will also be taking written notes. These interviews will be audio recorded to ensure the accuracy of the collected information and all interviews will be transcribed into a written record. You would be able to ask the interviewer to turn off the audio recording equipment at any time during the interview. If needed, a follow up meeting may occur which will allow me to check for accuracy of my notes and to ask any follow up questions I had after reviewing the transcripts of our first meeting. The audio transcripts will be destroyed once the transcription process has been completed and a written record is produced and you are confident that the written transcript accurately reflects your comments during the interview. By agreeing to the interview, the teacher will provide the other data collection materials.

There are several expected benefits from participating in this study. They are: 1) allowing the opportunity to reflect on your roll in preparing students to become global citizens; and 2) providing insight into factors you may wish to investigate for the purposes of preparation, implementation, and reflection of curriculum created for the purpose of preparing students to become global citizens.

Participation in this study is completely voluntary and there is no penalty for not participating or for withdrawing from the study. If you agree to participate in this study, your identity will be kept strictly confidential. Your name and school will not appear in the study. Your stories will be referenced by a pseudo name. All transcripts will be kept on a flash drive in the researcher's home.

Time of interview: _____

Date of interview: _____

Location: _____

Interviewer: _____

Interviewee: _____

Thank you for consenting to participate in this study. I would like to record the interview so the study can be as accurate as possible. You may request that the tape recorder be turned off at any point of the interview.

1. Describe your personal experiences outside of the classroom that you have had with other cultures.
2. Have you ever integrated those experiences into your teaching? If so, how? If not, why not?
3. If one of your students asked you what is a global citizen, how would you respond?
4. Thinking back to the answer that you would give your student, do you think the curriculum you are currently teaching for global citizenship fits that definition? Explain.
5. If you were given the task of creating a curriculum to teach global citizenship education, describe the following:
 - a. What would be the goal/end result for success with the curriculum?
 - b. What would be included in the curriculum?

Why do you think _____ is important in your curriculum?
 - c. Is there anything in the curriculum for global citizenship education at your school that you would leave out of your newly created curriculum? Explain.
 - d. Who would be responsible for implementing your newly created curriculum?
Explain
 - e. How would the person responsible for implementation be prepared to teach the curriculum?
 - f. Explain why your curriculum for global citizenship education is a good one.
 - g. What do you see as negative factors when trying to implement your curriculum?

6. Thinking about the global citizenship curriculum you currently teach at your school, how prepared do you feel in implementing it? Describe.
7. Is there anything that you do differently or add to the curriculum at your school to promote global citizenship?
8. What do you see as barriers in preparing students to become global citizens?

Thank you for participating in this interview. If necessary, may I contact you for a follow up interview or to clarify some of your responses?

APPENDIX D – CURRICULUM 2009-2010

MPES Goes Global: Around the World in 180 Days

2009-2010

If we are to have a world-class education system, and let's really talk about world-class, our definition of educational excellence must go beyond literacy and numeracy to include knowledge of the history, geography, cultures and languages of other parts of the world."

-James B. Hunt, Jr., Former Governor of North Carolina



Objectives

Affective

MPES students will

- develop an appreciation for cultures different than their own.
- develop respect for customs of other countries.
- understand that children all over the world are much more alike than different.
- learn that collaboration and cooperation will strengthen everyone.
- be involved in current events occurring around the world through our Current Events Bulletin Board activity (see Passport System).

Cognitive

MPES students will be exposed to and learn

- facts about each of the 32 countries including such things as
 - the flag
 - the capital city

- type of government
- language spoken
- what inhabitants of the country are called
- size of the country in relation to something they know
- famous places, landmarks
- currency (including exchange rates)
- geographic and map concepts such as
 - continents, oceans, landforms
 - latitude and longitude, international date line
 - time zones
 - hemispheres
 - equator
- environmental and geophysical concepts such as
 - wetlands, rainforest
 - desert
 - mountains
 - climate/weather
 - seasons
- travel and transportation modes
- animals indigenous to the country

Itinerary

Around the World in 180 Days Itinerary

Week of	
Continent	Africa
24-Aug	Egypt
21-Aug	Ethiopia
7-Sep	Zimbabwe
14-Sep	Congo
21-Sep	Chad
28-Sep	Libya
Continent	Europe
5-Oct	England
12-Oct	Ireland

19-Oct	Norway
26-Oct	France
2-Nov	Spain
9-Nov	Germany
16-Nov	Switzerland
23-Nov	Austria
30-Nov	Russia
Interlude	
7-Dec	Christmas and other Holiday Traditions Around the World
14-Dec	Christmas and other Holiday Traditions Around the World
Continent	Asia
4-Jan	Israel
11-Jan	Saudi Arabia
18-Jan	United Arab Emirates
25-Jan	India
1-Feb	China
8-Feb	South Korea
15-Feb	Japan
Continent	Antarctica
22-Feb	Antarctica
Continent	Australia
1-Mar	Australia
Continent	South America
8-Mar	Brazil
15-Mar	Argentina
22-Mar	Chile

29-Mar	Peru
12-Apr	Ecuador
Continent	North America
19-Apr	Canada
26-Apr	Mexico
3-May	US: Southwest
10-May	US: West
17-May	US: Midwest
24-May	US: Northeast
31-May	US: Southeast

Kick Off Events

Faculty/Staff Kick Off Events:

- Road Trip, August 5th. IKEA in Charlotte, N.C.
- Back to School Banquet, August 17th, T & S Farms, Batesburg
 - The menu will be “point of departure” food (Shealy’s BarBeQue).
 - Guests upon arrival will draw a “flag” of one of the countries from a basket to indicate where they and their guest will be seated. Each of the tables will represent a different country we are visiting. The tables will be decorated with items that represent that country. A “quiz” of facts about the country will be completed collectively by the group at the table as people arrive. An appetizer will be at each table that is reflective of the country.
 - A “flag” bingo game will be played following the meal with door prizes.
 - For dessert, an international desert (currently Brazilian) will top off the evening.

Student Kick Off Event

- August 21, at 7:45 a.m.

- A hot air balloon will arrive on campus at the playground for all students to see. (Compliments of Bell Aviation).The three administrators (dressed in aviator costume) will board the basket of the hot air balloon and depart campus.



Convergence: How it All Comes Together

Howling TV

The majority of affective and cognitive objectives will be delivered school wide through the daily broadcast of Howling TV school-wide (7:40-7:50 a.m.). Fifth grade student anchors have been trained and will be under the direct supervision of the Media

Specialist. They meet 3 times per week as a part of their Related Arts program (Arts and Communication) for 45 minutes.

Each week a different country will be highlighted (see itinerary). During that week the following will occur on Howling TV:

- The program will open each day with the national anthem of the country followed by a typical greeting in the language of the country.
- TV anchors will tell the current time in that country and the expected weather for the day there.
- Through the use of ChromaKey backgrounds and appropriate technology, the visual backgrounds each day will be of places, landmarks, etc. from the country of the week.
- Guests will be interviewed with a specific protocol (see below). Currently over 65 guests have been identified who are either native to the country, or have visited/lived there. These guests will be interviewed live or taped (as needed) and played during this time. (The HowlingTV crew will handle all interviewing and taping. They may travel to the guest's location to do the taping). Some guests will be interviewed by using communications technologies (such as SKYPE). These guests will also bring artifacts to show on the program that will be housed in the ATW Museum (see description). Guests coming include teachers at the school and in the district, administrators in the school and district, parents, community members, and friends of CSE.
 - Howling TV's first guest will be Mr. Sherif El Taweel, an Egyptian friend of the principal who will be visiting the first week of school.

SAMPLE interview questions.

- Tell us about how you are associated with this country.
 - What is one unique thing that our students should remember about the country?
 - What are children like in this country? What do they enjoy doing? Do they attend schools like we do and study the same things?
 - Relate any unusual, funny experiences you had in this country.
 - How did you travel to get to this country and how did you travel inside the country?
 - What time of year were you there and what was the weather like?
 - What was the food like?
 - Did you see any unusual or native animals?
 - Is there anything else you would like for us to know.
-
- Other facts will be communicated as outlined earlier (currency, capital, flag, animals, customs, landmarks, etc.).
 - At the end of the week a quiz will be given school-side and scored by the Customs Agents (see Passport System write up). Stamps will be given in the passport for correct answers. Questions will vary but will come from the content discussed on Howling TV.
 -

Other Supports

Capital Square is decorated with hot air balloons in each of the four skylights, a banner with the theme, a suspended globe, the US Flag and flag drapes. Additional supports located in Capital Square include:



Around the World (ATW) Museum



- The trophy case in Capital Square will become a museum of the country each week.
- Artifacts will be gathered from guests and others willing to share for the week and will include the currency of the country, customary dress, etc. (see picture of current Egyptian Museum).
- A digital picture frame in the museum will

display pictures shared by guests and others of scenes and events in the country of the week.

Hall/Office Video Monitors

The video monitor in the hall and in the office will broadcast the daily Howling TV program for guests in the school and display pictures shared by guests, etc. of the country

Current Events Bulletin Board

A bulletin board located in Capital Square will display current event news articles brought in by students that highlight events in the countries we are studying. Students will have their names written on articles turned in and will receive points in their individual passports (See Passport System).

Hall of Nations

Sandlapper Way has been designated as the **Hall of Nations**. Each of the 32 countries has their flags on display down this hall. Students pass this hall each day to go to lunch, recess, related arts, etc. The flags are identified by name to give the students one more opportunity to learn the flag of the country. During the country's "tenure" the flag will be flown on one of the flagpoles out front



following all flag etiquette and flag codes described by law. Students will be quiet and respectful in passing through this hall and will treat these flags as representative of the country and therefore treat them with respect as well.



Time Zones

One wall in Capital Square displays two clocks (see picture). The left clock displays current time in SC. The right clock will display the current time in the country of the week with a designation of + or – so that students will know whether the time is a.m. or p.m.

Teacher Support Systems

- Expectations for teacher involvement include

- Support of the Passport System (both student and Class Passports)
- Cooperation and assistance to the Customs Agents
- Incorporation/Integration of appropriate standards with each country
- Full engagement in Husky TV broadcasts
- Expectation and follow through for all students to be engaged in Husky TV
- Teachers have been given a notebook “Factbook” which contains the following:
 - A two-page description of the country with color picture support that includes:
 - Map of the Country
 - Flag
 - Currency, including current exchange rate
 - Type of government
 - What the “nationals” are called (i.e. Chileans, Emiratis)
 - Size of the Country in relation to knowns (i.e. ½ size of Texas, etc.)
 - Time zone
 - Websites

MPES Passport System

Individual Student Passports

1. Each student will be issued a passport at the beginning of the year complete with their name and teacher name on the front. Students in grades 2-5 must complete a Passport Application, say the school pledge and have their fingerprint before being issued a passport. Kindergarten grade students will say their pledge at a later time. be handled by classroom-assigned Customs Agents (5th
2. Passports will be kept in ziplock bags in the Passport Collection Basket in each classroom.
3. Students who earn Blaze Bucks during the week will place their BB in the ziplock bag.
4. Students who bring in current events will place the current event in the ziplock bag.
5. Students who complete the weekly HowlingTV quiz will place their completed quiz in the ziplock bag.



6. Customs Agents will collect the baskets at a predetermined time and stamp each passport appropriately based on the Blaze Bucks, current event, correct quiz response.
7. Each nine weeks the Customs Agents will be given information about attendance and tardies by the Student Records Operator and they will stamp the Passport accordingly.
8. Additional stamps will be placed in the Passport according to the event and a specific format will be followed for reporting that information to the Customs Agents.
9. Each nine weeks a Passport Event will be held recognizing a certain level of points in the Passport System.
10. At the end of the year students who meet the minimum required points will be able to attend the school-wide Passport Party.

Class Passports

1. Each class will be issued a Classroom Passport which is transported to each related arts area (including music, art, band, orchestra, media center, computer lab). Those teachers will stamp the class passport for those classes that are exemplary in behavior.
2. Class Blaze Bucks will be placed in the Classroom Passport ziplock bag to be stamped by the Customs Agents. Periodic parties will be held for minimum numbers of points reached by individual classes.

Customs Agents

A group of fifth grade students will be selected who are responsible and available to act as Customs Agents. Customs Agents have the following responsibilities:



1. Distribute Passport Applications to their assigned classrooms (Grades 2-5), listed to the pledge and obtain the fingerprint.
2. CA's will pick up the Passport Collection Baskets from their assigned classroom once a week (usually Thursday afternoon or Friday morning).
3. CA's will handle each passport individually by taking it out of the ziplock bag and stamping the appropriate number of stamps in the passport for:
 - a. Blaze Bucks (these will be then dropped into a box for a later drawing)
 - b. Current Event (they will assure that the current event is in keeping with the country of the week and will see that it is posted on the current events board).
 - c. Weekly country Quiz (they will check the quiz sheet and if the answer is correct will stamp the passport appropriately and drop the quiz in the quiz box for a later drawing).

- d. Perfect attendance/no tardies (they will use the list provided by the Student Records Operator at the end of the nine weeks to mark the passport).
 - e. Parent Engagement (they will use the register provided by the teacher in the passport to complete the parent engagement section).
 - f. Other (as appropriate other stamps will be added to the passport).
4. Customs Agents will keep a logbook of the number of points being earned by each member of the classroom for use in determining Passport Event participation and Passport Party participation (end of year).

APPENDIX E – AROUND THE WORLD, ISLAND STYLE PACING 2010-2011

Island	Week
Prince Edward Island	23-Aug
Greenland	30-Aug
Iceland	6-Sep
Bermuda	13-Sep
Bahamas	20-Sep
Cuba	27-Sep
Jamaica	4-Oct
Hispaniola (Haiti/Dominican Republic)	11-Oct
US Virgin Islands	18-Oct
Galapagos Islands	25-Oct
Puerto Rico	1-Nov
Barbados	8-Nov
Trinidad and Tobago	15-Nov
Cape Verde Islands	22-Nov
Sicily	3-Jan
Malta	10-Jan
Cyprus	17-Jan
Madagascar	24-Jan
Maldives	31-Jan
Sri Lanka	7-Feb
Indonesia	14-Feb
Malaysia	21-Feb
Philippines	28-Feb
Taiwan	7-Mar
Paupa New Guinea	14-Mar
Solomon Islands	21-Mar
Fiji	28-Mar
Samoa	4-Apr
Tonga	11-Apr
New Zealand	25-Apr
Hawaii	2-May
Reviews	May 9-

APPENDIX F – AROUND THE WORLD, ISLAND STYLE PASSPORTS

Prince Edward Island <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Iceland <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	US Virgin Islands <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Puerto Rico <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 
Greenland <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Bermuda <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Galapagos Islands <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Barbados <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 
Bahamas <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Jamaica <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Trinidad/Tobago <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Sicily <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 
Cuba <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 2 	Hispaniola (Haiti/Dominican Republic) <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks:  	Cape Verde Islands <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Malta <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks:  3

Cyprus <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Maldives <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Indonesia <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Philippines <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 
Madagascar <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Sri Lanka <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Malaysia <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Taiwan <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 
Papua New Guinea <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Fiji <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Tonga <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	Hawaii <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 
Solomon Islands <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 4 	Samoa <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	New Zealand <input type="checkbox"/> Quiz (5 pts) Total Blaze Bucks: 	5

APPENDIX G – AROUND THE WORLD, GLOBAL CONNECTIONS 2011-2012 CURRICULUM



Objectives

Affective

MPES students will

- develop an appreciation for cultures different than their own.
- develop respect for customs of other countries/cultures
- understand that children all over the world are much more alike than different.
- learn that collaboration and cooperation will strengthen everyone.
- be involved in current events occurring around the world through our Current Events Bulletin Board activity (see Passport System).
- develop relationships with students around the world as we collaboratively tackle world issues

Cognitive

MPES students will be exposed to and learn

- facts about each of the 6 countries we will study and partner with
 - the flag
 - the capital city (if appropriate)
 - type of government (if appropriate)
 - language spoken
 - what inhabitants of the country are called
 - currency (including exchange rates)
- geographic and map concepts such as
 - latitude and longitude, international date line
 - time zones
 - hemispheres
 - equator
- environmental and geophysical concepts such as
 - wetlands, rainforest
 - desert
 - mountains
 - climate/weather
 - seasons
- travel and transportation modes
- animals indigenous to the country

MPES Students will collaboratively seek solutions with world partners on global issues defined in the book High Noon: 20 Global Issues and 20 Years Left to Solve Them. Each global issue has been selected by the grade level to coincide with specific grade level standards.

Assignments and Contacts

Grade Level	Global Issue	City/Country	
Kindergarten	Water Deficits	Amman, Jordan	under selection
First Grade	Deforestation	Doha, Qatar	under selection
Second Grade	Trade Investment	United Arab Emirates	under selection
Third Grade	Deforestation	Araphoe Indian Nation, Wyoming	St. Stephens Indian School, Riverton, Wyoming
Fourth Grade	Biodiversity,	Various cities in Egypt	under selection

	Ecosystems	Each fourth grade class (8) will partner with a fourth grade in a different school somewhere in Egypt.	
Fifth Grade	Biodiversity, Ecosystems	Wuhan, China	Wuhan Yangtze International School, Wuhan, China

Convergence: How it All Comes Together

Howling TV

The majority of affective and cognitive objectives will be delivered school wide through the daily broadcast of Husky TV (7:40-7:50 a.m.). Fifth grade student anchors have been trained and are under the direct supervision of the Media Specialist. They meet 3 times per week as a part of their Related Arts program (Arts and Communication) for 45 minutes.

For approximately one month each country will be highlighted. During that month the following will occur on Husky TV:

- The program opens each day with the national anthem of the country followed by a typical greeting in the language of the country.
- TV anchors tell the current time in that country and the expected weather for the day there.
- Guests will be interviewed who have been to the country we are studying with a specific protocol (see below). These guests will be interviewed live or taped (as needed) and played during this time. (The Husky TV crew will handle all interviewing and taping. They may travel to the guest's location to do the taping). Some guests will be interviewed by using communications technologies (such as SKYPE). These guests may bring artifacts to show on the program that will be housed in the ATW Museum (see description).
- Each grade level at MPES has adopted one of the countries under study and will become the experts for this country. Each class in the grade level will be the guest/host of at least one program on Husky TV during that month. Some classes are doing partner activities. The flags of the country adopted by the class will be hung outside the classroom door.

- Throughout the year each grade level will be in contact with their partner country (see list) to develop relationships, share research around the “global issue”, and learn from each other.
- Other facts have been communicated as outlined earlier (currency, capital, flag, animals, customs, landmarks, etc.).
- At the end of the week a quiz is given school-wide and scored by the Customs Agents (see Passport System write up). Stamps are given in the passport for correct answers. Questions vary but come from the content discussed on Husky TV.

SKYPE Studio

A SKYPE studio has been set up in the media center (learning commons) to allow whole classes to have face-to-face conversations with students in the partner countries. Equipment in the SKYPE studio includes a SKYPE enabled television (50” Panasonic Viera Plasma) as well as the Panasonic wide angled camera with microphone support. Students from the 5th grade Tech Team will assist classes in utilizing the SKYPE studio. Time differences between the US and the partner countries may require that we exchange videos and email rather than live conversations.

Other Supports

Capital Square is decorated with models of the solar system and satellites in each of the four skylights, a banner with the theme, a suspended globe, the US Flag and flag drapes. Additional supports located in Capital Square include:

Around the World Museum:

- The trophy case in Capital Square has become a museum of the country.
- Artifacts are gathered from guests and others willing to share for the week and include the currency of the country, customary dress, etc.
- A digital picture frame in the museum displays pictures shared by guests and others of scenes and events in the country of the week.

Hall/Office Video Monitors

The video monitor in the hall and in the office broadcasts the daily Husky TV program for guests in the school and displays pictures shared by guests, etc. of the country

Current Events Bulletin Board

A bulletin board located in Capital Square displays current event news articles brought in by students that highlight events in the countries we are studying. Students have their names written on articles turned in and receive points in their individual passports (See Passport System).

Hall of Nations

Sandlapper Way has been designated as the **Hall of Nations**. Each of the 7 countries has their flags on display down this hall. Students pass this hall each day to go to lunch, recess, related arts, etc. The flags are identified by name to give the students one more opportunity to learn the flag of the country. During the country's "tenure" the flag is flown on one of the flagpoles out front following all



flag etiquette and flag codes described by law. Students are expected to be quiet and respectful in passing through this hall and treat these flags as representative of the country and therefore treat them with respect as well.



Time Zones

One wall in Capital Square displays two clocks (see picture). The left clock displays current time in Lexington, SC. The right clock displays the current time in the country of the week with a designation of + or – so that students will know whether the time is a.m. or p.m.

Fine Arts Integration

The Fine Arts department at MPES will integrate the Around the World: Global Connections theme extensively into their curriculum. Each week the projects developed in art classes will be on display in the school building. Artists from each of the countries or other projects representative of the country have been displayed in the media center and all over the building. We have maintained a database of pictures of each of these products. The music program will study extensively music of the different countries.

Teacher Support Systems

- Expectations for teacher involvement include
 - Support of the Passport System (both student and Class Passports)
 - Cooperation and assistance to the Customs Agents
 - Incorporation/Integration of appropriate standards with each country
 - Full engagement in Howling TV broadcasts
 - Expectation and follow through for all students to be engaged in Howling TV
 - Teachers are quizzed regularly on recognizing the flags of the countries and knowing the capitals of the countries.
 - Adoption and support of one country as the “class country”.
 - Production of some type of program for Howling TV during the month the country is being visited.

MPES Passport System

Individual Student Passports

11. Each student will be issued a passport at the beginning of the year complete with their name and teacher name on the front. Students in grades 2-5 must complete a Passport Application, say the school pledge and have their fingerprint taken before being issued a passport. Kindergarten and 1st grade students will say their pledge at a later time. This will be handled by classroom-assigned Customs Agents (5th graders).
12. Passports are kept in ziplock bags in the Passport Collection Basket in each classroom.
13. Students who earn Blaze Bucks during the week place their Blaze Bucks in the ziplock bag.
14. Students who bring in current events place the current event in the ziplock bag.
15. Students who complete the weekly Howling TV quiz place their completed quiz in the ziplock bag.

16. Customs Agents collect the baskets at a predetermined time and stamp each passport appropriately based on the Blaze Bucks, current event, correct quiz response.
17. Each semester a Passport Event is held recognizing a certain level of points in the Passport System.

Customs Agents

A group of fifth grade students have been selected who are responsible and available to act as Customs Agents. Customs Agents have the following responsibilities:

5. Distribute Passport Applications to their assigned classrooms (Grades 2-5), listen to the pledge and obtain the fingerprint.
6. CA's pick up the Passport Collection Baskets from their assigned classroom once a week (usually Thursday afternoon or Friday morning).
7. CA's handle each passport individually by taking it out of the ziplock bag and stamping the appropriate number of stamps in the passport for:
 - g. Blaze Bucks (these will be then dropped into a box for a later drawing)
 - h. Current Event (they will assure that the current event is in keeping with the country of the week and will see that it is posted on the current events board).
 - i. Weekly country Quiz (they will check the quiz sheet and if the answer is correct will stamp the passport appropriately and drop the quiz in the quiz box for a later drawing).
8. Customs Agents keep a logbook of the number of points being earned by each member of the classroom for use in determining Passport Event participation and Passport Party participation (end of year).

Quiz Bowls

Quiz Bowl Activities will be conducted electronically by grade level under the direction of our school technology integration specialist. Students during computer lab time will take an online quiz (developed through Quia) on the countries.

Background Rationale

Global Awareness Going on... by Silvia Rosenthal Tolisano

If you are NOT teaching or attending an international school, nor live in a metropolitan city, raising global awareness among your students does not happen by osmosis. As a teacher,

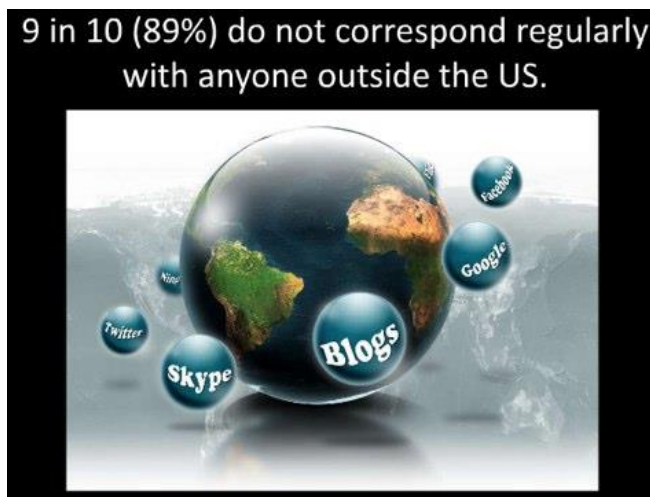
you have to work hard to expose your students to multiple languages, cultures, geography, different customs and traditions. Global Awareness, according to [The Partnership for 21st Century Skills](#), includes:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

According to the National Geographic Roper Public Affairs Report 2006- Geographic Literacy Study (pdf),

Young Americans appear to stick close to home, reporting limited contact with other cultures outside the US

- Three-quarters (74%) have traveled to another state in the past year, but seven in ten (70%) have not traveled abroad at all in the past three years.
- Six in ten (62%) cannot speak a second language “fluently.”
- Nine in ten (89%) do not correspond regularly with anyone outside the US
- Only two in ten (22%) have a passport.



Raising global awareness and making global connections for teachers and students has been one of my goals this year. Although isolated, one time connections are better than none. I am witnessing a transformation in students and teachers who are regularly participating in global connections. Let me give you an example: Third graders have had opportunities to connect live via Skype to Italy, Israel, New Zealand, Finland, Canada and various states within the USA this year. Alison Quinn, the teacher from Finland, wrote a [reflective blog post](#) about our connection:

They asked and answered great questions that highlighted both the differences (geographically and culturally) and similarities – this was so key. The similarities now seem

insignificant – two kids on opposite sides of the ocean have art as their favourite subject – both groups of kids like pizza, the same TV shows – and the same Hannah Montana song. But these seemingly insignificant shared pieces of pop culture astounded and united the kids who were oceans away from each other.

I am in complete agreement with Alison. Although seemingly insignificant, these kinds of interactions contribute to a connected feeling, they contribute to a global awareness, that otherwise would not exist.

Seeing students being aware of a bigger world than their own backyard is a first step towards global education. Hearing students use names of far away countries, talk about different languages, cultures and traditions as if they were frequent travelers and jet-setters is a step in the right direction. Making connections with students from around the world is becoming "just the way it is"... normal... part of their lives in the 21st Century. Take a moment to watch and listen to the third graders (from the US) talk about what had surprised them when skyping with third graders from Helsinki, Finland.